Senate
Senate Chamber
****Remotely via Zoom****
WEDNESDAY, May 13, 2020
1:30 p.m.

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X **ADDITIONAL BUSINESS** - none

XI MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees [April 14, 2020]

The report will be provided to members of Senate at the meeting.

XII ADJOURNMENT

Please send regrets to shannon.coyston@umanitoba.ca.

April 16, 2020

Election of Senate Representative to the Board of Governors

1. General

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

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

   (b) The procedures provide that if the person being nominated is not present, the nominator must state that the person nominated has consented to the nomination.

   (c) At least one of the three individuals representing Senate on the Board of Governors shall not have administrative responsibilities greater than those of department head at the time of election.

   (d) Should the term of office on Senate for the member of Senate elected to the Board of Governors expire before the term of office on the Board, the member shall become a member-at-large of Senate for the remainder of the term of office on the Board of Governors, unless re-elected to Senate.

2. Election

   (a) One member of Senate is to be elected by Senate to the Board of Governors for a three-year term (June 1, 2020 to May 31, 2023) to replace Jeff Taylor, whose term on the Board of Governors expires on May 31, 2020, and who is eligible for re-election.

   (b) Current Senate representatives on the Board of Governors are:

Jeff Taylor	Arts	2020
John Anderson	Science	2021
Susan Prentice	Arts	2022

   (c) Not eligible for election are the Chancellor, the President, or the Board of Governors' representatives on Senate.

3. Procedures

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

   (b) In the case that an election is required, Senators shall vote for no more than one candidate on the ballot provided. For the May 2020 election, this election will be done via an electronic vote. Members of Senate will be sent a message during the meeting providing a link to cast their vote electronically.

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

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

Election of Senate Representatives to the Senate Executive Committee

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

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

   (y) elect an executive committee, which shall include

      (i) the president, who shall be chairman of the committee;

      (ii) the member of the senate designated by the president to be vice-chairman of the committee;

      (iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;

      (iv) a member of the board who has been appointed to be a member of the senate;

      (v) a member elected by the students to be a member of senate;

      (vi) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. Three Senators are to be elected as follows:

   (a) two Senators for three-year terms (June 1, 2020 to May 31, 2023) to replace Tina Chen and Mark Gabbert, whose terms expire on May 31, 2020:

      (i) eligible for election are members of Senate elected by faculty/school councils;

      (ii) presently serving:

Tina Chen	Arts	2020
Mark Gabbert	Arts	2020
Brenda Austin-Smith	Arts	2021
(leave replacement is John Anderson until June 30/20)		
Robert Biscontri	Management	2021
Peter Blunden	Science	2021
Derek Oliver	Engineering	2021
Cary Miller	Arts	2022
Annette Schultz	Health Sciences	2022

(b) one Senator is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools for a three-year term (June 1, 2020 to May 31, 2023) to replace Edward Jurkowski, whose term expires on May 31, 2020:

(i) Eligible for election are:

(A)	Vice-Presidents:	J. Kearsey, C. Cook and D. Jayas
(B)	Deans/Directors:	M. Scanlon, J. Beddoes, N. Halden, D. Mandzuk, L. Simard, B. Postl, G. Jacoby, D. Brown, J. Black-Branch, E. Jurkowski, S. Baum, M. Yellow Bird

(ii) Presently serving:

Edward Jurkowski	Music	2020
Jeffery Taylor	Arts	2021
Lynn Zapshala-Kelln	Vice-President (Administration)	2022

3. Procedures:

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

(b) Senators shall vote for no more than two candidates in category 1, and one candidate in category 2 on the ballot provided. For the May 2020 election, this election will be done via an electronic vote. Members of Senate will be sent a message during the meeting providing a link to cast their vote electronically.

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

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

Election of Student Senator to the Senate Executive Committee

1. The composition of the Senate Executive Committee makes provision for three student assessors.

   The Assessors are as follows:

(a)	President of UMSU (or designate)	term: May 1, 2020 - April 30, 2021
(b)	President of GSA (or designate)	term: May 1, 2020 - April 30, 2021
(c)	Student Senator appointed by caucus of Student Senators	term: May 1, 2020 - April 30, 2021

2. The composition of the Senate Executive Committee also makes provision for one elected Student member of Senate. A candidate for this position is nominated by the caucus of Student Senators at Senate. The term for this position is May 1, 2020 - April 30, 2021.

3. Procedures:

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

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

April 30, 2020

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

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on March 17, 19, 20, 24, and 31, 2020, and participated in one electronic poll (April 28 - 30, 2020), to consider curriculum and course changes from Faculties, Colleges, and Schools.
3. The Report outlines course and curriculum changes endorsed by the SCCCC at the meetings noted above.
4. Proposed course deletions, introductions, and modifications, and program modifications are described in detail in the attachment to the Report.

Observations:

1. **General**

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

2. The committee approved the Senate Committee on Curriculum and Course Changes – 2020/2021 Timetable for Faculty/School Submissions to the Office of the University Secretary.

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

   FILM 2280 Film and Literature Cr.Hrs. 6

4. **Courses to be Removed from the Recommended Introductory Course List**

   effective for the Fall 2021[1]

   CHEM 1000 Understanding the World through Chemistry Cr.Hrs. 3
   CHEM 1030 Carbon Chemistry in Nature and Society Cr.Hrs. 3

[1] Pending approval of course changes included in the Report of the Senate Committee on Curriculum and Course Changes, Major Curriculum Revisions, Department of Chemistry, Faculty of Science – Submitted to Senate for Ordinary Debate [dated March 17, 2020; Senate Agenda, May 13, 2020, item IX (2)].

CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry Cr.Hrs. 3
CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry Cr.Hrs. 3
CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry Cr.Hrs. 3

5. **Courses to be Added to the Recommended Introductory Course List**

effective for the Fall 2020

PHIL 1420 Philosophy as Way of Life Cr.Hrs. 3

6. **Courses to be Added to the Recommended Introductory Course List**

effective for the Fall 2021[1]

CHEM 1100 Introductory Chemistry 1: Atomic and Molecular Structure and Energetics Cr.Hrs. 3
CHEM 1110 Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties Cr.Hrs. 3
CHEM 1120 Introduction to Chemical Techniques Cr.Hrs. 3
CHEM 1130 Introduction to Organic Chemistry Cr.Hrs. 3

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

Agriculture, General

The faculty is proposing the modification of three (3) courses. There would be no change to the overall number of credit hours offered by the department.

Agribusiness and Agricultural Economics

The department is proposing the modification of three (3) courses. There would be no change to the overall number of credit hours offered by the department.

Food and Human Nutritional Sciences

The department is proposing the introduction of two (2) courses and the modification of thirteen (13) courses. The overall number of credit hours offered by the department would increase by 6 credit hours.

The department is proposing to modify the programs listed below, as detailed in the Report. Changes to courses required in the Dietetics Preparation Option and in the Dietetics Preparation Concentration (to be renamed as “Dietetics Concentration”), in particular, will be made to meet accreditation requirements of the Partnership for Dietetic Education and Practice, including a requirement for 6 credit hours of clinical nutrition courses, and requirements for HNSC 3350 – Culture and Food Patterns and one of HNSC 4310 – Nutrition and the Elderly or HNSC 4340 – Maternal and Child Nutrition.

- **Bachelor of Science in Human Nutritional Sciences, Nutrition Option**
- **Bachelor of Science in Human Nutritional Sciences, Second Degree Option**
  - **Dietetics Preparation Concentration**
  - **Human Nutrition Concentration**
  - **Foods Concentration**
- **Bachelor of Science in Human Nutritional Sciences, Articulation with Red River College Culinary Arts**

School of Agriculture

The school is proposing the deletion of five (5) courses and the modification of two (2) courses. The overall number of credit hours offered by the school would decrease by 14 credit hours.

The school is proposing to modify the programs listed below, as detailed in the attachment to the Report. The programs will be modified to reflect the deletion of required courses, which would be replaced in the programs by degree courses recently introduced and approved by Senate (December 4, 2019). The requirements for the Program Core, Crop Management Option, and Livestock Management Option are not affected by the proposed course changes. The Co-operative Education Program would be modified to increase the number of credit hours granted to students who complete the program from 2 to 3 credit hours.

- **Diploma in Agriculture**
    - **Business Management Option**
    - **General Agriculture Option**
- **Diploma in Agriculture, Co-operative Education Program**

8. **School of Art**

The school is proposing the introduction of three (3) courses and the modification of sixteen (16) courses. The overall number of credit hours offered by the school would increase by 9 credit hours.

9. **Faculty of Arts**

Faculty of Arts

Modification of Bachelor of Arts Science Requirement

The faculty is proposing modifications to the list of courses acceptable for use toward the Bachelor of Arts Science Requirement, as detailed in the attachment to the Report. Modifications reflect recent course changes made by other units. Specifically, GEOL 2350 – Canada Rocks would be added to the eligible courses offered by the Clayton H. Riddell Faculty of Environment, Earth, and Resources. The former BIOL 1110 – Health and Health Professions would be noted as exception to the rule that any course offered by the Faculty of Science is eligible, in order to prevent students from using HEAL 1600 – Health and Health Professions to meet the requirement. HEAL 1600 is equivalent to the former BIOL 1110 but it does not satisfy the Faculty's NSERC evaluation requirements used to assess courses for the Bachelor of Arts Science Requirement.

Classics

The department is proposing the modification of four (4) courses. There would be no change to the overall number of credit hours in course offerings.

Economics

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

English, Theatre, Film & Media

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

Linguistics

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

Philosophy

The department is proposing the modification of two (2) courses. There would be no change to the overall number of credit hours in course offerings.

The department is proposing modifications to the programs listed below, as detailed in the attachment to this Report. One significant change to the Advanced Major and Honours programs include the introduction of a requirement that students completed courses in three broad philosophical divisions, history of philosophy, metaphysics and epistemology, and value theory. This distribution requirement would replace lists of required optional courses in the current curricula. The objective is to restructure the program requirements to make them easier for students to follow, while balancing the goals to both expose students to a breadth of topics and also give them the flexibility to focus on particular areas of interest. The same programs would be modified to include a requirement for PHIL 1300 – Introduction to Logic, replacing PHIL 2200 – Intermediate Logic in the curricula. The change responds to a recommendation in an academic program review and would bring the programs in line with similar programs at other Canadian institutions.

- **Bachelor of Arts (General) in Philosophy**
- **Bachelor of Arts (Single Advanced Major) in Philosophy**
- **Bachelor of Arts (Double Advanced Major) in Philosophy**
- **Bachelor of Arts (Single Honours) in Philosophy**
- **Bachelor of Arts (Double Honours) in Philosophy**
- **Minor (Concentration) in Philosophy**

10. **Faculty of Education**

Educational Administration, Foundations and Psychology

The department is proposing the deletion of one (1) course, the introduction of one (1) course, and the modification of three (3) courses. There would be no change to the overall number of credit hours in course offerings.

Curriculum, Teaching and Learning

The department is proposing the introduction of three (3) courses and the modification of two (2) courses. The overall number of credit hours offered by the department would increase by 9 credit hours.

Faculty of Education

The faculty is proposing a modification of the **Post-baccalaureate Diploma in Education**, to create a **Concentration in Teaching English as an Additional Language**, as detailed in the attachment to this Report. The Concentration is designed for educators who work with English as an Additional Language learners in K-12 school settings, adult education, and post-secondary contexts in Manitoba.

The faculty is proposing a modification to the **Bachelor of Education** degree, involving the addition of a writing pedagogy course (EDUB 3534 – Teaching Writing: Creating Communities of Writers in Diverse Classrooms) to the list of Education Electives, as detailed in the attachment to the Report.

11. **Faculty of Engineering**

Biosystems Engineering

The department is proposing modifications to the **Bioresource Specialization**, in the Bachelor of Science in Engineering (Biosystems), as detailed in the attachment to the Report. Changes to the list of Group D: Free Electives follow from recent course changes made by the Faculty of Agricultural and Food Sciences and approved by Senate (December 4, 2019).

Civil Engineering

The department is proposing the introduction of one (1) course. The overall number of credit hours offered by the faculty would increase by 4 credit hours.

The department is proposing the modification of the **Bachelor of Science in Engineering (Civil)** and the **Bachelor of Science in Engineering (Civil) with Environmental Option**, as detailed in the attachment to the Report. The modification involves the addition of a new course (CIVL 4360) to the Civil Engineering Technical Electives, Group A.

12. **Faculty of Environment, Earth, and Resources**

Faculty of Environment, Earth, and Resources

A proposal from the faculty to modify Science and Faculty of Arts Course Requirements, which pertain to all undergraduate programs offered by departments in the faculty, including courses that can be used to meet the science requirement, is included as item II (2) on the May 13, 2020 Senate agenda.

Environment and Geography

The department is proposing the introduction of four (4) courses. The overall number of credit hours offered by the department would increase by 12 credit hours.

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. Significant modifications include (i) changes to the areas in which students can focus their course work: Resources, Environment and Society (RS), Global Politics, Justice and Sustainability (GPS), and Culture, Identity and Space (CIS), to reflect research priorities of current faculty members in the department; (ii) elimination of requirements, at the 2000- and 3000- levels, to complete course work in various systematic and areas studies that are no longer useful for human geography degrees; (iii) in Year 3 of the Honours and Advanced, additional options for research methods courses that would give students flexibility to select from courses that focus on quantitative, qualitative, and mixed research methods.

- **Bachelor of Arts (Honours) in Geography**
- **Bachelor of Arts (Advanced) in Geography**
- **Bachelor of Arts (General) in Geography**

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. The changes follow from recent course changes in the Departments of Computer Science and Statistics, Faculty of Science.

- **Bachelor of Science (Honours) in Physical Geography**
- **Bachelor of Science (Honours) in Physical Geography, Cooperative Option**
- **Bachelor of Science (Major) in Physical Geography**
- **Bachelor of Science (Major) in Physical Geography, Cooperative Option**

Geological Sciences

The department is proposing the modification of three (3) courses. There would be no change to the overall number of credit hours in course offerings.

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. The changes are made in response to course changes previously made by the Department of Physics, Faculty of Science (Senate, December 4, 2019).

- **Bachelor of Science (Honours) in Geological Sciences (Geophysics)**
- **Bachelor of Science (Major) in Geological Sciences (Geophysics)**

13. **Faculty of Health Sciences**

Interdisciplinary Health Program

The program is proposing program modifications to the programs listed below, as detailed in the attachment to the Report. The modifications are made in response to recent course changes made by other academic units.

- **Bachelor of Health Sciences**
- **Bachelor of Health Studies**

14. **Faculty of Management**

Actuarial Mathematics

The program is proposing the modification of four (4) courses. There would be no change to the overall number of credit hours in course offerings.

The program is proposing revisions to the description of the **Bachelor of Commerce (Honours), Actuarial Major** in the Academic Calendar, as detailed in the attachment to the Report.

Business Administration

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

Supply Chain Management

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

15. **Faculty of Music**

The faculty is proposing the modification of three (3) courses. There would be no change to the overall number of credit hours in course offerings.

The faculty is proposing several modifications to the **Bachelor of Music (Music Education)**, to clarify how the list of Core Music History Electives relates to the program requirements and to correct several minor errors in the proposal to modify the Guitar/Strings Concentration that was previously approved by Senate, on December 4, 2019.

The faculty is proposing one modification to the **Minor in Music**, for students in other faculties, to correct a minor error in the materials previously approved by Senate, on December 4, 2019.

16. **College of Nursing**

The college is proposing modifications to the **Interfaculty Option in Aging**, in the Bachelor of Nursing, as detailed in the attachment to the Report. A requirement for HMEC 2650, REC 2650, or SWRK 2650 – The Social Aspects of Aging, will be modified to replace HMEC 2650 with FMLY 2650, to reflect recent course changes (Senate, May 15, 2019). The description of the program will be revised in order to standardize the description of the Interfaculty Option in Aging across the Academic Calendar.

The college is proposing modifications to the **Baccalaureate Program for Registered Nurses**, as detailed in the attachment to the Report. The changes follow from course changes in other units.

17. **College of Pharmacy**

The college is proposing the deletion of two (2) courses, the introduction of five (5) courses, and the modification of twelve (12) courses. There would be no change to the overall number of credit hours in course offerings.

The college is proposing program modifications to the **Doctor of Pharmacy** program, as detailed in the attachment to the Report. The program modifications follow from the proposed course changes. Specifically, PHMD 2002 – Applied Pharmacy Practice Lab 2 (4) will be replaced by two 2 credit hour courses, PHMD 2022 – Applied Pharmacy Practice Lab 2 – 1 (2) and PHMD 2024 – Applied Pharmacy Practice Lab 2 – 2 (2), which would be completed sequentially in the Fall and Winter Terms, respectively. The course and program revisions would ensure that students had the necessary prerequisites to succeed in the second course. Similarly, PHMD 2014 – Clinical Therapeutics 2 (8) would be replaced by two 4 credit hour courses, PHMD 2026 – Clinical Therapeutics 2 – 1 (4) and PHMD 2028 – Clinical Therapeutics 2 – 2 (4). The revisions would also ensure students obtained the required knowledge and skills prior to participating in experiential rotations.

18. **Faculty of Science**

Faculty of Science

The Faculty is modifying the Academic Calendar content in section 3.5 Co-operative Education Option Academic Regulations, for the Bachelor of Science (Major) and Bachelor of Science (Honours) Co-operative Education Options, to reflect the introduction of Co-operative Education Options for the B.Sc.(Maj.) in Data Science and the B.Sc.(Jt.Hons.) in Physics and Astronomy and the B.Sc.(Jt.Hons) in Statistics and Mathematics.

Biochemistry

The program is proposing to modifications to the programs listed below, as detailed in the attachment to the Report. Specifically, the list of Chemistry and Microbiology Option Courses for Biochemistry Honours Students will be revised to reflect the recent deletion and modification of several MBIO courses (Senate, December 4, 2019). MBIO 3600 – Molecular Microbiology Techniques, MBIO 4020 – Immunology, and MBIO 4612 – Molecular Genetics of Eukaryotes – Lectures will be added to the list.

- **Bachelor of Science (Honours) in Biochemistry**
- **Bachelor of Science (Honours) in Biochemistry, Co-operative Option**

Biological Sciences

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

Computer Science

The department is proposing the modification of three (3) courses. There would be no change to the overall number of credit hours in course offerings.

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. A restriction on the number of credit hours of computer science, statistics, and mathematics courses that students could complete would be removed, to give students greater flexibility and bring the programs in line with other Honours and Major programs offered in the Faculty.

- **Bachelor of Computer Science (Honours)**
- **Bachelor of Computer Science (Honours), Co-operative Option**
- **Bachelor of Science (Major) in Computer Science**
- **Bachelor of Science (Major) in Computer Science, Co-operative Option**

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. In Years 3 and 4, lists of required optional COMP courses would be replace by a requirement for 15 credit hours of computer science courses at the 3000 or 4000 level, including a minimum of 6 credit hours at the 4000 level. The objective is to give students greater flexibility. The change is in keeping with requirements for optional MATH courses in these joint programs.

- **Bachelor of Science (Joint Honours) in Computer Science and Mathematics**
- **Bachelor of Science (Joint Honours) in Computer Science and Mathematics, Co-operative Option**

Genetics

The program is proposing modifications to the programs listed below, as detailed in the attachment to the Report. The list of optional courses for the programs will be revised to reflect recent course changes in the Department of Microbiology (Senate, December 4, 2019).

- **Bachelor of Science (Honours) in Genetics**
- **Bachelor of Science (Honours) in Genetics, Co-operative Option**
- **Bachelor of Science (Major) in Genetics**
- **Bachelor of Science (Major) in Genetics, Co-operative Option**

Mathematics

The department is proposing the modification of two (2) courses. There would be no change to the overall number of credit hours in course offerings.

The department is proposing modifications to the **Bachelor of Science (Joint Honours) in Statistics and Mathematics** to introduce a **Co-operative Education Option**, as detailed in the attachment to this Report.

- **Bachelor of Science (Joint Honours) in Statistics and Mathematics**
- **Bachelor of Science (Joint Honours) in Statistics and Mathematics, Co-operative Option** (*new*)

Microbiology

The department is proposing the deletion of four (4) courses, the introduction of four (4) courses, and the modification of one (1) course. *The course deletions and introductions*

would take effect in the Fall 2021. *The course modification would be effective Fall 2020*. There would be no change to the overall number of credit hours in course offerings.

Physics and Astronomy

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

The department is proposing modifications to the programs listed below, as detailed in the attachment to the Report. Among what are, otherwise, minor changes, the Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy will be modified to introduce a Co-operative Option.

- **Bachelor of Science (Major) in Physics and Astronomy**
- **Bachelor of Science (Major) in Physics and Astronomy, Co-operative Option**

- **Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy**
- **Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy, Co-operative Option** (*new*)

19. **Université de Saint-Boniface**

Faculté des arts

département d'études françaises, de langues et de littératures

The département is proposing the deletion of one (1) course, the introduction of two (2) courses, and the modification of three (3) courses in the department. There would be no change to the overall number of credit hours in course offerings.

département de sciences humaines et sociales

The département is proposing the deletion of one (1) course and the modification of seven (7) courses in the department. The overall number of credit hours offered by the department would decrease by 6 credit hours.

Faculté deduction et des études professionnelles

École d'administration des affaires

The École is proposing the deletion of one (1) course, the introduction of one (1) course, and the modification of one (1) course in the school. There would be no change to the overall number of credit hours offered by the school.

The École is proposing to renew and revise an agreement between the École d'administration des affaires, Faculté d'éducation et des études professionelles, and the École technique et professionnelle (ÉTP), that allows graduates of the Diplôme en

administration des affaires to receive transfer credit toward a Baccalauréat en administration des affaires. The proposal was considered by the Senate Committee on Admissions (SCADM) at its meeting on March 6, 2020. The Reports of SCCCC and SCADM are is included on the May 13, 2020 Senate agenda as item IX (3).

Faculté d'éducation

The faculté is proposing the introduction of three (3) courses and the modification of twelve (12) courses. The overall number of credit hours offered by the faculté would increase by 9 credit hours

Faculté des sciences

The faculté is proposing the introduction of four (4) 0 credit hour, faculty-level co-operative work term courses (SCI 3981, SCI 3991, SCI 4981, SCI 4991). There would be no change to the overall number of credit hours in course offerings.

département des sciences expérimentales

The département is proposing the deletion of five (5) courses, the introduction of one (1) course, and the modification of six (6) courses. There would be no change to the overall number of credit hours in course offerings.

The département is proposing modifications to the programs listed below, as detailed in the attachment to the Report. The changes follow from proposed course changes, including the deletion of several MBIO co-operative work term courses and the introduction of faculty-level SCI co-operative work term courses.

Revised academic regulations for the Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet coopératif were considered by SCIE at its meeting on March 12, 2020 and are included on the May 13, 2020 Senate agenda as item IX (6) (e).

- **Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie**
- **Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet coopératif**

Recommendation

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

Faculty of Agricultural and Food Sciences

School of Art

Faculty of Arts

Faculty of Education

Program proposal:

- **Concentration in Teaching English as an Additional Language**

Faculty of Engineering

Faculty of Environment, Earth, and Resources

Faculty of Health Sciences

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

Faculty of Music

College of Nursing

College of Pharmacy

Faculty of Science

Program proposals:

- **Bachelor of Science (Joint Honours) in Statistics and Mathematics, Co-operative Option**
- **Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy, Co-operative Option**

Université de Saint-Boniface

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Faculty of Agricultural and Food Sciences

Agriculture, General

Modifications:

AGRI 1600 Introduction to Agrifood Systems Cr.Hrs. 3 0.0
(Lab required) This course explores agricultural production systems with special focus on the Canadian Prairies. Students will develop scholarly, social, communication and professional skills that will enable them to be successful in the application of technical knowledge to food production challenges. This course will include a field trip component. May not be held with the former AGRI 1500.

AGRI 2500 Managing Farm Safety Cr.Hrs. 3 0.0
This course provides introductory information on farm safety. It is designed to raise awareness about safety issues and legislation in the agricultural industry, and to encourage students to reflect upon safety at their own worksite or in farm operation. May not be held with the former DAGR 0520 or DAGR 0660 when titled "Introduction to Farm Safety."

AGRI 2510 Managing Farm Business Transition Cr.Hrs. 3 0.0
This course is designed to provide students with the tools and knowledge to incorporate transition management into farm business management planning. Students will be introduced to profiles/dynamics, business structures, as well as financial and managerial influences that affect farm and business transition options. There will be an application of real farm examples as context to the instructional material. May not be held with the former DAGR 0550 or DAGR 0660 when titled "Succession/Transition Considerations in Farm Management."

NET CHANGE IN CREDIT HOURS: 0.0

Agribusiness and Agricultural Economics

Modifications:

ABIZ 2610 Agricultural Law Cr.Hrs. 3 0.0
This course explores the complex set of laws affecting the agricultural and agri-food sectors, focusing upon those laws critical for effective planning and sound decision making with respect to farm operations, agribusinesses and agri-food sector institutions. Topics include but are not limited to Manitoba's and Canada's legal systems, the major laws affecting the stakeholders listed above, and the legal resolution of issues in the agricultural and agri-food sectors. May not be held with the former DAGR 0760.

ABIZ 2620 Agricultural Human Resource Management Cr.Hrs. 3 0.0
Students will carry out processes such as job analysis and design, recruitment and selection, training and development, performance management, and compensation management to develop a comprehensive human resource management plan for an agricultural enterprise. An overview of human resource legislation will be provided and resources to support human resource management decision making will be identified. May not be held with AGRI 3030 when titled "Agricultural Human Resource Management" or HRIR 2440 or the former DAGR 0530. Prerequisite: ABIZ 1000 (C) or DAGR 0480 (C).

ABIZ 4500 Agribusiness Strategies Seminar Cr.Hrs. 3 0.0
This course will provide participants with insights into management strategies and decision-making, as well as the responsibilities, tensions and pressures encountered by senior management. Some classes will include participation by senior management followed by a debriefing session. Prerequisites: ACC 1100 (C) and ABIZ 1000 (C) and 84 credit hours completed toward the Agribusiness degree program.

NET CHANGE IN CREDIT HOURS: 0.0

Food and Human Nutritional Sciences

Introductions:

HNSC 4500 Clinical Nutrition I Cr.Hrs. 3 +3.0
An introduction to the principles of patient care in the hospital settings. Students will gain theoretical and practical knowledge to assess and apply recommendations and guidelines to specific clinical disease states. May not be held with HNSC 4320. Pre- or corequisites: HNSC 3220 (D) (or the former HNSC 3320), HNSC 3300 (D), HNSC 3310 (D) and HNSC 3400 (D).

HNSC 4550 Clinical Nutrition II Cr.Hrs. 3 +3.0
Practical application of patient care: nutritional assessment and dietary management of acute and chronic disease states. In this interactive course, students will build upon the basic principles covered in the HNSC 4500 (Clinical Nutrition I) integrating the theory with practical practice. May not be held with HNSC 4320. Corequisite: HNSC 4500.

Modifications:

HNSC 2150 Composition, Functional and Nutritional Properties of Foods Cr.Hrs. 3 0.0
Food composition, food market forms, food composition data for nutritional assessment and labeling. Prerequisites: HNSC 1200 (D), HNSC 1210 (D) and CHEM 1300 (C).

HNSC 2160 Principles of Food Preparation and Preservation Cr.Hrs. 3 0.0
(Lab required) Food preparation, preservation, handling and storage; quality and safety implications; scientific basis for culinary practice; use and application of equipment. Prerequisites: HNSC 1200 (D) or HNSC 1210 (D) and CHEM 1300 (C).

HNSC 3260 Food Quality Evaluation Cr.Hrs. 3 0.0
(Lab required) Discussion of quality concepts and quality assurance principles for food applications, and of methods for evaluation of sensory, chemical and physical aspects of quality. The course will include food industry visits and demonstrations of food testing techniques. Prerequisites: a minimum grade of D in AGRI 2400 or STAT 2000 or STAT 2001 and a minimum 60 credit hours completed (or a minimum 30 credit hours completed from a second degree program).

HNSC 3342 Management for Food and Nutrition Professionals Cr.Hrs. 3 0.0
Management strategies and cost control principles as applied to food and nutrition organizations. Topics include leadership, organizational design, teamwork, human resource management, performance improvement, cost management, and the interpretation of financial

statements. May not be held with HNSC 3340. Prerequisites: a minimum grade of D in (HNSC 2150 or HNSC 2160) and (GMGT 1010 or ABIZ 1000).

HNSC 3350 Culture and Food Patterns Cr.Hrs. 3 0.0
(Lab required) A study of the cultural, sociological and psychological aspects of food patterns and behaviour. Prerequisites: a minimum grade of D in (PSYC 1200 or SOC 1200) and (HNSC 1200 or HNSC 1210).

HNSC 3400 Nutrition Assessment and Counselling Cr.Hrs. 3 0.0
(Lab required) Introduction to the fundamentals of professional dietetic practice; nutrition assessment, interviewing and counselling as part of the nutrition care process. For students registered in the Human Nutritional Sciences degree. Pre- or corequisite: HNSC 3310 (D).

HNSC 4140 Quantity Food Production and Management Cr.Hrs. 3 0.0
(Lab required) Menu planning. Food costing. Experience in standard methods of institutional food production and service. Prerequisites: HNSC 3342 (D) and a valid Food Handlers Certificate.

HNSC 4270 Sensory Evaluation of Food Cr.Hrs. 3 0.0
(Lab required) Sensory perception, principles of the sensory analysis of food, requirements for sensory testing, test methods, selection and training of panelists, statistical analysis and interpretation of data. Prerequisites: a minimum grade of D in AGRI 2400 or STAT 2000 or STAT 2001 and a minimum 60 credit hours completed (or a minimum 30 credit hours completed from a second degree program).

HNSC 4290 Food, Nutrition and Health Policies Cr.Hrs. 3 0.0
Principles and applications of policies, regulations and legislation in the areas of food and health that address nutrition and health problems of populations. Prerequisites: HNSC 2000 (or the former HMEC 2000) (D) and HNSC 2130 (D).

HNSC 4310 Nutrition and the Elderly Cr.Hrs. 3 0.0
The role of nutrition in health promotion and disease prevention during aging. Prerequisite: a minimum 60 credit hours completed (or a minimum 30 credit hours completed from a second degree program).

HNSC 4340 Maternal and Child Nutrition Cr.Hrs. 3 0.0
The role of nutrition in normal human development from conception through childhood. Prerequisite: a minimum 60 credit hours completed (or a minimum 30 credit hours completed from a second degree program).

HNSC 4350 Nutrition in Exercise and Sport Cr.Hrs. 3 0.0
The application of nutritional regimens to meet exercise requirements and improve athletic performance. Current practices and recommendations for different types of sports will be examined. Prerequisites: a minimum 60 credit hours and HNSC 1210 and [BIOL 1412 or KPER 3470].

HNSC 4362 Nutrition Option Practicum Cr.Hrs. 6 0.0
Practical applications of nutrition principles in a variety of nutrition-related field placements in the community. Prerequisite: HNSC 2000 (or the former HMEC 2000) (C). Pre- or corequisite: HNSC 3220 (or the former HNSC 3320) (C). This course is open to students in 3rd or 4th year

of the Human Nutritional Sciences degree program. Application to the department is required. Limited enrolment.

NET CHANGE IN CREDIT HOURS: +6.0

Program modifications:

Modifications to the following programs are detailed on the next 11 pages:

- **Bachelor of Science in Human Nutritional Sciences, Nutrition Option**
- **Bachelor of Science in Human Nutritional Sciences, Second Degree Option**
    - **Dietetics Preparation Concentration**
    - **Human Nutrition Concentration**
    - **Foods Concentration**
- **Bachelor of Science in Human Nutritional Sciences, Articulation with Red River College Culinary Arts**

4.8 Bachelor of Science (Human Nutritional Sciences)

4.8 Human Nutritional Sciences Programs

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

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

Those who plan to enter Human Nutritional Sciences are advised that Applied Math or Pre-Calculus Mathematics 40S and Chemistry 40S are prerequisites to CHEM 1300 University 1: Structure and Modeling in Chemistry. Before entering continuing years in the Faculty of Agricultural and Food Sciences, the overall program must be planned with academic advising advice. All returning students in the Faculty of Agricultural and Food Sciences must submit a program plan for the succeeding year before the start of registration.

4.8.1 Program Requirements

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

Students are required to follow the program requirements outlined in the academic calendar year they were admitted to the program and are encouraged to seek academic advising assistance for advice regarding completion of core course requirements.

4.8.2 Bachelor of Science (Human Nutritional Sciences)

Students Admitted in September 2020 and forward		
Course Number	**Course Name**	**Credit Hours**
AGRI 1600	Introduction to Agrifood Systems	3
AGRI 2400	Experimental Methods in Agricultural and Food Sciences (See Note 1)	3
BIOL 1410 *or* BIOL 1020 and BIOL 1030	Anatomy of the Human Body *or* Biology 1: Principles and Themes *and* Biology 2: Biological Diversity, Function and Interactions (See Note 2)	3-6
BIOL 1412	Physiology of the Human Body (See Note 2)	3
CHEM 1300	University 1 Chemistry: Structure and Modeling in Chemistry	3

CHEM 1320 or CHEM 1310	University 1 Chemistry: Introduction to Organic Chemistry (See Note 3) or University 1 Chemistry: Introduction to Physical Chemistry	3
CHEM 2770/MBIO 2770	Elements of Biochemistry 1 (See Note 4)	3
CHEM 2780/MBIO 2780	Elements of Biochemistry 2 (See Note 5)	3
FOOD 4150	Food Microbiology	3
HEAL 2600	Integration of Health Determinants of Individuals	3
HEAL 3000	Introduction to Social Epidemiology	3
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
HNSC 2000	Research Methods and Presentation	3
HNSC 2130	Nutrition through the Life Cycle	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional and Nutritional Properties of Foods	3
HNSC 2160	Food Preparation and Preservation	3
HNSC 4100	Current Issues in Food and Human Nutrition	3
PSYC 1200 or SOC 1200	Introduction to Psychology or Introduction to Sociology *or* combination of the 2 areas	6
All students must select one of the following options complete the degree program		
Nutrition Option		
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
~~HNSC 4320~~ **HNSC 4500** or HNSC 4300	~~Nutritional Management of Disease States~~ **Clinical Nutrition I** or Community Nutrition Intervention	3
HNSC Electives		21
Free Electives (See Notes 2 and 6)		21-24
Total Credit Hours		120

NOTES:

1. STAT 2000 (Basic Statistical Analysis 2) can be substituted for AGRI 2400 (Experimental Methods in Agricultural and Food Sciences)

2. Students selecting BIOL 1020 and BIOL 1030 are not required to complete BIOL 1410. If BIOL 1020 and BIOL 1030 are taken, the additional 3 credit hours will be used towards free electives. Under required courses, students must take either BIOL 1412 (Physiology of the Human Body). Students can substitute **both BIOL 1410 and BIOL 1412** with **both** BIOL 2410 (Human Physiology 1) and BIOL 2420 (Human Physiology 2). ~~If BIOL 2410 and BIOL 2420 are taken, the additional 3 credit hours will be used towards free electives.~~

3. Students can hold CHEM 2210 (Introductory Organic Chemistry 1: Structure and Function) in place of CHEM 1320 (University 1 Chemistry: Introduction to Organic Chemistry).

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

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

6. Students can apply for the Cooperative Education Program. Two work terms are required to graduate with Co-op designation. Co-op courses (3 credit hours each) are used towards free electives.

7. Program Electives – can be from either the Asper School of Business (any level), OR any 3000 or 4000 level FOOD (Food Science) courses (note some FOOD courses are co-taught with HNSC courses). Students must have the correct pre-requisites for the Program Elective and need to plan accordingly.

Suggested Progression of Program: Nutrition Option		
Year 1		
Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
AGRI 1600	Introduction to Agrifood Systems	3
CHEM 1300	University 1 Chemistry: Structure and Modeling in Chemistry	3
CHEM 1320 or CHEM 1310	University 1 Chemistry: Introduction to Organic Chemistry or University 1 Chemistry: Introduction to Physical Chemistry	3
BIOL 1410 or BIOL 1020 and BIOL 1030	Anatomy of the Human Body or Biology 1: Principles and Themes and Biology 2: Biological Diversity, Function and Interactions	3-6
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or SOC 1200	Introduction to Psychology or Introduction to Sociology	6
Free Elective(s)		0-3
Total Credit Hours		30
Year 2		
HNSC 2000	Research Methods and Presentation	3
HNSC 2130	Nutrition through the Life Cycle	3

HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional, and Nutritional Properties of Food	3
HNSC 2160	Food Preparation and Preservation	3
AGRI 2400	Experimental Methods in Agricultural and Food Sciences	3
CHEM 2770/MBIO 2770	Elements of Biochemistry 1	3
CHEM 2780/MBIO 2780	Elements of Biochemistry 2	3
HEAL 2600	Integration of Health Determinants of Individuals	3
Free Elective		3
Total credit hours		30
Year 3		
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
FOOD 4150	Food Microbiology	3
HEAL 3000	Introduction to Social Epidemiology	3
HNSC electives		6
Free Electives		9
Total credit hours		30
Year 4		
HNSC 4100	Current Issues in Food and Human Nutrition	3
HNSC 4300 or **HNSC 4500** ~~HNSC 4320~~	Community Nutrition Intervention or **Clinical Nutrition I** ~~Nutrition Management of Disease States~~	3
HNSC electives		15
Free electives		9
Total credit hours		30

4.8.2.1 Dietetics Preparation

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

Course Number	Course Name	Credit Hours	Placement in **the Nutrition Option** Program
GMGT 1010	Business and Society	3	Free Elective

or ABIZ 1000	or Introduction to Agribusiness Management		
HNSC 3400	Nutrition Assessment and Counselling	3	Free Elective
HNSC 3342	Management for Food and Nutrition Professionals	3	HNSC Elective
HNSC 4140	Quantity Food Production and Management	3	HNSC Elective
One of ~~HNSC 4290,~~ HNSC 4310, ~~HNSC 4362~~ or HNSC 4340	~~Food, Nutrition, and Health Policies *or*~~ Nutrition and the Elderly *or* ~~Nutrition Option Practicum *or*~~ Maternal and Child Nutrition	3 – 6	HNSC Elective
HNSC 4300	Community Nutrition Intervention	3	HNSC elective
~~HNSC 4320~~ **HNSC 4500**	~~Nutrition Management of Disease States~~ **Clinical Nutrition I**	3	HNSC 4300 or ~~HNSC 4320~~ **HNSC 4500**
HNSC 4550	**Clinical Nutrition II**	**3**	**Free Elective**
HNSC 3350	**Culture and Food Patterns**	**3**	**Free Elective**

Suggested Progression of Program: Dietetics Preparation		
Year 1		
Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
AGRI 1600	Introduction to Agrifood Systems	3
CHEM 1300	University 1 Chemistry: Structure and Modeling in Chemistry	3
CHEM 1320 or CHEM 1310	University 1 Chemistry: Introduction to Organic Chemistry or University 1 Chemistry: Introduction to Physical Chemistry	3
BIOL 1410 or BIOL 1020 and BIOL 1030	Anatomy of the Human Body or Biology 1: Principles and Themes and Biology 2: Biological Diversity, Function and Interactions	3-6
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or SOC 1200	Introduction to Psychology or Introduction to Sociology	6
Free Elective(s)		0-3
Total credit hours		30
Year 2		
HNSC 2000	Research Methods and Presentation	3
HNSC 2130	Nutrition through the Life Cycle	3
HNSC 2140	Basic Principles of Human Nutrition	3

HNSC 2150	Composition, Functional, and Nutritional Properties of Food	3
HNSC 2160	Food Preparation and Preservation	3
AGRI 2400	Experimental Methods in Agricultural and Food Sciences	3
CHEM 2770/MBIO 2770	Elements of Biochemistry 1	3
CHEM 2780/MBIO 2780	Elements of Biochemistry 2	3
GMGT 1010 or ABIZ 1000	Business and Society or Introduction to Agribusiness Management	3
HEAL 2600	Integration of Health Determinants of Individuals	3
Total credit hours		30
Year 3		
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
HNSC 3342	Management for Food and Nutrition Professionals	3
HNSC 3350	**Culture and Food Patterns**	**3**
HNSC 3400	Nutrition Assessment and Counselling	3
FOOD 4150	Food Microbiology	3
HEAL 3000	Introduction to Social Epidemiology	3
Free Electives		~~9~~ **6**
Total credit hours		30
Year 4		
HNSC 4100	Current Issues in Food and Human Nutrition	3
HNSC 4140	Food Production and Management	3
HNSC 4300	Community Nutrition Intervention	3
~~HNSC 4320~~ **HNSC 4500**	~~Nutrition Management of Disease States~~ **Clinical Nutrition I**	3
HNSC 4550	**Clinical Nutrition II**	**3**
~~HNSC~~ **HNSC 4310** **or** **HNSC 4340**	~~One of HNSC 4290, HNSC 4310 **or** HNSC 4340, or HNSC 4362~~ **Nutrition and the Elderly** **or** **Maternal and Child Nutrition**	~~3-6~~ **3**

HNSC electives	~~3-6~~ **6**
Free electives	~~9~~ **6**
Total credit hours	30

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

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

3. For those intending to apply for a dietetic ~~internship~~ **practicum**, the Second Degree's Dietetics Preparation program **(see Section 4.8.3)** meets the course requirements to obtain the B.Sc. in Human Nutritional Sciences, but not all the other supporting course requirements, for example, psychology/sociology, humanities or social sciences, microbiology, research methods, communication arts, basic principles of management and counselling. Check with an Academic Advisor to review the supporting course requirements from previous academic work.

4.8.3 Bachelor of Science (Human Nutritional Sciences) - Second Degree Program

~~Refer to information in section 4.8.2.1 about applying for a Dietetic internship.~~ Students must complete 60 credit hours while enrolled in the second degree program. If any of the required courses have been completed in the previous degree, free electives must be chosen to meet the 60 credit hour **residency** requirement. Students are not required to satisfy the Written English requirement. Estimated time to completion based on prerequisites is 3 years.

Course No.	**Course Name**	**Credit Hours**
AGRI 2400	Experimental Methods in Agricultural and Food Sciences (See Note 1)	3
BIOL 1410 or BIOL 1020 and BIOL 1030	Anatomy of the Human Body or Biology 1: Principles and Themes and Biology 2: Biological Diversity, Function and Interactions (See Note 2)	3-6
BIOL 1412	Physiology of the Human Body (See Note 2)	3
CHEM 1300	University 1 Chemistry: Structure and Modeling in Chemistry	3
CHEM 1320 or CHEM 1310	University 1 Chemistry: Introduction to Organic Chemistry (See Note 3) or University 1 Chemistry: Introduction to Physical Chemistry	3
CHEM 2770/MBIO 2770	Elements of Biochemistry 1 (See Note 4)	3
CHEM 2780/MBIO 2780	Elements of Biochemistry 2 (See Note 5)	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2160	Principles of Food Preparation and Preservation	3
~~Free Electives (See Notes 2 and 6)~~		~~6-9~~

Total Credit Hours (See Notes 2 and 6)		~~36~~ **27-30**
Complete one of the following concentrations: (A, B, or C):		
Course No.	**Course Name**	**Credit Hours**
A. Dietetics ~~Preparation~~ (See Note 9)		
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
HNSC 3342	Management for Food and Nutrition Professionals	3
HNSC 3400	Nutrition Assessment and Counselling	3
HNSC 4140	Quantity Food Production and Management	3
HNSC 4300	Community Nutrition Intervention	3
~~HNSC 4320~~ **HNSC 4500**	~~Nutrition Management of Disease States~~ **Clinical Nutrition I**	3
HNSC 4550	**Clinical Nutrition II**	**3**
Free Elective(s) (see Notes 2 and 6)		**3-6**
Total Credit Hours		~~24~~ **30-33**
B. Human Nutrition		
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
~~HNSC 4320~~ **HNSC 4500** or HNSC 4300	~~Nutrition Management of Disease States~~ **Clinical Nutrition I** or Community Nutrition Intervention	3
HNSC electives (see Note 7)		12
Free Electives (see Notes 2 and 6)		**6-9**
Total Credit Hours		~~24~~ **30-33**
C. Foods		
HNSC 2150	Composition, Functional and Nutritional Properties of Foods	3
HNSC 3300 or HNSC 3310	Vitamins and Minerals in Human Health or Macronutrients and Human Health	3
HNSC 3260	Food Quality Evaluation	3

or HNSC 4270	or Sensory Evaluation of Food	
HNSC 3330	Ingredient Technology for Designed Foods	3
HNSC 3350	Culture and Food Patterns	3
HNSC 4290	Food, Nutrition and Health Policies	3
HNSC 4540	Functional Foods and Nutraceuticals	3
Program Elective (See Note 8)		3
Free Electives (See Notes 2 and 6)		**6-9**
Total Credit Hours		~~24~~ **30-33**

NOTES:

1. STAT 2000 (Basic Statistical Analysis 2) can be substituted for AGRI 2400 (Experimental Methods in Agricultural and Food Sciences).

2. Students selecting BIOL 1020 and BIOL 1030 are not required to complete BIOL 1410. If BIOL 1020 and BIOL 1030 are taken, the additional 3 credit hours will be used towards free electives. Under required courses, students must take either BIOL 1412 (Physiology of the Human Body). Students can substitute **both BIOL 1410 and BIOL 1412** with **both** BIOL 2410 (Human Physiology 1) and BIOL 2420 (Human Physiology 2). ~~If BIOL 2410 and BIOL 2420 are taken, the additional 3 credit hours will be used towards free electives.~~

3. Students can hold CHEM 2210 (Introductory Organic Chemistry 1: Structure and Function) in place of CHEM 1320. If a student has both CHEM 2210 (Introductory Organic Chemistry 1: Structure and Function) and CHEM 2220 (Introductory Organic Chemistry 2: Reactivity and Synthesis) they can substitute both for CHEM 1300 and CHEM 1320.

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

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

6. Students can apply for the Cooperative Education Program. Two work terms are required to graduate with Co-op designation. Co-op courses (3 credit hours each) are used towards free electives.

7. HNSC electives required in Option B: Human Nutrition must be at the 3000 or 4000 level.

8. The Program Elective required in Option C: Foods can be from either the Asper School of Business (any level), OR a 3rd or 4th year course from the Food Science Program, Faculty of Agricultural and Food, designated with the FOOD subject (some courses are co-taught with an HNSC course). Students must have the correct prerequisites for the Program Elective and need to plan accordingly.

9. ~~Supporting courses for Dietetics that, while not required for the degree, are required for applying to dietetic internships and for prerequisites:~~

In order to meet PDEP Accreditation Standards, Second Degree students intending to apply for Dietetic Practicums would also need to complete the following Dietetics Supporting Courses:

- ABIZ 1000 or GMGT 1010
- HNSC 2000
- HNSC 2130 or HNSC 2150

- **HNSC 3350**
- HNSC 4100
- One of ~~HNSC 4290,~~ HNSC 4310 **or** HNSC 4340 ~~or HNSC 4362~~
- FOOD 4150 or MBIO 1220 or MBIO 1010
- Psychology or Sociology (6 credit hours)

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

Estimated time to completion based on prerequisites is 3 years.

Course Number	Course Name	Credit Hours
Required Courses		
AGRI 1600	Introduction to Agrifood Systems	3
AGRI 2400	Experimental Methods in Agricultural and Food Sciences (See Note 1)	3
BIOL 1410 or BIOL 1020 and BIOL 1030	Anatomy of the Human Body or Biology 1: Principles and Themes and Biology 2: Biological Diversity, Function and Interactions (See Note 2)	3 – 6
BIOL 1412	Physiology of the Human Body (See Note 2)	3
CHEM 1300	University 1 Chemistry: Structure and Modeling in Chemistry	3
CHEM 1320 or CHEM 1310	University 1 Chemistry: Introduction to Organic Chemistry (See Note 3) or University 1 Chemistry: Introduction to Physical Chemistry	3
CHEM 2770/MBIO 2770	Elements of Biochemistry 1 (See Note 4)	3
CHEM 2780/MBIO 2780	Elements of Biochemistry 2 (See Note 5)	3
HNSC 2000	Research Methods and Presentation	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional and Nutritional Properties of Food	3
HNSC 3220	Food and Nutrition Literacy Education	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
HNSC 3330	Ingredient Technology for Designed Foods	3
HNSC 4290	Food, Nutrition and Health Policies	3
HNSC 4100	**Current Issues in Food and Nutrition**	**3**

Free Electives (See Notes 2 and 6)		~~3-6~~ **0-3**
Total Credit Hours		54
Complete one of the following concentrations: (A or B):		
A. Human Nutrition		
HNSC 4300 or ~~HNSC 4320~~ **HNSC 4500**	Community Nutrition Intervention or ~~Nutrition Management of Disease States~~ **Clinical Nutrition I**	3
HNSC 4310 or HNSC 4340 or HNSC 4350	Nutrition and the Elderly or Maternal Nutrition or Nutrition Exercise and Sport	3
Total Credit Hours		6
B. Foods – Choose two of:		
HNSC 3260	Food Quality Evaluation	3
HNSC 4270	Sensory Evaluation of Food	3
HNSC 4540	Functional Foods and Nutraceuticals	3
Total Credit Hours		6

NOTES:

1. STAT 2000 (Basic Statistical Analysis 2) can be substituted for AGRI 2400 (Experimental Methods in Agricultural and Food Sciences).

2. Students selecting BIOL 1020 and BIOL 1030 are not required to complete BIOL 1410. If BIOL 1020 and BIOL 1030 are taken, the additional 3 credit hours will be used towards free electives. Under required courses, students must take either BIOL 1412 (Physiology of the Human Body) or can substitute **both BIOL 1410 and BIOL 1412** with **both** BIOL 2410 (Human Physiology 1) and BIOL 2420 (Human Physiology 2). ~~If BIOL 2410 and BIOL 2420 are taken, the additional 3 credit hours will be used towards free electives.~~

3. Students can hold CHEM 2210 (Introductory Organic Chemistry 1: Structure and Function) in place of CHEM 1320. If a student has both CHEM 2210 (Introductory Organic Chemistry 1: Structure and Function) and CHEM 2220 (Introductory Organic Chemistry 2: Reactivity and Synthesis) they can substitute both for CHEM 1300 and CHEM 1320.

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

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

6. Students can apply for the Cooperative Education Program. Two work terms are required to graduate with Co-op designation. Co-op courses (3 credit hours each) are used towards free electives.

School of Agriculture

Deletions:

DAGR 0520 Managing Agricultural Safety Cr.Hrs. 3	-3.0
DAGR 0530 Agricultural Human Resource Management Cr.Hrs. 3	-3.0
DAGR 0550 Managing Farm Business Transition Cr.Hrs. 3	-3.0
DAGR 0760 Agricultural Law Cr.Hrs. 3	-3.0
DAGR 0830 Agriculture Cooperative Education Work Term Cr.Hrs. 2	-2.0

Modifications:

DAGR 0910 Integrated Sustainable Agri-Food Systems Cr.Hrs. 3 0.0
The agri-food system encompasses how food is being produced, processed, transported, marketed and consumed. The three pillars of sustainability (economic, social and environmental) will be used to evaluate and improve agricultural sustainability, and will also be applied to the agri-food system (beyond production). Sustainable solutions are unique to each agricultural situation and require long-term thinking and evidence-based decision-making. Focus will be on the balance between food production practices and protecting the natural resources on which agriculture is reliant. There will be a full-day field trip. Pre- or corequisite: DAGR 0980.

DAGR 0920 Current Issues in Agriculture and Food Cr. Hrs. 3 0.0
The course will present current day and potential future issues facing Canada's agri-food sector. Students will be required to identify and optimize solutions to these issues, with a focus on the roles and responsibilities of farmers, other food producers and agri-food industry members. The impact of these issues on farms and the agri-food industry now and in the future will be emphasized as will the role farmers can play in in policy development in response to these issues. An opportunity for students to engage with several guest speakers from the agri-food community. There will be two or three full-day field trips. May not be held with DAGR 0690. Prerequisite: DAGR 0980.

NET CHANGE IN CREDIT HOURS: -14.0

Program modifications:

Modifications to the following programs are outlined on the next 7 pages:

- **Diploma in Agriculture**
  - **Business Management Option**
  - **General Agriculture Option**
- **Diploma in Agriculture, Co-operative Education Program**

4.9 Diploma in Agriculture

Director: Michele Rogalsky
Campus Address/General Office: 160 Agriculture Building
Telephone: (204) 474 9295
Email Address: aginfo@umanitoba.ca

4.9.1 Diploma in Agriculture Admission as of September 2018

Business Management Option

This option offers a more in-depth education in business management to those who intend to manage farms or work as employees, managers and/or business owners in the agricultural and food service and/or value added sectors.

Restricted Electives – Business Management		
Group 1		
At least three courses from the following:		
Course No.		**Credit Hours**
ABIZ 0710	Agricultural Policy	3
ABIZ 0730	Financial Risk Management	3
ABIZ 0750	Advanced Agricultural Financial Management and Lending	3
ABIZ 1000	Introduction to Agribusiness Management	3
ABIZ 3530	Farm Management	3
Group 2		
At least one course from the following:		
BIOE 0600	Farm Machinery	4
BIOE 0710	Materials Handling and Electrical Controls	3
ENTM 0620	Insect Pest Management	4
PLNT 0750	Forage and Pasture Management	4
PLNT 0770	Weed Management	4
PLNT 0780	Plant Disease Management	4
PLNT 0820	Organic Crop Production on the Prairies	3
SOIL 0630	Soil Fertility	4
Group 3		
At least one course from the following:		
~~DAGR 0520~~	~~Managing Agricultural Safety~~	~~3~~
ABIZ 2610	**Agricultural Law**	**3**
~~DAGR 0530~~	~~Agricultural Human Resource Management~~	~~3~~
ABIZ 2620	**Agricultural Human Resource Management**	**3**
~~DAGR 0550~~	~~Managing Farm Business Transition~~	~~3~~
AGRI 2500	**Managing Farm Safety**	**3**
AGRI 2510	**Managing Farm Business Transition**	**3**
DAGR 0540	Exploring New Opportunities in Adding On-Farm Value	4
DAGR 0610	Advanced Communication and Leadership	3
~~DAGR 0760~~	~~Agricultural Law~~	~~3~~
Group 4		
At least one course from the following:		
ANSC 0670	Beef Cattle Production and Management	4

ANSC 0680	Dairy Cattle Production and Management	4
ANSC 0690	Swine Production and Management	4
ANSC 0700	Poultry Production and Management	4
ANSC 0730	Horse and Stable Management	3
Total credit hours of Restricted Electives, within option		18-21
Plus 10-13 credit hours of Program Electives, to complete a minimum of 93 credit hours in the program		

General Agriculture Option

This option is designed for those who desire a broad general education in applied agricultural and food sciences. The flexibility it provides in course selection makes it well suited for those who plan to manage diversified farm operations and for those who intend to pursue careers in the agricultural and food service and/or value added sectors.

Restricted Electives - General Agriculture		
Course No.		**Credit Hours**
Group 1		
At least one course from the following:		
ANSC 0670	Beef Cattle Production and Management	4
ANSC 0680	Dairy Cattle Production and Management	4
ANSC 0690	Swine Production and Management	4
ANSC 0700	Poultry Production and Management	4
ANSC 0730	Horse and Stable Management	3
Group 2		
At least one course from the following:		
PLNT 0750	Forage and Pasture Management	4
PLNT 0770	Weed Management	4
PLNT 0780	Plant Disease Management	4
PLNT 0820	Organic Crop Production on the Prairies	3
SOIL 0630	Soil Fertility	4
Group 3		
At least one course from the following:		
ABIZ 0710	Agricultural Policy	3
ABIZ 0730	Financial Risk Management	3
ABIZ 0750	Advanced Agricultural Financial Management and Lending	3
ABIZ 1000	Introduction to Agribusiness Management	3
ABIZ 3530	Farm Management	3
Group 4		
At least one course from the following:		
BIOE 0600	Farm Machinery	4
BIOE 0700	Agricultural Buildings and Environments	4
BIOE 0710	Materials Handling and Electrical Controls	3
Group 5		
At least one course from the following:		
ENTM 0610	Beekeeping	2
ENTM 0620	Insect Pest Management	4

Group 6		
At least one course from the following:		
DAGR 0540	Exploring New Opportunities in Adding On-Farm Value	4
FOOD 1000	Food Safety Today and Tomorrow	3
HNSC 1200	Food Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
Group 7		
At least one course from the following:		
~~DAGR 0520~~	~~Managing Agricultural Safety~~	~~3~~
ABIZ 2610	**Agricultural Law**	**3**
~~DAGR 0530~~	~~Agricultural Human Resource Management~~	~~3~~
ABIZ 2620	**Agricultural Human Resource Management**	**3**
AGRI 2500	**Managing Farm Safety**	**3**
~~DAGR 0550~~	~~Managing Farm Business Transition~~	~~3~~
AGRI 2510	**Managing Farm Business Transition**	**3**
~~DAGR 0760~~	~~Agricultural Law~~	~~3~~
DAGR 0610	Advanced Communication and Leadership	3
DAGR 0630	Special Project	3
Total credit hours of Restricted Electives, within option		20-26
Plus 5-11 credit hours of Program Electives, to complete a minimum of 93 credit hours in the program.		

Program Electives

Students can select program electives to fulfill the program's 93 credit hour requirement. The following Faculty of Agricultural and Food Sciences' courses are approved as program electives for the Agriculture Diploma program. In addition, students may be allowed to register for a maximum of three credit hours of electives from degree or diploma programs offered outside the Faculty of Agricultural and Food Sciences for credit towards the Agriculture Diploma. Credit for these courses will be granted on the condition that there is not significant overlap of course content. Students planning to register for degree courses should contact an Academic Advisor for the Diploma program, to discuss implications for scheduling and graduation, as these courses start earlier in September and end later in April.

Course No.		Credit Hours
ABIZ 0710	Agricultural Policy	3
ABIZ 0730	Financial Risk Management	3
ABIZ 0740	Special Topics in Business Management	3
ABIZ 0750	Advanced Agricultural Financial Management and Lending	3
ABIZ 1000	Introduction to Agribusiness Management	3
ABIZ 1010	Economics of World Food Issues and Policies	3
ABIZ 2610	**Agricultural Law**	**3**
ABIZ 2620	**Agricultural Human Resource Management**	**3**
ABIZ 3530	Farm Management	3
AGRI 2002	**Agricultural and Food Sciences Co-operative Education Work Term 1**	**3**
AGRI 2500	**Managing Farm Safety**	**3**
AGRI 2510	**Managing Farm Business Transition**	**3**
ANSC 0600	Animal Health and Welfare	3
ANSC 0670	Beef Cattle Production and Management	4
ANSC 0680	Dairy Cattle Production and Management	4

ANSC 0690	Swine Production and Management	4
ANSC 0700	Poultry Production and Management	4
ANSC 0720	Special Topics in Livestock Management	3
ANSC 0730	Horse and Stable Management	3
BIOE 0600	Farm Machinery	4
BIOE 0700	Agricultural Buildings and Environments	4
BIOE 0710	Materials Handling and Electrical Controls	3
DAGR 0510	Farm Management Practicum	3
~~DAGR 0520~~	~~Managing Agricultural Safety~~	~~3~~
~~DAGR 0530~~	~~Agricultural Human Resource Management~~	~~3~~
DAGR 0540	Exploring New Opportunities in Adding On-Farm Value	4
~~DAGR 0550~~	~~Managing Farm Business Transition~~	~~3~~
DAGR 0610	Advanced Communication and Leadership	3
DAGR 0630	Special Project	3
DAGR 0660	Special Topics in General Agriculture	3
~~DAGR 0760~~	~~Agricultural Law~~	~~3~~
~~DAGR 0830~~	~~Agriculture Co-operative Education Work Term~~	~~2~~
ENTM 0610	Beekeeping	2
ENTM 0620	Insect Pest Management	4
ENTM 1000	World of Bugs	3
FOOD 1000	Food Safety Today and Tomorrow	3
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
PLNT 0750	Forage and Pasture Management	4
PLNT 0770	Weed Management	4
PLNT 0780	Plant Disease Management	4
PLNT 0810	Special Topics in Crop Management	3
PLNT 0820	Organic Crop Production on the Prairies	3
PLNT 1000	Urban Agriculture	3
SOIL 0630	Soil Fertility	4

4.13 Co-operative Education Program

The Co-operative Education Program integrates academic study with periods of paid work experience relating to the co-op student's area of study. The Program supports students in securing full-time, paid work terms that provide them with the opportunity to apply their academic knowledge, gain practical skills, and obtain directed reflection for further career or research specialization.

Students secure full-time, paid co-op work placements with a faculty- approved employer(s) that are each a minimum of 420 hours, to be completed within 4 months. The faculty supports students on both a group and individual basis to determine his/her learning goals for the work placement. Students are expected to attend an orientation session as well as participate in a series of self-evaluations under the guidance of a sessional instructor. Prior to starting each work term, students are register in AGRI 2002 (first placement), AGRI 3002 (2nd placement), AGRI 4002 (3rd placement) within the term that their co-op placement will take place and pay the fees. Students submit a reflective written report at the end of the work term and are evaluated for both overall participation and the report on a Pass/Fail basis.

Degree Program
Students who have been admitted to an undergraduate program within the faculty are eligible to apply to the Co-operative Education Program. The first work term can start after the first year of a 4-year or second-degree program. Students admitted into the Program must maintain good academic standing (minimum DGPA of 2.0) throughout their co-op work terms.

Each co-op term that receives a Pass mark earns a student 3 credit hours. During a work term, a co-op student may take an additional maximum of 6 credit hours.

Students who have applied and been accepted into the program are encouraged to attend orientation sessions and workshops even if a co-op work term has not yet been secured.

Diploma Program
Admission: To be considered for admission in the Co-operative Education Program, a first year diploma student must have a minimum Degree GPA of 2.5, and have completed at least 47 Credit Hours of studies by the end of the academic year of application.
Students are advised that satisfying the entrance requirements does not guarantee a place in the Co-operative Education Program. Acceptance into the program is dependent upon the student receiving a job placement through the Co-operative Education Office.

Employment Term Requirements: The Co-operative Education Program is a five month program between the first and second year with a faculty- approved employer. The student will receive t~~wo~~ **three** credits for completing the Co-operative Education Program. Students are required to register in the employment term course and pay the fee prior to starting the employment term.

School of Art

Introductions:

STDO 2662 Typography Studio Cr.Hrs. 3 +3.0
Students will explore both form and functional typography in studio practice. Consideration of how shifts in the appearance of language can change the way it signifies. A review of how typography has developed historically and the context that it exists in today, where the interrelated systems of reading, technology, culture and language meet, asking us to understand typography as a relational practice. This course is a prerequisite for students wishing to pursue higher level course work in graphic design.

STDO 3682 Special Topics in Painting Cr.Hrs. 3 +3.0
This course will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Painting. This course can be completed as a topics course multiple times under different titles. Prerequisite: STDO 2220.

STDO 3684 Special Topics in Photography Cr.Hrs. 3 +3.0
This course will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Photography. This course can be completed as a topics course multiple times under different titles. Prerequisite: STDO 2400.

Modifications:

FAAH 2060 Medieval to Early Renaissance Art and Architecture Cr.Hrs. 3 0.0
An introduction to the study of Medieval art and architecture in Europe, from the very beginnings of a specifically Christian artistic tradition to the beginning of the Renaissance. Prerequisite: FAAH 1030 or EVDS 1660.

FAAH 2070 Renaissance to Baroque Art and Architecture Cr.Hrs. 3 0.0
An introduction to the study of Renaissance art and architecture up to the Baroque era in the context of the social, political and economic circumstances of this time. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 2080 Modern to Contemporary Art Cr.Hrs. 3 0.0
A study of the major movements, themes, and media of Western Art from the late 18th century to the present. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 2930 Writing About Art Cr.Hrs. 3 0.0
This course is designed to give students in Art History and Studio programs the opportunity to develop their writing skills with a focus on academic and critical writing on both historical and contemporary art. The practical needs of professional artists will also be covered. May not be held with the former FA 2620. Prerequisite: FAAH 1030 or FAAH 1040 or FAAH 1100 or EVDS 1660 or EVDS 1670.

FAAH 3180 History of Photography Cr.Hrs. 3 0.0
The development of photography from its origins to the present. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 3200 Art in New Media Cr.Hrs. 3 0.0
This course will consider art produced in non-traditional media during the Modern era, i.e. since the 18th century, with emphasis on developments during the 20th century and particularly the last 40 years. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 3212 Introduction to the Theory of Art Cr.Hrs. 3 0.0
This lecture course is an introduction to major theoretical and critical approaches to art. The course will explore theories regarding formal aspects of art as well as social, cultural and ideological concerns, historically significant critical movements, and issues of production, exhibition and reception. May not be held with FAAH 3210. Prerequisites: (FAAH 1030 or EVDS 1660) and (FAAH 1040 or EVDS 1670); or FAAH 1050 and FAAH 1060.

FAAH 3260 Canadian Art and Architecture to World War 2 Cr.Hrs. 3 0.0
A study of Canadian art up to World War 2. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 3270 Canadian Art since World War 2 Cr.Hrs. 3 0.0
A study of Canadian art from World War 2 to the present. Prerequisite: FAAH 1040 or EVDS 1670.

FAAH 3280 Early Byzantine Art and Architecture Cr.Hrs. 3 0.0
A study of the origin and evolution of early Byzantine Art and Architecture. Prerequisites: FAAH 2060.

FAAH 3290 Later Byzantine Art and Architecture Cr.Hrs. 3 0.0
A study of later Byzantine Art and Architecture to the end of the Middle Ages. Special emphasis will be placed on the influence of Byzantine art on the modern traditions of Eastern Europe. Prerequisite: FAAH 2060 or FAAH 3280.

FAAH 3430 Inuit Art Cr Hrs. 3 0.0
The history and analysis of Inuit Art. Prerequisites: (FAAH 1030 or EVDS 1660) and (FAAH 1040 or EVDS 1670)**;** or FAAH 2090.

FAAH 3590 Islamic Art and Architecture Cr.Hrs. 3 0.0
A contextual and thematic study of Islamic art and architecture beginning in the 7th century and continuing through the present. Prerequisites: (FAAH 1030 or EVDS 1660) and (FAAH 1040 or EVDS 1670)**;** or FAAH 2100 or FAAH 1100.

FAAH 3940 History of Visual Communication Cr.Hrs. 3 0.0
A concentration of the advent of Modernism in visual communication and subsequent graphic design movements in the twentieth century. May not be held with STDO 3960. Prerequisites: STDO 2660 or [(FAAH 1030 or EVDS 1660) and (FAAH 1040 or EVDS 1670)].

STDO 2680 Special Topics Cr.Hrs. 3 0.0
Selected projects in Fine Art Studio of current interest. Prerequisite: Successful completion of 21 credit hours at 1000 level STDO courses.

STDO 3920 Design Studio 3 Cr.Hrs. 3 0.0
This course builds on students' abilities to solve graphic design problems in visual communications as developed in Design Studio 2, and to increase the repertoire of design problems typically encountered in professional practice. May not be held with: STDO 3930. Prerequisites: STDO 2630, STDO 2640 and STDO 2660.

NET CHANGE IN CREDIT HOURS: +9.0

Faculty of Arts

Faculty of Arts

Bachelor of Arts Science Requirement

Modifications to the list of courses acceptable for use toward the Bachelor of Arts Science Requirement are outlined on the next page. The changes affect all Bachelor of Arts degrees, with the exception of the Bachelor of Arts in Integrated Studies.

RATIONALE FOR PROPOSAL:

1. The Faculty of Arts proposes removing BIOL 1110 from the Bachelor of Arts science requirement list so that students are not able to satisfy the B.A. Science requirement by completing the equivalent course, HEAL 1600.

   HEAL 1600 does not fall under any of the NSERC criteria used to evaluate courses for their suitability for the list and therefore it should not be allowed for use toward the B.A. science requirement regulation.

2. GEOL 2350 falls under the NSERC evaluation requirements and is an appropriate course to be included on the Bachelor of Arts Science Requirement list.

PROPOSED CHANGE:

Added Material
~~Deleted Material~~

5.1.1 Five-subject Field Requirement and Humanities/Social Science/Science Requirement

…

Sciences

4) Students may complete any combination of the courses listed below adding up to six credit hours to satisfy the Bachelor of Arts Science requirement.

Faculty of Science

~~All courses~~ Any course offered by the Faculty of Science with the exception of the former BIOL 1110~~; or,~~

~~courses taught by other faculties that can be used toward the Bachelor of Arts Science requirement:~~

Faculty of Agricultural and Food Sciences

AGRI 1600

ENTM 1000, ENTM 2050

PLNT 1000, PLNT 2500 SOIL 3060, SOIL 3520, SOIL 3600

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

ENVR 1000, ENVR 2000

GEOG 1290, GEOG 2200, GEOG 2272, GEOG 2520, GEOG 2540, GEOG 2541, GEOG 2550, GEOG 2700, GEOG 3390

GEOL 1340, GEOL 1400, GEOL 1410, GEOL 1420, GEOL 2350, GEOL 2390, GEOL 2440, GEOL 2500, GEOL 2570, GEOL 3310

Faculty of Engineering

ENG 1440, ENG 1450, ENG 1460

Classics

Modifications:

GRK 3930 Advanced Studies in Greek Prose Literature Cr.Hrs. 3 0.0
Readings in a particular genre such as philosophy, history, or rhetoric with substantial reading in secondary critical or interpretive literature. Prerequisite: a grade of "C" or better in GRK 2732 or GRK 2752 or the former GRK 2730 or the former GRK 2750 or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

GRK 3940 Advanced Studies in Greek Poetry Cr.Hrs. 3 0.0
Readings in a particular genre such as epic, tragedy, comedy, lyric or epigram with substantial reading in secondary critical or interpretive literature. Prerequisite: a grade of "C" or better in GRK 2732 or GRK 2752 or the former GRK 2730 or the former GRK 2750 or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

LATN 3932 Advanced Studies in Latin Prose Literature Cr.Hrs. 3 0.0
Readings in a particular genre such as philosophy, history, or rhetoric with substantial reading in secondary critical or interpretive literature. Prerequisite: a grade of "C" or better in LATN 2720 or LATN 2740 or LATN 2800 or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

LATN 3942 Advanced Studies in Latin Poetry Cr.Hrs. 3 0.0
Readings in a particular genre such as epic, lyric, comedy or elegy with substantial reading in secondary critical or interpretive literature. Prerequisite: a grade of "C" or better in LATN 2720 or LATN 2740 or LATN 2800 or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

NET CHANGE IN CREDIT HOURS: 0.0

Economics

Introduction:

ECON 2670 Income Distribution Cr.Hrs. 3 +3.0
An introduction to how income, and its accumulation as wealth, is distributed between individuals, as well as between classes of economic actors. Measures of income inequality, wealth and poverty are introduced. Empirical data and theories aimed at explaining the distribution of income and broad trends that have emerged over time are reviewed. Redistributive policies undertaken by governments and various normative approaches to the economic analysis of income inequality are also examined, with an emphasis on modern policy options and challenges. Students may not hold credit for both ECON 2670 and ECON 2610 when offered with the topic "Income Distribution." Prerequisite: [a grade of "C" or better in six credit hours of 1000 level Economics] or written consent of instructor.

Modification:

ECON 3810 Alternative Approaches to Macroeconomic Analysis Cr.Hrs. 3 0.0
A survey of Post-Keynesian, Cambridge, Marxian, and institutionalist approaches to macroeconomic fluctuations, contrasting their theoretical and policy frameworks with those of mainstream macroeconomics. Prerequisite: a grade of "C +" or better in ECON 2020 or ECON 2471 or the former ECON 2470 or the former ECON 2800.

NET CHANGE IN CREDIT HOURS: +3.0

English, Theatre, Film & Media

Introduction:

ENGL 2280 Film and Literature Cr.Hrs. 6 +6.0
The interrelationships between literature and film through an analysis of significant films, novels, poems and plays. Special attention to adaptations of Shakespeare, modern drama, the 19th century novel, the modern novel, and popular fiction. Also offered as FILM 2280. Students may not hold credit for both ENGL 2280 and FILM 2280. Prerequisite: [a grade of "C" or better in ENGL 1200 or ENGL 1201 or ENGL 1300 or ENGL 1301] or [a grade of "C" or better in each of ENGL 1400 (or the former ENGL 1310) and ENGL 1340] or [a grade of "C" or better in each of FILM 1290 and FILM 1310 (or the former FILM 1300)].

Modification:

FILM 2280 Film and Literature Cr.Hrs. 6 0.0
The interrelationships between literature and film through an analysis of significant films, novels, poems and plays. Special attention to adaptations of Shakespeare, modern drama, the 19th century novel, the modern novel, and popular fiction. Also offered as ENGL 2280. Students may not hold credit for both FILM 2280 and ENGL 2280. Prerequisite: [a grade of "C" or better in each of FILM 1290 and FILM 1310 (or the former FILM 1300)] or [a grade of "C" or better in ENGL 1200 or ENGL 1201 or ENGL 1300 or ENGL 1301] or [a grade of "C" or better in each of ENGL 1400 (or the former ENGL 1310) and ENGL 1340].

NET CHANGE IN CREDIT HOURS: +6.0

Linguistics

Introduction:

LING 4300 Field Methods Cr.Hrs. 3 +3.0
Working with a speaker of an unfamiliar (and, usually, unrecorded) language, students are apprenticed in the collection, analysis, and interpretation of raw data. May not be held with LING 3400. Prerequisites: [a grade of "C+" or better in each of LING 2200 and LING 2420 and LING 2440] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: +3.0

Philosophy

Modifications:

PHIL 1290 Critical Thinking Cr.Hrs. 3 0.0
A course which helps students to think clearly and critically, and to present, defend, and evaluate arguments. The instructor will discuss good and bad reasoning, everyday fallacies, some specific argument forms such as the categorical syllogism, and ways and means of defining words. Students may not hold credit for PHIL 1290 and any of: PHIL 1291 or the former PHIL 1320 or PHIL 1321.

PHIL 1420 Philosophy as a Way of Life Cr.Hrs. 3 0.0
This course explores various texts and traditions that offer visions of the good life and focuses on connecting philosophical arguments with contemporary issues and day-to-day decision making. The goal is to think deeply and rigorously about foundational questions like how should we live, does life have a meaning, what justifies our beliefs, what obligations to have to each other, and how to make rational decisions.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

Modifications to the following programs are set out on the next 6 pages:

- **Bachelor of Arts (General) in Philosophy**
- **Bachelor of Arts (Single Advanced Major) in Philosophy**
- **Bachelor of Arts (Double Advanced Major) in Philosophy**
- **Bachelor of Arts (Single Honours) in Philosophy**
- **Bachelor of Arts (Double Honours) in Philosophy**
- **Minor (Concentration) in Philosophy**

Philosophy

-Modification of General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Single Honours, Double Honours, and Program Notes

-Modification of the list of History of Philosophy courses used in the General Major, Single Advanced Major, Double Advanced Major, Single Honours and Double Honours programs.

-Introduction of the list of Metaphysics and Epistemology courses and list of Value Theory courses to be used in the Single Advanced Major, Double Advanced Major, Single Honours and Double Honours programs.

Added Material

~~Deleted Material~~

GENERAL MAJOR[1] TOTAL: 30 CREDIT HOURS		
~~6 credit hours in Philosophy courses numbered at the 1000 level~~	~~• 6 credit hours from History of Philosophy courses listed below~~ ~~• an additional 18 credit hours in Philosophy courses~~	-
• 6 credit hours of PHIL at or above the 1000 level	• 3 credit hours of PHIL at or above the 1000 level • 6 credit hours from History of Philosophy courses listed below • 15 credit hours of PHIL at or above the 2000 level	

SINGLE ADVANCED MAJOR[1] TOTAL: 48 CREDIT HOURS	
~~48 credit hours in Philosophy satisfying the following requirements:~~ ~~• 6 credit hours from PHIL 1200 or PHIL 1320~~ ~~• 12 credit hours from History of Philosophy courses listed below~~ ~~• 3 credit hours from PHIL 2140 or PHIL 2200~~ ~~• 3 credit hours from Philosophy courses numbered at the 1000 level and above~~ ~~• 12 credit hours from Philosophy courses numbered at the 2000 level and above~~ ~~• 12 credit hours from Philosophy courses numbered at the 3000 level and above. (Students must obtain written permission of the department head to take honours courses)~~	

• 6 credit hours of PHIL at or above the 1000 level	• PHIL 1300
	• 39 credit hours of PHIL at or above the 2000 level that include:
	  • 12 credit hours from History of Philosophy courses listed below
	  • 9 credit hours from Metaphysics and Epistemology courses listed below
	  • 9 credit hours from Value Theory courses listed below

	• 9 additional credit hours of PHIL Of the PHIL courses listed above, a minimum of 12 credit hours must be taken at or above the 3000 level

DOUBLE ADVANCED MAJOR[1] ~~-~~ TOTAL: 42 CREDIT HOURS
~~42 credit hours in Philosophy satisfying the following requirements:~~ ~~• 6 credit hours from PHIL 1200 or PHIL 1320~~ ~~• 12 credit hours from History of Philosophy courses listed below~~ ~~• 3 credit hours from PHIL 2140 or PHIL 2200~~ ~~• 3 credit hours from Philosophy courses numbered at the 1000 level and above~~ ~~• 6 credit hours from Philosophy courses numbered at the 2000 level and above~~ ~~• 12 credit hours from Philosophy courses numbered at the 3000 level and above.~~ ~~(Students must obtain written permission of the department head to take honours courses)~~

• 6 credit hours of PHIL at or above the 1000 level	• PHIL 1300
	• 33 credit hours of PHIL at or above the 2000 level that include:
	  • 12 credit hours from History of Philosophy courses listed below
	  • 9 credit hours from Metaphysics and Epistemology courses listed below
	  • 9 credit hours from Value Theory courses listed below
	  • 3 additional credit hours of PHIL
	
	Of the PHIL courses listed above, a minimum of 12 credit hours must be taken at or above the 3000 level

MINOR (CONCENTRATION)[1] TOTAL: 18 CREDIT HOURS

~~6 credit hours in Philosophy~~	~~12 credit hours in Philosophy courses~~	-
• 6 credit hours of PHIL at or above the 1000 level	• 3 credit hours of PHIL at or above the 1000 level • 9 credit hours of PHIL at or above the 2000 level	

SINGLE HONOURS[1, 4]-TOTAL: 60 CREDIT HOURS			
~~6 credit hours in Philosophy courses numbered at the 1000 level~~	~~• PHIL 2140~~ ~~• PHIL 2200~~ ~~• 12 credit hours from PHIL 2580, PHIL 2612, PHIL 2614, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, PHIL 2770, PHIL 2780, PHIL 2790, PHIL 3580~~ ~~• 12 credit hours of ancillary options[2]~~	~~• 9 credit hours in Honours Philosophy courses~~ ~~• 3 credit hours from PHIL 2580, PHIL 2612, PHIL 2614, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, PHIL 2770, PHIL 2780, PHIL 2790, PHIL 3580~~ ~~• an additional 3 credit hours from History of Philosophy courses listed below~~ ~~• 3 credit hours in Honours Philosophy courses or History of Philosophy courses listed below~~ ~~• 6 credit hours of ancillary options[2]~~ ~~• 6 credit hours of free options[3]~~	~~• 12 credit hours in Honours Philosophy courses~~ ~~• 6 credit hours in Philosophy courses numbered at the 2000 level and above~~ ~~• 6 credit hours of ancillary options[2]~~ ~~• 6 credit hours of free options[3]~~

• 6 credit hours of PHIL at or above the 1000 level	• PHIL 1300
	• 51 credit hours of PHIL at or above the 2000 level that includes:
	  • 12 credit hours from History of Philosophy courses listed below
	  • 9 credit hours from Metaphysics and Epistemology courses listed below
	  • 9 credit hours from Value Theory courses listed below
	  • 21 additional credit hours of PHIL
	Of the PHIL course listed above, a minimum of 12 credit hours must be taken at the 4000 level, and an additional 9 credit hours must be taken at or above the 3000 level.		

	• 24 credit hours of Ancillary Options • 12 credit hours of Free Options		
DOUBLE HONOURS[1, 4]-TOTAL: 42 CREDIT HOURS			
~~6 credit hours in Philosophy courses numbered at the 1000 level~~	~~• 6 credit hours from History of Philosophy courses listed below~~	~~• 6 credit hours in Honours Philosophy courses~~	~~• 6 credit hours in Honours Philosophy courses~~

	• PHIL 2140 • PHIL 2200 • 6 credit hours of ancillary options[2] • 12 credit hours in other Honours field	• 3 credit hours from PHIL 2580, PHIL 2612, PHIL 2614, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, PHIL 2770, PHIL 2780, PHIL 2790, PHIL 3580 • an additional 3 credit hours from History of Philosophy courses listed below • 12 credit hours in other Honours field • 6 credit hours of free options[3]	• 6 credit hours in Philosophy courses numbered at the 2000 level and above • 12 credit hours in other Honours field • 6 credit hours of free options[3]

• 6 credit hours of PHIL at or above the 1000 level	• PHIL 1300
	• 33 credit hours of PHIL at or above the 2000 level that includes:
	  • 12 credit hours from History of Philosophy courses listed below
	  • 9 credit hours from Metaphysics and Epistemology courses listed below
	  • 9 credit hours from Value Theory courses listed below
	  • 3 additional credit hours of PHIL
	
	Of the PHIL course listed above, a minimum of 12 credit hours must be taken at the 4000 level, and an additional 3 credit hours must be taken at or above the 3000 level.		

	• 36 credit hours from the second Honours Field • 6 credit hours of Ancillary Options • 12 credit hours of Free Options		

NOTES:

[1] No student may hold credit in both PHIL 1200 and the former PHIL 1510.

[2] Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Philosophy courses).

[3] Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Philosophy courses).

[4] Honours courses: PHIL 3430, PHIL 3440, PHIL 3580, PHIL 3630, PHIL 3640, PHIL 3650, PHIL 3760, PHIL 3770 and all 4000 level courses.

History of Philosophy courses		
Course number	Course title	Credit hours
PHIL 2300	Political Philosophy	6
PHIL 2612	A Philosophical History of Science	3
PHIL 2630	Continental Rationalism	3
PHIL 2640	British Empiricism	3
PHIL 2650	Plato	3
PHIL 2660	Aristotle	3
PHIL 2710	Twentieth-Century European Philosophy: Existentialism	3
~~PHIL 2780~~	~~Thomas Aquinas~~	~~3~~
PHIL 2790	Moral Philosophy	6
PHIL 3580	Kant	3
PHIL 4520	Historical Topics	3

Metaphysics and epistemology courses		
Course number	Course title	Credit hours
PHIL 2140	Theory of Knowledge	3
PHIL 2150	Mind and Body	3
PHIL 2160	Fundamentals of the Philosophy of Language	3
PHIL 2200	Intermediate logic	3
PHIL 2580	Metaphysics	3
PHIL 2612	A Philosophical History of Science	3
PHIL 2614	Philosophy of Science	3
PHIL 2770	Philosophy of Art	6
PHIL 3630	Contemporary Epistemology	3
PHIL 3650	Contemporary Metaphysics	3
PHIL 4490	Philosophy of Mind	3
PHIL 4510	Philosophy of Language	3
PHIL 4630	Symbolic Logic	3

Value theory courses		
Course number	Course title	Credit hours
PHIL 2190	Philosophy and Sexuality	3
PHIL 2300	Political Philosophy	6
PHIL 2710	Twentieth-Century European Philosophy: Existentialism	3
PHIL 2730	Fundamentals of the Philosophy of Religion	3
PHIL 2770	Philosophy of Art	6
PHIL 2790	Moral Philosophy	6
PHIL 2800	Contemporary Political Philosophy	3
PHIL 2840	The Ethics of War and Peace	3
PHIL 2860	Philosophy of Law	3
PHIL 2870	Philosophy and Law	3
PHIL 3430	Problems in Legal Philosophy	3
PHIL 3440	Problems in Social and Political Philosophy	3
PHIL 3760	Topics in Moral Theory	3

Note: Courses that appear in more than one distribution lists can count towards only one area in satisfying program requirements.

Faculty of Education

Educational Administration, Foundations and Psychology

Deletion:

EDUA 5770 Focus on Exceptionality: An Ecological Overview of FAS/E Cr.Hrs. 3 -3.0

Introduction:

EDUA 5652 FASD and other Neurodiverse Conditions in the Classroom Cr.Hrs. 3 +3.0
This course will examine how FASD and other neuro-behavioural/developmental conditions are diagnosed, and their associated learning and behavioural characteristics. Theoretical academic frameworks and educational strategies to optimize students' success in the classroom also will be explored. May not be held with the former EDUA 5770.

Modifications:

EDUA 5480 Counselling Skills Cr.Hrs. 3 0.0
Emphasis will be on the development of counselling skills such as attending and listening, reflection of content and feelings, feedback and self-disclosure, focusing and summarization. May not be held with EDUA 5481. While students from other departments including Psychology and Social Work can enrol in this course, priority will be given to Education students. Pre- or corequisite: EDUA 5500 or EDUA 5501. Course evaluated on a pass/fail basis.

EDUA 5500 Theories and Issues in Counselling Cr.Hrs. 3 0.0
A study of the philosophy and theories of counselling and issues in school and community-based settings. May not be held with EDUA 5501.

EDUA 5540 Group Counselling Cr.Hrs. 3 0.0
A study of groups, group leadership and related skill development, especially as related to a counsellor's functioning in the schools and community based settings. May not be held with EDUA 5541.

NET CHANGE IN CREDIT HOURS: 0.0

Curriculum, Teaching and Learning

Introductions:

EDUB 3534 Teaching Writing: Creating Communities of Writers in Diverse Classrooms and Contexts Cr.Hrs. 3 +3.0
This course is designed to support teacher candidates in developing their confidence as writers and in expanding their pedagogical knowledge and approaches as teachers of writing. Open to teacher candidates in all streams and teachable areas.

EDUB 5522 - English as an Additional Language Teaching for Academic and Specific Purposes Cr.Hr. 3 +3.0
This course provides up-to-date views of teaching English for specific and academic purposes, including a brief history and relevant definitions. Issues related to needs assessment, curriculum development, course design, materials development, evaluation and assessment, and teacher

development will be discussed, focusing on both local and international settings. May not be held with EDUB 5220 when titled "English as an Additional Language Teaching for Academic and Specific Purposes."

EDUB 5524 Language Development for Multilingual Educators Cr.Hr. 3 +3.0
Multilingual/ Non-Native English-Speaking (NNES) teachers in Canada face unique challenges when teaching English, including using culturally-appropriate language registers and teaching methods, and facing discrimination in the workplace because of the varieties of English they speak. This course addresses these challenges. Multilingual/ NNES teachers are advised to take this course before enrolling in Materials Development and Practicum (EDUB 5510). May not be held with EDUB 5220 when titled "Language Development for Multilingual Educators."

Modifications:

EDUB 4102 Themes in Senior Years Cr.Hrs. 3 0.0
Themes in Senior Years is a topics course designed to expose students to current issues and topics relevant to professional thinking and practice. Topics are offered and represent those pedagogical practices that enhance and expand upon broad forms of teaching practice. Students will focus on an area of interest to experience pedagogies that promote choice and multiple modes of expression. May not hold credit for more than one topic under this course number. May not be held with EDUB 2500. Prerequisite: EDUB 3332.

EDUB 5510 ESL Materials Development and Practicum Cr.Hrs. 3 0.0
A general survey of published ESL instructional materials will form the basis for students to design learning experiences to be implemented in a supervised practicum. Students who feel they would benefit from some English as an Additional Language support and have limited prior teaching experience should take EDUB 5524 prior to the practicum course. May not be held with the former EDUB 1860. Pre- or corequisite: EDUB 5580 or instructor permission.

NET CHANGE IN CREDIT HOURS: +9.0

Faculty of Education

Program modifications:

A modification of the **Post-baccalaureate Diploma in Education**, to create a concentration in **Teaching English as an Additional Language** is detailed on the next 8 pages:

UNIVERSITY OF MANITOBA

Office of the Provost and Vice-President (Academic)

PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

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

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

Date: April 3, 2020

Faculty: Education
Department: Curriculum, Teaching and Learning

Contact Details: Dr. Francine Morin, Associate Dean Undergraduate Programs, Faculty of Education

Section 1: **Program Overview**

1. Program type: Minor: ☐ Concentration: ☒

2. Proposed program name: Post Baccalaureate Diploma in Education (PBDE) - Teaching English as an Additional Language (TEAL)

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

The Post Baccalaureate Diploma in Education (PBDE) consists of 30 credit hours of coursework. In order to declare a TEAL concentration, students must be enrolled in the Faculty of Education PBDE Program. Students will select 18 credit hours of course work from a pre-approved list consisting of 21 credit hours of coursework at the 5000 level. Three credit hours of these courses carry a pre-requisite or co- requisite.

4. Proposed start of program:
Fall 2020

Section 2: **Program Details**

5. Description of program: *Provide a brief outline of the program, its objectives and how it will benefit student.*
The Teaching English as an Additional Language concentration (TEAL) is designed for educators who work with EAL learners in K-12 school settings, adult education, and post-secondary contexts in Manitoba. The concentration assists educators in responding to EAL learners and communities in ways

that are advocacy-oriented, pedagogically appropriate, and culturally and linguistically sustaining. The following four threads will be interwoven throughout the concentration:

1. cultural proficiency;
2. culturally sustaining pedagogy;
3. community/school relationships; and
4. assessment.

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

Students must complete 18 credit hours of coursework at the 5000 level from the list below. All coursework is currently offered by the Faculty of Education. Of these offerings, two courses (six credit hours) are being introduced with their own dedicated course numbers (currently offered as topic courses). The new course numbers are: EDUB 5522 and EDUB 5524.

EDUB 5580 Fundamentals of ESL (English Second Language) Instruction Cr. Hrs. 3
This course examines principles and demonstrates procedures for teaching ESL in Canada and EFL overseas.

EDUB 5518 Intercultural Communication in Transnational Contexts Cr. Hrs. 3
This course provides an introduction to theory and practice in intercultural communication. Students will understand the ways language, culture and nonverbal communication play out in cross cultural contexts. Students will become attuned to the values, beliefs, and assumptions they hold generally, and about communication specifically as they interact with people unlike themselves. The course combines theory and research as well as the application of concepts, both in class and out of class, by way of activities, simulations, and interactions with people of other cultures. May not hold with EDUB 5220 when titled “Intercultural Communication in Transnational Contexts.”

EDUB 5522 English as an Additional Language Teaching for Academic and Specific Purposes Crs. Hrs. 3
This course provides up-to-date views of teaching English for specific and academic purposes, including a brief history and relevant definitions. Issues related to needs assessment, curriculum development, course design, materials development, evaluation and assessment, and teacher development will be discussed, focusing on both local and international settings. May not be held with EDUB 5220 when titled "English as an Additional Language Teaching for Academic and Specific Purposes".

EDUB 5516 Teaching Literacy Academics and Language (LAL) Learners Cr. Hrs. 3
This course addresses theoretical and practical aspects of teaching child and adolescent LAL learners. Students will understand LAL students’ backgrounds, instructional strategies, appropriate materials, and assessment will be examined with a view to meeting the diverse needs of LAL learners. May not be held with EDUB 5220 when entitled, “Teaching Literacy, Academics, and Language (LAL) Learners”.

EDUB 5512 Teacher Development and Leadership in Second Language Education Cr. Hrs. 3
This course explores current approaches in the development of second language teachers and initiatives to facilitate leadership programs inclusive of language learners.

EDUB 5514 Assessment and Testing of EAL/ESL Learners Cr. Hrs. 3
This course examines various methods in assessment and testing of English language learners, including formative, summative and alternative assessment strategies. Attention will be paid to the following areas: initial and ongoing needs assessment, evaluating without tests, evaluating with tests, and questioning the educative value of assessment and testing. May not be held with EDUB 5220 when titled, "Assessment and Testing of ESL/EAL Learners".

EDUB 5510 ESL Materials Development and Practicum Cr. Hrs. 3
A general survey of published ESL instructional materials will form the basis for students to design learning experiences to be implemented in a supervised practicum. Students who feel they would benefit from some English as an Additional Language support and have limited prior teaching experience should take EDUB 5524 prior to the practicum course. May not be held with the former EDUB 1860. Pre- or co-requisites: EDUB 5580 or instructor permission.

EDUB 5220 Recent Developments in Curriculum, Teaching and Learning 1 Cr. Hrs. 3
An opportunity to examine the theoretical bases for, and practical application of, recent or emerging developments in the area.
NOTE: the topic must be related to TEAL and approved by the TEAL Area Chair(s)

EDUB 5524 Language Development for Multilingual Educators Cr. Hrs. 3
Multilingual / Non-Native English-Speaking (NNES) teachers in Canada face unique challenges when teaching English, including using culturally-appropriate language registers and teaching methods, and facing discrimination in the workplace because of the varieties of English they speak. This course addresses these challenges. Multilingual / NNES teachers are advised to take this course before enrolling in Materials Development and Practicum (EDUB 5510). May not be held with EDUB 5220 when titled "Language Development for Multilingual Educators".

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

8. **Admission requirements**: *If applicable, outline any admission requirements to the program.*
Students must meet the existing requirements for admission to the PBDE in the Faculty of Education.

Section 3: **Program Demand**

9. **Strategic priorities:** *Comment on how the program fits within the university's strategic priorities.*
The TEAL PBDE concentration is not only responsive to the articulated needs of stakeholders in the field of newcomer education but also aligns with University of Manitoba strategic priorities. This

programming initiative directly corresponds to the UM values of Equity and Inclusion as stated on page 10 of the 2015-2020 Strategic Plan, and aligns specifically with four of five UM strategic priorities: Inspiring Minds, Creating Pathways, Building Community, and Forging Connections. The program assists educators in responding to EAL learners and families in ways that are advocacy-oriented, pedagogically appropriate, and culturally and linguistically sustaining, with four interwoven threads: cultural proficiency, culturally sustaining pedagogy, family-school relationships, and assessment.

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

The need for the professional preparation of educators with TEAL expertise remains strong. Immigration to Manitoba remains consistent with approximately 16,000 newcomers settling in Manitoba annually. Of those, in 2018-2019, nearly 6,000 were youth under the age of 25.

Manitoba Education has reported that in September 2019, 15,388 students receive English as an Additional Language (EAL) funding, with more than 49,000 EAL students entering Manitoba schools between 2007- 2019. Evidence shows that the number of Indigenous and newcomer students continues to be on the rise; however the current number of EAL practitioners in the field is not sufficient to meet demand. In attempting to respond to the needs of the field, a pilot TEAL PBDE cohort was delivered and well- subscribed with approximately 15 graduates and approximately 4-6 new students joining the TEAL PBDE classes each term with a continuous intake. While TEAL is not currently identified as a teachable subject by the Certification Branch of Manitoba Education and Training, this concentration provides a vehicle for B.Ed. graduates to acquire expertise post-graduation at the University of Manitoba. Offering a concentration within the current generalist PBDE Program responds to teachers' registration patterns in more specialized learning at this level and therefore, may draw higher interest and enrolment.

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

Based on consultations with the field, the Faculty anticipates a minimum of 15-25 students per year. The PBDE program offers admission three times per year (summer, fall, and winter terms). The continuous intake together with a publicized rotational course offering will mean students can begin both the PBDE program and the courses leading to the concentration at various points throughout the year thereby lending itself to continuous admission and enrollment. Currently enrolled PBDE students may also select to 'opt into' the concentration by submitting their written intention to do so through the Student Services Office of the Faculty of Education.

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

There will be no effect on other programs at the University. As noted above, current PBDE students who have not declared participation in the TEAL concentration at point of application may 'opt into' the TEAL concentration at any point throughout their current program. In addition, students enrolled in PBDE and M.Ed. programs from other institutions, such as those at the University of Winnipeg and the Université de Saint-Boniface may also complete the TEAL courses on a letter of permission.

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

Currently there is no other advanced practice programs designed specifically for K-12 educators with an 18 credit hour TEAL or EAL concentration offered for credit at Manitoba universities or colleges. It is this specific gap in professional studies for educators that we are aiming to fulfill.

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

The TEAL concentration within the PBDE has been discussed at length at field consultations including the Newcomer Education roundtables held by Manitoba Education and Training over several months in 2017 (Second Language Education Professors Dr. Sandra Kouritzin and Dr. Clea Schmidt attended 3 out of 4 of these roundtable sessions), regular meetings of the TEAL Manitoba Executive (Dr. Clea Schmidt was a Member-at-Large on the Executive in 2016-2017 and Ms. Heather McIntosh is currently an Executive Member), and meetings of the Newcomer Education Coalition (Dr. Clea Schmidt has consulted regularly with this group at their request to support efforts to have TEAL recognized as a teachable subject in Manitoba). All told, dozens of key stakeholders from schools, government, newcomer advocacy groups, and professional teachers' associations in Manitoba have all been informed and consulted about this concentration and are in agreement for the need for more focused professional development to support K-12 teachers in meeting the needs of culturally and linguistically diverse students, families, and communities. Letters of support from community stakeholders are attached.

Section 4: **Resource Requirements**

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

Given the faculty currently offers 5-6 courses (15-18 credit hours) in TEAL annually, there are minimal costs associated with the introduction of a TEAL concentration. We currently have the teaching capacity for the TEAL courses and, are committed to continue to do so.

The faculty is budgeting additional time for Academic Advisors in the Student Services Office (1.5 hours per month, equivalent to approximately $1,500.00). The costs for the development of new promotional material for the field are covered within the faculty's current marketing budget. The total cost for the launch of the TEAL Concentration is $1,500.00 per calendar year, which will be covered by additional tuition revenues derived from enrolment growth in the PBDE program.

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

As noted above, the faculty already offers five to six 5000 level courses in the TEAL area annually. The faculty will not be adding more courses to our annual offerings, but rather introducing some new ones and deleting old ones as envisioned in the new TEAL concentration. Consequently, no additional course offerings will be required as a result of the new concentration. A rotational plan of offerings (see below) has been developed and will be advertised to future and current students so that students selecting the TEAL concentration can begin course work in any of the terms they are admitted to. The faculty is in the process of developing some of the courses as blended and on-line offerings beginning with EDUB 5512 Teacher Development and Leadership in Second Language Education (3). This will also lend greater flexibility for students enrolled in the TEAL Concentration and responds to students' expressed interest in taking courses online.

	YEAR 1			YEAR 2		
TEAL Courses	Fall 2021	Winter 2022	Spring/ Summer 2022	Fall 2022	Winter 2023	Spring/ Summer 2023
EDUB 5580 Fundamentals of ESL (English Second Language) Instruction (3)	✓			✓		
EDUB 5522 English as an Additional Language Teaching for Academic and Specific Purposes (3)	✓				✓	
EDUB 5514 Assessment and Testing of EAL/ESL Learners (3)		✓				
EDUB 5518 Intercultural Communication in Transnational Contexts (3)		✓				
EDUB 5510 ESL Materials Development and Practicum (3)			✓			✓
EDUB 5524 Language Development for Multilingual Educators (3)			✓			✓
EDUB 5516 Teaching Literacy Academics and Language (LAL) Learners (3)				✓		
EDUB 5512 Teacher Development & Leadership in Second Language Education (3)					✓	
EDUB 5220 Recent Developments in Curriculum, Teaching and Learning 1– TEAL Topic Elective (3)						

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

Academic Staff

At present, the Faculty does not require additional academic staff.

Administrative Staff

Currently, PBDE students completing the TEAL option, receive a letter of completion signed by the Dean of the Faculty. This process involves the manual identification and course review by administrative staff in the Faculty of Education. Following this process, the Dean's Office provides a letter to each student acknowledging completion of the option. The letters are mailed to them.

The administrative tasks associated with the concentration are less labour intensive and more manageable within the existing staff complement. The PBDE application form will be revised to include the concentration option. All students selecting the option will carry a pre-defined code in AURORA and INB BANNER allowing for easy identification. A degree audit will be created through the Registrar's Office and IST to assist Academic Advisors with completion of graduation approvals. The UM Achieve functional team within the Registrar's Office will also develop a degree audit for student self-monitoring. The Faculty has been advised that the degree audit for administrative use and that for

students through UM Achieve can be developed and in place by December, 2020. While minimal, the Faculty anticipates an increased demand in Academic Advising and has accounted for this (see number 15, projected costs and revenues).

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

There will be no impact on infrastructure or equipment.

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

Statements have been received from the University of Manitoba Libraries indicating that the TEAL concentration will not affect the libraries' ability to continue to provide services and has a strong collection in this subject area.

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

No new funds are required.

Section 5: **Approvals**

Faculty Approvals:

Department/Program Head: Francine Morin Digitally signed by Francine Morin DN: cn=Francine Morin, o=University of Manitoba, ou=Faculty of Education, email=Francine.Morin@umanitoba.ca, c=CA Date: 2020.04.03 10:29:21 -05'00' Enter date.

Dean/Director: Digitally signed by David Mandzuk Date: 2020.04.03 11:37:35 -05'00' Enter date.

Faculty/School Council: Rita Courchaine Digitally signed by Rita Courchaine Date: 2020.04.06 15:36:39 -05'00' Enter date.

Institutional Approvals:

Senate Committee on Curriculum & Course Changes: Enter date.

Senate Planning & Priorities Committee (*if required*): Enter date.

Senate Approval: Enter date.

Provost Approval: Enter date.

NEW CALENDAR SECTION:

6.4.1 Concentrations

6.4.1.1 TEAL Concentration

Students must complete 18 credit hours of coursework at the 5000-level from the following list of courses:

EDUB 5220 Recent Developments in Curriculum, Teaching and Learning 1 Cr. Hrs. 3
*** Where the topic is related to TEAL and approved by the TEAL Area Chair(s)**
EDUB 5510 ESL Materials Development and Practicum Cr.Hrs.3
EDUB 5512 Teacher Development and Leadership in Second Language Education Cr.Hrs.3
EDUB 5514 Assessment and Testing of ESL/EAL Learners Cr.Hrs.3
EDUB 5516 Teaching Literacy, Academics and Language (LAL) Learners Cr.Hrs.3
EDUB 5518 Intercultural Communication in Transnational Contexts Cr.Hrs.3
EDUB 5522 English as an Additional Language Teaching for Academic and Specific Purposes Cr.Hrs.3
EDUB 5524 Language for Multilingual Educators Cr.Hrs.3
EDUB 5580 Fundamentals of ESL (English Second Language) Instruction Cr.Hrs.3

Modifications to the **Bachelor of Education** degree are detailed on the next 2 pages.

SECTION 5a: Education Elective Courses Education Electives

Not all courses are offered every year.

All students admitted to the Bachelor of Education degree programs for September 2015 or later are required to complete education elective courses as part of their program (see 3.2, 3.3, or 3.4)

Students can choose from the lists of electives below. Students may seek permission to have other B.Ed. courses considered as an elective in their program by first consulting the Student Services Office (203 Education) and then obtaining approval form the instructor, the department head and an Academic Advisor. Forms are available from the Student Services Office or from the Faculty of Education website. (Note: If permission is being sought to take courses with a prerequisite and/or those intended for Senior Years teachable major or minor subjects, evidence of having appropriate background in the area as acquired through coursework or related experiences should be provided on the "Registration Permission" form).

PBDE students can request permission to enrol in B.Ed. courses by following the procedure outlined above.

Education Electives (restricted to B.Ed. students):

EDUA 3400 Aboriginal Education
EDUA 3420 Cross-Cultural Education
EDUA 3500 Recent Developments in Educational Administration & Foundations
EDUA 3502 Recent Developments in Educational Psychology
EDUA 3506 Foundations of Moral & Religious Education
EDUA 3508 Measurement and Evaluation
EDUA 3510 Communication & Interpersonal Relationships in Education EDUB 1610 CyberPedagogy: Technology Production in Education
EDUB 1614 K-8 Curriculum Studies
EDUB 2160 Teaching Music in Early/Middle Years
EDUB 3402 Aboriginal Perspectives and the Curriculum EDUB 3426 La pédagogie du français de base aux niveaux intermédiaire et de la jeune Enfance
EDUB 3502 Recent Developments in Curriculum, Teaching & Learning 1
EDUB 3504 Academic & Professional English for Multilingual Teachers
EDUB 3506 Principles and procedures of Second Language Teaching
EDUB 3508 Language and Content Instruction of ESL/Bilingual Students
EDUB 3510 Language Awareness for Teachers
EDUB 3512 Literature for Adolescents
EDUB 3514 Literature for Children
EDUB 3516 Art Across the Curriculum
EDUB 3518 Drama Across the Curriculum
EDUB 3520 Historical Development of Physical Science up to the 20th Century
EDUB 3522 Recent Developments in Learning and Teaching Senior Years Mathematics
EDUB 3524 Practical Work in School Science
EDUB 3526 Integration of Technological Literacy Across the K-12 Curriculum

EDUB 3528 Media Literacy
EDUB 3530 Beyond Schools: Experiencing Teaching & Learning in Community Settings
EDUB 3532 Basic Experiences in Movement & Dance Education
EDUB 3534 Teaching Writing: Creating Communities of Writers in Diverse Classrooms and Contexts
EDUB 4100 Teacher and Technology
EDUB 4502 Recent Developments in Curriculum, Teaching & Learning 2

Education Electives (open to non-Education students during Open Access period):

EDUA 1560 Adult Learning and Development
EDUA 1570 Foundations of Adult Education
EDUA 1580 Program Planning in Adult Education
EDUA 1590 Facilitating Adult Education
EDUB 1600 Teaching General Music

Faculty of Engineering

Biosystems Engineering

Program modification:

Modifications to the **Bioresource Specialization**, in the Bachelor of Science in Engineering (Biosystems), are outlined on the next page.

Bioresource Specialization

Challenges remain in the production of food and renewable resources for a world of ever-increasing population. The bioresource specialization provides the educational background to enable engineers to devise strategies and technologies for producing food, fibre, bio-based products, and renewable energy efficiently and sustainably.

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

Group A: Science Electives (choose both courses)

BIOE 2600 Plant and Animal Physiology for Engineers
SOIL 4060 Physical Properties of Soil

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

BIOE 4390 Unit Operations 1
BIOE 4412 Design of Light-Frame Building Systems
BIOE 4420 Crop Preservation
BIOE 4440 Bioprocessing for Biorefining
BIOE 4590 Management of By-Products from Animal Production
BIOE 4600 Design of Water Management Systems

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

ABIZ 1000 Introduction to Agribusiness Management
ABIZ 1010 Economics of World Food Issues and Policies
ABIZ 3530 Farm Management
FOOD 1000 Food Safety Today and Tomorrow
GEOG 2520 Geography of Natural Resources

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

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

~~AGRI 1500 Natural Resources and Primary Agricultural Production~~
~~AGRI 1510 Production, Distribution and Utilization of Agricultural Products~~
AGRI 1600 Introduction to Agrifood Systems
ENTM 3170 Crop Protection Entomology
FOOD 3010 Food Process 1
FOOD 4260 Water Management in Food Processing
PLNT 2500 Crop Production
PLNT 2510 Fundamentals of Horticulture
PLNT 3560 Organic Crop Production on the Prairies
SOIL 3520 Pesticides: Environment, Economics and Ethics

Civil Engineering

Introduction:

CIVL 4360 Water Resources Planning and Management Cr.Hrs. 4.0 +4.0
(Lab required) Introduction to the theory and application of water resources planning and management as a constrained optimization problem with multiple conflicting objectives. Water laws including international, inter-provincial and local regulations will be discussed. The process for planning a water resource project, including identifying the problems and opportunities, resource and demand forecasting, plan formulation and evaluation, and optimization will be discussed. Prerequisites: CIVL 2780, CIVL 3590. Pre- or corequisite: CIVL 3750.

NET CHANGE IN CREDIT HOURS: +4.0

Program modifications:

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

- **Bachelor of Science in Engineering (Civil)**
- **Bachelor of Science in Engineering (Civil) with Environmental Option**

ACADEMIC CALENDAR CONTENT

Civil Engineering Program

Civil Engineering Program and Environmental Engineering Option

Core Courses

CHEM 1300	Structure and Modelling in Chemistry	3
CHEM 1310	Introduction to Physical Chemistry	3
COMP 1012	Computer Programming for Scientist and Engineers	3
ENG 1430	Design in Engineering	3
ENG 1440	Introduction to Statics	3
ENG 1450	Introduction to Electrical and Computer Engineering	3
ENG 1460	Introduction to Thermal Sciences	3
ENG 2030	Engineering Communication: Strategies for the Profession	
or		3
ENG 2040	Engineering Communication: Strategies, Practice and Design	
ENG 3000	Engineering Economics	3
ENG 3020	Technology, Society and the Future	3
GEOL 1340	The Dynamic Earth	3
MATH 1210	Techniques of Classical and Linear Algebra (Note 1)	3
MATH 1510	Applied Calculus 1 or equivalent (Note 2, 3 and 5)	3
MATH 1710	Applied Calculus 2 or equivalent (Note 2, 3 and 5)	3
MATH 2130	Engineering Mathematical Analysis	3
MATH 2132	Engineering Mathematical Analysis 2	3
PHIL 1290	Critical Thinking *	3
PHYS 1050	Physics 1: Mechanics	3
STAT 2220	Introduction to Probability and Statistics	3
	Written English Course - from approved list for Engineering	3
CIVL 2770	Civil Engineering Materials	5
CIVL 2780	Civil Engineering Systems	4
CIVL 2790	Fluid Mechanics	4
CIVL 2800	Solid Mechanics 1	4
CIVL 2830	Graphics for Civil Engineers	2
CIVL 2840	Civil Engineering Geomatics	3
CIVL 3590	Numerical Methods for Engineers	4
CIVL 3690	Environmental Engineering Analysis	4
CIVL 3700	Environmental Engineering Design	4
CIVL 3730	Geotechnical Materials and Analysis	4
CIVL 3740	Hydraulics	4
CIVL 3750	Hydrology	4
CIVL 3760	Structural Analysis	4
CIVL 3770	Structural Design 1	4
CIVL 3790	Transportation Engineering	4
CIVL 4220	Geotechnical Design	4
CIVL 4380	Infrastructure Engineering and Construction Management	4
CIVL 4390	Structural Design 2	4
CIVL 4400	Transportation Engineering 2	4
CIVL 4590	Design Project	6
Plus 1 complementary studies Elective (PHIL 2750 required for Environmental Option)		3
Plus 5 Technical Electives from the approved list.		20

*PHIL 1290 Critical Thinking is the recommended complentary studies elective. However, students may select any course from the Faculty of Arts or the Faculty or Management at the 1000 level or above, with the exception of ARTS 1110 Introduction to the University which may not be held for credit with the Faculty of Engineering.

Civil Engineering Technical Electives: (5 courses)

Group A (Select 3 to 5 courses)

Course No.	Course Name	Credit Hours
CIVL 3710	Finite Element Analysis	4
CIVL 4020	Masonry Design and Construction	4
CIVL 4022	Properties and Design of Concrete Mixtures	4
CIVL 4024	Sustainable Building Design (see Note 4)	4
CIVL 4030	Structural Design 3	4
CIVL 4040	Structural Dynamics	4
CIVL 4100	Engineering Management and the Environment	4
CIVL 4120	Water Treatment Plant Design	4
CIVL 4130	Solid Waste Management	4
CIVL 4180	Environmental Systems	4
CIVL 4200	Groundwater Contamination	4
CIVL 4230	Geotechnical Engineering	4
CIVL 4232	Geotechnical Earthquake Engineering	4
CIVL 4250	Groundwater Hydrology	4
CIVL 4300	Design of Urban Water Systems	4
CIVL 4350	Hazardous Waste Treatment	4
CIVL 4360	**Water Resources Planning and Management**	**4**
CIVL 4410	Transportation Systems	4
CIVL 4420	Highway Pavement Design	4
CIVL 4470	Watershed Processes	4

Group B (Up to 2 courses, only 1 from outside of Civil Engineering)

Course No.	Course Name	Credit Hours
BIOE 4560	Structural Design in Wood	4
CIVL 4332	Civil Engineering Thesis Project	4
CIVL 4500	Contemporary Topics in Civil Engineering	4

Environmental Option Technical Electives:

Group A (Select 3 to 5 courses)

Course No.	Course Name	Credit Hours
CIVL 3710	Finite Element Analysis	4
CIVL 4100	Engineering Management and the Environment	4
CIVL 4120	Water Treatment Plant Design	4
CIVL 4130	Solid Waste Management	4
CIVL 4180	Environmental Systems	4
CIVL 4200	Groundwater Contamination	4
CIVL 4250	Groundwater Hydrology	4
CIVL 4300	Design of Urban Water Systems	4
CIVL 4350	Hazardous Waste Treatment	4
CIVL 4360	**Water Resources Planning and Management**	**4**
CIVL 4470	Watershed Processes	4

Group B (Up to 2 courses, only 1 from outside of Civil Engineering)

Course No.	Course Name	Credit Hours
BIOE 4460	Air Pollution Assessment and Management	4
CIVL 4332	Civil Engineering Thesis Project	4
CIVL 4500	Contemporary Topics in Civil Engineering	4
SOIL 4500	Remediation of Contaminated Land	3

Notes:

1) Students are required to take any course from the Faculty of Arts or Faculty of Management, at the 1000 level or above, as a complementary studies elective. However, ARTS 1110 Introduction to University may not be used for credit in the Faculty of Engineering. Students pursuing the Environmental Option must take PHIL 2750 as their complementary studies elective.

2) Technical elective courses offered vary from year to year and may have limited enrollment. Courses offered in the current year are listed on the online timetables on the Department website.

3) Students are encouraged to discuss their program of courses with members of the instructional staff to obtain advice concerning the best choice of electives for their needs.

4) CIVL 4024 can not be held with BIOE 4412 or BIOE 4700.

5) Students may take one technical elective course with a significant engineering science and/or design component from another department subject to the approval by the department head (or designate) of Civil Engineering.

Faculty of Environment, Earth, and Resources

Environment and Geography

ENVR 3890 Geography and Wellness Cr.Hrs. 3 +3.0
This course explores how human environment relations influence our mental, emotional, and physical wellbeing. Students will delve into current research in health and wellness geography and related disciplines, particularly focusing on: therapeutic landscapes, ecological loss and grief, sacred spaces, and environmental influences on mental wellbeing. Also offered as GEOG 3890. May not be held with GEOG 3890. Prerequisite: ENVR 1000 or GEOG 1200 or GEOG 1280 or GEOG 1700 or GPE 1700 or permission of the department head.

GEOG 2870 Introduction to Economic Geography (HS) Cr.Hrs. 3 +3.0
This course introduces the field of economic geography, paying particular attention to the historical, environmental and spatial dimensions that shape the global economy and current economic order, including: wealth and poverty, production patterns and commodity chains, consumption and retail processes; natural resources; the state's role in economic governance; global labour; and the ways in which economic structures and processes shape gender and ethnicity. Course materials will be global in scope but will provide both a macro- and micro-economic perspective. May not be held with the former GEOG 2210 or GEOG 2211. Prerequisite: a minimum grade of C in a course in Geography at the 1000 level.

GEOG 3890 Geography and Wellness (HS) Cr.Hrs. 3 +3.0
This course explores how human environment relations influence our mental, emotional, and physical wellbeing. Students will delve into current research in health and wellness geography and related disciplines, particularly focusing on: therapeutic landscapes, ecological loss and grief, sacred spaces, and environmental influences on mental wellbeing. Also offered as ENVR 3890. May not be held with ENVR 3890. Prerequisite: ENVR 1000 or GEOG 1200 or GEOG 1280 or GEOG 1700 or GPE 1700 or permission of the department head.

GEOG 4750 Understanding Contemporary Environmentalism: Power and Discourse Cr.Hrs 3 +3.0
This course will provide students with an advanced understanding of the relationships between nature and society by examining the rise of environmentalism through the past 50 years. Special attention will be paid to recent developments within the field of environmentalism and to theoretical work in the field of political ecology. Prerequisite: Permission of the Instructor.

NET CHANGE IN CREDIT HOURS: +12.0

Program modifications

Modifications to the following programs are outlined on the next 10 pages:

- **Bachelor of Arts (Honours) in Geography**
- **Bachelor of Arts (Advanced) in Geography**
- **Bachelor of Arts (General) in Geography**

Section 5: Bachelor of Arts in Geography Degree Regulations and Program Description.

5.1 Program Information

There are **three** ~~four~~ broad **areas where students can focus their course work in** ~~categories of courses~~ in the B.A. in Geography **program: *Resources, Environment and Society (RS)* focuses on the geographies of natural and human induced environmental processes in the recognition that current environmental change shapes relationships across all scales of society; *Global Politics, Justice, and Sustainability (GPS)* a global scale, integrated assessment of the links between the economic, socio-cultural, ecological and political systems that combine to shape the world in which we live; and *Culture, Identity and Space (CIS)* which emphasizes the dynamics between identity, culture and landscapes, with a particular focus on cooperation and conflict that produce local landscapes. These areas reflect the ~~expertise~~expertise of the department and are not required for students in the program. A guide to these areas, and the courses that align with them, is published by the department.**

~~discipline: physical geography is concerned with physical features on and over the globe; human geography examines the products of human activity; regional geography attempts to achieve a synthesis of physical and human geography of a particular place; and techniques in geography focus on analytical methods.~~

The attraction of Geography as a discipline lies in its diverse interests and approaches to knowledge building while being centred on the fundamental concepts of human-environment relations, location/place and space/ distance. Geographers see the world and want to know how physical processes and systems shape the land, air, water, flora and fauna around them and how these are influenced by human activity. We want to know how human societies, cultures, and economies work and how these human systems are interdependent with each other and with natural systems. We work at a variety of geographic scales, from the micro-scale of local communities and regions, through the macro-scale of global human and physical systems. **Human geography** ~~Geography~~ embraces the study of topics as wide-ranging as: **human-environment relationships, globalization, social justice, attachment to place, recreation and tourism, climate change,~~ and geopolitics.** ~~weather and climate, population distribution, agricultural systems, globalization, landforms and geomorphology, environmental perceptions, health and healthcare, and biogeography~~. Therefore, by selecting courses from within the department, as well as complementary courses from other academic units of the **Faculty and** University, students can develop **a** fascinating, focused and challenging degree program~~s~~ that will prepare them for careers in a variety of areas.

The General **B.A.** degree in Geography **(90 credit hours, 30 in Geography)** provides students with a basic level of understanding of the discipline and its inter-relationships. **This degree is also a useful consideration for students planning to complete the After-Degree Bachelor of Education program (see the Faculty of Education chapter of this *Calendar*).** The General degree program may be completed entirely by Distance Education ~~(see the Distance Education Guide for further details)~~.

The Advanced **B.A.** degree program in Geography **(120 credit hours, 51 in Geography)** provides opportunities for students who desire a broad geographical education along with a **significant** degree of specialization.

Students planning a professional career**, graduate school** or a high degree of specialization in Geography are strongly advised to enter the Honours **B.A.** program **(120 credit hours, 69 in Geography)**. The Honours degree demands the highest scholastic performance of all programs available. Students are strongly advised to enter an Honours degree program with their admission to

the Bachelor of Arts in Geography. Consultation with the department head **and Faculty academic advisors** is also **recommended**.

Structure of the B.A. Geography Degree Program

The structure of the B.A. Geography degree is summarized as follows:

A Geography (Major) component that varies in credit hour requirement depending on the degree program; 30 credit hours in the General; 51 credit hours in the Advanced; and 69 credit hours in the Honours. Students are not permitted to declare a second major.

Advanced and General degree students must complete a Minor in a subject field that is different than that of the declared major.~~,~~**,** ~~and~~ **Honours degree students may, if they choose, complete a Minor in a subject field that is different than that of the declared major. The minor** may be chosen from one of the other programs in the Clayton H. Riddell Faculty of Environment, Earth, and Resources **or any program at the University that offers a Minor**. Students in the B.A. Geography are not permitted to complete a Minor in Physical Geography. The Minor requirements are described in section 3.2 of this *Chapter*. Contact a Riddell Faculty student advisor in the Faculty Dean's Office for further information about eligible Minors.

Students must complete 5 subject fields with 6 credit hours in each (30 credit hours). For example: 6 credit hours in Geography, plus 6 credit hours in Mathematics, plus 6 credit hours in Geological Sciences, plus 6 credit hours in Anthropology, plus 6 credit hours in Native Studies.

Students must also complete 6 credit hours from Humanities, and 6 credit hours offered by the Faculty of Arts, and 6 credit hours of science courses (see section 3.4).

~~Students must also complete 6 credit hours from Humanities, and 6 credit hours offered by the Faculty of Arts, and 6 credit hours offered by the Faculty of Science.~~

Note: Students can satisfy the requirements for Humanities ~~a Humanity~~, and/or Arts, or **s**~~S~~cience and at the same time satisfy the Written English or Mathematics requirement and one of the 5 subject fields required with the same 6 credit hours of courses.

Humanities

For course subjects taught by the Faculty of Arts that can be used towards the Humanities requirement, refer to the *Chapter* for the Faculty of Arts, Additional Faculty Regulations and Policies section. Music (i.e.**,** all courses listed for Advanced Major and Minor programs except ensemble courses) and History of Art (i.e.**,** all courses listed with course prefix FAAH) may also be eligible courses. Students should see a Riddell Faculty student advisor for further information.

B.A. in Geography (General): Academic Regulations

To qualify for the degree Bachelor of Arts in Geography (General), students must complete 90 credit hours including: all course requirements; a chosen minor field; the requirements in the five subject fields; and areas of Humanities, Arts, and Sciences. As well, students must satisfy the Riddell Faculty regulations outlined in section 3 of this *Chapter*. Minimum performance requirements include passing grades ('D' or better) in each course and a minimum degree Grade Point Average of 2.00 on Geography courses as well as the 90 credit hours that constitute the degree. Students cannot exceed 48 credit hours of failed courses.

B.A. in Geography (Advanced): Academic Regulations

To qualify for the Bachelor of Arts in Geography (Advanced) degree, students must complete 120 credit hours including: all course and performance requirements; a chosen minor field; the requirements in the five subject fields; and areas of Humanities, Arts, and Sciences. As well, students must satisfy the Riddell Faculty regulations outlined in section 3 of this *Chapter*. Minimum performance requirements include passing grades ('D' or better) in each course and a minimum degree Grade Point Average of 2.00 on Geography courses and the 120 credit hours **that** ~~which~~ constitute the degree. Students cannot exceed 18 credit hours of failed courses.

B.A. in Geography (Honours): Academic Regulations

To qualify for the Bachelor of Arts in Geography (Honours) **degree** ~~designation~~, students must complete 120 credit hours including: all course and performance requirements; the requirements in the five subject fields, and the areas of Humanities, Arts and Sciences. As well, students must satisfy the Riddell Faculty regulations outlined in section 3 of this *Chapter*. Minimum performance requirements include passing grades ('D' or better) in each course and a minimum degree Grade Point Average of 3.00 on Geography courses and the 120 credit hours ~~which~~ **that** constitute the degree. Students cannot exceed 18 credit hours of failed courses.

5.3.1 Minimum Performance Requirements for Continuation and Graduation					
	Minimum Performance Requirements			**Additional Graduation Requirements**	
Degree Program (Cr. Hrs.)	Minimum Degree Grade Point Average (DGPA)	Maximum Cr. Hrs. Failed Courses	Minimum Degree GPA in Geography Courses[3]	Geography Courses Cr. Hr. Requirement (see 5.5 also)	Residence Requirement (Cr. Hrs.) (see section 3.11 also)
Honours [2,1] (120)	3.00	18	3.00	69	60
Advanced[1,2,3] (120)	2.00	18	2.00	51	60
General [2,3] (90)	2.00 see 5.2.2 for continuation	48	2.00	30	48 cr. hrs. total or the final 30 cr. hrs.

[1]The courses required in this program ~~will~~ **may** satisfy the university mathematics requirement and the science course requirement **if selecting SOC 2290**.

[2]Within the first 60 credit hours of courses, students must have completed 6 credit hours in each of 5 subject fields (totalling 30 credit hours). See section 5.1 for details.

[3]General and Advanced degree students are required to maintain a Degree Grade Point Average of 2.00 on the courses defining their Geography Major. **Note**: Students must complete all prerequisite courses with minimum 'C' grades.

5.6 Systematic (HS, PS, TS) and Area Studies (A) Courses

Courses numbered at the 2000- and 3000-level are arranged into Systematics (**PS – Physical Geography, HS – Human Geography, TS Techniques** ~~PS, HS and TS~~) and Area Studies (A). ~~B.A. Geography students may specialize in the Physical Geography (PS); Human Geography (HS); Techniques (TS); Area Studies (A) but it is not compulsory for them to do so. B.A. Geography students wishing to specialize in Physical Geography should take at least three options (18 credit hours) from courses designated 'PS'. B.A. Geography students wishing to specialize in Human Geography should take at least three options (18 credit hours) from courses designated 'HS'. Students should discuss these options with a Riddell Faculty student advisor.~~

~~B.A. Geography students wishing to specialize in Applied Geography should include 2000-level courses from GEOG 2200, GEOG 2310, GEOG 2510, GEOG 2520, and GEOG 2530; and 3000-level courses from GEOG 3200, GEOG 3320, GEOG 3460, GEOG 3730, GEOG 3810M, GEOG 3710, and GEOG 3720.~~

Courses offered for the current academic term are published in the *Class Schedule **in Aurora*** and can be searched by Attribute Type. To find Systematic (HS, PS, TS) courses search: 'Geography: Human', 'Geography: Physical' or 'Geography: Techniques'. To find Area Studies (A) courses search: 'Geography: Area Studies'.

5.5 B.A. Geography Program Chart

5.5 B.A. Geography[1] ~~5~~			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS[2] ~~1~~ 120 CREDIT HOURS (69 credit hours in Geography)			
6 credit hours from GEOG 1280, GEOG 1290[3] and/or GEOG 1700 ~~Plus~~ 6 credit hours of Humanities[4] ~~6~~ **18 credit hours of electives**	~~GEOG 2200, ENVR 2810~~ **6 Credit hours from GEOG 2520, GEOG 2640 and/or GEOG 2870.** **12** ~~9~~ credit hours in Geography courses numbered at the 2000- or 3000-level[4] **12 credit hours of electives**	GEOG 3730[5], ~~GEOG 3810~~ **3 credit hours from ENVR 2810[6] ~~7~~, WOMN 3000[7], SOC 2290[7], ANTH 3930[7]** ~~Plus~~ 18 credit hours in Geography courses numbered at the 2000- or 3000-level[3] **6 credit hours of electives**	GEOG 4660 18 credit hours in Geography courses numbered at the 4000- level **6 credit hours of electives**
The W **and M requirements** ~~courses~~ must be completed within the first 60 credit hours ~~of courses~~. ~~Enough elective credit to total 120 credit hours for the program.~~			
ADVANCED[2] ~~1~~ 120 CREDIT HOURS (51 credit hours in Geography)			
6 credit hours from GEOG 1280, GEOG 1290[3] and/or GEOG 1700 ~~Plus~~ 6 credit hours of Humanities[4] ~~6~~ **18 credit hours of electives**	~~GEOG 2200, ENVR 2810~~ **6 Credit hours from GEOG 2520, GEOG 2640 and/or GEOG 2870.** **12** ~~9~~ credit hours in Geography courses numbered at the 2000- or 3000-level[4] **12 credit hours of electives**	GEOG 3730[5], ~~GEOG 3810~~ **3 credit hours from ENVR 2810[6] ~~7~~, WOMN 3000[7], SOC 2290[7], ANTH 3930[7]** ~~Plus~~ 6 credit hours in Geography courses numbered at the 3000-level[4] **18 credit hours of electives**	12 credit hours in Geography courses numbered at the 4000- level ~~Plus~~ 6 additional credit hours in Geography at the 2000-level or above **12 credit hours of electives**
~~It is recommended that students complete the~~ **The** W **and M requirements** ~~course~~**s must be completed** within the first 60 credit hours ~~of courses~~. ~~Enough elective credit to total 120 credit hours for the program.~~			
GENERAL[8] ~~2~~ 90 CREDIT HOURS (30 credit hours in Geography)			
6 credit hours from GEOG 1280, GEOG 1290[3] and/or GEOG 1700 ~~Plus~~ 6 credit hours of Humanities[4] ~~6~~ **18 credit hours of electives** ~~May require 6 credit hours from science courses.~~	12 credit hours in Geography courses numbered at the 2000-level[4] **18 credit hours of electives**	12 credit hours in Geography courses numbered at the 3000- and/ or 4000- level[4] **18 credit hours of electives**	
The W and M **requirements** ~~course~~**s** must be completed within the first 60 credit hours ~~of courses~~. Note: 30 credit hours, with 6 credit hours in each of 5 subject fields, must be completed in the first 60 credit hours. ~~Enough elective credit to total 90 credit hours for the program.~~			

MINOR 18 CREDIT HOURS		
6 credit hours from GEOG 1280, GEOG 1290 and/or GEOG 1700	6 credit hours in Geography courses numbered at the 2000-level	6 credit hours in Geography courses numbered at the 3000-level

NOTES:

1 5 Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. ~~Université de Saint-Boniface courses end in the number "1" (e.g. GEOG 1281).~~

2 1 Entrance into the Honours and Advanced degree programs is summarized in 5.2.1. The courses required in this program will ~~satisfy the University Mathematics requirement.~~

3**GEOG 1290 satisfies 3 of the required 6 credit hours of Science courses. Students in the Honours or Advanced degree programs will satisfy the Science requirement via other required course work. Students in the General degree selecting this course must complete an additional 3 credit hours of Science courses. General degree students electing GEOG 1280 or GEOG 1700 must complete 6 credit hours from science courses.**

4 6May also satisfy the Faculty of Arts requirement.

5 4 Among the 2000- and 3000-level courses, at least 12 credit hours must be systematic and at least 6 must be area studies. Systematic courses and area studies courses are listed in Section 5.6. Students wishing to transfer from the General to the Advanced or Honours degree program are permitted to take either GEOG 2200 and GEOG 3730, or GEOG 2530 in either third or fourth year.

6 7The former GEOG 2530 may be used in lieu of ENVR 2810.

7 3 **In order to register in these courses, students must have fulfilled the prerequisites.** Among the 2000- and 3000-level courses, at least 6 credit hours must be systematic and at least 6 must be area studies. Systematic courses and area studies courses are listed in ~~Section 5.6.~~

8 2 Entry into the General degree program is summarized in 5.2.1 and 5.2.2.

Notes:

- To fulfil prerequisite requirements, a grade of "C" must be achieved, unless otherwise stated, in any course stipulated as a prerequisite to a further course.
- Students should review the current course topics available through GEOG 3740 (6), GEOG 3750 (3), GEOG 3760 (6), GEOG 3770 (3) and GEOG 4670 (3). Also, all courses are not offered every year or every term. The course schedule for the current academic term is available from the Class Schedule.
- Students registering in certain courses may be required to participate in field trips or field components and pay a portion of the associated expenses. For details, contact the Department of Environment and Geography general office.

Bachelor of Arts in Geography Program Modification Transition Plan

The proposed program modification plan does not involve deleting any old courses, as it simply focuses on shifting the priority of the courses that are being taught and new ones that have been recently introduced.

1. Timeline.
    a. Winter 2020
        i. Description of the revised program will be published in the Calendar for Fall 2020.
    b. Fall 2020
        i. Implementation of the program modifications for all new students.
            1. Foundations courses at the second year (GEOG 2520, 2640 & 2870) will be taught yearly from this point on.
                a. These courses will be covered by the existing faculty complement.
        ii. Students entering the program will fall under the revised requirements for the degree and will follow the revised focus areas.
        iii. Students in the program following the old requirements will be alerted that they have until 2026 to complete the program under those requirements or move to the revised program.
    c. Fall 2026
        i. Any students that still following the old program requirements will be required to move over to the revised requirements.

2. Illustration of Old Requirements and Revised Requirements

Year of Program	Pre-2020 required courses	Pre-2020 Electives	Proposed Required Courses	Proposed Elective Courses
Honours				
1st	6 cr. of GEOG 1280, GEOG 1290 and GEOG 1700	6 cr. in Humanities 6 cr. in science courses 6 cr open	No change	No Change
2nd	GEOG 2200, ENVR 2810 9 cr in GEOG at 2000 or 3000 level	15 cr open	6 cr of GEOG 2870, 2520, or 2640 12 cr in GEOG at 2000 or 3000 level	3 cr less of open
3rd	GEOG 3730, GEOG 3810 18 cr in GEOG at 2000 or 3000 level.	6 cr open	GEOG 3730, 3 cr from ENVR 2810, WOMN 3000, SOC 2290 or ANTH 3930 18 cr in GEOG at 2000 or 3000 level	No change
4th	GEOG 4660 18 cr in GEOG at the 4000 level	6 cr open	No change	No change

3. Pathway for existing students to complete their program
    a. The courses that are required in the old program and not the Revised program – namely GEOG 2200, ENVR 2810 and GEOG 3810 are required courses for the B.Sc in Physical Geography, so these courses will continue to be offered at the same time as the Revised requirements are offered. Students that are currently in this program will have no problem accessing these courses till 2026.
    b. Students already enrolled in the program will have the option of completing the revised program. To do so they would need to fulfill all of the requirements of the revised program (in its entirety) and make this known to the student advisors in the Faculty.
4. Implementation of new program
    a. With the exception of GEOG 2870 (Introduction to Economic Geography (HS)) the courses required under the revised program are already being offered yearly. GEOG 2870 will start being offered yearly in Winter 2021.
5. Communication and arrangements with continuing students.
    a. Brochures of the Three new areas that students can elect to focus their course work in the degree program have already been printed and are ready for distribution. Revised program charts will be distributed through the Faculty of Environment, Earth, and Resources. Once

the program changes have been approved by senate, faculty members will visit first and second year classes in Human Geography to explain the changes and offer time for student questions. These sessions will ensure students understand that they are able to finish their degree under the existing program and not have to change to the revised program. An email to all students in the B.A. programs will be sent that explains the changes and that existing students will complete the program as they had planned.

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

- **Bachelor of Science (Honours) in Physical Geography**
- **Bachelor of Science (Honours) in Physical Geography, Cooperative Option**
- **Bachelor of Science (Major) in Physical Geography**
- **Bachelor of Science (Major) in Physical Geography, Cooperative Option**

REVISED PROGRAM CHART

Bachelor of Science in Physical Geography[1,2] ~~2,7~~			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS[3] ~~1~~ 120 Credit Hours			
GEOG 1290, PHYS 1020[4] ~~3~~, MATH 1500[5] ~~4~~ PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ Plus 6 credit hours from the Faculty of Arts	GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2540, GEOG 2550, ENVR 2810[8] ~~10~~ Whichever of, PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	GEOG 2272[9] ~~8~~, GEOG 3730, GEOG 3810[10] ~~9~~ 9 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	GEOG 4660 Enough elective credit to total 120 credit hours for the program.
The W course must be completed within the first 60 credit hours of courses. Plus a **Stream** approved by a Riddell Faculty student advisor. Honours Stream requirements are as follows: 33 credit hours of 2000- (or higher) level courses, of which 24 credit hours must be at the 3000- or 4000-level.			
HONOURS COOPERATIVE OPTION[3] ~~1~~ 120 Credit Hours			
GEOG 1290, PHYS 1020[4] ~~3~~, MATH 1500[5] ~~4~~ PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ Plus 6 credit hours from the Faculty of Arts	GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2540, GEOG 2550, ENVR 2810[8] ~~10~~, ENVR 2900 Whichever of, PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	GEOG 2272[9] ~~8~~, GEOG 3730, GEOG 3810[10] ~~9~~, ENVR 3900, ENVR 3980, ENVR 3910 9 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	GEOG 4660 ENVR 3990, ENVR 3920 (ENVR 4980 and ENVR 4910 are optional) Enough elective credit to total 120 credit hours for the program.
The W course must be completed within the first 60 credit hours of courses. Plus a **Stream** approved by a Riddell Faculty student advisor. Honours Stream requirements are as follows: 33 credit hours of 2000- (or higher) level courses, of which 24 credit hours must be at the 3000- or 4000-level.			
MAJOR[3] ~~1~~ 120 Credit Hours			
GEOG 1290, PHYS 1020[4] ~~3~~, MATH 1500[5] ~~4~~ PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~	GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2540, GEOG 2550, ENVR 2810[8] ~~10~~ Whichever of, PHYS 1030[4] ~~3~~, MATH 1300[5] ~~4~~, or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	GEOG 2272[9] ~~8~~, GEOG 3730, GEOG 3810[10] ~~9~~ 9 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7] ~~6~~, BIOL 1030[7] ~~6~~, MATH 1700[5] ~~4~~ not yet taken	Enough elective credit to total 120 credit hours for the program.

Plus 6 credit hours from the Faculty of Arts			
The W course must be completed within the first 60 credit hours of courses. Plus a **Stream** approved by a Riddell Faculty student advisor. Honours Stream requirements are as follows: 33 credit hours of 2000- (or higher) level courses, of which 24 credit hours must be at the 3000- or 4000-level.			
MAJOR COOPERATIVE OPTION[3 1] 120 Credit Hours			
GEOG 1290, PHYS 1020[4 3], MATH 1500[5 4] PHYS 1030[4 3], MATH 1300[5 4], or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7 6], BIOL 1030[7 6], MATH 1700[5 4] Plus 6 credit hours from the Faculty of Arts	GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2540, GEOG 2550, ENVR 2810[8 10], ENVR 2900 Whichever of, PHYS 1030[4 3], MATH 1300[5 4], or 6 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7 6], BIOL 1030[7 6], MATH 1700[5 4] not yet taken	GEOG 2272[9 8], GEOG 3730, GEOG 3810[10 9], ENVR 3900, ENVR 3980, ENVR 3910 9 credit hours from GEOL 1340[5], ~~COMP 1010~~, **COMP 1012**, CHEM 1300, CHEM 1310, STAT 1000[6], STAT 2000, BIOL 1020[7 6], BIOL 1030[7 6], MATH 1700[5 4] not yet taken	ENVR 3990, ENVR 3920 (ENVR 4980 and ENVR 4910 are optional) Enough elective credit to total 120 credit hours for the program.
The W course must be completed within the first 60 credit hours of courses. Plus a **Stream** approved by a Riddell Faculty student advisor. Honours Stream requirements are as follows: 33 credit hours of 2000- (or higher) level courses, of which 24 credit hours must be at the 3000- or 4000-level.			
MINOR 18 CREDIT HOURS			
GEOG 1290 15 credit hours selected from 2000-, 3000-, or 4000-level courses designated as Physical Geography (PS) or Techniques (TS) courses in the Geography course descriptions defined in sections 5.6 in this Chapter.			
NOTES: **1** [2] The courses required in this program will satisfy the University Mathematics requirement. **2** [7] Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. ~~Université de Saint-Boniface courses end in the number 1 (e.g. GEOG 1291).~~ **3** [1] Entrance into the degree programs is summarized in 6.2.1 in this Chapter. **4** [3] PHYS 1050 and PHYS 1070 may be used in lieu of PHYS 1020 and PHYS 1030, respectively. **5** [4] MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700; or MATH 1310 may be used in lieu of MATH 1300; or MATH 1232 or MATH 1710 may be used in lieu of MATH 1700. [5] GEOL 1440 may be used in lieu of GEOL 1340. **6 STAT 1150 may be used in lieu of STAT 1000** **7** [6] BIOL 1000 and BIOL 1010 may be used in lieu of BIOL 1020 and BIOL 1030. **8** [10] The former GEOG 2530 may be used in lieu of ENVR 2810.			

[9] [8] The former GEOG 2440 may be used in lieu of GEOG 2272.

[9] ~~[10]~~ The former GEOG 3680 may be used in lieu of GEOG 3810.

Note:
To fulfil prerequisite requirements a grade of 'C' must be achieved, unless otherwise stated, in any course stipulated as a prerequisite to a further course.

Students should review the course topics available for GEOG 3740 (6), GEOG 3750 (3), GEOG 3760 (6), GEOG 3770 (3) and GEOG 4670 (3). Also, all courses are not offered every year. The course schedule for the current academic term is available from the Class Schedule **in Aurora**.

Students registering in certain courses may be required to participate in field trips or field components and pay a portion of the associated expenses. For details, contact the Department of Environment and Geography general office.

IMPORTANT: The Honours and Major programs need not be completed in the course order described in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program

Geological Sciences

Modifications:

GEOL 4320 Physics of the Earth: Seismology and Heat Flow Cr.Hrs. 3 0.0
Seismology and the structure, physical properties and equations of state of the Earth's interior; thermal constitution and the history of the Earth. Prerequisites: GEOL 2060 and [MATH 2130 or MATH 2720 or MATH 2721]. Pre- or corequisite: MATH 3132 or PHYS 3496 or PHYS 2490.

GEOL 4330 Physics of the Earth: Geomagnetism and Gravity Cr.Hrs. 3 0.0
Potential field theory; magnetic properties of Earth materials; figure and rotation of the Earth; theory and application of Earth's gravity and magnetic fields. Prerequisites: GEOL 2060 and [MATH 2130 or MATH 2720 or MATH 2721]. Corequisite: MATH 3132 or PHYS 2490 or PHYS 3496.

GEOL 4810 Geophysical Data Analysis Cr.Hrs. 3 0.0
The theory and application of spectral methods in geophysics. The use of Fourier Transforms, convolution, power spectra, coherence, transfer functions, covariance, correlation and filtering. Prerequisite: MATH 2132 or PHYS 2490 or PHYS 2496 or permission of department.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

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

- **Bachelor of Science (Honours) in Geological Sciences (Geophysics)**
- **Bachelor of Science (Major) in Geological Sciences (Geophysics)**

8.5 B.Sc. Geological Sciences (Geophysics) Program Chart

8.5 B.Sc. Geological Sciences (Geophysics)[1]			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS GEOPHYSICS 120 CREDIT HOURS			
GEOL 1340 (B) and one of: GEOL 1400, GEOL 1410, or GEOL 1420[2] PHYS 1050(B) [or PHYS 1020(B+)], PHYS 1070(B) [or PHYS 1030 (B+)], MATH 1210[3], COMP 1012, CHEM 1300, MATH 1510[3](B), and MATH 1710[3](B) [or MATH 1500(B) and MATH 1700(B)~~1~~] Plus 3 credit hours from the Faculty of Arts.	GEOL 2060, GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2800 MATH 2130[4], MATH 2132[4] Plus 3 credit hours from the Faculty of Arts.	GEOL 3130, GEOL 3740, GEOL 3810, GEOL 4250, GEOL 4320, GEOL 4330, GEOL 4670, GEOL 4740[5], GEOL 4810, GEOL 4870, COMP 2190[4], PHYS 2600, MATH 3132[4], 6 credit hours of Geological Sciences Geophysics Electives from List P and 6 credit hours of Geological Sciences Geophysics Electives from List B. Enough elective credit to total 120 credit hours for the program.	
MAJOR GEOPHYSICS 120 CREDIT HOURS			
GEOL 1340 (C+) and one of: GEOL 1400, GEOL 1410, or GEOL 1420[2] PHYS 1050(C) [or PHYS 1020(C+)], PHYS 1070(C) [or PHYS 1030 (C+)], MATH 1210[3], COMP 1012, CHEM 1300, MATH 1510[3](C+), and MATH 1710[3] (C) [or MATH 1500(C+) and MATH 1700(C)~~1~~] 3 credit hours from the Faculty of Arts.	GEOL 2060, GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2800 MATH 2130[4], MATH 2132[4] 3 credit hours from the Faculty of Arts.	GEOL 3130, GEOL 3740, GEOL 3810, GEOL 4670, GEOL 4740[5], GEOL 4810, COMP 2190[4], PHYS 2600, MATH 3132[4] 9 credit hours of Geological Sciences Geophysics Electives from List A, 3 credit hours of Geological Sciences Geophysics Electives from List P and 6 credit hours of Geological Sciences Geophysics Electives from List B. Enough elective credit to total 120 credit hours for the program.	

NOTES:

[1]The courses required in this program satisfy the University Mathematics Requirement and the University Written English Requirement.

[2]GEOL 1400 is highly recommended to be taken in Year 1, but GEOL 1410 or GEOL 1420 may be substituted.

[3]MATH 1690 may be taken in place of MATH 1500 (or MATH 1510) and MATH 1700 (or MATH 1710); MATH 1300 may be taken in place of MATH 1210. Selection of MATH 1300 or MATH 1210 will determine the prerequisite background for Mathematics courses required in years 2, 3 and 4.

[4]MATH 2720 may be taken in place of MATH 2130. ~~PHYS 2490~~ **PHYS 2496** may be taken in place of MATH 2132. MATH 2160 may be taken in place of COMP 2190. ~~PHYS 3490~~ **PHYS 3496** may be taken in place of MATH 3132. Normally, students select (MATH 2130, MATH 2132, COMP 2190, and MATH 3132) or (MATH 2720, ~~PHYS 2490~~ **PHYS 2496**, MATH 2160, and ~~PHYS 3490~~ **PHYS 3496**).

[5]GEOL 4740 will normally be taken immediately following the Winter term examinations and will continue for approximately three weeks. Registration will show as Summer Term. NOTE: Students are expected to contribute to the costs of transportation, lodging, and food. Contact the Department for further information.

IMPORTANT: The Honours and Major programs need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program. (Letters in brackets indicate the minimum prerequisite standing required for further study)

NOTE:

- To fulfil prerequisite requirements, a grade of 'C' must be achieved in any course stipulated as prerequisite to a further course in Geological Sciences, unless a higher prerequisite grade is stipulated in a course description.
- All courses are not offered every year. The course schedule for the current academic term is available from the **Class Schedule in Aurora**
- Students registering in certain courses may be required to pay a portion of the costs associated with field trips. For details, contact the Department general office.
- Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. ~~Université de Saint-Boniface courses end in the number '1' (e.g. PHYS 1051).~~

Faculty of Health Sciences

Interdisciplinary Health Program

Program modifications:

Modifications to the following programs are outlined on the next 27 pages:

- **Bachelor of Health Sciences**
- **Bachelor of Health Studies**

Bachelor of Health Sciences Degree Program Chart

The Bachelor of Health Sciences (BHSc) Degree consists of 120 credit hours. There is one concentration available as an option, the Biomedical Sciences concentration. A Concentration is 18 credit hours. Students should consult the Academic Calendar to ensure that they have the appropriate pre-or co-requisites before they attempt to register in a course. A number of courses are cross-listed between departments/faculties. Students are strongly encouraged to seek the advice of the Academic Advisor in the Interdisciplinary Health Program in order to plan their programs.

Year 1 [1]	**Year 2** [1]	**Year 3** [1]	**Year4** [1]
30 credit hours • BIOL 1020 • BIOL 1030 • BIOL 1410 • BIOL 1412 • CHEM 1300 • CHEM 1310 • PSYC 1200 • STAT 1000 3 credit hours of Free Electives	30 credit hours • ECON 1210 OR ECON 1220 • GMGT 2070 OR LEAD 2010 • HEAL 2600 • HNSC 1210 HNSC 2000 OR PSYC 2250 • NATV 1220 OR NATV 1240 OR NATV 3240 • PHIL 2740 6 credit hours of Program Electives [2,3] 3 credit hours of Free Electives	30 credit hours • FMLY 3750 • FMLY 3780 OR FMLY 3790 HEAL 3000 • HEAL 3600 15 credit hours of Program Electives [2,3] 3 credit hours of Free Electives	30 credit hours • HEAL 4600 • HEAL 4620 15 credit hours of Program Electives [2, 3] 9 credit hours of Free Electives

[1] Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. ~~Université de Saint-Boniface courses end in the number "1" (e.g. BIOL 1021).~~

[2] Of 36 credit hours of program electives, 21 must be science electives

[3] Of the 36 credit hours of program electives, 24 must be at the 3000-4000 level.

Bachelor of Health Sciences Elective List

The science requirement may be met using any course offered by the Faculty of Science or the Faculty of Agricultural and Food Sciences on the approved elective list (see below), in addition to the following courses:

Clayton H Riddell Faculty of Environment Earth and Resources
ENVR 1000 Environmental Science 1: Concepts
ENVR 3400 Introduction to Environment and Health
ENVR 4400 Advanced Issues in Environment and Health

Rady Faculty of Health Science
HEAL 3610 Mechanisms of Disease 1

Max Rady College of Medicine
BGEN 3022 Introduction to Human Genetics A
BGEN 3024 Introduction to Human Genetics B

PHAC 4030 Drugs in Human Disease I
PHAC 4040 Drugs in Human Disease II

PHGY 1030 Fundamentals of Medical Physiology

Faculty of Agricultural and Food Sciences
FOOD 4150 Food Microbiology 1

HNSC 1200 Food: Facts and Fallacies
HNSC 2130 Nutrition through the Life Cycle
HNSC 2140 Basic Principles of Human Nutrition
HNSC 3220 Food and Nutrition Literacy Education
HNSC 3300 Vitamins and Minerals in Human Health
HNSC 3310 Macronutrients and Human Health
HNSC 3342 Management for Food and Nutrition Professionals
HNSC 3350 Culture and Food Patterns
HNSC 3870 Food Geographies (cross-listed with GEOG 3870)
HNSC 4290 Food, Nutrition and Health Policies

HNSC 4300 Community Nutrition Intervention
HNSC 4310 Nutrition and the Elderly
HNSC 4340 Maternal and Child Nutrition
HNSC 4350 Nutrition in Exercise and Sport
HNSC 4540 Functional Foods and Nutraceuticals

SOIL 3520 Pesticides: Environment, Economics and Ethics

Faculty of Arts
ECON 2310 Canadian Economic Problems
ECON 2350 Community Economic Development
ECON 2362 Economics of Gender
ECON 2410 The Manitoba Economy
ECON 3690 Economic Issues of Health Policy
ECON 3692 Economic Determinants of Health
ECON 4140 Evaluation of Economic Policy and Programs

NATV 1220 Indigenous Peoples in Canada, Part 1
NATV 1240 Indigenous Peoples in Canada, Part 2
NATV 2020 The Métis in Canada
NATV 2110 Introduction to Indigenous Community Development
NATV 3100 Indigenous Healing Ways
NATV 3240 Indigenous Medicine and Health
NATV 3330 Indigenous People, Science and the Environment

PHIL 1200 Introduction to Philosophy
PHIL 2290 Ethics and Society
PHIL 2750 Ethics and the Environment

PSYC 2250 Introduction to Psychological Research
PSYC 2260 Introduction to Research Methods in Psychology
PSYC 2290 Child Development
PSYC 2360 Brain and Behaviour
PSYC 2440 Behaviour Modification Principles
PSYC 2490 Abnormal Psychology
PSYC 3070 Adult Development
PSYC 3130 Introduction to Health Psychology
PSYC 3150 Behavioural Modification Applications
PSYC 3310 Adolescent Development

SOC 1200 Introduction to Sociology
SOC 2330 Social Psychology in Sociological Perspective
SOC 2390 Social Organization
SOC 2460 The Family
SOC 2490 Sociology of Health and Illness
SOC 2620 The Sociology of Aging

SOC 3540 The Sociology of Health Care Systems
SOC 3660 Sociology of Mental Disorder
SOC 3770 Women, Health and Medicine

I H Asper School of Business
LEAD 2010 Learning to Lead

MIS 2000 Information Systems for Management

Clayton H Riddell Faculty of Environment, Earth and Resources
ENVR 1000 Environmental Science 1 - Concepts
ENVR 3400 Introduction to Environment and Health
ENVR 4400 Advanced Issues in Environment and Health

GEOG 1280 Introduction to Human Geography
GEOG 2330 Place, Populations and Mobility: Geographic Perspectives (HS)
GEOG 3640 Social Geography of the Environment (HS)
GEOG 3870 Food Geographies (cross-listed with HNSC 3870)

Faculty of Kinesiology and Recreation Management
KIN 2610 Health and Physical Aspects of Aging
~~KIN 3450 Motor Control and Learning~~
KIN 3510 Physical Activity and Aging

KPER 1200 Physical Activity, Health and Wellness
KPER 2700 Motor Control and Learning
KPER 3470 Exercise Physiology

REC 2650 The Social Aspects of Aging

Rady Faculty of Health Sciences

HEAL 1600 Health and Health Professions
HEAL 3610 Mechanisms of Disease 1
HEAL 4500 Injury Prevention Across the Life Course
HEAL 4650 Selected Topics in Interdisciplinary Health

College of Nursing
NURS 2610 Health and Physical Aspects of Aging
NURS 3330 Women and Health
NURS 3400 Men's Health: Concerns, Issues and Myths
NURS 4520 Professional Foundations 5: Interprofessional and Collaborative Practice

Max Rady College of Medicine

BGEN 3022 Introduction to Human Genetics A
BGEN 3024 Introduction to Human Genetics B

FMLY 1000 Families in Contemporary Canadian Society
FMLY 1010 Human Development in the Family
FMLY 1012 Introduction to Social Development
FMLY 1420 Family Management Principles
FMLY 2012 Development, Conflict and Displacement
FMLY 2400 Family Financial Health
FMLY 2500 Diversity and Families
FMLY 2600 Foundations of Childhood Developmental Health
FMLY 2650 The Social Aspects of Aging
FMLY 2800 Family Violence
FMLY 3012 Theories of Social Development
FMLY 3220 Death and the Family
FMLY 3240 Families in Later Years
FMLY 3330 Parenting and Developmental Health
FMLY 3400 Families as Consumers
FMLY 3470 Selected Studies in the Family I
FMLY 3600 Adolescents in Families and Society
FMLY 3780 Introduction to the Development of Programs for Children and Families
FMLY 3790 Introduction to the Evaluation of Programs for Children and Families
FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence
FMLY 3806 Children, Violence and Rights
FMLY 4012 Social Development Policies
FMLY 4220 Aging and Risk in a Global Context
FMLY 4300 Field Experience
FMLY 4330 Management of Family Stress
FMLY 4400 Family Economics: Poverty and Wealth
FMLY 4470 Selected Studies in the Family II
FMLY 4480 Work and Family Issues
FMLY 4500 Senior Thesis
FMLY 4602 Family Relationships, Health and Well-Being
FMLY 4604 Children in Adversity
FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health
FMLY 4802 Family Violence Prevention

PHAC 4030 Drugs in Human Disease I
PHAC 4040 Drugs in Human Disease II

PHGY 1030 Fundamentals of Medical Physiology

Faculty of Science
BIOL 2300 Principles of Ecology
BIOL 2410 Human Physiology 1

BIOL 2420 Human Physiology 2
BIOL 2500 Genetics 1
BIOL 2520 Cell Biology
BIOL 2380 Introductory Toxicology
BIOL 3290 Medicinal and Hallucinogenic Plants
BIOL 3542 Developmental Biology
BIOL 3560 Comparative Animal Histology
BIOL 3270 Introductory Parasitology
BIOL 3470 Environmental Physiology of Animals 1
BIOL 3500 Genetics 2
BIOL 4542 Genes and Development
BIOL 4544 Advanced Developmental and Cellular Biology

CHEM 2210 Introductory Organic Chemistry 1: Structure and Function
CHEM 2220 Introductory Organic Chemistry 2: Reactivity and Synthesis
CHEM 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy
CHEM 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
CHEM 2770 Elements of Biochemistry 1
CHEM 2780 Elements of Biochemistry 2
CHEM 3570 Biophysical Chemistry
CHEM 4360 Signaling and Regulation of Gene Expression
CHEM 4370 Glycobiology and Protein Activation
CHEM 4620 Biochemistry of Nucleic Acids
CHEM 4630 Biochemistry of Proteins
CHEM 4670 Drug Design and Drug Discovery

MATH 1230 Differential Calculus
MATH 1500 Introduction to Calculus

MBIO 1010 Microbiology I
MBIO 1220 Essentials of Microbiology
MBIO 1410 Introduction to Molecular Biology
MBIO 2020 Microbiology II
MBIO 2360 Biochemistry 1: Biomolecules and Introduction to Metabolic Energy
MBIO 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
MBIO 2420 Introductory Virology
MBIO 3000 Applied Biological Safety
MBIO 3010 Mechanisms of Microbial Disease
MBIO 3030 Microbiology III
MBIO 3430 Molecular Evolution
MBIO 3450 Regulation of Biochemical Processes
MBIO 3460 Membrane and Cellular Biochemistry
MBIO 3470 Microbial Systematics
~~MBIO 4010 Immunology II~~
MBIO 4020 Immunology

MBIO 4410 Virology
MBIO 4440 Systems Microbiology: from Genomes to Life
MBIO 4480 Microbes in our Environment

PHYS 1020 General Physics 1
PHYS 1030 General Physics 2
PHYS 1050 Physics 1: Mechanics
PHYS 1070 Physics 2: Waves and Modern Physics
PHYS 3220 Medical Physics and Physiological Measurement

STAT 2000 Basic Statistical Analysis 2
STAT 3000 Applied Linear Statistical Models
STAT 3170 Statistical Quality Control
STAT 3380 An Introduction to Nonparametric Statistic

Faculty of Social Work
SWRK 1310 Introduction to Social Welfare Policy Analysis
SWRK 2650 The Social Aspects of Aging

Bachelor of Health Studies Degree Program Chart

The Bachelor of Health Studies (B.H.St.) Degree consists of 120 credit hours. There are three concentrations available, (1) Health Policy, Planning, and Evaluation, (2) Health Promotion and Education, and (3) Family Health. A Concentration is 18 credit hours. Students should consult the Academic Calendar to ensure that they have the appropriate pre-or co-requisites before they attempt to register in a course. A number of courses are cross-listed between departments/faculties. Students are strongly encouraged to seek the advice of the Academic Advisor in the Interdisciplinary Health Program in order to plan their programs.

Year 1 [1]	**Year 2** [1]	**Year 3** [1]	**Year 4** [1]
30 credit hours • ANTH 1210 or ANTH 1220 • FMLY 1012 • PSYC 1200 • SOC 1200 • STAT 1000 6 credit hours of Science Electives [2] 3 credit hours of Concentration Electives	30 credit hours • ECON 1210 OR ECON 1220 • GMGT 1010 OR GMGT 2070 • HEAL 2600 • HNSC 1210 HNSC 2000 OR PSYC 2250 • NATV 1220 OR NATV 1240 OR NATV 3240 6 credit hours of Concentration Electives 3 credit hours of Program Electives [3] 3 credit hours of Free Electives	30 credit hours • FMLY 3750 • FMLY 3780 • FMLY 3790 • HEAL 3000 • HEAL 3600 • PHIL 2740 • SOC 2490 3 credit hours of Concentration Electives 6 credit hours of Program Electives [3]	30 credit hours • HEAL 4600 • HEAL 4620 6 credit hours of Concentration Electives 12 credit hours of Program Electives [3] 6 credit hours of Free Electives

Notes:
[1] Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. ~~Université de Saint-Boniface courses end in the number "1" (e.g. SOC 1201).~~
[2] See Bachelor of Health Studies electives list for courses that would meet the science requirement.
[3] Of the 21 credit hours of program electives, 9 must be at the 3000-4000 level.

Bachelor of Health Studies Elective List

The science requirement may be met using any course offered by the Faculty of Science on the approved elective list (see below), in addition to the following courses:

Faculty of Agricultural and Food Sciences
FOOD 4150 Food Microbiology 1
HNSC 1200 Food, Facts and Fallacies
HNSC 2130 Nutrition through the Life Cycle

Clayton H. Riddell Faculty of Environment, Earth and Resources
EER 1000 Earth: A User's Guide
ENVR 1000 Environmental Science 1: Concepts
ENVR 3400 Introduction to Environment and Health
ENVR 4400 Advanced Issues in Environment and Health

Max Rady College of Medicine
BGEN 3022 Introduction to Human Genetics A
BGEN 3024 Introduction to Human Genetics B

PHGY 1030 Fundamentals of Medical Physiology

Faculty of Agricultural and Food Sciences
ABIZ 1010 Economics of World Food Issues and Policies
ABIZ 3550 Environmental Policy

HNSC 3350 Culture and Food Patterns
HNSC 3870 Food Geographies (cross-listed with GEOG 3870)
HNSC 4290 Food, Nutrition and Health Policies

SOIL 3520 Pesticides: Environment, Economics and Ethics

Faculty of Arts
ANTH 2020 Relatedness in a Globalizing World
ANTH 2040 Native North America: A Sociocultural Survey
ANTH 2240 Plagues and People
ANTH 2300 Anthropology of Childhood
ANTH 2500 Culture, Environment and Technology

ANTH 2510 Anthropology of Economic Systems
ANTH 2550 Culture and the Individual
ANTH 2560 Anthropology of Illness
ANTH 2820 Human Osteology
ANTH 2860 Evolution and Human Diversity
ANTH 2880 Human Evolution
ANTH 2890 Human Population Biology
ANTH 3200 Anthropology of Food
ANTH 3320 Women in Cross-Cultural Perspective
ANTH 3330 Sex and Sexualities
ANTH 3500 Peoples of the Arctic
ANTH 3550 Canadian Subcultures
ANTH 3740 Human Growth and Variation
ANTH 3750 Anthropological Perspectives on Globalization and the World-System
ANTH 4860 Selected Topics in Biological Anthropology

ECON 2310 Canadian Economic Problems
ECON 2350 Community Economic Development
ECON 2362 Economics of Gender
ECON 2410 The Manitoba Economy
ECON 3690 Economic Issues of Health Policy
ECON 3692 Economic Determinants of Health
ECON 4140 Evaluation of Economic Policy and Programs
GPE 1700 Social Justice in the 21st Century: Global Political Economy and Environmental Change

HIST 2010 Indigenous History in Canada
HIST 2400 History of Human Rights and Social Justice in the Modern World
HIST 3730 A History Western Canada

LABR 1260 Working for a Living
LABR 3060 Workplace Health and Safety
LABR 3070 Labour Relations and Occupational Health and Safety Law

NATV 1220 Indigenous Peoples in Canada, Part 1
NATV 1240 Indigenous Peoples in Canada, Part 2
NATV 1250 Introductory Cree 1
NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1
NATV 1300 Selected Topics in Introductory Indigenous Language
NATV 2020 The Métis in Canada
NATV 2040 The Dakota, Lakota, and Nakota Nations
NATV 2060 Eastern Woodlands Encounters Columbus to Confederation
NATV 2070 Cree, Innu, and Dene Nations
NATV 2080 Inuit Society and Culture
NATV 2100 Indigenous Spirituality
NATV 2110 Introduction to Indigenous Community Development

NATV 3100 Indigenous Healing Ways
NATV 3150 Residential School Literature
NATV 3240 Indigenous Medicine and Health
NATV 3330 Indigenous People, Science and the Environment

PHIL 1200 Introduction to Philosophy
PHIL 2150 Mind and Body
PHIL 2290 Ethics and Society
PHIL 2740 Ethics and Biomedicine
PHIL 2750 Ethics and the Environment
POLS 3100 Gender and Politics in Canada
POLS 3860 Canadian Federalism
POLS 4190 Manitoba Politics and Government

PSYC 2250 Introduction to Psychological Research
PSYC 2260 Introduction to Research Methods in Psychology
PSYC 2290 Child Development
PSYC 2360 Brain and Behaviour
PSYC 2440 Behaviour Modification Principles
PSYC 2470 Learning Foundations of Psychology
PSYC 2480 Cognitive Processes
PSYC 2490 Abnormal Psychology
PSYC 2530 Psychology of Personality
PSYC 2540 Social Psychology
PSYC 3070 Adult Development
PSYC 3130 Introduction to Health Psychology
PSYC 3150 Behavioural Modification Applications
PSYC 3160 Perception and Attention
PSYC 3310 Adolescent Development
PSYC 3390 Thinking
PSYC 3430 Sensory Processes
PSYC 3470 Dyadic Relations
PSYC 3490 Individual Differences
PSYC 3580 Language and Thought
PSYC 3630 Psychological Measurement and Assessment

RLGN 1322 Introduction to Eastern Religions
RLGN 1324 Introduction to Western Religions
RLGN 1410 Death and Concepts of the Future
RLGN 1420 Ethics in World Religions
RLGN 1430 Food: Religious Concepts and Practices
RLGN 2060 Religion and Violence
RLGN 2590 Religion and Social Issues

SOC 2320 Canadian Society and Culture
SOC 2330 Social Psychology in Sociological Perspective

SOC 2360 Small Group Interaction
SOC 2370 Ethnic Relations
SOC 2390 Social Organization
SOC 2460 The Family
~~SOC 2490 Sociology of Health and Illness~~
SOC 2510 Criminology
SOC 2610 Sociology of Criminal Justice and Corrections
SOC 2620 The Sociology of Aging
SOC 2630 Social Change
SOC 3310 Theorizing Crime, Law and Social Justice
SOC 3370 Sociology of Work
SOC 3380 Power, Politics and the Welfare State
SOC 3400 Policing and Crime Prevention
SOC 3540 The Sociology of Health Care Systems
SOC 3660 Sociology of Mental Disorder
SOC 3730 Society and Education
SOC 3750 Institutional Responses to Violence in Family and Intimate Relationships
SOC 3770 Women, Health and Medicine
SOC 3790 Women, Crime and Social Justice
SOC 3810 Sociological Perspectives on Gender and Sexuality
SOC 3820 Qualitative and Historical Methods in Sociology
SOC 3830 Youth, Crime and Society
SOC 3840 Community and Social Reconstruction
SOC 3860 Genocide, Crime and Society
SOC 3890 Power and Inequality in Comparative Perspective

WOMN 1600 Introduction to Women's and Gender Studies in the Social Sciences
WOMN 2000 Feminist Thought
WOMN 2500 Race, Class and Sexuality
WOMN 2560 Women, Science and Technology
WOMN 2600 Sex, Gender, Space and Place
WOMN 2610 Gender, Transport and Social Justice
WOMN 3000 Interdisciplinary Research in Women's and Gender Studies
WOMN 3560 Feminist Perspectives on Violence Against Women

I. H. Asper School of Business
ACC 1100 Introductory Financial Accounting
ACC 1110 Introductory to Managerial Accounting

GMGT 2060 Management and Organizational Theory

HRIR 2440 Human Resource Management
HRIR 3450 Labour and Employment Relations
HRIR 4410 Staffing and Management Development
HRIR 4420 Compensation

LEAD 2010 Learning to Lead
LEAD 3010 Negotiation and Conflict Management
LEAD 4020 Leadership, Power and Politics in Organizations

MIS 2000 Information Systems for Management
MIS 3510 Systems Analysis and Design
MIS 3520 Data Communications and Networking

Clayton H. Riddell Faculty of Environment, Earth and Resources
GEOG 1280 Introduction to Human Geography
GEOG 1290 Introduction to Physical Geography
GEOG 1700 Social Justice in the 21st Century: Global Political Economy and Environmental Change
GEOG 2330 Place, Populations and Mobility: Geographic Perspectives
GEOG 2640 Geography of Culture and Inequality
GEOG 3640 Social Geography of the Environment
GEOG 3870 Food Geographies
GEOG 3890 Geography of Wellness
GEOG 4280 Gender and the Human Environment

Faculty of Education
EDUA 1560 Adult Learning and Development
EDUA 1570 Foundations of Adult Education
EDUA 1580 Program Planning in Adult Education
EDUA 1590 Facilitating Adult Education

Rady Faculty of Health Sciences
HEAL 1600 Health and Health Professions
HEAL 4500 Injury Prevention Across the Life Course
HEAL 4650 Selected Topics in Interdisciplinary Health

Max Rady College of Medicine
BGEN 3022 Introduction to Human Genetics A
BGEN 3024 Introduction to Human Genetics B

PHGY 1030 Fundamentals of Medical Physiology

FMLY 1000 Families in Contemporary Canadian Society
FMLY 1010 Human Development in the Family
FMLY 1012 Introduction to Social Development
FMLY 1420 Family Management Principles
FMLY 2012 Development, Conflict, and Displacement
FMLY 2400 Family Financial Health
FMLY 2500 Diversity and Families
FMLY 2600 Foundations of Childhood Developmental Health
FMLY 2650 The Social Aspects of Aging

FMLY 2800 Family Violence
FMLY 3012 Theories of Social Development
FMLY 3220 Death and the Family
FMLY 3240 Families in Later Years
FMLY 3330 Parenting and Developmental Health
FMLY 3400 Families as Consumers
FMLY 3470 Selected Studies in the Family I
FMLY 3600 Adolescents in Families and Society
FMLY 3750 Fundamentals of Health Promotion
FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence
FMLY 3806 Children, Violence and Rights
FMLY 4012 Social Development Policies
FMLY 4220 Aging and Risk in a Global Context
FMLY 4300 Field Experience
FMLY 4330 Management of Family Stress
FMLY 4400 Family Economics: Poverty and Wealth
FMLY 4470 Selected Studies in the Family II
FMLY 4480 Work and Family Issues
FMLY 4500 Senior Thesis
FMLY 4604 Children in Adversity
FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health
FMLY 4802 Family Violence Prevention

College of Nursing
NURS 2610 Health and Physical Aspects of Aging
NURS 3330 Women and Health
NURS 3400 Men's Health: Concerns, Issues and Myths
NURS 4520 Professional Foundations 5: Interprofessional and Collaborative Practice

Faculty of Kinesiology and Recreation Management
KIN 2610 Health and Physical Aspects of Aging
~~KIN 3450 Motor Control and Learning~~
KIN 3510 Physical Activity and Aging

KPER 1200 Physical Activity, Health and Wellness
KPER 2200 Planning Principles
KPER 2700 Motor Control and Learning
KPER 3100 Inclusive Physical Activity and Leisure

REC 2650 The Social Aspects of Aging
REC 3220 Program Planning and Evaluation
REC 4250 Leisure and Aging

Faculty of Science

NOTE: Any of these courses from the Faulty of Science can be used to satisfy the 6 credit hour science requirement

BIOL 1000 Biology: Foundations of Life
BIOL 1010 Biology: Biological Diversity and Interaction (NB. 1000/1010 cannot be held with BIOL1020/BIOL1030)
OR
BIOL 1020 Biology 1: Principles and Themes
BIOL1030 Biology 2: Biological Diversity, Function and Interactions
BIOL 1300 Economic Plants
BIOL 1340 The State of the Earth's Environment: Contemporary Issues
BIOL 1410 Anatomy of the Human Body
BIOL 1412 Physiology of the Human Body
BIOL 2520 Cell Biology
BIOL 3290 Medicinal and Hallucinogenic Plants

CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry
CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry
CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry
CHEM 2210 Introductory Organic Chemistry 1: Structure and Function
CHEM 2220 Introductory Organic Chemistry 2: Reactivity and Synthesis
CHEM 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy
CHEM 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
CHEM 2770 Elements of Biochemistry 1
CHEM 2780 Elements of Biochemistry 2
MATH 1010 Applied Finite Mathematics:
MATH 1020 Mathematics in Art
MATH 1080 Fundamentals of Mathematical Reasoning
MATH 1090 Mathematical Reasoning in Euclidean Geometry

MATH 1220 Linear Algebra 1
MATH 1230 Differential Calculus
MATH 1300 Vector Geometry and Linear Algebra
MATH 1500 Introduction to Calculus

MBIO 1010 Microbiology 1
MBIO 1220 Essentials of Microbiology
MBIO 1410 Introduction of Molecular Biology
MBIO 2020 Microbiology II
MBIO 2360 Biochemistry 1: Biomolecules and Introduction to Metabolic Energy
MBIO 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
MBIO 2420 Introductory Virology

PHYS 1020 General Physics 1
PHYS 1030 General Physics 2
PHYS 1050 Physics 1: Mechanics

PHYS 1070 Physics 2: Waves and Modern Physics

STAT 2000 Basic Statistical Analysis 2

Faculty of Social Work
SWRK 1310 Introduction to Social Welfare Policy Analysis
SWRK 2050 Community and Organizational Theory
SWRK 2080 Interpersonal Communication Skills
SWRK 2110 Emergence of the Canadian Social Welfare State
SWRK 2130 Comparative Social Welfare Systems
SWRK 2650 The Social Aspects of Aging
SWRK 3130 Contemporary Canadian Social Welfare

Bachelor of Health Studies Concentration Elective List

Health Policy, Planning, and Evaluation:
Students selecting the Health Policy, Planning, and Evaluation concentration should choose 18 credit hours from the following courses:

ABIZ 1010 Economics of World Food Issues and Policies
ACC 1100 Introductory Financial Accounting
ANTH 2560 Anthropology of Illness
ECON 3690 Economic Issues of Health Policy
ECON 3692 Economic Determinants of Health
ENVR 3400 Introduction to Environment and Health
ENVR 4400 Advanced Issues in Environment and Health
FMLY 4012 Social Development Policies
GEOG 1280 Introduction to Human Geography
GEOG 1700 Social Justice in the 21st Century: Global Political Economy and Environmental Change
GEOG 2640 Geography of Culture and Inequality
HNSC 1200 Food Facts and Fallacies
HNSC 3350 Cultural and Food Patterns
HNSC 3870 Food Geographies
KIN 2610 Health and Physical Aspects of Aging (also NURS 2610)
KPER 1200 Physical Activity, Health, and Wellness
KPER 2200 Planning Principles
LABR 1260 Working for a Living
LABR 3060 Workplace Health and Safety
LEAD 2010 Learning to Lead
LEAD 3010 Negotiation and Conflict Management
LEAD 4020 Leadership, Power, and Politics in Organizations
NATV 2100 Indigenous Spirituality
NATV 3100 Indigenous Healing Ways
PSYC 2260 Introduction to Research Methods in Psychology
PSYC 2540 Social Psychology
PSYC 3130 Introduction to Health Psychology
REC 3220 Program Planning and Evaluation
SOC 2390 Social Organization
SOC 2630 Social Change
SOC 3540 The Sociology of Health Care Systems
STAT 2000 Basic Statistical Analysis 2
SWRK 1310 Introduction to Social Welfare Policy Analysis
SWRK 2050 Community and Organizational Theory
SWRK 2080 Interpersonal Communication Skills

Health Promotion and Education:
Students selecting the Health Promotion and Education concentration should choose 18 credit hours from the following courses:

ANTH 2560 - Anthropology of Illness
EDUA 1560 - Adult learning and Development
EDUA 1570 - Foundations of Adult Education
EDUA 1580 - Program Planning in Adult Education
EDUA 1590 - Facilitating Adult Education
ENVR 3400 - Introduction to Environment and Health
ENVR 4400 - Advanced Issues in Environment and Health
FMLY 1010 - Human Development in the Family
FMLY 1420 - Family Management Principles
FMLY 2650 - The Social Aspects of Aging
FMLY 3012 - Theories of Social Development
FMLY 4012 - Social Development Policies
GEOG 1280 - Introduction to Human Geography
GEOG 1700 - Social Justice in the 21st Century: Global Political Economy and Environmental Change
GEOG 2640 - Geography of Culture and Inequality
HEAL 4500 - Injury Prevention Across the Life Course
HNSC 1200 - Food Facts and Fallacies*
HNSC 2130 - Nutrition through the Life Cycle*
HNSC 2150 - Composition, Functional and Nutritional Properties of Food
HNSC 2160 - Principles of Food Preparation and Preservation
HSNC 3260 - Food Quality Evaluation
HNSC 3350 - Culture and Food Patterns
HNSC 4270 - Sensory Evaluation of Food
HNSC 4290 - Food, Nutrition, and Health Policies
HNSC 4310 - Nutrition and the Elderly
KIN 2610 - Health and Physical Aspects of Aging (also NUR 2610)
KPER 1200 - Physical Activity, Health, and Wellness
LABR 1260 - Working for a Living
NATV 2100 - Indigenous Spirituality
NATV 3100 - Indigenous Healing Ways
PHIL 2150 - Mind and Body
PSYC 2260 - Introduction to Research Methods in Psychology
PSYC 2360 - Brain and Behaviour
PSYC 2440 - Behaviour Modification Principles
PSYC 2470 - Learning Foundations of Psychology
PSYC 2480 - Cognitive Processes
PSYC 3130 - Introduction to Health Psychology
RLGN 1430 - Food: Religious Concepts and Practices
SOC 2620 - The Sociology of Aging
SOC 2630 - Social Change
SOC 3540 - The Sociology of Health Care Systems
SOC 3730 - Society and Education
STAT 2000 - Basic Statistical Analysis 2*
SWRK 2050 - Community and Organizational Theory

SWRK 2080 - Interpersonal Communication Skills

Note: *Students considering a career as a Home Economics teacher through the Faculty of Education after degree program should consult with an academic advisor in the Faculty of Education. Some courses (marked with an asterisk) may be required for completion of higher level courses in the 'teachable subject areas' in foods and nutrition and family social sciences, and will require careful program planning.

Family Health:
Students selecting the Family Health concentration should choose 18 credit hours from the following courses:

FMLY 1000 Families in Contemporary Canadian Society
FMLY 1010 Human Development in the Family
FMLY 1420 Family Management Principles
FMLY 2012 Development, Conflict and Displacement
FMLY 2400 Family Financial Health
FMLY 2500 Diversity and Families
FMLY 2600 Foundations of Childhood Developmental Health
FMLY 2650 The Social Aspects of Aging
FMLY 2800 Family Violence
FMLY 3012 Theories of Social Development
FMLY 3220 Death and the Family
FMLY 3240 Families in the Later Years
FMLY 3330 Parenting and Developmental Health
FMLY 3400 Families as Consumers
FMLY 3470 Selected Studies in the Family I
FMLY 3600 Adolescents in Families and Society
FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence
FMLY 3806 Children, Violence and Rights
FMLY 4012 Social Development Policies
FMLY 4220 Aging and Risk in a Global Context
FMLY 4300 Field Experience
FMLY 4330 Management of Family Stress
FMLY 4400 Family Economics: Poverty and Wealth
FMLY 4470 Selected Studies in the Family II
FMLY 4480 Work and Family Issues
FMLY 4500 Senior Thesis
FMLY 4604 Children in Adversity
FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health
FMLY 4802 Family Violence Prevention
HEAL 4500 Injury Prevention Across the Life Course
NURS 2100 Introduction to Family Caregiving Across the Lifespan

The electives lists below apply to ALL students enrolled in the IHP program prior to September 1, 2018.

Sciences Orientation Electives:

Faculty of Agricultural and Food Sciences
FOOD 4150 Food Microbiology 1
FOOD 4540 Functional Foods and Neutraceuticals

HNSC 2130 Nutrition through the Life Cycle
HNSC 2140 Basic Principles of Human Nutrition
HNSC 3220 Food and Nutrition Literacy Education
HNSC 3300 Vitamins and Minerals in Human Health
HNSC 3310 Macronutrients and Human Health
HNSC 3342 Management for Food and Nutrition Professionals
HNSC 3870 Food Geographies (cross-listed with GEOG 3870)
HNSC 4290 Food, Nutrition and Health Policies
HNSC 4300 Community Nutrition Intervention
HNSC 4310 Nutrition and the Elderly
HNSC 4340 Maternal and Child Nutrition
HNSC 4350 Nutrition in Exercise and Sport
HNSC 4540 Functional Foods and Neutraceuticals

Faculty of Arts
PSYC 2290 Child Development
PSYC 2360 Brain and Behaviour
PSYC 2490 Abnormal Psychology
PSYC 3430 Sensory Process

I H Asper School of Business
MIS 2000 Information Systems for Management
MIS 3500 Database Management Systems
MIS 3510 Systems Analysis and Design
MIS 3520 Data Communications and Knowledge

Clayton H Riddell Faculty of Environment, Earth and Resources
EER 1000 Earth: A User's Guide

ENVR 1000 Environmental Science 1: Concepts
ENVR 3400 Introduction to Environment and Health
ENVR 4400 Advanced Issues in Environment and Health

GEOG 1280 Introduction to Human Geography
GEOG 1290 Introduction to Physical Geography
GEOG 3870 Food Geographies (cross-listed with HNSC 3870)

Rady Faculty of Health Sciences
BGEN 3022 Introduction to Human Genetics A
BGEN 3024 Introduction to Human Genetics B

PHAC 4030 Drugs in Human Disease I
PHAC 4040 Drugs in Human Disease II

HEAL 3610 Mechanisms of Disease I

College of Nursing
NURS 2610 Health and Physical Aspects of Aging

Faculty of Science
BIOL 1412 Physiology of the Human Body
BIOL 2300 Principles of Ecology
BIOL 2410 Human Physiology 1
BIOL 2420 Human Physiology 2
BIOL 2500 Genetics 1
BIOL 2520 Cell Biology
BIOL 2380 Introductory Toxicology
BIOL 2390 Introduction Ecology
BIOL 3290 Medicinal and Hallucinogenic Plants
BIOL 3542 Developmental Biology
BIOL 3560 Comparative Animal Histology
BIOL 3270 Introduction to Parasitology
BIOL 3470 Environmental Physiology of Animals 1
BIOL 3500 Genetics 2
BIOL 4542 Genes and Development
BIOL 4544 Advanced Developmental and Cellular Biology

CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (NOTE: may not be held with 2210/2220)
CHEM 2210 Introductory Organic Chemistry 1: Structure and Function
CHEM 2220 Introductory Organic Chemistry 2: Reactivity and Synthesis
CHEM 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy
CHEM 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
CHEM 2770 Elements of Biochemistry 1
CHEM 2780 Elements of Biochemistry 2
CHEM 3570 Biophysical Chemistry
CHEM 4360 Signaling and Regulation of Gene Expression
CHEM 4370 Glycobiology and Protein Activation
CHEM 4620 Biochemistry of Nucleic Acids
CHEM 4630 Biochemistry of Proteins
CHEM 4670 Drug Design and Drug Discovery

MATH 1220 Linear Algebra 1
MATH 1230 Differential Calculus
MATH 1300 Vector Geometry and Linear Algebra
MATH 1500 Introduction to Calculus
MATH 3330 Computational Algebra
MATH 3440 Ordinary Differential Equations
MATH 3460 Partial Differential Equations

MBIO 1010 Microbiology 1
MBIO 1220 Essentials of Microbiology
MBIO 1410 Introduction to Molecular Biology
MBIO 2020 Microbiology 2
MBIO 2360 Biochemistry 1: Biomolecules and Introduction to Metabolic Energy
MBIO 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways
MBIO 2420 Introductory Virology
MBIO 3000 Biosafety
MBIO 3010 Mechanisms of Microbial Disease
MBIO 3030 Microbiology 3
MBIO 3430 Molecular Evolution
MBIO 3450 Regulation of Biochemical Processes
MBIO 3460 Membrane and Cellular Biochemistry
MBIO 3470 Microbial Systematics
~~MBIO 4010 Immunology H~~
MBIO 4020 Immunology
MBIO 4410 Virology
MBIO 4440 Systems Microbiology
MBIO 4480 Microbes in our Environment

PHYS 1020 General Physics 1
PHYS 1030 General Physics 2
PHYS 1050 Physics 1: Mechanics
PHYS 1070 Physics 2: Waves and Modern Physics
PHYS 3220 Medical Physics and Physiological Measurement

STAT 2000 Basic Statistical Analysis 2
STAT 3000 Applied Linear Statistical Models
STAT 3170 Statistical Quality Control
STAT 3380 An Introduction to Nonparametric Statistic

Social Science Orientation Electives

Faculty of Agricultural and Food Sciences
ABIZ 1010 Economics of World Food Issues and Policies
ABIZ 3550 Environmental Policy

HNSC 1200 Food, Facts and Fallacies
HNSC 2130 Nutrition through the Life Cycle
HNSC 3350 Cultural and Food Patterns
HNSC 4290 Food Nutrition Health Policies

SOIL 3520 Pesticides: Environment, Economics and Ethics

Faculty of Arts
ANTH 2020 Relatedness in a Globalizing World
ANTH 2040 Native North America: A Sociocultural Survey
ANTH 2240 Plagues and People
ANTH 2300 Anthropology of Childhood
ANTH 2500 Culture, Environment and Technology
ANTH 2510 Anthropology of Economic Systems
ANTH 2550 Culture and the Individual
ANTH 2560 Anthropology of Illness
ANTH 2820 Human Osteology
ANTH 2860 Evolution and Human Diversity
ANTH 2880 Human Evolution
ANTH 2890 Human Population Biology
ANTH 3200 Anthropology of Food
ANTH 3320 Women in Cross-Cultural Perspective
ANTH 3330 Sex and Sexualities
ANTH 3500 Peoples of the Arctic
ANTH 3550 Canadian Subcultures
ANTH 3740 Human Growth and Variation
ANTH 3750 Anthropological Perspectives on Globalization and the World-System
ANTH 4860 Special Topics in Biological Anthropology

ECON 2310 Canadian Economic Problems
ECON 2350 Community Economic Development
ECON 2362 Economics of Gender
ECON 2410 The Manitoba Economy
ECON 3690 Economic Issues of Health Policy
ECON 3692 Economic Determinants of Health
ECON 4140 Evaluation of Economic Policy and Programs
GPE 1700 Social Justice in the 21st Century: Global Political Economy and Environmental Change

HIST 2010 Indigenous History in Canada
~~HIST 2280 Aboriginal History of Canada~~
HIST 2400 History of Human Rights and Social Justice in the Modern World
HIST 3730 A History Western Canada

LABR 1260 Working for a Living
LABR 3050 Issues in Occupational Health and Safety and Workers' Compensation
LABR 3060 Workplace Health and Safety

LABR 3070 Labour Relations and Occupational Health and Safety Law

NATV 1220 Indigenous Peoples in Canada, Part 1
NATV 1240 Indigenous Peoples in Canada, Part 2
NATV 1250 Introductory Cree 1
NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1
NATV 1300 Selected Topics in Introductory Indigenous Language
NATV 2020 The Métis in Canada
NATV 2040 The Dakota, Lakota, and Nakota Nations
NATV 2060 Eastern Woodlands Encounters Columbus to Confederation
NATV 2070 Cree, Innu, and Dene Nations
NATV 2080 Inuit Society and Culture
NATV 2100 Indigenous Spirituality
NATV 2110 Introduction to Indigenous Community Development
NATV 3100 Indigenous Healing Ways
NATV 3150 Residential School Literature
NATV 3240 Indigenous Medicine and Health
NATV 3330 Indigenous People, Science and the Environment

PHIL 1200 Introduction to Philosophy
PHIL 2150 Mind and Body
PHIL 2290 Ethics and Society
PHIL 2740 Ethics and Biomedicine
PHIL 2750 Ethics and the Environment

POLS 3100 Gender and Politics in Canada
POLS 3860 Canadian Federalism
~~POLS 3960 Canadian Politics~~
POLS 4190 Manitoba Politics and Government

PSYC 2250 Introduction to Psychological Research
PSYC 2260 Introduction to Research Methods in Psychology
PSYC 2290 Child Development
PSYC 2440 Behaviour Modification Principles
PSYC 2470 Learning Foundations of Psychology
PSYC 2480 Cognitive Processes
PSYC 2490 Abnormal Psychology
PSYC 2530 Psychology of Personality
PSYC 2540 Social Psychology
PSYC 3070 Adult Development
PSYC 3130 Introduction to Health Psychology
PSYC 3150 Behaviour Modifications Applications
PSYC 3310 Adolescent Development
PSYC 3390 Thinking
PSYC 3160 Perception and Attention
PSYC 3470 Dyadic Relations

PSYC 3490 Individual Differences
PSYC 3580 Language and Thought
PSYC 3630 Psychological Measurement and Assess

RLGN 1322 Introduction to Eastern Religions
RLGN 1324 Introduction to Western Religions
RLGN 1410 Death and Concepts of the Future
RLGN 1420 Ethics in World Religions
RLGN 1430 Food: Religious Concepts and Practices
RLGN 2060 Religion and Violence
RLGN 2590 Religion and Social Issues

SOC 2320 Canadian Society and Culture
SOC 2330 Social Psychology in Sociological Perspectives
SOC 2360 Small Group Interaction
SOC 2370 Ethnic Relations
SOC 2390 Social Organization
SOC 2460 The Family
SOC 2490 Sociology of Health and Illness
SOC 2510 Criminology
SOC 2610 Sociology of Criminal Justice and Corrections
SOC 2620 The Sociology of Aging
SOC 2630 Social Change
SOC 3310 Theorizing Crime, Law and Social Justice
SOC 3370 Sociology of Work
SOC 3380 Power, Politics and the Welfare State
SOC 3400 Policing and Crime Prevention
SOC 3540 The Sociology of Health Care Systems
SOC 3660 Sociology of Mental Disorder
SOC 3730 Society and Education
SOC 3750 Institutional Responses to Violence in Family and Intimate Relationships
SOC 3770 Women, Health and Medicine
SOC 3790 Women, Crime and Social Justice
SOC 3810 Sociological Perspectives on Gender and Sexuality
SOC 3820 Qualitative and Historical Methods in Sociology
SOC 3830 Youth, Crime and Society
SOC 3840 Community and Social Reconstruction
SOC 3860 Genocide, Crime and Society
SOC 3890 Power and Inequality in Comparative Perspective

WOMN 1600 Introduction to Women's & Gender Studies in the Social Sciences
WOMN 2000 Feminist Thought
WOMN 2500 Race, Class and Sexuality
WOMN 2560 Women, Science and Technology
WOMN 2600 Sex, Gender, Space and Place
WOMN 2610 Gender, Transport and Social Justice

WOMN 3000 Interdisciplinary Research in Women's and Gender Studies
WOMN 3560 Feminist Perspectives on Violence Against Women

I. H. Asper School of Business
ACC 1100 Introduction to Financial Accounting
ACC 1110 Introduction to Managerial Accounting

GMGT 2060 Management and Organization Theory

HRIR 2440 Human Resource Management
HRIR 3450 Labour and Employment Relations
HRIR 4410 Staffing and Management Development
HRIR 4420 Compensation

Clayton H. Riddell Faculty of Environment, Earth and Resources
GEOG 1280 Introduction to Human Geography
GEOG 1700 Social Justice in the 21st Century: Global Political Economy and Environmental Change
GEOG 2330 Place, Populations and Mobility: Geographic Perspectives
GEOG 2640 Geography of Culture and inequality
GEOG 3640 Social Geography of the Environment
GEOG 4280 Gender and the Human Environment

Rady Faculty of Health Sciences
HEAL 4500 Injury Prevention Across the Life Course
HEAL 4650 Selected Topics in Interdisciplinary Health

Max Rady College of Medicine
FMLY 1000 Families in Contemporary Canadian Society
FMLY 1010 Human Development in the Family
FMLY 1012 Introduction to Social Development
FMLY 1420 Family Management Principles
FMLY 2012 Development, Conflict and Displacement
FMLY 2400 Family Financial Health
FMLY 2500 Diversity and Families
FMLY 2600 Foundations of Childhood Developmental Health
FMLY 2650 The Social Aspects of Aging
FMLY 2800 Family Violence
FMLY 3012 Theories of Social Development
FMLY 3220 Death and the Family
FMLY 3240 Families in the Later Years
FMLY 3330 Parenting and Developmental Health
FMLY 3400 Families as Consumers
FMLY 3470 Selected Studies in the Family I
FMLY 3600 Adolescents in Families and Society
FMLY 3750 Fundamentals of Health Promotion
FMLY 3780 Introduction to the Development of Programs for Children and Families

FMLY 3790 Introduction to the Evaluation of Programs for Children and Families
FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence
FMLY 3806 Children, Violence and Rights
FMLY 4012 Social Development Policies
FMLY 4220 Aging and Risk in a Global Context
FMLY 4330 Management of Family Stress
FMLY 4400 Family Economics: Poverty and Wealth
FMLY 4470 Selected Studies in the Family II
FMLY 4480 Work and Family Issues
FMLY 4500 Senior Thesis
FMLY 4602 Family Relationships, Health and Well-Being
FMLY 4604 Children in Adversity
FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health
FMLY 4802 Family Violence Prevention

College of Nursing
NURS 2610 Health and Physical Aspects of Aging
NURS 3330 Women and Health
NURS 3400 Men's Health: Concerns, Issues and Myths

Faculty of Kinesiology and Recreation Management
KIN 2610 Health and Physical Aspects of Aging
KIN 4500 Aging and Health

KPER 1200 Physical Activity, Health and Wellness
KPER 2320 Human Anatomy
KPER 3100 Inclusive Physical Activity and Leisure

~~PERS 1200 Physical Activity, Health and Wellness~~
~~PERS 3100 Inclusive Physical Activity and Leisure~~

REC 2650 The Social Aspects of Aging
REC 4250 Leisure and Aging

Faculty of Social Work
SWRK 1310 Introduction to Social Welfare Policy Analysis
SWRK 2050 Community and Organizational Theory
SWRK 2080 Interpersonal Communication Skills
SWRK 2650 The Social Aspects of Aging
SWRK 2110 Emergence of the Canadian Social Welfare State
SWRK 2130 Comparative Social Welfare Systems
SWRK 3130 Contemporary Canadian Social Welfare

Faculty of Management

Actuarial Mathematics

Modifications:

ACT 3130 Actuarial Models 1 Cr.Hrs. 3 0.0
Elementary concepts respecting the quantification of the financial impact of contingent payments. May not be held with ACT 3630. Prerequisites: ACT 2120 (C+) and [STAT 2800 (D) or the former STAT 3400 (D) or the former STAT 3500 (D)].

ACT 3630 Models for Life Contingencies Cr.Hrs. 6 0.0
Knowledge of the theoretical basis of contingent payment models and the application of those models to insurance and other financial risks. Not to be held with ACT 3130 and ACT 3230. Pre- or corequisite: ACT 2120 (C+) and [STAT 2800 (C) or the former STAT 3400 (C) or the former STAT 3500 (C)].

ACT 4010 Regression Modeling in Actuarial Science Cr.Hrs. 3 0.0
Construction of generalized linear models and regression-based time series models with actuarial applications. May not be held with IDM 4050 when titled "Time Series and Regression Analysis for Management". Pre- or corequisite: STAT 2800 (D) or the former STAT 3400 (D) or the former STAT 3500 (D).

ACT 4020 Short Term Actuarial Mathematics I Cr.Hrs. 3 0.0
Introduction to useful frequency and severity models, aggregate models, coverage modifications, risk measures and construction and selection of parametric models. This course covers part of the learning objectives of Short-Term Actuarial Mathematics Exam by the Society of Actuaries (SoA). May not be held with the former ACT 4140 or the former ACT 4630. Pre- or corequisite: STAT 2800 (D) or the former STAT 3400 (D) or the former STAT 3500 (D).

NET CHANGE IN CREDIT HOURS: 0.0

Program modification (program description)

Modifications to the program description for the **Bachelor of Commerce (Honours), Actuarial Major** are outlined on the next 2 pages.

Faculty of Management/I.H. Asper School of Business
Program Modification Summary and Calendar Entries
Warren Centre for Actuarial Mathematics

Calendar Section 4.2 Program Requirements for Majors

Actuarial Mathematics

The Major consists of any 12 hours from ACT 2020, ACT 2120, ACT 3130, ACT 3230, ACT 3340, ACT 3630, ACT 4010, ACT 4020, ACT 4030.

NOTES: i) ACT 4020 and ACT 4030 collectively satisfy the requirements for the Short-Term Actuarial Mathematics Exam by the Society of Actuaries. ii) Student declaring Actuarial Mathematics as their first major may take MATH 2720 as either a Business Option or non-Business Elective.

~~Students admitted to the Asper School of Business prior to September 2018 may use ACT 4630 toward the 12 credit hours of Actuarial Mathematics major, but only if the course was taken prior to September 2018.~~

Students admitted to the Asper School of Business prior to ~~September 2014~~ **the current academic year** should refer to the Academic Calendar for the year in which they were admitted for the requirements for this major.

Students are required to attain a minimum grade of "C+" in all 12 credit hours of Actuarial courses that will contribute to the Major in order to graduate with an Actuarial Mathematics Major.

Prior to registration, all students interested in or enrolled in Actuarial Mathematics should consult the Director or an Undergraduate Program Advisor for the program planning advice.

~~Students are also advised that the following 15 credit hours of courses are required (and *another* 3 credit hours are recommended) to obtain the Actuarial Mathematics Major:~~

~~MATH 1300 [or MATH 1220] (C) and MATH 1700 (B) [or MATH 1232 (C)]. These courses can be used to satisfy Track 1/Foundation courses or alternately as electives in Year 1. Note: Both MATH 1300 and MATH 1700 are prerequisite to MATH 2720 which is required for ACT 2120.~~

~~MATH 2720 (D). Students declaring Actuarial Mathematics as their first major may take this course as either a Business Option or non-Business Elective.~~

~~STAT 1000[or STAT 1150]~~ **~~[or STAT 1000]~~** ~~and STAT 2400 and STAT 3400~~**~~2800~~**~~. STAT 2400(C). Note: STAT 1000 [or STAT 1150] is a prerequisite to STAT 2400, and STAT 2400 is needed for ACT 2120, and is a prerequisite for STAT 3400~~**~~2800~~**~~; which is needed for ACT 3130, ACT 3630, ACT 4020 and ACT 4030. These courses can contribute to the 2000+ Level elective requirement of the degree.~~

~~Plus STAT 2000 [or STAT 2150] is a recommended elective. NOTE: STAT 2000 [or STAT 2150] is a prerequisite for FIN 3410~~.

If STAT 1150 is completed, this satisfies the prerequisite for FIN 3410. Alternatively STAT 2000 is a recommended elective as a prerequisite for FIN 3410.

Business Administration

Modification:

HRIR 2440 Human Resource Management Cr.Hrs. 3 0.0
Introduction to principles and procedures in the management of human resources. Topics include diversity management, conflict resolution, employment, law, planning, job analysis, performance appraisal, staffing, compensation, union-management relations, and current issues. May not be held with HRIR 2441 or ABIZ 2620 or AGRI 3030 when titled “Agricultural Human Resource Management” or the former DAGR 0530.

NET CHANGE IN CREDIT HOURS: 0.0

Supply Chain Management

Modification:

SCM 2210 Transportation Principles Cr.Hrs. 3 0.0
This course is a study of demand forecasting, cost analysis, regulation of carriers, role of transport in economic development, project appraisal, and transport planning focusing upon agricultural, agri-food and other supply chains. Also offered as ABIZ 2210. May not be held with ABIZ 2210. Prerequisite: [ECON 1010 (C) and ECON 1020 (C)] or former ECON 1200 (D).

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Music

Modifications:

MUSC 3730 Early Music Development Cr.Hrs. 3 0.0
Procedures and materials for the development of musicality in children through listening activities, movement, creativity, singing and classroom instruments. Pre- or corequisite: MUSC 2460 or the former MUSC 3770 or consent of the Faculty of Music.

MUSC 4360 Wind Repertoire Cr.Hrs. 3 0.0
A selected survey of wind literature from 1500 to the present. Prerequisites: (MUSC 4772 or the former MUSC 4770) and (MUSC 4782 or the former MUSC 4780) or consent of the Faculty of Music.

MUSC 4370 Wind Conducting Techniques Cr.Hrs. 3 0.0
A study of the psychological, philosophical and practical aspects of conducting wind ensembles at all levels. Prerequisites: (MUSC 4772 or the former MUSC 4770) and (MUSC 4782 or the former MUSC 4780) or consent of the Faculty of Music.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

Modifications to the **Bachelor of Music (Music Education)** degree are outlined on the next 5 pages.

Section D: Academic Calendar Content

~~5.2b.~~ Guitar/Strings Concentration
(With "W" or "Math" Requirement as Teachable Minor)

5.4b. Guitar/Strings Concentration
(With "W" or "Math" Requirement as Teachable Minor)

Year One

Current			Proposed		
MUSC 1004	Introduction to Music in History 1	3	MUSC 1004	Introduction to Music in History 1	3
MUSC 1014	Introduction to Music in History 2	3	MUSC 1014	Introduction to Music in History 2	3
MUSC 1110	Music Theory 1	3	MUSC 1110	Music Theory 1	3
MUSC 1120	Music Theory 2	3	MUSC 1120	Music Theory 2	3
MUSC 1180	Ensemble	2	MUSC 1180	Ensemble	2
MUSC 1190	Ensemble	2	MUSC 1190	Ensemble	2
MUSC 1384	Musicianship 1	2	MUSC 1384	Musicianship 1	2
MUSC 1394	Musicianship 2	2	MUSC 1394	Musicianship 2	2
MUSC 1400	Major Practical Study	6	MUSC 1400	Major Practical Study	6
	Mathematics Requirement	3		Mathematics Requirement	3
	Written English Requirement	3		Written English Requirement	3
	Total Credit Hours	32		Total Credit Hours	32

Year Two

Current			Proposed		
MUSC 2100	Introduction to Music Teaching and Learning	3	MUSC 2100	Introduction to Music Teaching and Learning	3

1

MUSC 2110	Music Theory 3	3	MUSC 2110	Music Theory 3	3
MUSC 2120	Music Theory 4	3	MUSC 2120	Music Theory 4	3
MUSC 1180	Ensemble	2	MUSC 1180	Ensemble	2
MUSC 1190	Ensemble	2	MUSC 1190	Ensemble	2
MUSC 2384	Musicianship 3	2	MUSC 2384	Musicianship 3	2
MUSC 2394	Musicianship 4	2	MUSC 2394	Musicianship 4 o	2
MUSC 2400	Major Practical Study	6	MUSC 2400	Major Practical Study	6
MUSC 2460	Conducting	3	MUSC 2460	Conducting	3
MUSC XXXX	Music History Elective	3	MUSC XXXX	Music History Elective	3
	Teachable Minor	6		Teachable Minor	6
	Total Credit Hours	35		Total Credit Hours	35

Year Three

Current			Proposed		
MUSC 3102	Composition, Technology and Improvisation for Music Educators	3	MUSC 3102	Composition, Technology and Improvisation for Music Educators	3
MUSC 3180	Ensemble	2	MUSC 3180	Ensemble	2
MUSC 3190	Ensemble	2	MUSC 3190	Ensemble	2
MUSC 3470	Major Practical Study	6	MUSC 3470	Major Practical Study	6
MUSC 3894 or MUSC 3800	Guitar Techniques or String Techniques	3	MUSC 3894 or MUSC 3800	Guitar Techniques or String Techniques	3
MUSC 4752 or MUSC 4772	Elementary and Middle Years Choral Methods or Instrumental Music Methods I	3	MUSC 4752 or MUSC 4772	Elementary and Middle Years Choral Methods or Instrumental Music Methods I	3

2

MUSC XXXX	Music elective	6	MUSC XXXX	Music elective	6
	Teachable Minor	6		Teachable Minor	6
MUSC XXXX	History Elective	3	MUSC XXXX	History Elective	3
	Total Credit Hours	34		Total Credit Hours	34

Year Four

Current			**Proposed**		
MUSC 3730	Early Music Development	3	MUSC 3730	Early Music Development	3
MUSC 3884 ~~Or~~ ~~MUSC 4442~~	Introduction to Jazz for Music Educators ~~Or~~ ~~Jazz Pedagogy~~	3	MUSC 3884	Introduction to Jazz for Music Educators	3
MUSC 4470 or MUSC 4160 And MUSC XXXX	Major Practical Study or Major Practical Study and Music Elective	6 3 3	MUSC 4470 or MUSC 4160 and MUSC XXXX	Major Practical Study or Major Practical Study and Music Elective	6 3 3
MUSC 4180	Ensemble	2	MUSC 4180	Ensemble	2
MUSC 4190	Ensemble	2	MUSC 4190	Ensemble	2
MUSC 4752 or MUSC 4762 or MUSC 4772	Elementary and Middle Years Choral Methods or Senior Years and Community Choral Methods or	3 or	MUSC 4752 or MUSC 4762 or MUSC 4772	Elementary and Middle Years Choral Methods or Senior Years and Community Choral Methods or Instrumental Music Methods 1	3 or 3

or MUSC 4782	Instrumental Music Methods 1 or Instrumental Music Methods 2	3	or MUSC 4782	or Instrumental Music Methods 2	3
MUSC 4894 Or MUSC XXXX	Advanced Guitar Techniques or Music Elective	3	MUSC 4894 Or MUSC XXXX	Advanced Guitar Techniques or Music Elective	3
MUSC 4896	Cultural Perspectives for Music Educators	3	MUSC 4896	Cultural Perspectives for Music Educators	3
	Music Elective	3		Music Elective	3
	Teachable Minor	3		Teachable Minor	3
	Total Credit Hours	31		Total Credit Hours	31
	TOTAL DEGREE CREDIT HOURS	132		TOTAL DEGREE CREDIT HOURS	132

4

Section 4.4 Core Music History Electives

In addition to the required first-year History courses (MUSC 1004 and MUSC 1014) Bachelor of Music students must choose four additional ~~courses~~ **Music History electives** (12 credit hours) from the chart below- two from column A and two from column B. **Bachelor of Music (Music Education) students must choose two Music History electives (6 credit hours) from any of the courses listed in columns A or B.**	
A	**B**
MUSC 3034 Medieval Music History	MUSC 2072 Jazz History 1
MUSC 3044 Renaissance Music History	MUSC 2082 Jazz History 2
MUSC 3064 Baroque Music History	MUSC 3090 Introduction to Ethnomusicology
MUSC 3074 Classical Music History	MUSC 3104 History of Opera 1: From Monteverdi to Mozart
MUSC 3084 Romantic Music History	MUSC 3114 History of Opera 2: From Mozart to the Modern Era
MUSC 3964 History of Western Art Music after 1900	MUSC 3380 From Rock to Rap and Beyond: A History of Popular Music in the 20th Century
	MUSC 3390 From Ragtime to Rock 'n' Roll: A History of Popular Music in the 20th Century
	MUSC 3404 From New Wave to Rave: A History of Popular Music in the Late 20th Century
	MUSC 4140 History of Canadian Music
	MUSC 4130 History of Women in Music
	MUSC XXXX: Topics Courses in Music History

Note: Not all of the above listed courses will be offered every year.

A modification to the **Minor in Music** is outlined on the next page.

Music Minor for Students in Faculties other than the Faculty of Music

The music minor requires 18 credit hours of MUSC courses as follows:

Course Number (Current)	***Course Title (Current)***	***Credit Hours (Current)***	***Course Number (Proposed)***	***Course Title (Proposed)***	***Credit Hours (Proposed)***
~~MUSC 1280~~	~~Musical Style &~~	3	MUSC 1004	Introduction to Music in	3
~~MUSC 1290~~	~~Musical Style &~~	3	MUSC 1014	Introduction to Music in	3
~~Music courses from List A below~~		3	~~MUSC 1120~~ MUSC 1110	Music Theory 1	3
		9	Music courses*		9

* Students pursuing a Music Minor can take any of the music courses in the Academic Calendar for which they have the prerequisites or permission, if required, EXCEPT FOR MUSC 1400, MUSC 2400, MUSC 3470, MUSC 4160, MUSC 4470. Minor practical study (MUSC 1460, MUSC 2480, MUSC 3480, MUSC 4480) is possible with permission of the Dean.

For a minor in music, it is recommended that MUSC 1004, MUSC 1014, and MUSC 1120 be taken before all other courses.

Note for Ensembles:

1. All Ensemble courses are 2 credit hours each.

2. Students may take a maximum of three ensemble courses as part of a minor in music.

3. Participation in ensembles is determined by audition.

Note: Completion of a minor in music does not satisfy the “teachable minor” required for admission to the After Degree B.Ed. Program in middle years and senior years.

College of Nursing

Program modifications:

Modifications to the Bachelor of Nursing, **Interfaculty Option in Aging** are outlined on the next page.

4.1 Bachelor of Nursing

4.1b Available Options

Inter-Faculty Option in Aging (Bachelor of Nursing only)

Inter-Faculty Option in Aging courses are offered by the following Colleges and Faculties: **Agricultural and Food Sciences**, Arts,~~; Nursing;~~ Kinesiology and Recreation Management~~;~~, **Medicine**~~;~~, **Nursing**~~;~~, and Social Work. To complete the Inter-College Option in Aging, students will complete a total of 18 credit hours including each of the following:

- Required Courses (six credits). See the Registration Guide for the current course number being offered.

a) ~~IDES 2650 /HMEC 2650~~/**FMLY 2650**/REC 2650/SWRK 2650 The Social Aspects of Aging (3 credit hours)

b) NURS 2610/KIN 2610 Health and Physical Aspects of Aging (3 credit hours)

- Electives (12 credit hours).

a) At least three credits of professional/discipline-specific applied work on aging within the student's faculty of registration; and

b) An additional nine credit hours in aging electives from the participating faculties. Students can take nine credit hours from their own faculty but are encouraged to select offerings from other faculties. Lists of eligible elective courses are available from the student advisors.

- The nursing option in aging elective is NURS 2200 Topics in Aging.

Upon completion of these requirements, the “Option in Aging” comment will be recorded on the student's transcript. Information on the Inter-Faculty Option in Aging is available from a student advisor.

Modifications to the **Baccalaureate Program for Registered Nurses** are outlined on the next 2 pages:

4.2 Baccalaureate Program for Registered Nurses (BPRN)

4.2 Baccalaureate Program for Registered Nurses (BPRN)

4.2.2 BPRN - Curriculum

Note: Nursing electives may not be offered every year.

Course No.	**Core Courses**:	
NURS 3430	Seminar in Professional Nursing Foundations (see Note 1)	2
STAT 1000	Basic Statistical Analysis 1	3
NURS 3550	Professional Foundations 3: Evidence Informed Practice in the Health Sciences	4
NURS 3220	Community Health Nursing 1 (see Notes 4 and 5)	4
NURS 3520	Professional Foundations 2: Health Education	2
NURS 4210	Independent Study in Nursing Practice	4
NURS 3560	Professional Foundations 4: Law and Ethics in Nursing Practice	3
NURS 4550	Professional Foundations 6: Leadership and Change Management	4
	Nursing Electives (see Note 2)	10
	Non-Nursing Electives (see Note 3)	9

Nursing Electives

10 credit hours of acceptable Nursing electives are to be chosen from the following list – at least one course chosen must be a 4 credit hour course.

NURS 2110 Health Assessment of Individuals (3)

NURS 2200 Topics in Aging (3)

NURS 3200 Nursing of Individuals and Families with Long-Term Illness and Disability (4)

NURS 3230 Perspectives on Mental Health Nursing (4)

NURS 3330 Women and Health (3)

NURS 2510 Client and Context 2: Human Diversity (3)

NURS 3350 Counselling Skills for Nurses (3)

NURS 3390 Nursing in Rural Environments (4)

NURS 3400 Men's Health: Concerns, Issues and Myths (3)

NURS 4160 Community Health Nursing 2 (4)

NURS 3510 Client and Context 3: Supportive and Palliative Care (3)

In addition, the following courses from the Inter-Faculty Option in Aging are acceptable as Nursing electives:

NURS 2610 / KIN 2610 Health and Physical Aspects of Aging (3)

FMLY 2650/ REC 2650/ SWRK 2650/ ~~IDES 2650/ HMEC 2650~~REC 2650 The Social Aspects of Aging (3)

NOTES:

1) NURS 3430 should be taken in the first 12 credit hours of the program. Students who have credit for the previous NURS 3190 may substitute this course for NURS 3430.

2) Nursing electives may be used to customize a student's program. Electives may be used to expand on a number of different areas of nursing or may be used to focus on a particular area of nursing practice.

3) Of the 9 credit hours of non-Nursing electives, no more than 6 credit hours may be at the 1000 (introductory) level. See section 5.4 for suggestions re: Non-Nursing Electives for the BPRN. Students may not take courses for credit for which it is assumed that the content was covered in the diploma nursing program (i.e., Anatomy, Physiology, Microbiology, Pharmacology, Psychology, Sociology, etc.).

4) Graduates of the DNA program at Red River College are required to substitute a 4 credit hour Nursing clinical course for NURS 3220.

5) NURS 3360 and NURS 4300 are no longer offered. Students who have previously completed either course within 5 years prior to admission to the College of Nursing may use NURS 3360 in place of NURS 3220 and/or NURS 4300 as a nursing elective.

College of Pharmacy

Deletions:

PHMD 2002 Applied Pharmacy Practice Lab 2 Cr.Hrs. 4 -4.0
PHMD 2014 Clinical Therapeutics 2 Cr.Hrs. 8 -8.0

Introductions:

PHMD 2022 Applied Pharmacy Practice Lab 2-1 Cr.Hrs. 2 +2.0
This course develops essential skills required for community pharmacy practice. Focus is on prescription triage and counselling, patient assessment and education, effective communication, care plan development and documentation, working within a health care team, use of home medical devices, immunization, lab ordering and interpretation. May not be held with PHRM 2100. Registration is normally restricted to students in Year 2 of the program. Prerequisites: PHMD 1002 and PHMD 1014.

PHMD 2024 Applied Pharmacy Practice Lab 2-2 Cr.Hrs. 2 +2.0
This course develops essential skills required for institutional pharmacy practice. Focus is on hospital prescription triage, medication distribution, patient assessment and education, discharge counselling, effective communication, care plan development and documentation, and working within a health care team. May not be held with PHRM 2100. Registration is normally restricted to students in Year 2 of the program. Prerequisites: PHMD 2022 and PHMD 2026.

PHMD 2026 Clinical Therapeutics 2 - 1 Cr.Hrs. 4 +4.0
This course focusses on pharmacotherapy for several medical conditions. Aspects of providing direct patient care are covered to identify, solve and prevent actual or potential drug-related problems. Emphasis is placed on the evaluation, selection and monitoring of drug therapy as it applies to patient care. May not be held with PHRM 3310. Registration is normally restricted to students in Year 2 of the program. Prerequisite: PHMD 1014.

PHMD 2028 Clinical Therapeutics 2 - 2 Cr.Hrs. 4 +4.0
This course focusses on pharmacotherapy for several medical conditions, continuing from PHMD 2026. Aspects of providing direct patient care are covered to identify, solve and prevent actual or potential drug-related problems. Emphasis is placed on the evaluation, selection and monitoring of drug therapy as it applies to patient care. May not be held with PHRM 3310. Registration is normally restricted to students in Year 2 of the program. Prerequisite: PHMD 2026.

Modifications:

PHMD 1002 Applied Pharmacy Practice Lab 1 Cr.Hrs. 4 0.0
This course is an introduction to community pharmacy practice with a focus on communication skills that are patient centered. The course provides opportunities to apply knowledge when completing patient assessments that will ensure positive patient outcomes. The process of prescription filling includes ensuring the legal requirements are met, minimizing errors, calculations and adverse drug reactions. Students will be introduced to drug information resources, adherence aids and physical assessment. May not be held with PHRM 1110 or the former PHRM 1100. Registration is normally restricted to students in Year 1 of the program.

PHMD 1012 Extemporaneous Pharmaceutical Compounding Cr.Hrs. 3 0.0
In a classroom and laboratory setting, this course provides an introduction to the compounding of pharmaceutical products and the physiochemical basis of product formulation. Practical aspects of formulation and patient counselling regarding the products is also explored. May not be held with PHRM 1300. Registration is normally restricted to students in Year 1 of the program.

PHMD 1016 Pharmaceutics Cr.Hrs. 3 0.0
This course introduces principles of formulation and good pharmaceutical manufacturing practice, including aspects of product development and assessment, stability testing, and quality control. It also explores the application of dosage forms to clinical situations. May not be held with PHRM 2270. Registration is normally restricted to students in Year 1 of the program. Prerequisite: PHMD 1012.

PHMD 2000 Drug Delivery Cr.Hrs. 3 0.0
This course discusses the concepts and application of various drug delivery and drug administration routes to improve therapeutic outcomes. The course is a continuation of PHMD 1012 and PHMD 1016 and is directly associated to drug dosage forms and preparations. May not be held with PHRM 3320. Registration is normally restricted to students in Year 2 of the program. Prerequisite: PHMD 1016.

PHMD 2020 Introductory Pharmacy Practice Experience - Community Cr.Hrs. 4 0.0
This four week introductory rotation provides pharmacy students with an opportunity to contribute to patient care in a community pharmacy setting. Pharmacy students will build upon the knowledge, skills and abilities they have developed during the first year and a half of the Pharm.D. program. Opportunity will be provided to help pharmacy students cultivate their patient care skills and begin to gain personal clinical experiences working with a variety of patients and other members of the healthcare team encountered in a community pharmacy. Students will begin to make health care decisions with the help and guidance of a pharmacist preceptor. Pharmaceutical care, pharmacy law and ethics, the operation of a community pharmacy, formal presentations, drug information, patient safety and interprofessional practice are key areas of this rotation. Registration is normally restricted to students in Year 2 of the program. Prerequisites: PHMD 2008, PHMD 2022, and PHMD 2026. Students will be graded on a pass/fail basis.

PHMD 2024 Applied Pharmacy Practice Lab 2-2 Cr.Hrs. 2 0.0
This course develops essential skills required for institutional pharmacy practice. Focus is on hospital prescription triage, medication distribution, patient assessment and education, discharge counselling, effective communication, care plan development and documentation, and working within a health care team. May not be held with PHRM 2100. Registration is normally restricted to students in Year 2 of the program. Prerequisites: PHMD 2022 and PHMD 2026.

PHMD 2030 Introductory Pharmacy Practice Experience - Hospital Cr.Hrs. 4 0.0
This four week introductory rotation provides students with an opportunity to actively participate in patient care within a hospital pharmacy practice setting. Pharmacy students will build upon the knowledge, skills and abilities they have developed during the first two years of the Pharm.D. program. Opportunity will be provided to allow pharmacy students to continue to cultivate their patient care skills and gain personal clinical experiences working with a variety of patients and other members of the healthcare team within a hospital setting. Students will begin to make healthcare decisions with the help and guidance of a pharmacist preceptor. Areas of

focus include: the role of the hospital pharmacist as part of the healthcare team; understanding the patient chart; documentation of patient care; pharmaceutical care; ordering and interpreting lab values as required for the management of drug therapy; case presentations; drug information; patient/medication safety; and interprofessional practice. Registration is normally restricted to students in Year 2 of the program. Prerequisites: PHMD 2008, PHMD 2016, PHMD 2024, and PHMD 2028. Students will be graded on a pass/fail basis.

PHMD 3002 Applied Pharmacy Practice Lab 3 Cr.Hrs. 4 0.0
The course develops advanced skills required for pharmacy practice in all settings (i.e. community, hospital, and primary care). The focus is on interaction with patients and other health care professionals and the application of advanced knowledge, skills and values required for the provision of exemplary pharmaceutical care. May not be held with PHRM 3110 or the former PHRM 3100. Registration is normally restricted to students in Year 3 of the program. Prerequisites: PHMD 2024 and PHMD 2028.

PHMD 3006 Advanced Clinical Therapeutics Cr.Hrs. 6 0.0
A problem-based clinical therapeutics course that builds on PHMD 1014, PHMD 2026 and PHMD 2028. The emphasis is on the provision of pharmaceutical care to enhance students' ability to identify, resolve and prevent drug-related problems in advanced clinical scenarios. Registration is normally restricted to students in Year 3 of the program. Prerequisite: PHMD 2028.

PHMD 3008 Concepts of Integrative Medicine Cr.Hrs. 2 0.0
Introduction to the integrative medicine paradigm of health care. Systems of complementary and alternative medicine as well as utilization of natural health products are emphasized. May not be held with PHRM 3430. Registration is normally restricted to students in Year 3 of the program. Prerequisite: PHMD 2028.

PHMD 3014 Clinical Therapeutics 3 Cr.Hrs. 8 0.0
A case-based therapeutics course that builds on PHMD 2028. The course will integrate knowledge from previous pharmacy courses with newly acquired therapeutic knowledge, incorporating critical evaluation skills and clinical judgment into clinical case topic discussions in order to enhance students' ability to identify, resolve and prevent drug-related problems for individual patients. Not to be held with PHRM 4310. Registration is normally restricted to students in Year 3 of the program. Prerequisite: PHMD 2028.

PHMD 3016 Toxicology of Medications and Drugs of Abuse Cr.Hrs. 2 0.0
Toxicology of prescription and non-prescription medications and drugs of abuse. The emphasis is on the study of emergency treatments of the overdosed patient. Forensic aspects of common poisonings and drug overdoses are also discussed. May not be held with PHRM 4450. Registration is normally restricted to students in Year 3 of the program. Prerequisites: PHMD 2016 and PHMD 2028.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

Modifications to the **Doctor of Pharmacy** program are outlined on the next page.

Revisions to the PharmD Program

Course #	Course Name	Credit Hours
YEAR 1		
ANAT 1030	Human Anatomy	3
PHAC 2100	Pharmacology	6
PHMD 1000	Introduction to Professional Practice	1
PHMD 1002	Applied Pharmacy Practice Lab 1	4
PHMD 1004	Introduction to Pharmacotherapy Literature	1
PHMD 1006	Pharmacy Informatics	1
PHMD 1008	Medicinal Chemistry	4
PHMD 1010	Applied Pathophysiology	4
PHMD 1012	Extemporaneous Pharmaceutical Compounding	3
PHMD 1014	Clinical Therapeutics 1	3
PHMD 1016	Pharmaceutics	3
PHMD 1040	Service Learning / IPE 1	1
	Total Credit Hours	34
YEAR 2		
HNSC 2170	Nutrition for Health Professionals	2
PHMD 2000	Drug Delivery	3
~~PHMD 2002~~	~~Applied Pharmacy Practice Lab 2~~	~~4~~
PHMD 2004	Critical Appraisal of Pharmacotherapy Literature 1	4
PHMD 2006	Applied Biopharmaceutics and Pharmacokinetics	3
PHMD 2008	Pharmacy Law	1
PHMD 2010	Principles of Biotechnology	2
PHMD 2012	Pharmacogenetics	2
~~PHMD 2014~~	~~Clinical Therapeutics 2~~	~~8~~
PHMD 2016	Clinical Pharmacokinetics - Pharmacodynamics	3
PHMD 2020	Intro Pharmacy Practice Experience - Community	4
PHMD 2022	**Applied Pharmacy Practice Lab 2 - 1**	**2**
PHMD 2024	**Applied Pharmacy Practice Lab 2 - 2**	**2**
PHMD 2026	**Clinical Therapeutics 2 - 1**	**4**
PHMD 2028	**Clinical Therapeutics 2 - 2**	**4**
PHMD 2030	Intro Pharmacy Practice Experience - Hospital	4
PHMD 2040	Service Learning / IPE 2	1
	Total Credit Hours	41
YEAR 3		
PHMD 3002	Applied Pharmacy Practice Lab 3	4
PHMD 3004	Critical Appraisal of Pharmacotherapy Literature 2	2
PHMD 3006	Advanced Clinical Therapeutics	6
PHMD 3008	Concepts of Integrative Medicine	2
PHMD 3010	Pharmacy Management	4
PHMD 3012	Applied Professional Practice	3
PHMD 3014	Clinical Therapeutics 3	8
PHMD 3016	Toxicology of Medications and Drugs of Abuse	2
	Total Credit Hours	31
YEAR 4		
PHMD 4000	Pharmacy Research Project	6
PHMD 4020	Advanced Pharmacy Practice Experience - Community	8
PHMD 4030	Advanced Pharmacy Practice Experience - Hospital	8
PHMD 4040	Advanced Pharmacy Practice Experience - Primary Care	8
PHMD 4060	Advanced Pharmacy Practice Experience - Elective	8
	Total Credit Hours	38

Total Hours in all Four Years 144

Faculty of Science

Faculty of Science

The Faculty is modifying the Academic Calendar content in section 3.5 Co-operative Education Option Academic Regulations, for the Bachelor of Science (Major) and Bachelor of Science (Honours) Co-operative Education Options, to reflect the introduction of Co-operative Education Options for the B.Sc.(Maj.) in Data Science and the B.Sc.(Jt.Hons.) in Physics and Astronomy and the B.Sc.(Jt.Hons) in Statistics and Mathematics.

3.5 Co-operative Education Option Academic Regulations: B.Sc. (Major) & B.Sc. and B.C.Sc. (Honours)

Co-operative education is a form of experiential learning which integrates the academic education (classroom-based learning) of interested and qualified students with relevant, supervised, and paid work experience (work-based learning) with employers. Co-op students gain valuable skills to guide them through their academic education and prepare them for future careers after graduation.

The Faculty of Science offers a Co-operative Education Option in the following Major programs: Biochemistry, Biological Sciences, Biotechnology (As of Fall 2018, admission to the Biotechnology programs has been temporarily suspended. For further information, see the Faculty of Science office.), Chemistry, Computer Science, **Data Science**, Genetics, Mathematics, Microbiology, Physics & Astronomy, Psychology and Statistics.

The Honours programs offering a Co-operative Education Option are: Biochemistry, Biological Sciences, Biotechnology (As of Fall 2018, admission to the Biotechnology programs has been temporarily suspended. For further information, see the Faculty of Science office.), Chemistry, Computer Science, Genetics, Mathematics, Microbiology, Physics & Astronomy, Statistics, Joint Computer Science - Mathematics, Joint Computer Science – Physics and Astronomy, ~~and the~~ Joint Computer Science – Statistics**,** ~~program.~~ **Joint Mathematics – Physics and Astronomy, and the Joint Statistics - Mathematics program**.

Biochemistry

Modifications to the programs listed below are outlined on the next 3 pages:

- **Bachelor of Science (Honours) in Biochemistry**
- **Bachelor of Science (Honours) in Biochemistry, Co-operative Option**

4.2 Biochemistry

4.2.1 Program Information

Chemistry and Microbiology Option Courses for Biochemistry Honours Students:

Chemistry: CHEM 2290, CHEM 3360, CHEM 3370, CHEM 3390, CHEM 3400, CHEM 3490, CHEM 3580, CHEM 3590, CHEM 4370, CHEM 4570, CHEM 4580, CHEM 4590, CHEM 4610 (6), CHEM 4640, CHEM 4650, CHEM 4670, CHEM 4680, CHEM 4690

Microbiology: MBIO 3000, MBIO 3010, MBIO 3030, MBIO 3280, MBIO 3430, MBIO 3470, MBIO 3600, ~~MBIO 4010~~, MBIO 4020, MBIO 4410, MBIO 4440, MBIO 4480, MBIO 4520, MBIO 4570, MBIO 4580, ~~MBIO 4600~~, MBIO 4602, ~~MBIO 4610~~, MBIO 4612, MBIO 4670 (or MBIO 4672)

Option courses no longer offered that may be used if taken prior to their deletion: CHEM 3380, CHEM 4600, MBIO 2280, MBIO 3440, MBIO 3480, MBIO 4010, MBIO 4320, MBIO 4470, ~~and~~ MBIO 4510, MBIO 4600, and MBIO 4610. NOTE: Several of these courses may not be held with current course offerings found on the above option lists. Please refer to the calendar descriptions for more information about specific course restrictions.

Other options may be considered and approved by the program advisor.

4.2.2 Biochemistry Programs (offered Jointly by the Departments of Chemistry and Microbiology)			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 BIOL 1020, BIOL 1030 PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030) MATH 1500[1], MATH 1700[1]	CHEM 2210, CHEM 2220, CHEM 2260[4] ~~(CHEM 2280)~~, CHEM 2360, CHEM 2370, CHEM 2400, CHEM 2470 MBIO 1010[6,5], MBIO 2020	CHEM 3570 MBIO 3410, MBIO 3450, MBIO 3460	CHEM 4360, CHEM 4620, CHEM 4630, (CHEM 4710 (6) or MBIO 4530 (6)) MBIO 4540
In Year 1 or Year 2 the following must be completed: 6 credit hours from the Faculty of Arts including the University Written English "W" requirement[2] 3 credit hours chosen from COMP, MATH, or STAT[5,3]		18 credit hours selected from the list of Microbiology and Chemistry optional courses (listed above). 12 credit hours selected from the Faculty of Science[5,3]	
30 Hours	30 Hours	30 Hours	30 Hours
JOINT HONOURS CO-OPERATIVE OPTION[3,6] 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 BIOL 1020, BIOL 1030	CHEM 2210, CHEM 2220, CHEM 2260[4] ~~(CHEM 2280)~~, CHEM 2360, CHEM 2370, CHEM 2400, CHEM 2470 MBIO 1010[6,5], MBIO 2020	CHEM 3570 MBIO 3410, MBIO 3450, MBIO 3460	CHEM 4360, CHEM 4620, CHEM 4630 MBIO 4540

PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030) MATH 1500[1], MATH 1700[1]			
In Year 1 or Year 2 the following must be completed: 6 credit hours from the Faculty of Arts including the University Written English "W" requirement[2] 3 credit hours chosen from COMP, MATH, or STAT[5] ~~[3]~~		24 credit hours selected from the list of Microbiology and Chemistry Optional courses listed above. 12 credit hours selected from the Faculty of Science[5] ~~[3]~~ Work Terms (if Co-op selected): SCI 3980, SCI 3990, SCI 4980 and SCI 4990 (if a 4th work term is selected)	
30 Hours	30 Hours	30 Hours	30 Hours
JOINT FOUR YEAR MAJOR (Including Cooperative Option)[3,4] ~~[6, 7]~~ 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 BIOL 1020, BIOL 1030 PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030) MATH 1500[1], MATH 1700[1]	CHEM 2210, CHEM 2220, CHEM 2260[4] ~~(CHEM 2280)~~, CHEM 2360, CHEM 2370, CHEM 2400, CHEM 2470 MBIO 1010[6] ~~[5]~~, MBIO 2020	CHEM 3570 MBIO 3410 One of: MBIO 3450, MBIO 3460, MBIO 4540	CHEM 4630 One of: CHEM 4620, CHEM 4360, CHEM 4370
In Year 1 or Year 2 the following must be completed: 6 credit hours from the Faculty of Arts including the University Written English "W" requirement[2] 3 credit hours chosen from COMP, MATH, or STAT[5] ~~[3]~~		24 credit hours of Microbiology and Chemistry (minimum 6 credit hours from each dept.). Of these 24 credit hours, at least 12 hours must be 4000 level courses. 21 credit hours of approved electives[5] ~~[3]~~ Work Terms (if Co-op selected): SCI 3980, SCI 3990, SCI 4980 and SCI 4990 (if a 4th work term is selected)	

NOTES:

[1] MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[2] As there are no open electives in Year 2 of the program, students should complete the university written English requirement in Year 1. If not completed in Year 1, a "W" course must be completed prior to Year 3 in addition to the required Year 2 courses.

[3] MATH 1010, MATH 1020, the former MATH 1190, the former COMP 1260, the former COMP 1270, COMP 1500 and COMP 1600 may not be chosen to satisfy this requirement.

[4] The former CHEM 2280 may be used in lieu of CHEM 2260.

[5] MBIO 1010 can be taken in Year 1 after BIOL 1020.

~~[3]~~ [6] IMPORTANT: Students in the co-operative programs must ensure that they are able to satisfy the prerequisites for all 3000 and 4000 level courses they plan to take.

~~[4]~~ [7] The four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program.

~~[5] MATH 1010, MATH 1020, the former MATH 1190, the former COMP 1260, the former COMP 1270, COMP 1500 and COMP 1600 may not be chosen to satisfy this requirement~~

~~[6] MBIO 1010 can be taken in Year 1 after BIOL 1020.~~

(The number 6 in brackets indicates a six credit hour course.)

Biological Sciences

Introduction:

BIOL 2600 Introduction to Computational Biology Cr.Hrs. 3 +3.0
(Lab required) Biologists working in fields from genomics to ecology to physiology collect, analyze, and interpret their data using quantitative methods. More and more, biological researchers are encountering data (genomic, environmental, phenotypic) in unprecedented volumes that require new data handling approaches. The overall goal of this course is to introduce biology students to the types of biological questions that can be answered by applying computational methods to large-scale, publicly available data sets. The course will include a survey of several major public biological data repositories and will introduce students to the tools that biologists use to access, explore, analyze and visualize these data. This course Is restricted to Faculty of Science students in a Major or Honours program. Prerequisites: (BIOL 1030 or BIOL 1031) or [(STAT 1150 or (STAT 1000 and STAT 2000)) and (one of BIOL 1000, BIOL 1001, BIOL 1010, or BIOL 1011)].

NET CHANGE IN CREDIT HOURS: +3.0

Computer Science

Modifications:

COMP 1500 Computing: Ideas and Innovation Cr.Hrs. 3 0.0
An introduction to the topics of Computer Science and problem solving. Students will learn concepts in computer programming. May not be used to fulfill computer science requirements in a Computer Science Honours, Joint Honours, Major, General or Minor program. May not be taken once in a declared Computer Science Honours, Joint Honours, Major, General or Minor program. May be used as an elective if taken prior to entry.

COMP 1600 Navigating Your Digital World Cr.Hrs. 3 0.0
Topics related to digital society such as security, encryption and data storage, issues of social and ethical importance, and current events. May not be used to fulfill computer science requirements in a Computer Science Honours, Joint Honours, Major, General or Minor program. May not be taken once in a declared Computer Science Honours, Joint Honours, Major, General or Minor program. May be used as an elective if taken prior to entry. May not be held with the former COMP 1270.

COMP 4360 Machine Learning Cr.Hrs. 3 0.0
Learning strategies; evaluation of learning; learning in symbolic systems; neural networks, genetic algorithms. May not be held with ECE 4450. Prerequisite: COMP 3190 or [STAT 2400, and MATH 2740, and DATA 2010].

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

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

- **Bachelor of Computer Science (Honours)**
- **Bachelor of Computer Science (Honours), Co-operative Option**
- **Bachelor of Science (Major) in Computer Science**
- **Bachelor of Science (Major) in Computer Science, Co-operative Option**

- **Bachelor of Science (Joint Honours) in Computer Science and Mathematics**
- **Bachelor of Science (Joint Honours) in Computer Science and Mathematics, Co-operative Option**

4.6 Department of Computer Science

4.6.1 Program Information

Honours

The Honours program in Computer Science at the University of Manitoba was the first Honours program in Canada to be given professional accreditation by the Canadian Information Processing Society. The program provides an opportunity to study the subject in greater depth than the other programs in Computer Science and leads to an Honours Bachelor of Computer Science degree (B.C.Sc.). In addition, this program gives professional preparation for careers in areas such as software engineering, system design or project management.

To enter the Honours program in Computer Science, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in COMP 1020, "C+" in both MATH 1220 (or MATH 1300) and MATH 1230 (or MATH 1500) (or their equivalents) and "C" in MATH 1700 (or equivalents).

To continue in the Computer Science Honours program, students must maintain a minimum DGPA of 3.00 and complete a minimum of 9 credit hours during each Fall and Winter Term.

To graduate from the Computer Science Honours program students must achieve a minimum DGPA of 3.00 and obtain a minimum grade of "C" on the courses that make up the 120 credit hours of the degree.

~~Students can take a maximum of 90 credit hours of computer science, statistics and mathematics courses.~~ Outside of computer science and mathematics courses, students are encouraged to select courses such that their programs include at least 15 credit hours of study in science, engineering, or business, and at least 9 credit hours of study in the humanities or social sciences.

Four Year Major

To enter the Major Degree program in Computer Science, a student must have completed at least 24 credit hours with a minimum DGPA of 2.00, and also obtained a minimum grade of "C+" in COMP 1020, "C+" in both MATH 1300 and MATH 1500 (or their equivalents) and "C" in MATH 1700 (or equivalents).

To continue in the Major program a student must maintain a minimum DGPA of 2.00.

To graduate with the Computer Science Major degree, a student must present a minimum grade of "C+" in: MATH 1300 (or equivalent), MATH 1500 (or equivalent), and a minimum grade of "C" in MATH 1240, MATH 1700 (or equivalent), (STAT 1000 or STAT 1150), COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280, COMP 3350, COMP 3370, COMP 3430, COMP 4620 and in each of the 18 credit hours of 3000 and 4000 level Computer Science courses that apply to the Computer Science component of their degree program. Additionally, students must achieve a minimum DGPA of 2.00.

This program is suitable for those students interested in combining a fairly extensive program in Computer Science with broad coverage of another subject or subjects of their choice (Science or non-Science). The program offers greater scheduling flexibility, more relaxed entrance requirements, and a wider range for the inclusion of electives from other disciplines than the Honours program, but it is not considered to offer the same professional training as the Honours program. Admission to graduate programs may be conditional upon completion of additional courses. Students intending to proceed to a master's degree from the four year Major program should consult with the department at the beginning of their second year of undergraduate study and in each subsequent year.

The student will be able to transfer to the Honours program, provided that departmental and faculty requirements for the Honours program are satisfied.

~~Students can take a maximum of 90 credit hours of computer science, statistics and mathematics courses.~~ Outside of computer science and mathematics courses, students are encouraged to select courses such that their programs include at least 15 credit hours of study in science, engineering, or business, and at least nine (9) credit hours of study in the humanities or social sciences. In addition to the faculty maximum, students may be allowed to take up to an additional 12 credit hours of courses outside of the Faculty of Science, with departmental permission. The permission would typically be granted if a student is completing a minor outside of Science and may have completed a variety of electives outside the Faculty prior to declaring a minor in one department.

4.6.2 Computer Science Program Charts

YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS [2,3,4,5] **(Including Co-operative Option if selected)**[2] 120 CREDIT HOURS			
COMP 1010[1], COMP 1020 (B) (MATH 1220[1] (C+) or MATH 1300[1] (C+)) (MATH 1230[1] (C+) or MATH 1500[1] (C+)) MATH 1700[1] (C)	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280 MATH 1240[1]	COMP 3030, COMP 3170, COMP 3350, COMP 3370, COMP 3430	COMP 4620 and 21 credit hours of 4000 level Computer Science courses
In Year 1 and / or Year 2 the following must be completed: STAT 1000 (C) or STAT 1150 (C) 6 credit hours from the Faculty of Arts, which should include the required 3 credit hour "W" course. 18 credit hours of electives [3,4]		21 credit hours of electives [3,5] **Co-op Requirements (if selected):** SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)	
30 Hours	30 Hours	30 Hours	30 Hours
FOUR YEAR MAJOR [2,3,4,5] **(Including Co-operative Option if Selected)**[2] 120 CREDIT HOURS			
COMP 1010[1], COMP 1020 (C+) MATH 1300[1] (C+), MATH 1500[1] (C+), MATH 1700[1] (C)	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280 MATH 1240[1]	COMP 3350, COMP 3370, COMP 3430, COMP 4620 18 credit hours of 3000 or 4000 level Computer Science courses of which 6 credit hours must be at the 4000 level	
In Year 1 or Year 2 the following must be completed: STAT 1000 (C) or STAT 1150 (C) 6 credit hours from the Faculty of Arts, which should include the required 3 credit hour "W" course. 18 credit hours of electives [3,4,5]		30 credit hours of electives [3,5] **Co-op Requirements (if selected):** SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)	
THREE YEAR GENERAL (90 CREDIT HOURS)			
COMP 1010[1], COMP 1020	18 credit hours of 2000, 3000, and (or) 4000 level Computer Science courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level)		

MINOR

COMP 1010[1], COMP 1020	COMP 2140 Plus a minimum of 9 credit hours from 2000 and (or) 3000 level Computer Science courses.

NOTES:

[1] COMP 1012 may be taken in place of COMP 1010. MATH 1210, MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, MATH 1520, or MATH 1690 (6) may be taken in place of MATH 1500; MATH 1232, MATH 1710 or MATH 1690 (6) may be taken in place of MATH 1700. Honours students are encouraged to take MATH 1220 instead of MATH 1300 and to take MATH 1230 instead of MATH 1500 to better prepare them for later, higher-level studies. Students who have previously completed COMP 2130 may use it in lieu of MATH 1240.

[2] Entry to the Honours Co-operative Option and four-year Major Co-operative Option is at the end of second year. Employment terms follow 3A (September-December), 3B (May-August) and 4A (January-April). Students in the Co-operative Option must complete three employment terms and receive a passing grade in SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if selected) prior to the last academic term.

[3] Additional information on how students may select their courses can be found at the beginning of this section.

[4] IMPORTANT: The Honours and four-year Major degree need not be completed in the order prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program. Students in the Co-operative Option should be aware that while other arrangements are possible, they may jeopardize their chances of obtaining employment by selecting such arrangements. Students should discuss their planned sequence of courses with the department prior to making adjustments to the sequence above.

~~[5] IMPORTANT: A maximum of 90 credit hours of computer science, statistics and mathematics courses can be included in a Major or Honours program.~~

4.6.3 Computer Science – Mathematics Joint Honours Program (including Co-op if selected)

The departments of Computer Science and Mathematics offer a joint Honours program for in-depth study in both Computer Science and Mathematics.

Honours Requirements

To enter the Joint Honours Computer Science-Mathematics program, the student must have a minimum grade of “B” in each of COMP 1020, either MATH 1232 or MATH 1690 (or a minimum grade of "A" in MATH 1700), and have satisfied the Faculty of Science requirements for entry to the honours program. It is recommended that STAT 2150 be completed in Year 1 as an elective. To continue in, and graduate from the program, the student must meet the Faculty of Science requirements for continuation and graduation from the Honours or Honours Co-op program.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS (Including Co-operative Option if selected) 120 CREDIT HOURS			
COMP 1010 and COMP 1020 (B) MATH 1220[1], MATH 1230[1], MATH 1232[1], MATH 1240 STAT 1150[1] 6 credit hours from the Faculty of Arts, which should include the required 3 credit hour “W” course 3 credit hours of electives	COMP 2080, COMP 2140, COMP 2160, COMP 2280 MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2180 3 credit hours of electives	COMP 3030, COMP 3170, COMP 3370, COMP 3430 ~~Three of: COMP 3010, COMP 3020, COMP 3290, COMP 3350, COMP 3380, COMP 3190, COMP 3440, COMP 3490, COMP 3820~~ ~~Three of: COMP 4020, COMP 4140, COMP 4180, COMP 4190, (COMP 4290), COMP 4300, COMP 4340, COMP 4350, COMP 4360, COMP 4380, COMP 4490, COMP 4510, COMP 4580, COMP 4690, COMP 4710~~ 15 credit hours of 3000 or 4000 level Computer Science courses, of which at least 6 credit hours must be 4000 level. MATH 2030, MATH 2160, MATH 3320, MATH 3440, MATH 3470, MATH 3472 9 credit hours from MATH 2070, MATH 2170, any 3000 or 4000 level Mathematics courses, of which at least 3 credit hours must be 4000 level ~~3~~6 credit hours of electives	
	Co-op Requirements (if selected): SCI 3980[2]	Co-op Requirements (if selected): SCI 3990[2]	Co-op Requirements (if selected): SCI 4980[2], and SCI 4990[2] (if a 4th work term is selected)
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

[1] Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (A) in place of MATH 1220, MATH 1500 (A) or MATH 1510 (A) in place of MATH 1230, MATH 1700 (A) or MATH 1710 (A) in place of MATH

1232, MATH 1690 (B) in place of MATH 1230 and MATH 1232. With permission from the department, students may be able to substitute STAT 1000 and STAT 2000 in place of STAT 1150.

[2] When chosen, the Co-operative Option work terms (SCI 3980, SCI 3980, SCI 4980, and SCI 4990 (if selected)) will normally be completed during the Summer Terms following years 2, 3, and 4 respectively.

(Letters in brackets indicate minimum prerequisite standing for further study. ~~The number 6 in brackets indicates a 6 credit hour course.)~~

Genetics

Program modifications:

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

- **Bachelor of Science (Honours) in Genetics**
- **Bachelor of Science (Honours) in Genetics, Co-operative Option**
- **Bachelor of Science (Major) in Genetics**
- **Bachelor of Science (Major) in Genetics, Co-operative Option**

4.7 Genetics

4.7.1 Program Information

<table>
<tr><td colspan="4">4.7.2 Genetics</td></tr>
<tr><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td></tr>
<tr><td colspan="4">HONOURS ~~[4]~~ 120 CREDIT HOURS</td></tr>
<tr><td>CHEM 1300, CHEM 1310

BIOL 1020, BIOL 1030

STAT 1000 or STAT 1150

MATH 1500[1]

One of: MATH 1200[1], MATH 1300[1], or MATH 1700[1]</td><td>BIOL 2500, BIOL 2520

CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370)

MBIO 1010, MBIO 2020

STAT 2000 or STAT 2150</td><td colspan="2" rowspan="2">BIOL 3500

MBIO 3410

PLNT 3140

BGEN 3022, BGEN 3024

BGEN 4010 ~~[4]~~ ~~[3]~~ (6) or MBIO 4530 ~~[4]~~ ~~[3]~~(6)

One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890

36 credit hours from list of optional courses (a minimum of 12 of these credit hours must be 4000 level)</td></tr>
<tr><td colspan="2">In Year 1 or Year 2:

3 credit hours from the Faculty of Arts

3 credit hour “W” course[2]

6 credit hours of electives</td></tr>
<tr><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td></tr>
<tr><td colspan="4">HONOURS Co-operative Option ~~[3,4]~~ 120 CREDIT HOURS</td></tr>
<tr><td>CHEM 1300, CHEM 1310

BIOL 1020, BIOL 1030

STAT 1000 or STAT 1150

MATH 1500[1]

One of: MATH 1200[1], MATH 1300[1], or MATH 1700[1]</td><td>BIOL 2500, BIOL 2520

CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370)

MBIO 1010, MBIO 2020

STAT 2000 or STAT 2150</td><td colspan="2">BIOL 3500

MBIO 3410

PLNT 3140

BGEN 3022, BGEN 3024

One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890

42 credit hours from list of optional courses (a minimum of 18 of these credit hours must be 4000 level)</td></tr>
<tr><td colspan="2">In Year 1 or Year 2:

3 credit hours from the Faculty of Arts

3 credit hour “W” course[2]</td><td colspan="2">Co-op Requirements[3, 4] (if selected):

SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)</td></tr>
</table>

6 credit hours of electives			
30 Hours	30 Hours	30 Hours	30 Hours
FOUR YEAR MAJOR (Including Co-operative Option if selected)~~[3,4]~~ 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 BIOL 1020, BIOL 1030 STAT 1000 or STAT 1150 MATH 1500[1] One of: MATH 1200[1], MATH 1300[1], or MATH 1700[1]	BIOL 2500, BIOL 2520 CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370) MBIO 1010, MBIO 2020 STAT 2000 or STAT 2150	BIOL 3500 MBIO 3410 PLNT 3140 BGEN 3022, BGEN 3024 One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890 33 credit hours from list of optional courses (a minimum of 15 of these credit hours must be 4000 level) 9 credit hours of approved elective courses	
In Year 1 or Year 2: 3 credit hours from the Faculty of Arts 3 credit hour "W" course[2] 6 credit hours of electives		Co-op Requirements[3, 4] (if selected): SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)	

NOTES:

[1] MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700; MATH 1240 may be taken in place of MATH 1200.

[2] As there are no electives in Year 2 of the program, students should complete the University written English requirement in Year 1. If not completed in Year 1, a "W" course must be completed prior to Year 3 in addition to the required Year 2 courses.

~~[3]~~ BGEN 4010 or MBIO 4530 are required courses for students in **the** Genetics Honours, but are not available to students in the Co-operative Option, and require department consent for students in the Genetics Major.

~~[4]~~ Students in the Co-operative Option are advised to ensure that they are able to satisfy the prerequisites for all 3000 and 4000 level courses they plan to take.

[3] IMPORTANT: Students in the co-operative program are advised to ensure that they are able to satisfy the prerequisites ~~for all 3000 and 4000 level courses they plan to take.~~

[4] MBIO 4530 and BGEN 4010 are required courses for students in Genetics Honours, but are not available to students in ~~Co-operative Option, and require department consent for students in the Genetics Major.~~

(The number 6 in brackets indicates a 6 credit hour course.)

The optional courses are:

Biochemistry and Medical Genetics: BGEN 4010[1] (6)

Biological Sciences: BIOL 2410, BIOL 2420, BIOL 3290, BIOL 3300, BIOL 3400 (or PLNT 3400), BIOL 3542, BIOL 3560, BIOL 4500, BIOL 4510, BIOL 4540, BIOL 4542, BIOL 4560, BIOL 4650

Chemistry: CHEM 2260 (or the former CHEM 2280), CHEM 2290, CHEM 4360, CHEM 4370, CHEM 4620, CHEM 4630

Microbiology: MBIO 2420, MBIO 3000, MBIO 3010, MBIO 3030, MBIO 3430, MBIO 3450, MBIO 3460~~, MBIO 4010~~, MBIO 4020[2] (or the former MBIO 4010), MBIO 4410, MBIO 4530[1] (6), MBIO 4540, MBIO 4670 (or the former MBIO 4570), MBIO 4672 ~~[2]~~ ~~MBIO 4600,~~ MBIO 4602 (or the former MBIO 4600), ~~MBIO 4610,~~MBIO 4612 (or the former MBIO 4610)

Computer Science: COMP 1010, COMP 1020, COMP 1500, COMP 1600

Physics: PHYS 1020, PHYS 1030, PHYS 1050, PHYS 1070

Animal Science: ANSC 3500, ANSC 4280

Pharmacology: PHAC 4030, PHAC 4040

Plant Science: PLNT 2530, PLNT 3400 (or BIOL 3400), PLNT 3520, PLNT 4330, PLNT 4610

By an appropriate selection of courses from this list, students can obtain particular program emphasis in either plant, human or molecular genetics.

The Honours Co-op program must contain a minimum of 18 credit hours of 4000 level courses as options in Years 3 and 4.

Other suitable optional courses may be arranged through consultation with the Genetics program committee.

NOTES:

[1] MBIO 4530 (6) and BGEN 4010 (6) are project courses. A research project is chosen in consultation with the Microbiology department (MBIO 4530) or Biochemistry and Medical Genetics (BGEN 4010) and the Genetics program committee, and is supervised by a staff member. Only one of MBIO 4530 or BGEN 4010 may be selected in this program. These are required courses for students registered in the Genetics Honours program and may be available to students registered in the Genetics Major program by departmental consent.

~~[2] MBIO 4020 and MBIO 4672 are not available options for students in the Genetics Honours Degree program.~~

Mathematics

Modification:

MATH 1240 Elementary Discrete Mathematics Cr.Hrs. 3 0,0
(Lab required) The course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. An introduction to mathematical ideas, proof, techniques, and mathematical writing, explored through topics in discrete mathematics. May not be held with MATH 1241 or MATH 3120. Prerequisite: Pre-calculus Mathematics 40S (60%) or the former Mathematics 40S (300) (60%), or a "C" or better in MSKL 0100.

MATH 2720 Multivariable Calculus Cr.Hrs. 3 0.0
Calculus of several variables. For students n one of the following programs: Actuarial Mathematics, Data Science, Statistics (Honours or Majors), Physics (Honours or Majors) Geophysics (Honours or Majors), and Physical Geography. May not be held with the former MATH 2750, the former MATH 2110, MATH 2130, MATH 2150, MATH 2151 or MATH 2721. Prerequisites: (one of MATH 1220, MATH 1300, MATH 1301, or MATH 1310) and (one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, MATH 1710, or the former MATH 1730).

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

The department is proposing modifications to the **Bachelor of Science (Joint Honours) in Statistics and Mathematics** to introduce a **Co-operative Education Option**, as outlined on the next 2 pages.

4.13.5 Statistics – Mathematics Joint Honours Program (including Co-op if selected)

<table>
<tr><td colspan="4">The departments of Statistics and Mathematics offer a joint Honours program for students wishing in depth study in Statistics and Mathematics. A Co-op Option is available.</td></tr>
<tr><td colspan="4">To enter the Honours program students must have satisfied the Faculty of Science requirements for entry to the program, and have obtained a minimum grade of "B" in STAT 2150, and either MATH 1232 or MATH 1690 (or a minimum grade of "A" in MATH 1700).

To continue in the Honours program, students must maintain a minimum DGPA of 3.00.

To graduate with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and a minimum grade of “C” on all remaining courses that contribute to the 120 credit hours of the degree.</td></tr>
<tr><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td></tr>
<tr><td colspan="4">JOINT HONOURS 120 CREDIT HOURS (comprising courses listed in chart below, and electives)</td></tr>
<tr><td>MATH 1220[1], MATH 1230[1], MATH 1232[1] (B), MATH 1240</td><td>STAT 2400, STAT 2800

MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2160, MATH 2180</td><td>STAT 3030, STAT 3100, STAT 3150, STAT 3450</td><td>STAT 4100</td></tr>
<tr><td colspan="2">The following courses must be taken in Year 1 or Year 2:

STAT 1150[1], STAT 2150 (B)

COMP 1010

6 credit hours from the Faculty of Arts, which should include the required “W” course

9 credit hours of approved electives</td><td colspan="2">MATH 2030, MATH 3320, MATH 3322, MATH 3340, MATH 3470, MATH 3472, MATH 3440, MATH 3460

3 credit hours from MATH 2070, MATH 2170 and any 3000/4000 level Mathematics courses

3 credit hours from any 4000 level Mathematics courses

6 credit hours from any 4000 level Statistics courses

9 credit hours of approved electives</td></tr>
<tr><td colspan="2"></td><td colspan="2">Co-op Requirements (if selected):

SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)</td></tr>
<tr><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td></tr>
<tr><td colspan="4">NOTES:

[1] Students are strongly advised to take MATH 1220, MATH 1230, MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (A) in place of MATH 1220; MATH 1500 (A) or MATH 1510 (A) in place of MATH 1230; MATH 1700 (A) in place of MATH 1232; MATH 1690 (B) in place of MATH 1230 and MATH 1232; STAT 1000 and STAT 2000 (B) in place of STAT 1150.</td></tr>
</table>

(Letters in brackets indicate minimum prerequisite standing for further study.)

Microbiology

Deletions: (*effective Fall 2021*)

MBIO 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy Cr.Hrs. 3 -3.0
MBIO 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways Cr.Hrs. 3 -3.0
MBIO 2770 Elements of Biochemistry 1 Cr.Hrs. 3 -3.0
MBIO 2780 Elements of Biochemistry 2 Cr.Hrs. 3 -3.0

Introductions: (*effective Fall 2021*)

MBIO 2700 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy Cr.Hrs. 3 +3.0
An introductory course dealing with the kinds of molecules encountered in biochemistry, and the concept of metabolic energy as a product of catabolism and a requirement for biosynthesis. Also offered as CHEM 2700. May not be held with the former MBIO 2360, MBIO 2361, MBIO 2730, the former MBIO 2770, the former CHEM 2360, CHEM 2361, CHEM 2700, CHEM 2730, the former CHEM 2860, the former CHEM 2770. Prerequisites: [(CHEM 1110 and (one of CHEM 1120 or CHEM 1126)) or (the former CHEM 1310 or CHEM 1311)] and [BIOL 1030 or BIOL 1031].

MBIO 2710 Biochemistry 2: Catabolism, Synthesis, and Information Pathways Cr.Hrs. 3 +3.0
An introductory course dealing with the basic metabolic processes that occur in living cells, including the production and use of metabolic energy, the breakdown and synthesis of biomolecules; the synthesis of DNA, RNA and proteins; and the regulation of these processes. Also offered as CHEM 2710. May not be held with the former MBIO 2370, MBIO 2371, MBIO 2750, the former MBIO 2780, the former CHEM 2370, CHEM 2371, CHEM 2750, or the former CHEM 2780. Prerequisites: [one of MBIO 2700, the former MBIO 2360, MBIO 2361, CHEM 2700, the former CHEM 2360, CHEM 2361, or the former CHEM 2860] and [one of CHEM 2100, the former CHEM 2210, or CHEM 2211].

MBIO 2730 Elements of Biochemistry 1 Cr.Hrs. 3 +3.0
Basic concepts of biochemistry including the properties of biomolecules (amino acids and proteins, enzymes, carbohydrates, lipids, and nucleic acids) and aspects of energy production in cells. Primarily for students in Agricultural and Food Sciences and four-year Biological Sciences programs in Science. May not be used as part of an Honours, Major, General, or Minor program in Chemistry or in Microbiology. Also offered as CHEM 2730. May not be held with the former CHEM 2360, CHEM 2361, CHEM 2700, CHEM 2730, the former CHEM 2770, the former CHEM 2860, the former MBIO 2360, MBIO 2361, MBIO 2700, or the former MBIO 2770. Prerequisites: [one of CHEM 1110, CHEM 1130, the former CHEM 1310, CHEM 1311, or the former CHEM 1320] and six credit hours of university level BIOL courses.

MBIO 2750 Elements of Biochemistry 2 Cr.Hrs. 3 +3.0
This course deals with nitrogen and lipid metabolism, representative biosynthetic pathways, and synthesis and importance of DNA, RNA and proteins. Primarily for students in Agricultural and Food Sciences and four-year Biological Sciences programs in Science. May not be used as part of an Honours, Major, General, or Minor program in Chemistry or Microbiology. Also offered as CHEM 2750. May not be held with the former CHEM 2370, CHEM 2371, CHEM 2710, CHEM 2750, the former CHEM 2780, the former MBIO 2370, MBIO 2371, or the former MBIO 2780. Prerequisites: one of CHEM 2730, CHEM 2700, the former CHEM 2770, the former CHEM

2360, CHEM 2361, the former CHEM 2860, MBIO 2730, MBIO 2700, the former MBIO 2770, the former MBIO 2360, or MBIO 2361.

Modification: (*effective Fall 2020*)

MBIO 4020 Immunology Cr.Hrs. 3 0.0
Topics will include antigens, antibodies, antigen-antibody reactions, immunogenetics, regulation of immune reactions, complement, hypersensitivities, autoimmunity, immunodeficiencies, transplantation and tumour immunology. May not be held with the former MBIO 4010, the former MBIO 4011, or MBIO 4021. Prerequisite: MBIO 3010 or MBIO 3011.

NET CHANGE IN CREDIT HOURS: 0.0

Physics and Astronomy

Introduction:

PHYS 4350 The Physics of Fluids Cr.Hrs. 3 +3.0
The course covers basic fluid dynamics based on the Euler equations. Topics include conservation laws; linear sound waves; instabilities; the generation of sound waves; linear and non-linear description of water waves including the Korteweg-de Vries equation, soliton solutions, and shock waves; elasticity and the stress tensor; Navier-Stokes equations and their solutions; the Hagen-Poiseuille law; Stokes' law and aerodynamics; attenuation of acoustic waves; non-linear acoustics; and the basic concepts of the description of turbulence including Kolmogorov's theory, correlation functions, and spectral tensors. Prerequisite: PHYS 3496.

Modification:

PHYS 4676 Honours Thesis - Proposal and Preparation Cr.Hrs. 3 0.0
For students in term 1 of their final year in Honours. The student will prepare a proposal for the undergraduate thesis and demonstrate the feasibility of the project under the supervision of a faculty member. The results of the study will be presented (in written and oral form) to an examining committee during the term. Both experimental and theoretical topics are acceptable. A grade of C (based on the presentations) is required to proceed to the next course which forms the final stage of the Honours thesis. May not to be held with the former PHYS 4670 or the former PHYS 4672. Prerequisite: permission of the thesis supervisor.

NET CHANGE IN CREDIT HOURS: +3.0

Program modifications:

Modifications to the following programs are outlined on the next 4 pages:

- **Bachelor of Science (Major) in Physics and Astronomy**
- **Bachelor of Science (Major) in Physics and Astronomy, Co-operative Option**

- **Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy**
- **Bachelor of Science (Joint Honours) in Mathematics and Physics and Astronomy, Co-operative Option** (*new*)

4.11.2 Physics and Astronomy Program Charts

<table>
<tr><td colspan="4">FOUR YEAR MAJOR (including Co-operative Option) 120 CREDIT HOURS</td></tr>
<tr><td>PHYS 1050 (C+)
(or PHYS
1020 (B)), PHYS
1070[2,4] (C+) (or PHYS
1030 (B))

MATH 1300[2], MATH
1500[2], MATH 1700[2]

COMP 1012[5]

6 credit hours from the Faculty of Arts including the “W” requirement</td><td>PHYS 2260 or PHYS
2610[4]

PHYS 2386, PHYS
2496, PHYS 2600

MATH 2720</td><td>PHYS 2650[4], PHYS
3670, PHYS 3496

MATH 2090

<s>6 credit hours of 3000 level Physics and Astronomy</s></td><td>PHYS 3386, PHYS
3430 (6), PHYS 3630

<s>3 credit hours of 3000 level Physics and Astronomy</s>

<s>3 credit hours of 4000 level Physics and Astronomy</s></td></tr>
<tr><td rowspan="2">6 credit hours of <s>open</s> electives</td><td rowspan="2">15 credit hours of <s>open</s> electives[3]</td><td><s>12 credit hours of open electives[3]</s></td><td><s>12 credit hours of open electives[3]</s></td></tr>
<tr><td colspan="2"><u>12 credit hours of 3000 and/or 4000 level Physics and Astronomy courses, with at least 3 credit hours at the 4000 level.</u>

<u>24 credit hours of electives[3]</u>

Co-op Requirements (if selected):
SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)</td></tr>
<tr><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td></tr>
</table>

NOTES:

[1] Students must achieve a minimum grade of “C” in all courses contributing to the Honours program.

[2] PHYS 1050 and PHYS 1070 are recommended. MATH 1220 may be taken in place of MATH 1300; MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[3] Although they are not required courses in the Physics programs, MATH 2080, MATH 2180, and MATH 3340 are recommended electives for the Physics Honours and Four Year Major degrees.

[4] Students who do not take PHYS 1070 or PHYS 1030 in Year 1 must postpone PHYS 2600 until Year 3. PHYS 2260, PHYS 2610 and PHYS 2650 may be taken in Year 2 or Year 3 if the respective prerequisites are met.

[5] Students who have already taken COMP 1010 before joining the program may count COMP 1010 in lieu of COMP 1012. However, students who have not taken COMP 1010 before entering the program must then take COMP 1012.

[6]Students may take STAT 1000 and STAT 2000 in lieu of STAT 1150.

IMPORTANT: The Honours and four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates the recommended arrangement of the required courses and is meant to be a guide around which students can plan their program (Letters in brackets refer to minimum prerequisite standing required for further study. The number 6 in brackets indicates a 6 credit hour course).

4.9.2.8 Mathematics – Physics and Astronomy Joint Honours Program (including Co-op if selected)

Honours Requirements (including Co-op)

To enter the Joint Honours Mathematics – Physics Honours program the student must have a minimum grade of "B" in: MATH 1232 or MATH 1690 (or a minimum grade of "A" in MATH 1700), PHYS 1050 (or "B+" in PHYS 1020) and PHYS 1070 (or "B+" in PHYS 1030).

To continue in the Honours program, students must maintain a minimum DGPA of 3.00, complete a minimum of 9 credit hours each Fall and Winter Term.

To graduate with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and a minimum grade of "C+" in each of the Honours Program Specific courses[6], and a minimum grade of "C" on all remaining courses that contribute to the 120 credit hours of the degree.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
MATH 1220[1], MATH 1230[1], MATH 1232[1] (B), MATH 1240 PHYS 1050 (B) (or PHYS 1020 (B+))[2] and PHYS 1070 (B) (or PHYS 1030 (B+)) STAT 1150[7] COMP 1012 6 credit hours from the Faculty of Arts, which should include the required "W" course[4]	PHYS 2260 or PHYS 2610, PHYS 2386, PHYS 2600, PHYS 2650[3] 3 credit hours of Physics MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2180	MATH 3340, MATH 3440, MATH 3460, MATH 3470, MATH 3472 PHYS 3670[3], PHYS 3650[3,5], PHYS 3630[3], PHYS 3386[3] 3 credit hours from 3000 and 4000 level Physics Honours courses	MATH 3320, MATH 3322, 3 credit hours of 4000 level Math PHYS 3430 (6), PHYS 4680[5] 6 credit hours from the Department of Mathematics or the Department of Physics & Astronomy: MATH 2030, MATH 2070, MATH 2160, MATH 2170, or any 3000 or 4000 level Mathematics or Physics courses 6 credit hours of electives
		Co-op Requirements (if selected): **SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)**	
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

[1] Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (A) in place of MATH 1220, MATH 1500 (A) or MATH 1510 (A) in place of MATH 1230, MATH 1700 (A) or MATH 1710 (A) in place of MATH 1232, MATH 1690 (B) in place of MATH 1230 and MATH 1232. With permission from the department, students may be able to substitute STAT 1000 and STAT 2000 in place of STAT 1150.

[2] Students are advised to take PHYS 1050 and PHYS 1070.

[3] The corequisite or prerequisite of PHYS 2496 is waived for students in this program. It is recommended that students audit PHYS 2496 in second year and PHYS 3496 in third year.

[4] As there are no electives in Year 2 of the program, students should complete the university written English requirement in Year 1. If not completed in Year 1, a "W" course must be completed prior to Year 3 in addition to the required Year 2 courses.

[5] The pre-or corequisite of PHYS 3496 is waived for students in this program. It is recommended that students audit PHYS 2496 in second year and PHYS 3496 in third year.

[6] The Honours Program Specific courses consists of all the Physics and Astronomy courses listed in the program chart, with the exception of PHYS 1020, PHYS 1050, PHYS 1030 and PHYS 1070.

[7] Students may take STAT 1000 and STAT 2000 in lieu of STAT 1150.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

Université de Saint-Boniface

Faculté des arts

département d'études françaises, de langues et de littératures

Deletion:

FRAN 1001 Grammaire de l'écrit Cr.Hrs. 6 -6.0

Introductions:

FRAN 1007 Grammaire de l'écrit I Cr.Hrs. 3 +3.0
(Laboratoire requis) Perfectionnement du français par l'entremise d'activités de compréhension et de production de textes divers menant à une étude approfondie des fonctions syntaxiques de la phrase de base et des classes de mots. Étude systématique de la phrase transformée, de la jonction de phrases syntaxiques et de la notion de paragraphe. Développement d'habltudes de travail telles que l'utilisation des outils de rédaction et l'autocorrection dans le but d'enrichir son vocabulaire. Mise en pratique des notions apprises dans le cours et activités orales dans le cadre des séances de travaux dirigés obligatoires. On ne peut s'inscrire à FRAN 1007, FRAN 1021 ou FRAN 1111 de façon concomitante. On ne peut se faire créditer FRAN 1007 et l'ancien FRAN 1001. N.B. Une note minimale de C constitue un préalable à FRAN 1091.

FRAN 1009 Grammaire de l'écrit II Cr.Hrs 3 +3.0
(Laboratoire requis) Perfectionnement du français par l'entremise d'activités de compréhension et de production de textes divers menant à une étude approfondie de la morphologie du verbe, du concept de groupe verbal et de groupe nominal. Étude systématique de l'accord du verbe selon la règle de base, de la distinction des modes et des temps verbaux, de l'accord dans le groupe nominal et du concept de reprise de l'information par l'emploi de pronoms ou de mots substituts. Développement d'habitudes de travail telles que l'utilisation des outils de rédaction et l'autocorrection dans le but d'enrichir son vocabulaire. Mise en pratique des notions apprises dans le cours et activités orales dans le cadre des séances de travaux dirigés obligatoires. N.B. Une note minimale de C constitue un préalable a FRAN 1091. On ne peut s'inscrire à FRAN 1009, FRAN 1021 ou FRAN 1111 de façon concomitante. On ne peut se faire créditer FRAN 1009 et l'ancien FRAN 1001. Préalable: une note minimale de C dans FRAN 1007.

Modifications:

ENGL 2961 Drama Cr.Hrs. 3 0.0
An introduction to dramatic forms and conventions. Students may not hold credit for both ENGL 2961 and ENGL 2960. Prerequisite: a grade of C or better in one of ENGL 1201, ENGL 1200, ENGL 1300, ENGL 1301, or both ENGL 1310 and ENGL 1340.

FRAN 1091 Rédaction universitaire Cr.Hrs. 3 0.0
(Laboratoire requis) Initiation aux méthodes de travail universitaire: les techniques du résumé, du compte rendu et de la dissertation. Préalable: une note minimale de C dans (FRAN 1007 et FRAN 1009) ou l'ancien FRAN 1001, si on les a suivis. On ne peut s'inscrire à FRAN 1091 et à FRAN 1007 et FRAN 1009 de façon concomitante.

FRAN 1111 Grammaire et laboratoire Cr. Hrs. 3 0.0
(Laboratoire requis) Approfondissement des notions de la grammaire. Attention particulière accordée à l'analyse de la phrase. On ne peut s'inscrire à FRAN 1111 et à FRAN 1007 ou FRAN 1009 de façon concomitante.

NET CHANGE IN CREDIT HOURS: 0.0

<u>département de sciences humaines et sociales</u>

Deletions:

PHIL 1321 Introduction à la logique Cr.Hr.s 6 -6.0

Modifications:

PHIL 2631 Le rationalisme continental Cr.Hrs. 3 0.0
Étude des philosophes du continent: Descartes, Spinoza, Liebniz, qui ont perçu la raison plutôt que l'expérience comme la clé de toute connaissance de l'Univers. On ne peut se faire créditer PHIL 2631 et PHIL 2630.

PHIL 2641 L'empirisme britannique Cr.Hrs. 3 0.0
Revue et analyse des théories des grands empiristes britanniques: Locke, Berkeley et Hume, sur la nature et les fondements de la connaissance humaine et ses relations avec l'expérience. On ne peut se faire créditer à la fois PHIL 2641 et PHIL 2640.

PHIL 2661 Aristote Cr.Hrs. 3 0.0
Étude des idées les plus importantes d'Aristote sur la réalté, la connaissance, la nature humaine, la morale et la politique. On ne peut se faire créditer PHIL 2661 et PHIL 2660.

PHIL 2741 Éthique et biomédecine Cr.Hrs. 3 0.0
Examen de quelques-unes des plus importantes questions d'éthique soulevées par les récents développements en biologie et en médecine. Les sujets à couvrir incluent: l'euthanasie et le suicide médicalement assistée, le clonage reproductif humain et l'amélioration de l'être humain. On ne peut se faire créditer PHIL 2741 et [PHIL 2290 ou PHIL 2531].

PHIL 2751 Éthique et environnement Cr.Hrs. 3 0.0
Examen de certaines questions éthiques importantes en rapport avec la pollution de l'environnement et de l'épuisement des ressources. On étudiera (entre autres): l'idéal des limites de la liberté et de l'environnement, la rareté et l'idéal de la justice, la croissance versus l'état de stabilité économique, les droits des animaux et l'éthique de la survie vs l'éthique du bien être. On ne peut se faire créditer PHIL 2751 et [PHIL 2290 ou PHIL 2531].

PHIL 2831 - Éthique des affaires Cr.Hrs. 3 0.0
Le cours explore l'application de la théorie éthique dans les affaires. Les sujets discutés incluent normalement: les théories sur la justice, la responsabilité des corporations, l'éthique dans la publicité, la protection du consommateur et de l'environnement, les préférences à l'embauche.

POLS 3771 Organisations internationales: l'ONU et ses institutions spécialisées Cr.Hrs. 3 0.0
Étude du rôle et des fonctions joués par les organisations internationales au sein du système mondial. Analyse du système des Nations Unies et de ses diverses composantes en relation avec les mutations de la configuration des rapports de pouvoir au sein du système mondial. Apports et limites des mécanismes assurant le principe de sécurité collective et la résolution pacifique des différends. On ne se peut fair créditer POLS 3771 et POLS 3550. Préalables: Une note minimale de C dans [POLS 2040, POLS 2041 ou POLS 2043] et POLS 2045, ou l'autorisation professorale.

NET CHANGE IN CREDIT HOURS: -6.0

Faculté d'éducation et des études professionnelles

École d'administration des affaires

Deletion:

ACC 3051 Comptabilité fiscale Cr.Hrs. 3 -3.0

Introduction:

ACC 3081 Comptabilité fiscale Cr.Hrs. 3 +3.0
Structure et concepts du système fiscal canadien, calcul du revenu et impôts sur le revenu des particuliers et sociétés, planification fiscale. Ce cours vise l'acquisition d'une compréhension globale de la Loi de l'impôt sur le revenu fédéral et de son application. Pour ce faire, la Loi est abordée à partir de l'analyse de problèmes et de cas pratiques. Les sujets étudiés comprennent l'administration du système fiscal, la résidence, le revenu d'emploi, le revenu d'entreprise et de biens, les gains en capital, d'autres revenus et déductions et le calcul du revenu imposable et des impôts exigibles, et ce, principalement pour les particuliers et les corporations. On ne peut se faire créditer ACC 3081 et ACC 3080, ou l'ancien ACC 3051, ou l'ancien ACC 3050. Préalable: ACC 1101 ou ACC 1100 avec une note minimale de C+.

Modification:

ACC 3041 Comptabilité des couts Cr.Hrs. 3 0.0
Utilité de la comptabilité de management et prise de décision, concepts de couts, systèmes de couts, analyse de la performance financière. On ne se peut faire créditer ACC 3041 et ACC 3040. Préalable: ACC 1111 ou ACC 1110 avec une note minimale de C+.

NET CHANGE IN CREDIT HOURS: 0.0

Faculté d’éducation

Introductions:

EDUA 5431 Introduction à la dramathérapie Cr.Hrs. 3 +3.0
Ce cours offre aux intervenants en milieu scolaire (enseignants, conseillers, etc.) une introduction à la dramathérapie, y compris son histoire, ses processus clés et le choix des approches courantes.

EDUA 5621 L'enseignement aux enfants au moyen de la communication alternative et augmentée Cr.Hrs. 3. +3.0
Examen des problématiques liées à la communication alternative et augmentée, des services, des ressources, de l'enseignement inclusif et des stratégies d'apprentissage. On ne peut se faire créditer EDUA 5621 et EDUA 5620.

EDUB 5391 Enseignement de l'écrit Cr.Hrs. 3 +3.0
Organisation et mise en oeuvre des programmes de l'écrit. Présentation de stratégies en rapport avec la motivation, d'activités et d'exercices propices à l'apprentissage de l'écrit, et d'exercices de révision et d'évaluation. On ne peut se faire créditer EDUB 5391 et EDUB 5390.

Modifications:

EDSB 5041 Théories d'apprentissage en situation d'immersion Cr.Hrs. 3 0.0
Étude des connaissances théoriques concernant les processus, les mécanismes et les facteurs liés à l'apprentissage d'une langue seconde. Développement d'une meilleure compréhension en plus de l'expérience pratique en immersion.

EDUA 5481 Techniques de counselling Cr.Hrs. 3 0.0
Acquisition de techniques de counselling telles que l'attention et l'écoute, le reflet du contenu et des émotions, la rétroaction et la révélation de soi, la focalisation et le résumé. On ne peut se faire créditer EDUA 5481 et EDUA 5480. La note réussite ou échec sera attribuée pour ce cours.

EDUA 5491 Stages en counselling Cr.Hrs. 3 0.0
Situation réelle de counselling où les étudiantes et étudiants auront l'occasion, sous la supervision de professionnels compétents et avec l'appui de leur professeur ou de leur professeure, de mettre en pratique les techniques de counselling qu'ils ont apprises. On ne peut se faire créditer EDUA 5491 et EDUA 5490. Préalable ou concomitants: EDUA 5501 ou EDUA 5500 ou EDUA 5481 ou EDUA 5480 ou l'autorisation de la professeure ou du professeur. La note réussite ou échec sera attribuée pour ce cours.

EDUA 5511 Counselling à l'élémentaire Cr.Hrs. 3 0.0
Examen du rôle et des fonctions de la conseillère ou du conseiller dans une école élémentaire. On ne peut se faire créditer EDUA 5511 et EDUA 5510.

EDUA 5531 Counselling au secondaire Cr.Hrs. 3 0.0
Étude du counselling au secondaire. Rôle et fonctions de la conseilèere ou du conseiller à l'école secondaire. Étude des divers services offerts par le conseiller: éducation, orientation, personnel, etc. On ne se peut faire créditer EDUA 5531 et EDUA 5530.

EDUA 5541 Counselling de groupe Cr.Hrs. 3 0.0
Étude des groupes, de l'animation de groupe et de l'acquisition des compétences connexes, particulièrement en ce qui a trait à la fonction de la conseillère ou du conseiller en milieu scolaire. On ne peut se faire créditer EDUA 5541 et EDUA 5540.

EDUA 5631 Évaluation et programmation en éducation inclusive Cr.Hrs. 6 0.0
Étude des modalités d'évaluation basées sur le curriculum et sur le fonctionnement de la classe en vue de guider l'instruction des élèves éprouvant des difficultés d'apprentissage et de comportement en contexte d'inclusion. On ne peut se faire créditer EDUA 5631 et EDUA 5630.

EDUA 5671 Stratégies pour l'organisation de classes et d'écoles inclusives Cr.Hrs. 3 0.0
Étude de l'organisation et de la mise en oeuvre à l'échelle de l'école de mécanismes de soutien visant à favoriser l'accès à ces écoles, l'apprentissage, la socialisation, le comportement, les rapports avec la famille et la participation de professionnels de la santé et des services communautaires. Analyse des stratégies d'organisation visant à améliorer la consultation, la coopération, la collaboration et le perfectionnement professionnel. On ne peut se faire créditer EDUA 5671 et EDUA 5670.

EDUA 5681 Promotion d'un comportement responsable en milieu scolaire Cr.Hrs. 3 0.0
Étude des besoins des enfants ayant des problèmes de comportement en milieu scolaire. Analyse de la conceptualisation des troubles du comportement, des procédures d'identification et d'évaluation de ces troubles ainsi que des stratégies d'intervention. Conception des stratégies d'intervention appropriées en milieu scolaire. On ne peut se faire créditer EDUA 5681 et EDUA 5680.

EDUA 5751 Psychologie de l'apprentissage en contexte scolaire Cr.Hrs. 3 0.0
Étude des théories fondamentales d'apprentissage telles qu'elles sont appliquées à l'enseignement en salle de classe et utilisées dans l'élaboration des programmes. Analyse du traitement de l'information cognitive et des aspects comportemental, développemental et psychosocial.

EDUA 5761 Psychologie de l'enseignement en contexte scolaire Cr.Hrs. 3 0.0
Conçu principalement, mais non exclusivement, à l’intention des enseignantes, des enseignants et du personnel scolaire. Étude critique des fondements théoriques et des modèles d'enseignement principaux. Intégration et application d'approches et de stratégies d'enseignement existantes ou nouvelles. On ne peut se faire créditer EDUA 5761 et EDUA 5760.

EDUA 5851 Application de l'informatique en éducation 2 Cr.Hrs. 3 0.0
Cours avancée sur l'utilisation de logiciels d'apprentissage dans les classes ordinaires et dans l'enseignement aux élèves ayant des difficultés d'apprentissage.

NET CHANGE IN CREDIT HOURS: +9.0

Faculté des sciences

Faculté des sciences

Introductions:

SCI 3981 Stage professionnel 1 pour le volet coopératif en sciences Cr.Hrs. 0 0.0
Stage de travail de quatre mois (minimum de 12 semaines) à temps plein, supervisé, dans une entreprise, une industrie ou une agence gouvernementale. Réservé aux étudiantes et aux étudiants admis et inscrits au volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les ateliers de formation professionnelle et l'évaluation des compétences linguistiques scientifiques en anglais doivent être complétés avant de pouvoir s'inscrire à son premier stage. Un rapport final doit être complété avec succès. Préalable: l'autorisation écrite de la personne responsable des stages du Département des sciences expérimentales. Une note de réussite ou échec sera attribuée pour ce cours.

SCI 3991 Stage professionnel 2 pour le volet coopératif en sciences Cr.Hrs. 0 0.0
Stage de travail de quatre mois (minimum de 12 semaines) à temps plein, supervisé, dans une entreprise, une industrie ou une agence gouvernementale. Réservé aux étudiantes et aux étudiants admis et inscrits au volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les ateliers de formation professionnelle et l'évaluation des compétences linguistiques scientifiques en anglais doivent être complétés avant de pouvoir s'inscrire à son premier stage. Un rapport final doit être complété avec succès. Préalable: [avoir réussi (P) SCI 3981 ou SCI 3980 (ou un des anciens MBIO 3981, MBIO 3980)] et [l'autorisation écrite de la personne responsable des stages du Département des sciences éxperimentales]. Une note de réussite ou échec sera attribuée pour ce cours.

SCI 4981 Stage professionnel 3 pour le volet coopératif en sciences Cr.Hrs. 0 0.0
Stage de travail de quatre mois (minimum de 12 semaines) à temps plein, supervisé, dans une entreprise, une industrie ou une agence gouvernementale. Réservé aux étudiantes et aux étudiants admis et inscrits au volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les ateliers de formation professionnelle et l'évaluation des compétences linguistiques scientifiques en anglais doivent être complétés avant de pouvoir s'inscrire à son premier stage. Un rapport final doit être complété avec succès. Préalable: [avoir réussi (P) SCI 3991 ou SCI 3990 (ou un des anciens MBIO 3991, MBIO 3990)] et [l'autorisation écrite de la personne responsable des stages du Département des sciences éxperimentales]. Une note de réussite ou échec sera attribuée pour ce cours.

SCI 4991 Stage professionnel 4 pour le volet coopératif en sciences Cr.Hrs. 0 0.0
Stage de travail de quatre mois (minimum de 12 semaines) à temps plein, supervisé, dans une entreprise, une industrie ou une agence gouvernementale. Réservé aux étudiantes et aux étudiants admis et inscrits au volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les ateliers de formation professionnelle et l'évaluation des compétences linguistiques scientifiques en anglais doivent être complétés avant de pouvoir s'inscrire à son premier stage. Un rapport final doit être complété avec succès. Préalable: [avoir réussi (P) SCI 4981 ou SCI 4980 (ou un des anciens MBIO 4981, MBIO 4980)] et [l'autorisation écrite de la personne responsable des stages du Département des sciences éxperimentales]. Une note de réussite ou échec sera attribuée pour ce cours.

NET CHANGE IN CREDIT HOURS: 0.0

département des sciences expérimentales

Deletions:

MBIO 3981 Stage professionnel 1 Cr.Hrs. 0 -0.0
MBIO 3991 Stage professionnel 2 Cr.Hrs. 0 -0.0
MBIO 4011 Immunologie Cr.Hr. 3 -3.0
MBIO 4981 Stage professionnel 3 Cr.Hrs. 0 -0.0
MBIO 4991 Stage professionnel 4 Cr.Hrs. 0 -0.0

Introduction:

MBIO 4021 Immunologie Cr.Hrs. 3 +3.0
Étude des antigènes, des anticorps, des réactions antigènes-anticorps, de l'immunogénétique, de la régulation de la réponse du système immunitaire, du complément, des réactions d'hypersensibilité, de l'auto-immunité, des déficiences immunitaires, de l'immunologie des greffes et des tumeurs. On ne peut se faire créditer MBIO 4021 et MBIO 4020 (ou les anciens MBIO 4011, MBIO 4010). Préalable: MBIO 3011 ou MBIO 3010.

Modifications:

BIOL 1001 Biologie: Les fondements de la vie Cr.Hrs. 3 0.0
Étude de certains principes unificateurs de la vie. Attention particulière à la biologie cellulaire, à la bioénergétique, à la division cellulaire, à la génétique et à l'évolution. Ne peut être utilisé dans un programme de majeure ou de spécialisation en sciences biologiques. On ne peut se faire créditer BIOL 1001 et BIOL 1000, BIOL 1020 ou BIOL 1021. Préalable: un de Mathématiques 40S (50 %), MATH 0401 ou MSKL 0100.

BIOL 1011 Biologie: La diversité biologique et ses interactions Cr.Hrs. 3 0.0
Introduction à la diversité (les procaryotes, les protistes, les champignons, les plantes et les animaux), à la forme et à la fonction des plantes et des animaux ainsi qu'aux principaux concepts de l'écologie. Ne peut être utilisé dans un programme de majeure ou de spécialisation en sciences biologiques. On ne peut se faire créditer BIOL 1011 et BIOL 1010, BIOL 1030 ou BIOL 1031. Préalable: un de Mathématiques 40S (50 %), MATH 0401 ou MSKL 0100.

BIOL 1021 Biologie I: Thèmes et principes Cr.Hrs. 3 0.0
(Laboratoire requis) Les principes unificateurs à la base de la biologie dont la biologie cellulaire, la bioénergétique, la division cellulaire, la génétique et l'évolution. Pour ceux et celles qui veulent suivre un programme de sciences biologiques avec majeure ou spécialisation. On ne peut se faire créditer BIOL 1021 et BIOL 1020, BIOL 1001, BIOL 1000 ou BIOE 2590. Préalables: [Biologie 40S (50 %)], [un de Mathématiques 40S (50 %), MATH 0401 ou MSKL 0100] et [un de Chimie 40S (50 %), CSKL 0100, Physique 40S (50 %) ou PSKL 0100]; ou BIOL 1001 ou BIOL 1000. Si BIOL 1001 (BIOL 1000) sert de préalable à BIOL 1021 (BIOL 1020), on ne peut se faire créditer BIOL 1001 et BIOL 1021 dans le cadre d'un même programme.

BIOL 2261 Les champignons et les lichens Cr.Hrs. 3 0.0
(Laboratoire requis) Introduction aux champignons et aux lichens. L'accent est mis sur les groupes taxinomiques majeurs, leur organisation et leurs structures, leurs cycles de vie, leur identification et leur importance écologique générale. On ne peut se faire créditer BIOL 2261 et BIOL 2260 ou l'ancien BOTN 2210. Préalable: BIOL 1031 ou BIOL 1030.

BIOL 2301 Principes d'écologie Cr.Hrs. 3 0.0
(Laboratoire requis) Principes d'écologie au niveau de l'individu, de la population, de la communauté et de l'écosystème. Également offert à la Faculté de sciences de l'agriculture et de nutrition de l'Université du Manitoba sous la cote AGEC 2370. C'est normalement le cours préalable aux autres cours d'écologie. On ne peut se faire créditer BIOL 2301 et BIOL 2300, BIOL 2390 ou AGEC 2370. Préalable: BIOL 1031 ou BIOL 1030. Préalable ou concomitant: une note minimale de D dans un de STAT 1001, STAT 1000 ou STAT 1150.

BIOL 3561 Biologie évolutive Cr.Hrs. 3 0.0
(Laboratoire requis). Étude de l'organisation cellulaire et tissulaire des animaux, de la morphologie cellulaire, de la spécialisation, des types de tissus et de l'organisation cellulaire et tissulaire de tous les systèmes. Accent mis sur les mammifères, mais des études comparatives avec d'autres groupes animaux seront aussi incluses. On ne peut se faire créditer BIOL 3561 et BIOL 3560. Préalable: un de BIOL 2210, BIOL 2231, BIOL 2521 ou BIOL 2520.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

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

- **Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie**
- **Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet coopératif**

Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie

5.0 Cours et disciplines
Pour faire le Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet régulier en 4 ANS, on doit suivre le cheminement présenté ci-dessous. Un cheminement différent implique l'ajout, au minimum, d'une année d'études au programme.

L'étudiante ou l'étudiant inscrit au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie peut~~, s'il le veut,~~ déclarer une ou plusieurs mineures.

Année 1 (Université 1) – 30 crédits

- BIOL 1021 (3) L
- BIOL 1031 (3) L
- CHEM 1301 (3) L
- CHEM 1311 (3) L (C+)
- MATH 1501 (3) L[1]
- MATH 1701 (3) L[1]
- PHYS 1021 (3) L ou PHYS 1051 (3) L
- PHYS 1031 (3) L ou PHYS 1071 (3) L

+ 6 crédits de français

Année 2 – 30 crédits

- CHEM 2211 (3) L
- CHEM 2221 (3) L
- CHEM / MBIO 2361 (3) L
- CHEM / MBIO 2371 (3) L
- MBIO 1011 (3) L
- MBIO 2021 (3) L

+ 4 cours facultatifs (12 crédits)[4,6]

Années 3 et 4[2] – 60 crédits

- CHEM 2261 (3) L[2]
- CHEM 3571 (3)[2]
- CHEM 2401 (3) L
- CHEM 2471 (3) L
- CHEM 4361 (3)[2,3]
- CHEM 4371 (3)[2,3]
- CHEM 4621 (3)[2,3]
- CHEM 4631 (3)[2]
- MBIO 3411 (3)

+ 1 cours (3 crédits) de COMP, MATH ou STAT[4]

+ 7 cours optionnels (21 crédits) en chimie et en microbiologie[2,5]dont un parmi : MBIO 3451 (3), MBIO 3461 (3) L ou MBIO 4541 (3)[2]

+ 3 cours facultatifs (9 crédits)[4,6]

Notes:

1. MATH 1230 ou MATH 1510 peut être suivi au lieu de MATH 1501; MATH 1232 ou MATH 1710 peut être suivi au lieu de MATH 1701
2. Plusieurs cours de la 3e et de la 4e année sont en rotation; il faut les suivre l'année où ils sont offerts.
3. Il est possible de remplacer deux de ces trois cours par CHEM 4711.
4. À l'exception de : COMP 1261, l'ancien COMP 1270, COMP 1500, COMP 1600, MATH 1010, MATH 1020 et MATH 1191.

5. 21 crédits optionnels en chimie et en microbiologie, dont 6 crédits de niveau 4000 en microbiologie (il y a certaines restrictions).
6. Les crédits facultatifs peuvent être choisis parmi la liste de cours acceptables en sciences ou à l'extérieur de la Faculté des sciences (il y a certaines restrictions).

Pour la feuille de route du programme majeure conjointe, consulter la page du programme sur le site Web de l'USB.

Cours optionnels (21 crédits)
Liste des cours optionnels en chimie et en microbiologie offerts à l'USB (on doit suivre un cours parmi les suivants : MBIO 3451, MBIO 3461 ou MBIO 4541*).
N. B. : *Des cours de chimie ont déjà été inclus dans le cheminement, cependant il est possible de faire une modification.*

- CHEM 4711 (6)
- MBIO 3011 (3)
- MBIO 3031 (3) L*
- MBIO 3451 (3)
- MBIO 3461 (3) L
- ~~MBIO 4011 (3) L~~ **MBIO 4021 (3)**
- MBIO 4411 (3)
- MBIO 4531 (6)
- MBIO 4541 (3) *
- MBIO 4581 (3) *
- MBIO 4601 (3) L*

* Cours en rotation; on doit les suivre l'année où ils sont offerts.

Cours facultatifs (21 crédits)
Les cours facultatifs peuvent être des cours de la Facultés des sciences, tels que ceux mentionnés ci-dessous, ou des cours dans d'autres facultés.

- BIOL 2201 (3) L*
- BIOL 2231 (6) L*
- BIOL 2261 (3) L*
- BIOL 2301 (3) L*
- BIOL 2381 (3) *
- BIOL 2411 (3)
- BIOL 2421 (3)
- BIOL 2501 (3) L
- BIOL 2521 (3)
- BIOL 3291 (3) *
- BIOL 3301 (3) L*
- BIOL 3501 (3) L*
- BIOL 3561 (3) L*
- STAT 2001 (3) L

* Cours en rotation; on doit les suivre l'année où ils sont offerts.

Note : À moins d'indication contraire explicite dans l'Annuaire, une note minimale de C est requise dans tout cours qui sert de préalable.

Assiduité
Les absences non motivées à six cours d'une heure (quatre cours d'une heure et demie~~,~~ **ou** deux cours de trois heures) durant une session peuvent entrainer des sanctions. Ces sanctions sont à la discrétion du professeur ou de la professeure et doivent recevoir l'assentiment du doyen ou de la doyenne.

Exigences de séjour

On doit suivre un minimum de 60 crédits en sciences (à l'USB ou à l'Université du Manitoba). Les cours utilisés pour satisfaire à cette exigence de séjour doivent être reconnus comme crédits en sciences.

Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet cooperatif

5.0 Cours et disciplines
Pour faire le Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif en 5 ANS, on doit suivre le cheminement présenté ci-dessous. Un cheminement différent implique l'ajout, au minimum, d'une année d'études au programme.

L'étudiante ou l'étudiant inscrit au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif peut~~, si elle ou il le veut,~~ déclarer une ou plusieurs mineures.

Sessions académiques 1 et 2
(1re année) - 30 crédits

- BIOL 1021 (3) L
- BIOL 1031 (3) L
- CHEM 1301 (3) L
- CHEM 1311 (3) L (C+)
- MATH 1501 (3) L[1]
- MATH 1701 (3) L[1]
- PHYS 1021 (3) L ou PHYS 1051 (3) L
- PHYS 1031 (3) L ou PHYS 1071 (3) L

+ 6 crédits de français

Sessions académiques 3 et 4
(2e année) - 30 crédits

- CHEM 2211 (3) L
- CHEM 2221 (3) L
- CHEM / MBIO 2361 (3) L
- CHEM / MBIO 2371 (3) L
- MBIO 1011 (3) L
- MBIO 2021 (3) L

+ 4 cours facultatifs (12 crédits)[4,6]

Sessions académiques 5, 6, 7 et 8
(3e, 4e et 5e années)[2] - 60 crédits
Ces sessions académiques alternent avec des sessions de stages.

- CHEM 2261 (3) L[2]
- CHEM 3571 (3)[2]
- CHEM 2401 (3) L
- CHEM 2471 (3) L
- CHEM 4361 (3)[2,3]
- CHEM 4371 (3)[2,3]
- CHEM 4621 (3)[2,3]
- CHEM 4631 (3)[2]
- MBIO 3411 (3)

+ 1 cours (3 crédits) de COMP, MATH ou STAT[4]

+ 7 cours optionnels (21 crédits) en chimie et en microbiologie[2,5] dont un parmi : MBIO 3451 (3), MBIO 3461 (3) L ou MBIO 4541 (3)[2]

+ 3 cours facultatifs (9 crédits)[4,6]

Un minimum de 3 des 4 cours (stages) suivants : ~~MBIO 3981, MBIO 3991, MBIO 4981, MBIO 4991~~, **SCI 3981, SCI 3991, SCI 4981, SCI 4991**

Notes:

1. MATH 1230 ou MATH 1510 peut être suivi au lieu de MATH 1501; MATH 1232 ou MATH 1710 peut être suivi au lieu de MATH 1701
2. Plusieurs cours sont en rotation; il faut les suivre l'année où ils sont offerts.
3. Il est possible de remplacer deux de ces trois cours par CHEM 4711.
4. À l'exception de : COMP 1261, l'ancien COMP 1270, COMP 1500, COMP 1600, MATH 1010, MATH 1020 et MATH 1191.
5. 21 crédits optionnels en chimie et en microbiologie, dont 6 crédits de niveau 4000 en microbiologie (il y a certaines restrictions).
6. Les crédits facultatifs peuvent être choisis parmi la liste de cours reconnus en sciences ou à l'extérieur de la Faculté des sciences (il y a certaines restrictions).

Pour la feuille de route du volet coopératif de la majeure conjointe, consulter la page du programme sur le site Web de l'USB.

Cours optionnels (21 crédits)
Liste des cours optionnels en chimie et en microbiologie offerts à l'USB (on doit suivre un cours parmi les suivants : MBIO 3451, MBIO 3461 ou MBIO 4541*).

N. B. : Les cours de chimie à suivre ont déjà été inclus dans le cheminement; on peut cependant choisir les cours de microbiologie selon ses intérêts.

- MBIO 3011 (3)
- MBIO 3031 (3) L*
- MBIO 3451 (3)
- MBIO 3461 (3) L
- ~~MBIO 4011 (3) L~~ **MBIO 4021 (3)**
- MBIO 4411 (3)
- MBIO 4541 (3) *
- MBIO 4581 (3) *
- MBIO 4601 (3) L*

* Cours en rotation; on doit les suivre l'année où ils sont offerts.

Cours facultatifs (21 crédits)
Les cours facultatifs peuvent être des cours de la Facultés des sciences, tels que ceux mentionnés ci-dessous, ou des cours dans d'autres facultés.

- BIOL 2201 (3) L*
- BIOL 2231 (6) L*
- BIOL 2261 (3) L*
- BIOL 2301 (3) L*
- BIOL 2381 (3) *
- BIOL 2411 (3)
- BIOL 2421 (3)
- BIOL 2501 (3) L
- BIOL 2521 (3)
- BIOL 3291 (3) *
- BIOL 3301 (3) L*
- BIOL 3501 (3) L*
- BIOL 3561 (3) L*
- STAT 2001 (3) L

* Cours en rotation; on doit les suivre l'année où ils sont offerts.

Note : À moins d'indication contraire explicite dans l'Annuaire, une note minimale de C est requise dans tout cours qui sert de préalable.

Assiduité
Les absences non motivées à six cours d'une heure (quatre cours d'une heure et demie~~,~~ **ou** deux cours de trois heures) durant une session peuvent entrainer des sanctions. Ces sanctions sont à la discrétion du professeur ou de la professeure et doivent recevoir l'assentiment du doyen ou de la doyenne.

Exigences de séjour
On doit suivre un minimum de 60 crédits en sciences (à l'USB ou à l'Université du Manitoba). Pour satisfaire à cette exigence de séjour, les cours doivent être reconnus comme crédits en sciences.

March 12, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to the Faculty of Science and Faculty of Arts Course Requirements, Clayton H. Riddell Faculty of Environment, Earth and Resources

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 March 12, 2020 SCIE considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth and Resources to revise the Faculty of Science and Faculty of Arts course requirements.

Observations:

1. The Faculty is proposing a number of editorial changes to its Faculty of Science and Faculty of Arts Course Requirements, including clarifying the wording to encompass all coursework in the Faculty of Science, rather than referring to specific subject areas in the Faculty of Science.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

> ***THAT Senate approve the proposed revisions to the Faculty of Science and Faculty of Arts Course Requirments, Clayton H. Riddell Faculty of Environment, Earth and Resources, effective September 1, 2020.***

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.

March 31, 2020

Report of the Senate Committee on Curriculum and Course Changes RE: Revised Science and Faculty of Arts Course Requirements, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. At its meeting on March 31, 2020, the SCCCC considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources, to revise the Science and Faculty of Arts Course Requirements, which pertain to all undergraduate programs offered by Departments in the Faculty.
3. The changes were endorsed by the Faculty Council of the Faculty of Environment, Earth, and Resources at its meeting on October 7, 2019. The revised regulation was also reviewed by the Senate Committee on Instruction and Evaluation (SCIE), at its meeting on March 12, 2020.

Observations

1. The Faculty of Environment, Earth, and Resources is proposing to revise the Science and Faculty of Arts Course Requirements, which pertain to all undergraduate programs offered by Departments in the Faculty. Specifically, it will revise the courses that can be used to meet the Faculty's requirement for 6 credit hours of science coursework, as follows:
   - With respect to courses offered by the Faculty of Science, specific subject codes will be removed, in order to clarify that all courses offered by that Faculty can be used to meet the requirement and to obviate the need to revise the requirement in future, should new subject codes be introduced.
   - Eligible courses offered by the Faculty of Agricultural and Food Sciences will be revised to remove AGRI 1500 – Natural Resources and Primary Agricultural Production, which has been deleted (Senate, December 4, 2019), and to add AGRI 1600 – Introduction to Agrifood Systems, which replaced it.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve revisions to the Science and Faculty of Arts Course Requirements for undergraduate programs in the Clayton H. Riddell Faculty of Environment, Earth, and Resources, effective September 1, 2020.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

3.4 Science and Faculty of Arts Course Requirements

Students are required to take 6 credit hours from the Faculty of Arts and 6 credit hours of science coursework.

For course subjects taught by the **Faculty of Arts** refer to the Chapter Faculty of Arts for a complete listing.

Students may complete any combination of the courses listed below adding up to six credit hours to satisfy the 6 credit hours science requirement.

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

ENVR 1000, ENVR 2000

GEOG 1290, GEOG 1291, GEOG 2200, GEOG 2272, GEOG 2520, GEOG 2540, GEOG 2541, GEOG 2550, GEOG 2551, GEOG 2700, GEOG 2930, GEOG 3390, GEOG 3730

GEOL 1340, GEOL 1400, GEOL 1410, GEOL 1420, GEOL 2350, GEOL 2390, GEOL 2440, GEOL 2500, GEOL 2570, GEOL 3310

Faculty of Science

All courses offered ~~in these subjects in~~**by** the Faculty of Science~~: ASTR, BIOL, CHEM, COMP, FORS, MATH, MBIO, PHYS, SCI, STAT;~~.

Faculty of Agricultural and Food Sciences

AGRI ~~1500~~**1600**~~, AGRI 1510~~

ENTM 1000, ENTM 2050

PLNT 1000, PLNT 2500

SOIL 3060, SOIL 3520, SOIL 3600

For course titles and descriptions see the relevant faculty entries in this Calendar.

February 26, 2020

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 November 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 stream.

3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the Faculty of Graduate Studies.

Observations

1. The Faculty of Graduate Studies proposes the modification of one (1) course, GRAD 7300. The title and description changes better reflect the delivery of the course. Students do not receive a certificate upon completion; instead, they are sent an email to confirm that they have completed the course. Permission has been obtained from the University Secretary's office and the Registrar's office to modify the title of the course and retain the existing course number (as normally this would require a deletion and (re)introduction under a new number). GRAD 7300 is a Faculty of Graduate Studies BFAR and will be required of every student as stipulated in the 2020-21 FGS Academic Guide.

Course Modification

GRAD 7300 Research Integrity **0**

In a highly interactive environment, participants will be exposed to practical advice on how to deal with challenging situations that may arise while doing research within their own area of expertise. The course also addresses the latest standards, codes, and policies in the responsible conduct of research both locally and globally. Online tutorial delivered through UM Learn with no pre- or co-requisites. Course graded pass/fail.

NET CREDIT HOUR CHANGE 0

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

April 1, 2020

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

Observations

I am writing to report a correction to a Senate-approved graduate course modification at its meeting on March 4, 2020. The course modification was originally approved by Graduate Studies' Executive Committee on January 20, 2020:

1. The **College of Rehabilitation Sciences (M.OT.)** proposed the modification of one (1) course, OT 6110. The following underline shows the missing word "Theory" in the modified title of OT 6110.

Course Modification

OT 6110 Fundamentals of Occupational Therapy Theory **3**

Students study the foundational values and beliefs of occupational therapy, the fundamentals of occupational therapy theory, and the relationship between occupation, health and well-being. Processes and approaches that guide practice with clients of various ages and in a variety of settings are introduced.

NET CREDIT HOUR CHANGE **0**

Recommendation

The Executive Committee recommends THAT: the re-submitted course modification from the unit listed below be approved by Senate:

Dept. of Occupational Therapy

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

February 18, 2020

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 Bona Fide Academic Requirements (BFAR) statements from the Faculty of Social Work, College of Dentistry and Dept. of Psychology, and Essential Skills and Abilities from the College of Dentistry.

Observations

1. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Faculty of Social Work**: MSW-Indigenous Knowledges dated June 27, 2019. (See attach.)

2. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **College of Dentistry**: M.Dent. in Dental Diagnostics & Surgical Sciences (Prosthodontics) dated December 5, 2018. (See attach.)

3. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Psychology**: M.A., M.A. in School Psychology, and Ph.D. dated November 22, 2019. (See attach.)

4. The Cooper Commission Implementation Working Group endorsed a proposed graduate program Essential Skills and Abilities statement for the **College of Dentistry**: M.Sc. in Preventive Dental Science (Orthodontics) and M.Dent. in Preventive Dental Science (Pediatric Dentistry) dated September 6, 2019. (See attach.)

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the BFAR and Essential Skills statements from the Implementation Working Group for the Cooper Commission Report listed below be approved by Senate:

Faculty of Social Work
College of Dentistry
Dept. of Psychology

Respectfully submitted,

Dr. Louise R. Simard, Chair
Faculty Council of Graduate Studies

/ak

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

Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: June 27, 2019

TO: Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

FROM: Co-Chairs of the Implementation Working Group for the Cooper Commission Report,
Mr. Jeff M. Leclerc, University Secretary
Ms. Carolyn Christie, Director, Student Accessibility Services

SUBJECT: **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**
(Faculty of Social Work)

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the Master of Social Work – Indigenous Knowledges, as endorsed by the Implementation Working Group at its meeting on June 13, 2019. The proposed BFAR statements were previously endorsed by the Faculty Council of the Faculty of Social Work on February 22, 2019.

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: Dr. D. Hiebert-Murphy
Prof. J. Hughes
Ms. A. Kailer
Dr. M. Torchia

Bonafide Academic Requirements for the Masters of Social Work Based in Indigenous Knowledges (MSW-IK) Program

The MSW-IK Program has identified and proposes the following Bona Fide Academic Requirements (BFAR) as the core academic requirements that a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills.

BFAR Statement	Taught	Assessed
Student must attend in person[1], participate in Indigenous cultural activities and/or events, and complete the pass/fail coursework for the **foundational course** and the **Elder-Led courses** as required by the MSW-IK program.	SWRK 7700 SWRK 7710 SWRK 7740 SWRK 7770 SWRK 7800	SWRK 7700 SWRK 7710 SWRK 7740 SWRK 7770 SWRK 7800
Student must complete the **academic coursework** as required by the MSW-IK program.	SWRK 7720 SWRK 7730 SWRK 7750 SWRK 7780 SWRK 7810	SWRK 7720 SWRK 7730 SWRK 7750 SWRK 7780 SWRK 7810
Student must attend in person[1] and participate in the **project/thesis seminars** as required by the MSW-IK program.	SWRK 7760 SWRK 7790	SWRK 7760 SWRK 7790
Student must successfully **defend and complete a comprehensive project paper or equivalent**, as required by the MSW-IK program and determined by the members of their respective advisor councils.	SWRK 7820 MSW-IK Advisor Advisor Council	SWRK 7820 MSW-IK Advisor Advisor Council
Student must successfully **defend and complete a thesis and produce a recorded/published thesis**, as required by the MSW-IK program and determined by the members of their respective advisor councils/committees.	GRAD 7000 MSW-IK Advisor Advisor Council	GRAD 7000 MSW-IK Advisor Advisor Council
Student must conduct research in a "culturally safe[2]" and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; Indigenous knowledges; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.	SWRK 7820 GRAD 7000	SWRK 7820 GRAD 7000

1. The above noted courses where attendance "in person" is required, refers to situations where participation in cultural activities necessitates that students be physically present to be able to experience and participate in Indigenous practices and cultural-based ceremonies. For instance, students cannot learn how to build and/or prepare for a sweat lodge or smudge in sharing circles unless they are physically present to understand Indigenous teachings and practices around these and other cultural activities. Also, physical attendance is required where students provide updates on their projects/thesis activities. Attendance at these seminars is an essential part of the relationship building aspects of Indigenous knowledge and based on a cultural way of life. Learning Indigenous ways of being, doing, feeling, and seeing requires students to be present emotionally, intellectually, physically, and spiritually. Indigenous knowledge cannot be imparted without interconnection and relationship building with other students, the faculty instructors, and the knowledge holders, including the vital connections to the elements of land, water, air, and fire. Attendance may take place in a traditional university classroom or at a designated location outside the classroom. All project/thesis seminars are co-taught by the MSW-IK Program's two Traditional Knowledge Holders and two Faculty Instructors where students receive advice, guidance, and a balanced approach to understanding social work research and practice from Western and Indigenous perspectives.

2. Since the MSW-IK is a program that teaches from an Indigenous standpoint, the word "culturally" has been placed before the word "safe." Cultural safety considers the social and historical contexts of inequities faced by Indigenous populations and is not focused on understanding "Indigenous culture," rather being culturally safe is about paying attention and being sensitive (having cultural humility) to the roots of inequities that stem from the historical and ongoing colonization experienced by Indigenous peoples across the

various social service sectors, including research. Furthermore, culturally safe practices include actions which recognize and respect the cultural identities of others, and safely meet their needs, expectations and rights.

UNIVERSITY OF MANITOBA

Dr. Gerald Niznick
College of Dentistry
Faculty of Health Sciences

Graduate Programs, Dean's Office
D113 -780 Bannatyne Ave.
Winnipeg, MB R3E 0W2
Phone: (204) 789-3684
Fax: (204) 272-3077

Sent via email to:
Shannon.Coyston@umanitoba.ca
No Paper copy will be sent in mail

December 5, 2018

Carolyn Christie and Jeff Leclerc
Cooper Commission
Implementation Working Group

Re: Bona Fide Academic Requirements (BFAR) submission for Master of Science Prosthodontics

As per your memorandum dated October 23, 2018, please find attached the BFAR submission for Masters of Science Prosthodontics. The majority of our requirements are governed by the Commission on Dental Accreditation of Canada (CDAC). Our clinical and didactic courses have been adapted to fit these requirements.

In order to obtain licensure in Canada as a prosthodontic specialist, our residents have to pass the National Dental Specialty Examination (NDSE). Failure to do so does not allow them to practice as a prosthodontic, even though they may have completed the requirements for the Masters of Science Program.

If you have any questions about this document, please do not hesitate to contact me at (204) 789-3516 or via email at Igor.Pesun@umanitoba.ca.

Sincerely,

I. Pesun

Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C), F.I.C.D.(C), F.P.F.A.
Associate Professor & Head Division of Prosthodontics
Director, Graduate Prosthodontic Program

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Rady Faculty of Health Sciences
College of Dentistry
Master of Science – Prosthodontic Program

BFAR Statement & Rationale

BFAR Category / Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Interpret the nature of patients' prosthodontic problems and needs to develop, communicate and implement an integrated treatment plan for comprehensive patient care and obtain informed consent.	As per Commission of Dental Accreditation of Canada (CDAC) requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] RSTD 7010 Dental Lab Technology RSTD 7100 Dental Materials DDSS 7130 Occlusion DDSS 7230 Oral Pathology DDSS 7300 Dental Implantology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Manage masticatory, articulation and speech, swallowing and other functional relationships to achieve normal function; including the management of prosthodontic care for patients with maxillofacial disorders due to congenital or acquired oral and/or facial abnormalities.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] ANAT 7060 Anatomy DDSS 7030 Oral Radiology DDSS 7230 Oral Pathology DDSS 7300 Dental Implantology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Management of patients to restore and replace individual or multiple missing teeth and/or oral structures, employing various restorative materials utilizing fixed and/or removable and/or complete prosthesis in combination with natural teeth and/or dental implants and/or other prosthesis.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] RSTD 7010 Dental Lab Technology RSTD 7100 Dental Materials DDSS 7030 Oral Radiology DDSS 7130 Occlusion DDSS 7300 Dental Implantology	Assessed through a combination of oral and written examinations in the courses taught.

Rady Faculty of Health Sciences
College of Dentistry
Master of Science – Prosthodontic Program

BFAR Statement & Rationale

BFAR Category / Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Manage patients with a variety of complicating problems eg. relating to anatomy, physiology, psychology, jaw relations, local and systemic health problems, temporomandibular disorders, myofascial pain and sleep disorders.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] DDSS 7130 Occlusion DDSS 7230 Oral Pathology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Competent in the treatment of geriatric patients and patients with prosthodontic needs in a hospital and other health care facilities including patients with varying degrees of cognitive and physical impairments. This would include the decision not to treat on the basis of limited functional benefit.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] ANAT 7060 Anatomy DDSS 7130 Occlusion DDSS 7230 Oral Pathology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Critically evaluate both short term and long term treatment outcomes.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3] RSTD Clinical Practice in Prosthodontics [4] ANAT 7060 Anatomy DDSS 7220 Research	Advisor. Advisory Committee. Presentation of Thesis. Publication of Research. Assessed through a combination of oral and written examinations in the courses taught.

Rady Faculty of Health Sciences
College of Dentistry
Master of Science – Prosthodontic Program

BFAR Statement & Rationale

BFAR Category / Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Communicate effectively with dental and other health professionals, interpret their advice and integrate information in the overall management of patients.	As per CDAC accreditation requirements	RSTD Clinical Practice in Prosthodontics [3] RSTD 7110 Dental Lab Technology DDSS 7030 Oral Radiology DDSS 7130 Occlusion DDSS 7230 Oral Pathology DDSS 7300 Dental Implantology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Assess advances in prosthodontic and cross-disciplinary treatment techniques and biomaterials in order to provide the best available prosthodontic management of patients. Utilize, appropriate biomaterials, dental equipment and pharmacological agents in the management of patients undergoing prosthodontic treatment.	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Clinical Practice in Prosthodontics [3] RSTD 7010 Dental Lab Technology RSTD 7110 Dental Materials DDSS 7130 Occlusion DDSS 7230 Oral Pathology DDSS 7300 Dental Implantology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Utilize, appropriate pharmacological agents in the management of patients undergoing prosthodontic treatment.	As per CDAC accreditation requirements.	RSTD Clinical Practice in Prosthodontics [3] DDSS 7230 Oral Pathology ORLB 7090 Pharmacology	Assessed through a combination of oral and written examinations in the courses taught.
Cognition	Efficiently retrieve and critically appraise the best available evidence on focused	As per CDAC accreditation requirements.	RSTD Advanced Prosthodontic Seminars [1] RSTD Classic Prostho Literature Review [2] RSTD Current Prostho Literature Review [3]	Advisor. Advisory Committee. Presentation of Thesis.

Rady Faculty of Health Sciences
College of Dentistry
Master of Science – Prosthodontic Program

BFAR Statement & Rationale

BFAR Category / Broad Area	BFAR Statement	Rationale	Taught	Assessed
	clinical questions to maintain competency in prosthodontics.		DDSS 7220 Research CHSC 6810 Biostats for Clinicians	Publication of Research. Assessed through a combination of oral and written examinations in the courses taught.

1. RSTD 7012 Advanced Prosthodontic Seminars 1
   RSTD 7112 Advanced Prosthodontic Seminars 2
   RSTD 7022 Advanced Prosthodontic Seminars 3
   RSTD 7122 Advanced Prosthodontic Seminars 4
   RSTD 7032 Advanced Prosthodontic Seminars 5
   RSTD 7132 Advanced Prosthodontic Seminars 6

2. RSTD 7014 Classic Prosthodontic Literature Review 1
   RSTD 7114 Classic Prosthodontic Literature Review 2
   RSTD 7024 Classic Prosthodontic Literature Review 3
   RSTD 7124 Classic Prosthodontic Literature Review 4

3. RSTD 7016 Clinical Practice in Prosthodontics 1
   RSTD 7116 Clinical Practice in Prosthodontics 2
   RSTD 7026 Clinical Practice in Prosthodontics 3
   RSTD 7126 Clinical Practice in Prosthodontics 4
   RSTD 7036 Clinical Practice in Prosthodontics 5
   RSTD 7136 Clinical Practice in Prosthodontics 6

4. RSTD 7018 Current Prosthodontic Literature Review 1
   RSTD 7118 Current Prosthodontic Literature Review 2
   RSTD 7028 Current Prosthodontic Literature Review 3
   RSTD 7128 Current Prosthodontic Literature Review 4
   RSTD 7038 Current Prosthodontic Literature Review 5
   RSTD 7138 Current Prosthodontic Literature Review 6

Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: November 22, 2019

TO: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

FROM: Co-Chairs of the Implementation Working Group for the Cooper Commission Report,
Mr. Jeff M. Leclerc, University Secretary
Ms. Carolyn Christie, Director, Student Accessibility Services

SUBJECT: **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**
(Department of Psychology)

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the M.A. and Ph.D. in Psychology and the M.A. in School Psychology.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc
cc: Prof. M. Soderstrom
Ms. A. Kailer
Dr. M. Torchia

Department of Psychology Bona Fide Academic Requirements

Supervised practica are required in the Clinical (MA/PhD) and School Psychology (MA) programs.

Rationale	Taught	Assessed
Practica are an integral part of the requirements for professional accreditation and/or certification in these programs, and are the primary means by which these students develop and demonstrate clinical and practical skills specific to their specialization.	Clinical: 7910, 7920, 7930, 7940, 7950, 7952, 7954, 7956 School: 7050, 7060	Clinical: 7910, 7920, 7930, 7940, 7952, 7954, 7956 School: 7050, 7060

An internship conforming to the requirements of the Canadian Psychological Association is required in the Clinical PhD program.

Rationale	Taught	Assessed
An internship is an advanced and intensive practical training experience that allows students to refine technical knowledge and skills that they have already acquired in course work and practicum experiences. The internship is typically a year-long experience consisting of at least 1600 clinical hours, completed just prior to the completion of the doctoral degree, which provides students with the opportunity to function in the role of a professional psychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is required for the doctoral degree in clinical psychology.	Preparation for the internship occurs via the practica and other coursework and program experiences.	7980

Students in the School Psychology comprehensive stream must successfully complete a comprehensive exam.

Rationale	Taught	Assessed
The comprehensive exam is the primary means by which students in this stream demonstrate the ability to synthesize what they have learned and to apply their learning to clinical practice in school contexts.	All coursework and program experiences.	Comprehensive exam

Students in a thesis stream program must produce a ***written*** thesis proposal and thesis commensurate with the degree being sought.

Rationale	Taught	Assessed
Effectiveness in written communication is a fundamental component of all sub-disciplines of Psychology. Additionally, the written proposal and thesis are necessary for the student's examining committee to assess the validity of the proposed/completed procedures and results in relation to established scientific standards. Assistive technologies and human assistance (e.g. transcription) would therefore be a possible accommodation only to the extent that the final written product could reasonably be fully attributed to the student.	All coursework and program experiences	See below regarding defense of proposal and of final thesis.

Students in a thesis stream program must successfully defend their thesis proposal, as determined by the assigned examining committee, in real-time interaction between the student and their committee.

Rationale	Taught	Assessed
Students must demonstrate, via the proposal defense: knowledge of the scientific process, thorough understanding of scientific methods	Preparation for the thesis proposal takes place via assigned coursework and activities, self-directed study, and	Based on the written thesis proposal and the real-time defense, the thesis committee determines whether the

of acquiring knowledge in Psychology, a deep understanding of their specific sub-discipline, and familiarity with contemporary statistical methods appropriate to their sub-discipline. Assessment of this knowledge requires the ability to query the student in real time.	mentorship from the advisor/committee. Thesis development course: MA: 7780 PhD: 7790	student's thesis proposal meets the standards for a thesis within the relevant sub-discipline, and that the student has reached a level of training sufficient to carry out the thesis work. The proposal should indicate how applicable data will be collected and analyzed.

Students in a thesis stream program must successfully defend their thesis, as determined by the assigned examining committee, in real-time interaction between the student and their committee.

Rationale	Taught	Assessed
Students must demonstrate, via the thesis defense: knowledge of the scientific process, thorough understanding of scientific methods of acquiring knowledge in Psychology, a deep understanding of their specific sub-discipline, and familiarity with contemporary statistical methods appropriate to their sub-discipline. Assessment of this knowledge requires the ability to query the student in real time.	Preparation for the thesis defense takes place via assigned coursework and activities, self-directed study, and mentorship from the advisor/committee.	Based on the written thesis and the real-time defense, the thesis committee determines whether the student's thesis meets the standards for a thesis within the relevant sub-discipline, and whether the student's achievement demonstrates a level of scientific training commensurate with the degree being sought.

Students in doctoral program must complete their candidacy exam ***within the approved time limits***, as required by their program and determined by the assigned examining committee.

Rationale	Taught	Assessed
The purpose of the candidacy exam in Psychology is to contribute to and evaluate the student's (a) depth and breadth of	Preparation for the candidacy takes place via assigned coursework and activities, self-directed study, and	The candidacy exam is assessed by the examining committee to determine that

preparation in the content, methodology, and theory which, in the judgment of the Advisory Committee, is relevant to the general program of doctoral study in Psychology, and to contribute to and evaluate the student's (b) ability to analyze, integrate, and creatively use information from divergent areas relevant to the general program of doctoral study in Psychology. The evaluation entails not only the student's performance on the examination but also overall preparedness for a career in Psychology, which includes the ability to complete work in a timely fashion. Although point (a) is time-independent, both the student's skills under point (b) and preparedness for a career in Psychology cannot be assessed without a time limit on the exam. Hence, completing the exam within approved time limits = is considered a BFAR of the program.	mentorship from the advisor/committee.	the student has met the standards described in the Rationale.

Students in a thesis stream must complete specified courses in quantitative methods, as approved by their advisor/committee and the Associate Head (Graduate).

Rationale	Taught	Assessed
Quantitative methods are a fundamental part of training in those areas of psychology corresponding to our thesis stream programs.	Coursework as specified in the program of study.	Via coursework.

Students in professional programs involving accreditation and/or certification must demonstrate professional suitability as defined within their respective regulatory body.

Rationale	Taught	Assessed
The psychology department provides graduate training programs that are accredited or approved by regulatory bodies in the areas of Clinical Psychology, School Psychology, and Applied Behaviour Analysis. The requirements of those regulatory bodies must have the force of a BFAR for the students in these programs.	Expectations for professional conduct and other requirements of regulatory bodies are communicated to students during coursework in their programs.	Professional suitability and other regulatory requirements are assessed via performance review by the student's advisor and/or the program area faculty.

Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: September 6, 2019

TO: Acting Dean Louise Simard, Faculty of Graduate Studies

FROM: Co-Chairs of the Implementation Working Group for the Cooper Commission Report,
Mr. Jeff M. Leclerc, University Secretary
Ms. Carolyn Christie, Director, Student Accessibility Services

SUBJECT: **Graduate Program Essential Skills and Abilities for Review by Faculty of Graduate Studies** (Department of Preventive Dental Science) *revised*

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program Essential Skills and Abilities for the Master of Science in Preventive Dental Science (Orthodontics) and the Master of Dentistry in Preventive Dental Science (Pediatric Dentistry), as endorsed by the Implementation Working Group at its meeting on August 23, 2018. The proposed BFAR statements were previously endorsed by the Department Council of the Department of Preventive Dental Science on May 31, 2018.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc
cc: Dean A. Kelekis-Cholakis
Ms. A. Kailer
Prof. B. Klus
Prof. Wm. Wiltshire
Dr. M. Torchia

Graduate Orthodontic Program
Department of Preventive Dental Science
College of Dentistry
Faculty of Health Sciences
University of Manitoba

Essential Skills & Abilities for the Graduate Orthodontics Program:

Preamble:

The Graduate Orthodontic Program is accredited every seven years by the Commission on Dental Accreditation of Canada (CDAC) every seven years and via reciprocity, with the Commission on Dental Accreditation in the USA (CODA).

Graduates of our CDAC and CODA accredited orthodontic specialty program are permitted to challenge the Royal College of Dentists of Canada (RCDC) exams, and if successful, may register with all the Dental Regulatory Authorities (DRAs) in all Canada's provinces and territories.

In addition, our graduates are eligible to practice the orthodontic specialty in the USA, if satisfying the various State Licensing Board requirements.

Essential Skills and Abilities required by a Student in the Orthodontic Specialty Program:

Following graduation from the 36- month full-time specialty program, the graduate must be able to practise independently as a Specialist Orthodontist, with the ability to diagnose and treat all forms of skeletal, dental and dento-alveolar malocclusion.

The following is a general list of the required skills and abilities:

1. Communicate effectively and in an ethical and respectful manner with patients, parents and staff members in the orthodontic office, referring doctors and dentists, other specialists in medicine and dentistry, laboratory technicians, insurance carriers, etc.
2. Take a comprehensive medical and dental history and identify any possible problems associated therewith, requiring further investigation or action.
3. Take and comprehensively evaluate pre-treatment orthodontic records (study casts, radiographs, photographs)
4. Undertake and evaluate cephalometrics as part of patients being comprehensively treatment planned
5. Make a comprehensive diagnosis of all aspects of a patient's malocclusion
6. Generate a comprehensive treatment plan with possible alternatives, to correct the malocclusion, including the need for extraction therapy, growth modification, interceptive orthodontics and orthognathic surgical orthodontics. Treatment plans must be evidence-based, patient-centered and ethically responsible.
7. Be able to accurately manipulate orthodontic wire, both intra-orally and extra-orally, as required for orthodontic treatment.
8. Understand and be able to apply the bio-mechanic principles of orthodontic appliance therapies, be able to manipulate the appliances in accordance with the particular biomaterials being used and the particular biomechanics principles involved, as well as recognizing and correcting side effects by correct manipulation of the appliance.
9. Place and remove fixed appliances as well as removable appliances and retainers.
10. Successfully undertake intra-oral adjustments of all appliances
11. Successfully undertake adjustments of extra-oral appliances (headgears, facemasks, active and passive retainers)

12. Make adjustments to retention appliances as required in the patient's retention phase of treatment.
13. Students must undertake a research project as part of the MSc (Orthodontics) graduate orthodontic program requirements and produce a published thesis, in addition to a successful thesis defense, as determined by the assigned examining committee. It is also required that a scientific article be submitted to a related specialty journal for peer-review.

This general matching list of "skills and abilities" listed above, provides a *precis*, of the Accreditation requirements of the Commission on Dental Accreditation of Canada (CDAC) listed below, from their document, as amended and updated by CDAC on November 30th , 2011, which is followed by the Graduate Orthodontic Program at the University of Manitoba:

Respectfully submitted to the Faculty of Graduate Studies,

Dr. William A. Wiltshire, BChD, BChD (HONS), MDent, MChD(Orth), DSc, FRCD (Orth) (Canada), FPFA, FACD, FWFO.
Professor, Head of Orthodontics and Program Director: Graduate Orthodontic Program

30th May 2018
Revised 10th July 2018
Revised 15th August 2019

Reference:
Commission on Dental Accreditation of Canada: https://www.cda-adc.ca/cdacweb/en/accreditation_requirements/

UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

College of Dentistry
Preventive Dental Science
Division of Pediatric Dentistry
P131 – 780 Bannatyne Avenue
Winnipeg, MB R3E 0W2
Telephone (204) 789-3393
Fax (204) 789-3991

Graduate Pediatric Dentistry Program
Department of Preventive Dental Science
College of Dentistry, Faculty of Health Sciences
University of Manitoba

Essential Skills and Abilities for the Graduate Pediatric Dentistry Program:

Preamble: *The Graduate Pediatric Dentistry Program is accredited by the Commission on Dental Accreditation of Canada (CDAC) every 7 years and via reciprocity, with the Commission on Dental Accreditation (CODA) in the United States.*
Graduates of our CDAC and CODA accredited Pediatric Dentistry Program are permitted to challenge the Royal College of Dentists of Canada (RCDC) exams, and if successful, may register with all the Dental Regulatory Authorities (DRAs) in Canada's provinces and territories.
In addition, our graduates are eligible to practice the Pediatric Dentistry Speciality in the USA, if satisfactorily meeting the various State licensing board requirements.

Following graduation from the 36-month full time speciality program, the graduate must be able to practise independently as a Pediatric Dentistry specialist.

The following is a list of the required skills and abilities (as adapted from the Canadian Dental Accreditation Commission):

I. The graduating Pediatric Dentistry student must have an understanding level[1] of knowledge in the following biomedical sciences:
   a. Biostatistics and Clinical Epidemiology - including probability theory, descriptive statistics, hypothesis testing, inferential statistics, principles of clinical epidemiology and research design.
   b. Pharmacology - including pharmacokinetics, interaction, and oral manifestations of chemotherapeutic regimens, pain and anxiety control, and drug dependency.
   c. Microbiology - including virology, immunology, and cariology.
   d. Embryology - including principles of embryology with a focus on the developing head and neck, and craniofacial anomalies.
   e. Genetics - including human chromosomes, Mendelian and polygenic patterns of inheritance, expressivity, basis for genetic disease, pedigree construction, physical examination and laboratory evaluation methods, genetic factors in craniofacial disease and formation and management of genetic diseases.
   f. Anatomy - including a review of general anatomy and head and neck anatomy with an emphasis on the growing child.
   g. Oral Pathology - including a review of the epidemiology, pathogenesis, clinical characteristics, diagnostic methods, formulation of a differential diagnoses and management

of oral and perioral lesions and anomalies with emphasis on the infant, child, and adolescent.

II. The graduating Pediatric Dentistry student must have an in-depth[2] level of knowledge in:

a. Physical, psychological, and social development. This includes the basic principles and theories of child development and the age appropriate behaviour responses in the dental setting.
b. Behaviour Management
    1. Child behaviour management in the dental setting and the objectives of various management methods, including consultations with other experts as needed to ensure optimal patient management.
    2. Principles of communication techniques, including the descriptions of and recommendations for the use of specific techniques.
c. The principles of informed consent relative to behaviour management and treatment options.
d. The principles and objectives of conscious sedation, deep sedation, and general anesthesia as behaviour management techniques, including indications, contraindications and monitoring.
e. The epidemiology of oral diseases encountered in pediatric patients, including those pediatric patients with special health care needs.
f. The oral diseases encountered in pediatric patients, including those pediatric patients with special health care needs.
g. The diagnosis of oral and perioral lesions and anomalies in infants, children, and adolescents; treat common oral diseases; perform uncomplicated biopsies and adjunctive diagnostic tests; order necessary laboratory tests; and refer persistent lesions and/or extensive surgical management cases to appropriate specialists: adjunctive diagnostic tests would include, but are not limited to, exfoliative cytology, microbial cultures, and other commercially available tests, such as the herpes simplex antigen test.
h. Pediatric oral and maxillofacial radiology and appropriate procedures of radiation hygiene.
i. The scientific basis for the prevention and treatment of dental caries, periodontal and pulpal diseases, traumatic injuries, and developmental anomalies, especially in the following areas:
    1. Infant oral health care.
    2. The effects of proper nutrition, fluoride therapy and sealants in the prevention of oral disease.
    3. Restorative and prosthetic techniques and materials for the primary, mixed and permanent dentitions.
    4. The prevalence and severity of gingival, periodontal and other mucosal disorders in children and adolescents.
    5. Pulp histology and pathology of primary and young permanent teeth, including indications and rationale for various types of indirect and direct pulp therapy.
j. The prevention and management of medical emergencies in the dental setting.
k. Medical conditions and the alternatives in the delivery of dental care that those conditions might require.
l. Craniofacial growth and development to enable the residents to diagnose, consult with and/or refer to other specialists, problems affecting orofacial esthetics, form or function. This includes, but is not limited to:
    1. Theories of growth mechanisms.
    2. Principles of comprehensive diagnosis and treatment planning to identify normal and abnormal dentofacial growth and development.
    3. The indications and contraindications for extraction and non-extraction therapy, growth modification, dental compensation for skeletal problems, growth prediction, and treatment modalities.

m. Recognition, referral and treatment of child abuse and neglect.
n. Formulation of treatment plans for patients with special health care needs.

III. The graduating Pediatric Dentistry student must have an understanding level[1] of knowledge in:
a. Fundamentals of pediatric medicine including those related to pediatric patients with special health care needs.
b. Normal language development and the recognition of language delays/disorders; the anatomy and physiology of articulation and normal articulation development; causes of defective articulation with emphasis on oral anomalies, craniofacial anomalies, dental or occlusal abnormalities, velopharyngeal insufficiency (VPI), history of cleft lip/palate and normal velopharyngeal function and the effect of VPI on resonance.
c. The design, implementation, and management of a contemporary practice of pediatric dentistry, emphasizing business skills for proper and efficient practice.
d. Jurisprudence and risk management.
e. Use of computers in didactic, clinical and research endeavours, as well as in practice management.
f. Biomedical ethics.
g. Appropriate diagnostic imaging techniques and interpretation. This includes the necessary referral for specialized investigations normally only available in institutions.

IV. The graduating Pediatric Dentistry student must achieve competency in:
a. Working cooperatively with consultants and clinicians in other dental specialties and health fields.
b. Pediatric patient management using non-pharmacological and pharmacological approaches consistent with approved guidelines for care.
c. Application of preventive practices including:
    1. Scientific principles, techniques and treatment planning for the prevention of oral diseases.
    2. Dental health education programs, materials and personnel to assist in the delivery of preventive care.
d. Management of comprehensive restorative and prosthetic care for pediatric patients.
e. Management of orofacial injuries as follows. The residents diagnoses and treats traumatic injuries of the oral and perioral structures including:
    1. Evaluation and treatment of trauma to the primary, mixed and permanent dentitions, such as repositioning, replantation and stabilization of intruded, extruded, luxated, and avulsed teeth.
    2. Evaluation, diagnosis, and management of the pulpal, periodontal and associated soft tissues following traumatic injury.
    3. Recognition of injuries including fractures of the maxilla and mandible and referral for treatment by the appropriate specialist.
    4. Recognition and reporting child abuse and neglect and non-accidental trauma.
f. Ability to diagnose the various periodontal diseases of childhood and adolescence, treat and/or refer cases of periodontal diseases to the appropriate specialist.
g. Management of pulpal and periradicular tissues in the primary and developing permanent dentition.
h. Management of the oral health of patients with special healthcare needs, including, but not limited to:
    1. Medically-compromised.
    2. Physically-compromised or disabled.

3. Diagnosed to have developmental disabilities, psychiatric disorders or psychological disorders.

i. Management of interceptive orthodontic care for the pediatric patient.

j. Diagnosis of abnormalities in the developing dentition and treatment of those conditions which can be corrected or significantly improved by the early utilization of limited procedures

V. The graduating Pediatric Dentistry student must perform and acquire exposure to provide services in various settings, including, but not limited to:

a. Hospital & Adjunctive Experiences

i. Students must acquire knowledge and skills to function as health care providers within the hospital setting. Residents must develop the expertise in the management of medically compromised and disabled persons with oral diseases or conditions. The specialist in pediatric dentistry must have sufficient hospital experience to acquire adequate knowledge and skills to function as a health care provider within the hospital setting. This would include the care of ambulatory care patients, inpatients and the treatment of patients in a hospital operating room.

b. Emergency Care

i. Students must acquire knowledge and skills to achieve competence in assessment and management of orofacial trauma, dental pain, and infections.

c. Anesthesiology

i. Students must acquire knowledge and experience during an anesthesiology rotation to manage children and adolescents undergoing general anesthesia. The anesthesia rotation is scheduled to provide experiences such as preoperative evaluation, risk assessment, assessing the effects of pharmacologic agents, venipuncture techniques, airway management, general anesthetic induction, and intubation, administration of anesthetic agents, patient monitoring, prevention and management of anesthetic emergencies, recovery room management, postoperative appraisal and follow up.

d. Pediatric Medicine

i. Students must show knowledge and experience in obtaining and evaluating complete medical histories, parental interviews, system oriented physical examinations, clinical assessments of healthy and ill patients, selection of laboratory tests and evaluation of data, evaluation of physical, motor and sensory development, genetic implications of childhood diseases, the use of drug therapy in the management of diseases, and communication with parents/legal guardian/care giver through discussions and explanation.

e. Pediatric Patients with Special Health Care Needs

i. Students must show knowledge and experience to broaden their overall knowledge and skills in the evaluation and management of pediatric patients with special health care needs. Resident involvement in multidisciplinary team service including participation in the oral assessment, and discussion of the management and delivery of necessary dental procedures for pediatric patients with special health care needs is encouraged.

f. Teaching Experience

i. Participation in teaching is a learning experience for the student as it enhances the ability to organize and evaluate material and communicate information to others. The student must be assigned to teach in the institution's programs and encouraged to participate in table clinics, seminars, demonstrations, or lectures. Participation as both clinician and student in the institution's continuing dental education program is

also recommended. However, this participation must not interfere with the core graduate/postgraduate program.

VI. Other Academic Requirements

a. Students must successfully undertake a research project as part of the M.Dent. (Pediatric Dentistry) graduate Pediatric Dentistry Program requirements, and successfully defend a thesis as determined by the assigned examining committee.
    i. Student participation in a research experience related to the specialty of pediatric dentistry either in a clinical or laboratory research topic as both an investigator and author.
b. The student is able to write a scholarly paper to a standard for publication in a referred journal.
c. Students must PASS all didactic and clinical examinations required by the Program.

Notes

[1] Understanding: Adequate knowledge with the ability to apply.

[2] A thorough knowledge of concepts and theories for the purpose of critical analysis and the synthesis of more complete understanding.

Respectfully submitted to the Faculty of Graduate Studies,

Dr Bradley Klus
Acting Program Director; Pediatric Dentistry Graduate Program
College of Dentistry
Faculty of Health Sciences
University of Manitoba

31st May 2018.
Revised 18th August 2019

February 18, 2020

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 Biosystems Engineering.

Observations

1. The **Dept. of Biosystems Engineering** proposes program modifications to its M.Eng. program in that the final project GRAD 7050 *M.Eng. Project and Report* (6 CH) not be a mandated requirement of all students and may be used as a substitute for 6 CH of 7000 level coursework in the program. The degree remains a minimum of 30 CH. The department also proposes restricting the M.Eng. to one intake per year due to course capacity challenges. (See attach.)

Recommendations

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

Dept. of Biosystems Engineering

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

UNIVERSITY OF MANITOBA | Faculty of Agricultural and Food Sciences

Department of Biosystems Engineering
E2-376 EITC
Winnipeg MB R3T 5V6
CANADA
Tel: 204-474-6033
Fax: 204-474-7512

November 20, 2019

RE: Changes to M.Eng. Program in Biosystems Engineering

Dear Dr. Simard,

Members of Department Council voted to make two changes to our M.Eng. program at a recent Council meeting on September 3, 2019. The rationale for these two changes is described below.

Revision 1: Minor modification to M.Eng. program requirements

Until just a couple of years ago, our M.Eng. program requirements included "a minimum of 30 credit hours of coursework, which should include: a seminar course (BIOE 7290), six hours assigned to an approved project and report; and at least 12 credit hours of 7000 level courses offered by the Faculty of Engineering."

We recently revised this requirement as follows:

The M.Eng. is a course-based degree. A minimum of 30 credit hours of coursework is required. The following conditions must be met:

1. A minimum of 18 credit hours must be taken at the 7000 level. The remaining credit hours must be taken at the 3000 level or above.
2. A minimum of 18 credit hours must be taken from any of the engineering departments, including a minimum of 15 credit hours from the Department of Biosystems Engineering.

Department Council does not intend for all M.Eng. students to complete the approved project and report (i.e., GRAD 7050 M.Eng. Project and Report) as was the case previously, however, Council has indicated a desire to allow for the possibility of GRAD 7050 being used as a substitute for 6 cr hr of 7000 level coursework in situations where i) an appropriate project and ii) a willing project advisor have been identified. Therefore, Department Council proposes the following modification

to the M.Eng. program requirements (with these changes shown in the attached Supplemental Regulations).

The M.Eng. is a course-based degree. A minimum of 30 credit hours of coursework is required. The following conditions must be met:

1. A minimum of 18 credit hours must be taken at the 7000 level. GRAD 7050 M.Eng. Project and Report (6 cr hr) may be used as a substitute for 6 cr hr of 7000 level coursework. The remaining credit hours must be taken at the 3000 level or above.
2. A minimum of 18 credit hours must be taken from any of the engineering departments, including a minimum of 15 credit hours from the Department of Biosystems Engineering.

Revision 2: Revised intake to M.Eng. program

Within the last two years, the Department of Biosystems Engineering has experienced a substantial level of interest in our course-based Master of Engineering (M.Eng.) program. Although this interest in our M.Eng. program is desirable (and appropriate given feedback received during our most recent graduate program review), there have been challenges associated with the current model which allows M.Eng. students to start on one of three start dates (i.e., January, May or September). We do not have an unlimited number of spaces available for M.Eng. students in existing departmental courses, and therefore, cannot admit an unlimited number of students. Unfortunately, under the current model with applications coming throughout the year, we find that it is difficult to match the number of M.Eng. admissions with the capacity in courses offered. We are also noticing that the administrative burden associated with handling M.Eng. applications (being experienced by both the Graduate Advisor and Graduate Chair) is becoming unmanageable as there seems to be a constant inflow of applications that must be processed in a timely manner.

Discussion of this issue took place at a recent meeting of Department Council (September 3, 2019). Members of Department Council approved a motion to restrict intake of M.Eng. students to once per year (with a September start date). An application deadline of January 15th is proposed for both Canadian/US applicants and International applicants with the intent that the Department's Graduate Committee, in consultation with the Department Head, would review the applications received and make admission decisions by early February. Successful applicants could be notified by mid February to allow sufficient time for students to secure the necessary documentation for their studies.

There are several advantages to intake once per year:

1. The Department Head will know the number of M.Eng. students being admitted for the upcoming academic year at the time of scheduling courses for the upcoming academic year. (It is important to note that admission to the undergraduate Biosystems Engineering program is already restricted to once per year, with a start date of September.) It is envisioned that M.Eng. students may take a combination of graduate-level courses and senior-level undergraduate elective courses; knowing the number of new B.Sc. and new M.Eng. students will greatly improve course scheduling and identification of course capacities.

2. The M.Eng. students should have a better educational experience at the University of Manitoba as a consequence of belonging to a cohort (i.e., group of students beginning the program at the same time).
3. With a single intake, it will be feasible for the Department to organize events that are specific to the M.Eng. students. For example, an orientation session for M.Eng. students would enable us to discuss topics such as program expectations, course selection, etc.
4. Student progression through the M.Eng. program is likely to benefit from a single admission intake. Under ideal circumstances, M.Eng. students should be able to schedule 30 cr hr of coursework to be completed during the Fall and Winter semesters, potentially enabling completion of the M.Eng. program within one year. Because there are very few courses available during summer session, it does not make sense for M.Eng. students to be registered over the summer session.

The proposed wording for Section 1.1.2 of the Supplemental Regulations is:

> Admission to the M.Eng. program is restricted to one intake per year. Applications are due by January 15 for all individuals interested in the M.Eng. program (i.e., Canadian/US or international) for a September start date. In exceptional circumstances, an applicant who has been admitted for a September start date may be granted a deferral to start the M.Eng. program in January.

Please do not hesitate to contact me if there are any questions that arise. I can be contacted by phone at (204) 474-7149 or by email at Danny.Mann@umanitoba.ca.

Sincerely,



Danny Mann, Ph.D., P.Eng.
Professor & Head

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation

1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

Department of Biosystems Engineering
E2-376 EITC
University of Manitoba
Winnipeg, MB R3T 5V6

E-mail: headbio@cc.umanitoba.ca

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

PhD, MSc Deadlines

Term	Start Date	Canadian/ US	International
Fall	September	June 1	February 1
Winter	January	October 1	June 1
Summer	May	February 1	October 1

M.Eng. Deadlines

Term	Start Date	Canadian/US/ International
Fall	September	January 15 ~~December 1~~

Admission to the M.Eng. program is restricted to one intake per year. Applications are due by January 15 for all individuals interested in the M.Eng. program (i.e., Canadian/US or international) for a September start date. In exceptional circumstances, an applicant who has been admitted for a September start date may be granted a deferral to start the M.Eng. program in January.

1.1.3 Application Fee

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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	**Master of Science (M.Sc.)** The M.Sc. is a research degree consisting of coursework and a thesis based on original research conducted by the student. A minimum of 12 credit hours of coursework is required, including at least 6 credit hours of coursework at the 7000 level (which must include BIOE 7290) from the Department of Biosystems Engineering. The remaining 6 credit hours must be at the 3000 level or above from any department.
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	**Master of Engineering (M.Eng.)** The M.Eng. is a course-based degree. A minimum of 30 credit hours of coursework is required. The following conditions must be met: 1. A minimum of 18 credit hours must be taken at the 7000 level. GRAD 7050 M.Eng. Project and Report (6 cr hr) may be used as a substitute for 6 cr hr of 7000 level coursework. The remaining credit hours must be taken at the 3000 level or above. 2. A minimum of 18 credit hours must be taken from any of the engineering departments, including a minimum of 15 credit hours from the Department of Biosystems Engineering. All courses must be approved by the student's advisor. There are no comprehensive exams at the Master's level.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements	Not required.

February 18, 2020

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 Classics.

Observations

1. The **Dept. of Classics** proposes program modifications to replace its M.A. comprehensive exam stream with a Major Research Paper (MRP) stream, which will be denoted by one (1) course introduction, CLAS 7400. The removal of comprehensive exams and introduction of an MRP will promote original research to the coursework Masters stream, support timely completion of studies and allow students to be eligible for Tri-agency and UMGF funding. The department also proposes an update to their supplemental regulations to include the required 0 credit hour Proseminar courses CLAS 7000 and CLAS 7002; this requirement was approved in 2015, implemented in 2016, but was absent from the department's supplemental regulations. (See attach.)

Course Introduction

CLAS 7400 Major Research Paper **0**

Develop advanced skills in the formulation of a focused research question, develop a method for approaching it, assemble an in-depth bibliography comprising primary and secondary sources, and independently write a research paper of 8,000-10,000 words documenting the results of this research. The course is graded pass/fail.

NET CREDIT HOUR CHANGE **0**

Recommendations

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

Dept. of Classics

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

UNIVERSITY OF MANITOBA | Department of Classics

364 University College
220 Dysart Road
Winnipeg, Manitoba
R3T 2M8 Canada
(204) 474-9502
classics@umanitoba.ca

1 May, 2019

Faculty of Graduate Studies

Dear Colleagues,

The Classics department wishes to modify the coursework stream of the M.A. in Classics. Currently the coursework stream involves 24 credits of coursework and a set of comprehensive exams in Latin, Greek, and a topic chosen by the student. We wish to delete the comprehensive exams and replace them with a new capstone exercise, a Major Research Paper of 8000-10,000 words.

Justification
The major reason for proposing this change is to add a component of original research to the coursework M.A. stream, thereby making students in this stream eligible for Tri-council and UMGF funding. Students in a coursework stream that does not contain a component of original research may not hold these fellowships.

The coursework stream is valuable for students wishing to continue to a Ph.D. because it provides maximum preparation in Latin and ancient Greek. With the comprehensive exams changed to a Major Research Paper, students will be able to benefit from additional language preparation *and* the opportunity to do original research.

Course introduction: CLAS 7400 Major Research Paper (0 cr)
The Classics department wishes to introduce a pass/fail course to represent the Major Research Paper on the student's transcript. It is our intention that students will normally complete this paper during the summer semester at the end of the first year and turn it in before commencing the second year of coursework. Such timing will aid in a timely completion of the degree.

Transition
Continuing students would have the option to complete the current requirements (under which they entered the program) or the modified requirements.

Clarification of rules:
The Classics department introduced a required zero credit proseminar CLAS 7000 and CLAS

7002 in 2015 (implemented 2016). Though the course was introduced, apparently we forgot to specify that it is required in the supplemental regulations. Hence, it is now named as required in section 4.4.1.

Forms and Documentation
I attach the following documents:

1. Proposed supplemental regulations with additions and deletions clearly marked
2. Course introduction form for CLAS 7400 Major Research Paper
3. Library Resource Statement
4. Sample course

outlines Yours sincerely,



Dr. Lea Stirling
Head of Classics
Graduate Chair
Lea.stirling@umanitoba.ca

Faculty of Arts
Classics

Introductions:
CLAS 7400 Major Research Paper Cr. Hrs. 0 +0

NET CHANGE IN CREDIT HOURS: 0

Program modifications:
The department wishes to modify the coursework stream of the M.A. by eliminating the current comprehensive exams and replacing them with a Major Research Paper of 8,000-10,000 words. Introducing a component of original research will make students in this stream eligible for Tricouncil and UMGF funding.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	**Thesis route:** Students are required to complete CLAS 7000, CLAS 7002, 3 credit hours in GRK or LATN courses at the 7000 level, 3 credit hours of CLAS Archaeology or Ancient History courses at the 7000 level, and 6 additional credit hours at the 7000 level in the area of specialization. In consultation with the advisor, students may elect up to 12 additional credit hours at the 3000, 4000 or 7000 level.
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	~~**Comprehensive Examination route**~~: **Major Research Paper (MRP) route:** Beyond the minimum requirements for the thesis route, students in the ~~comprehensive examination coursework and~~ MRP ~~route~~ must take an additional 12 credit hours at the 3000, 4000 or 7000 level, for a total of at least 24 credit hours. At least 18 credit hours of these 24 total hours must be taken at the 7000 level. Courses are selected in consultation with the student's advisor and the Graduate Chair. In addition, students will be required to complete a Major Research Paper (MRP). Normally the MRP will be completed in the summer semester after the first two semesters of coursework, prior to commencing the second year of coursework. Students register in course CLAS 7400 while writing the MRP. See details in section 4.8.2.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.	Proficiency in reading ancient Greek and Latin is a prerequisite for admission (see Box 4.3.1), and the necessary skills in this area will be tested as part of the required coursework during the MA program. A reading knowledge of French and/or German and/or another modern language especially relevant to the student's research, is desirable but is not required.
4.4.5 Advanced Credit	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.	
4.4.6 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.	
4.4.7 Time in Program The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements. The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies	Thesis Stream: Students normally complete course work in the first two terms of study, and formulate their thesis topics before the end of their first year of study and complete the thesis in their second year of study. Coursework/Major Research Paper (MRP) stream: Students normally complete 12 credits of course work in the first two terms of study, complete the MRP during the third term (normally Spring/Summer semester), and complete their coursework (12 more credits) in the second year of study.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) **at least three (3), but no more than four (4), months** prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	
4.5 Student's Advisor/Co-Advisor **4.5.1 Student's Advisor** Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must: • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D. It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis. In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.	Prior to application, students are advised to contact at least one potential advisor from among the members of the Faculty of Graduate Studies in the department. This communication should include discussion of the student's area(s) of interest (Philology, Ancient History, Archaeology) and undergraduate training. Upon admission, students normally identify an advisor. Where none is identified, an acting advisor is assigned.
4.5.2 Student's Co-advisor In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must: • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program;	*NEW 2019-20! The student's co-advisor no longer needs to be a member of the unit offering the program*

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies. The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used. Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum. The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee. The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms “approved” or “not approved” on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.	opportunity to question the candidate. The examination normally lasts no more than 90 minutes. Following the public portion of the defence, the examining committee, in closed session, considers the merits of the thesis, in particular whether it demonstrates a comprehensive knowledge of its subject matter, and votes whether the thesis is acceptable without revisions or with minor revisions, acceptable with revisions, or unacceptable (for the threshold of votes for approval, see the left-hand column).
4.8.1.4 Failure In the case of a failure of the thesis/practicum at the Master’s level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor. A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where: • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.	The report from the Chair must be submitted to the Faculty of Graduate Studies within five working days of the defence, and copied to the student and advisor. The report should include the substantive criticisms of the committee and offer concrete steps for remediation. Within a month of receiving this report, and after consultation with the advisor and the Graduate Chair, the student must submit to the Graduate Chair a detailed timeline and steps for remediation. This timeline must establish the time of the second attempt, normally not later than six months from the date of the agreement.
4.8.2 Course-based/Comprehensive Examination Route	Coursework/Major Research Paper (MRP) stream:

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplemental regulations. Students should consult the department/unit supplemental regulations for specific requirements. In those department/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.	In consultation with the Graduate Chair, the student will choose an advisor before the end of the second semester of coursework. Normally the MRP will be written during the summer semester after the first two semesters of coursework. Students register in course CLAS 7400 while writing the MRP. The student will meet with their MRP Advisor and develop a topic for the paper. The MRP itself will be a piece of original writing based on research that includes primary sources. It will be roughly 8,000-10,000 words including notes but excluding bibliography. The MRP will be submitted to the Graduate Chair for distribution to the Advisor and a Second Reader selected by the Graduate Chair. Readers should submit feedback and an evaluation of pass/fail within two weeks. Students must achieve a "pass" from both the Advisor and the Second Reader to pass the MRP. ~~The comprehensive examination is set, conducted and evaluated by the student's advisor and one other member of the Faculty of Graduate Studies in the Classics Department (the "second examiner"). The topics, texts and readings on which the student is examined are determined in advance by the student and his/her advisor, in consultation with members of the Faculty of Graduate Studies in the Department.~~ ~~The examination consists of a written component, normally not more than 4 hours in length, which, if the written examination achieves a grade of B or higher, is followed by a one hour oral examination. The examination is based on a substantial reading list of ancient (Greek and/or Latin) and modern sources (the specific scale and composition of the readings list will depend on the field being examined) as drawn up by the advisor in consultation with the student and other members of the department. The written examination normally takes place after the completion of course work. The exam is set and marked by both the advisor and the second examiner.~~ ~~Students will be expected in both their written responses and the oral examination, to demonstrate that they have developed a comprehensive understanding of their selected field and demonstrable proficiency in summarizing and analyzing both ancient texts and modern scholarship as represented by the assigned reading list and as would normally be expected of Classics students at the MA level. The examination is graded by the advisor and the second examiner~~

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	~~within three working days of the examination, and a minimum passing grade from each examiner is B.~~ Students who fail to achieve ~~a minimum grade of B~~ passing evaluation from each examiner on the ~~written exam~~ on the MRP will be allowed to submit the MRP a second time in a subsequent semester. ~~will not be permitted to proceed to the oral exam. The examiners should provide detailed, constructive feedback to the student as to the problems with the responses. The student will be permitted to sit a second exam within one calendar year of their initial failure. Students who fail the written exam for a second time will not proceed to the oral exam and will be required to withdraw from the Program.~~ ~~The oral examination is chaired by the Graduate Chair of the Classics Department, is 60 minutes in duration consisting of questioning by the advisor and second examiner, and normally follows the written examination within one week. The oral examination is evaluated on a pass/fail basis, and the examining committee must be unanimous in its decision. In the case of a failure of the oral portion, a detailed written report will be prepared by the Chair of the examination committee within five working days of the examination and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor. The report should include the substantive criticisms of the committee and offer concrete steps for remediation. Within a month of receiving this report, and after consultation with the advisor and the Graduate Chair, the student must submit to the Graduate Chair a detailed timeline and steps for remediation. This timeline must establish the time of the second attempt, normally not later than six months from the date of the agreement.~~ Students who fail the MRP~~oral examination~~ for a second time normally will be required to withdraw from the Program and from the Faculty of Graduate Studies.
4.9 Style and Format The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).	
4.10 Deadlines for Graduation The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright	

February 18, 2020

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 French, Spanish, and Italian.

Observations

1. The **Dept. of French, Spanish & Italian** proposes program modifications to align its cumulative GPA for admission to the Ph.D. with that of the Faculty of Graduate Studies. That is, the department proposes to reduce the requirement of a 3.5 GPA to a 3.0 GPA over the last two years of full time university study to be consistent with the Faculty of Graduate Studies. (See attach.)

Recommendations

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

Dept. of French, Spanish, and Italian

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

CONFIDENTIAL

October 3, 2019

To: Acting Dean Louise Simard, Faculty of Graduate Studies

From: Constance Cartmill, Graduate Chair, Department of French, Spanish and Italian

Re: Changes to Supplemental Regulations in the Department of French, Spanish and Italian

The Department of French, Spanish and Italian is proposing the following change:

According to the Faculty of Graduate Studies Regulation 2019/20, "a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program." In order to make sure that its supplemental regulations be consistent with the Faculty of Graduate Studies admission policy, the Department of French, Spanish and Italian is asking to replace its current minimum requirement (i. e. a cumulative GPA of. 3.5) with the one required by the Faculty of Graduate Studies (i.e. a cumulative GPA of. 3.0) for Ph.D. admission.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
Patents –Refer to section 6 "Policy of Withholding Theses Pending Patent Applications" in this Guide. **Restriction of Thesis/Practicum for Publication** – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted. **Library and Archives Canada –** Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.	
SECTION 5: Doctor of Philosophy General Regulations The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study. Although general regulations apply to all students, individual department/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html) , and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion.	
5.1 Admission **5.1.1 General criteria** Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Master's programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some department/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.	For admission to the Ph.D. program in French, a minimum GPA of ~~3.5~~ 3.0 in the course work in the M.A. program is required. ~~In exceptional cases a student who does not meet this requirement will be permitted to take up to 6 credit hours of course work as an occasional student before entering his or her Ph.D. program in order to raise his or her GPA to 3.05. These extra 6 credit hours may not be used to satisfy the requirements of the Ph.D. program.~~ In addition to the regulations of the Faculty of Graduate Studies, students applying for entry to the Ph.D. program must present the following: • a copy of their M.A. thesis or a sample of their M.A. course work if they obtained their M.A. from a university where no thesis was required; • a 500 word statement of intent; and • proof of proficiency in written French.

February 18, 2020

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 Interior Design.

Observations

1. The **Dept. of Interior Design** proposes program modifications to allow its MID students to remediate up to 9 CH of failed courses, versus the maximum 6 CH as stipulated by the Faculty of Graduate Studies. As the failure of a studio course already constitutes 6 CHs the department proposes permitting students to remediate the failure of one additional 3 CH course. (See attach.)

Recommendations

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

Dept. of Interior Design

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

UNIVERSITY OF MANITOBA | Faculty of Architecture

Department of Interior Design
201 Russell Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9458
Fax (204) 474-7532

To: FGS Programs & Guidelines,
Faculty of Graduate Studies, 500 University Centre

Subject: 2.4 Performance in Coursework
Special Consideration to Interior Design Supplemental Regulation Changes

Sept. 25, 2019

Hello,

Under the FGS regulations, students could be asked to leave the MID program after failing one studio course (6- credit hours). This puts students at a disadvantage in the Masters of Interior Design Program. The current regulation discourages students from taking risks that are necessary in the creative process. Furthermore, some students may benefit from repeating a studio course. The Department of Interior Design would like to allow students to repeat a 6-credit studio course and up to one additional 3-credit course if needed. Please see the proposed Supplementary Regulation below.

> 2.4 Performance in Coursework
> Upon approval of the Department Head, students receiving a grade of C or less in two courses will be allowed to repeat or replace the courses to a maximum of 9 credit hours. Students who fail a required course will have one opportunity to repeat a course.

It is worth noting that the Department of Landscape Architecture has a similar Supplementary Regulation. Students in their graduate program are allowed to retake a studio course and one additional course. In their case, this adds up to 12-credit hours:

> Students who fail a required course may be provided with one opportunity to repeat the course; failed electives may be replaced with one equivalent course. Students may repeat up to one nine credit hour studio and three credit hours of course work.

Please let me know if you have any questions or concerns. I appreciate your consideration of this proposed Supplementary Regulation.

Sincerely,

Kelley Beaverford
Head / Associate Professor, Department of Interior Design

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
Student progress shall be reported ***at least*** annually, (but not to exceed once every four months), to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	
2.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies. A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. In the event that a substitute course is used for remediation, then this must be at the same or higher level as the failed course (e.g., at the graduate level for a failed graduate-level course). Each failed course may be repeated or replaced only once, to a maximum of six (6) credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than six (6) credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations. Graduate students are not permitted to repeat a previously passed course. **Note:** In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above. Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations. A summary of all actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.	*NEW 2019/20! Remediation of a failed course with a substitute course must be at the same level or higher (e.g. at the 7000 or 8000 level for a failed 7000 or 8000 level course)* Upon approval of the Department Head, students receiving a grade of C or less in two courses will be allowed to repeat or replace the courses to a maximum of 9 credit hours. Students who fail a required course will have one opportunity to repeat a course. Supplemental Exams may be granted on a case-by-case basis on recommendation from the department head to the Faculty of Graduate Studies.
2.5 Mandatory Academic Integrity Course All students, including those in a Pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration.	

February 18, 2020

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 Landscape Architecture.

Observations

1. The **Dept. of Landscape Architecture** proposes program modifications in its supplemental regulations. The Master's admission section (4.1) will state that students admitted with little or no formal design education will be required to take a minimum of five (5) studios (revised from six (6)) in the M. L. Arch. This will improve time-to-completion rates. The department also proposes to allow M. L. Arch. students to remediate up to 12 CH of failed courses. As the failure of a studio course already constitutes 9 CHs, the department proposes permitting students to remediate the failure of a studio course and one additional 3 CH course. (See attach.)

Recommendations

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

Dept. of Landscape Architecture

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

University of Manitoba | Faculty of Architecture

Department of Landscape Architecture
201 Russell Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 9458
F: 204 474 7532

5th November 2019

To: Chair, Programs & Guidelines, and Faculty of Graduate Studies

From: Prof. Anna Thurmayr, Department Head; Landscape Architecture

Subject: Request update to SECTION 4: General Regulations: Master's 4.1 General

"Students applying for the program with a previous university degree but with little or no formal design education will be required to take a minimum of five ~~six~~ studios over three years of study".

The background reason for this proposal is to help progress towards timely completion of the program by those students from a non-design background. There are three categories of students admitted to the Master of Landscape Architecture (MLA) Program; MLA 1 Students are admitted without a design background; MLA 2 Students have a design background other than a four year Environmental Design degree (Landscape+ Urbanism (L+U) option) and MLA 3 Students possess an Environmental Design degree (L+U option). The MLA curriculum ranges from 42 credit hours for students who have completed required courses in the Landscape + Urbanism option of the Bachelor of Environmental Design program offered by the Faculty of Architecture to 111 Credit Hours for students with a non-design background. The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time. Program requirements for MLA 1 students are determined at the time of registration in consultation with the Head of Department and the Graduate Student Advisor.

The revision of **SECTION 4: General Regulations: Master's 4.1 General** *formalises the current practice of determining after the first design studio how many more design studios MLA 1 students are required to take. If MLA 1 students do well enough in their first design studio they are allowed to take five design studios instead of six design studios over three years of study. It takes three years to complete six studios (= 54 of 111 required Credit Hours) rather than two years to complete five design studios (= 42 of 99 required Credit Hours), providing one of them is the design studio in Summer. The reduction of design studios helps MLA 1 students to progress towards timely completion of the program.*

Evaluation criteria and procedures will be as follows. At the end of the first design studio, the department head will discuss the MLA 1 students' progress with the instructors of the L+U 3 Fall studio. If students in question are ready to progress the opportunity to advance to the L+U 4 studio in Winter will be offered.

and non-maleficence in the work that they conduct			
Student must complete coursework as required by their program.			

Individual unit BFARs available at: http://umanitoba.ca/graduate_studies/

2.3 Academic Performance

Student progress shall be reported ***at least*** annually, (but not to exceed once every four months), to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.

2.4 Performance in Coursework

A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. In the event that a substitute course is used for remediation, then this must be at the same or higher level as the failed course (e.g., at the graduate level for a failed graduate-level course). Each failed course may be repeated or replaced only once, to a maximum of six (6) credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than six (6) credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations.

Graduate students are not permitted to repeat a previously passed course.

Note:

In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.

Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations.

NEW 2019/20! Remediation of a failed course with a substitute course must be at the same level or higher (e.g. at the 7000 or 8000 level for a failed 7000 or 8000 level course)

Students who fail a required course may be provided with one opportunity to repeat the course; failed electives may be replaced with one equivalent course. Students may repeat up to one 9 credit hour studio and 3 credit hours of course work.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies. **3.2.3.** Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained. **3.2.4.** Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses. **Note:** In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the Pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies. A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework. If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA. The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements. A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.	
SECTION 4: General Regulations: Master's **4.1 General** Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html) , and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following: • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional.	Applicants to the Master of Landscape Architecture degree program must, by the time of Registration, meet the Faculty of Graduate Studies Admissions requirements for academic qualifications. Special consideration may be given to candidates whose prior training and experience are judged by the Department Admissions Committee to warrant admission to the program. Students applying for the program with a previous university degree but with little or no formal design education will be required to take a minimum of five ~~six~~ studios over three years of study. Where deemed appropriate, a candidate may be requested to attend an interview with the full Department of Landscape Architecture Admissions Committee or delegates thereof. Students admitted to the program under special consideration will not exceed 15% of total admissions. The Department Admissions Committee is comprised of all full-time faculty and two student

	representatives selected by the Head of Department.
4.2 Diploma Programs The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.	
4.3 Admission **4.3.1 General Criteria** Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include: • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: o The University of Manitoba; or o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	
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 4-year degree in the major department/unit, and to	

February 18, 2020

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 College of Pharmacy.

Observations

1. The **College of Pharmacy** proposes program modifications in its supplemental regulations (sections 4.4.1 and 5.4) to clarify when and how frequently Masters and Ph.D. students may take the faculty's seminar courses (PHRM 7160, 7170, 7260, and 7270). As well, the changes clarify that Masters and Ph.D. students may only take PHRM 7120 *Medical and Scientific Writing*, a topics course, no more than twice during their program. (See attach.)

Recommendations

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

College of Pharmacy

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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 Pharmacy
Apotex Centre
750 McDermot Avenue
Winnipeg, Manitoba R3E 0T5
Canada
Phone: 204-474-9306
Fax: 204-789-3744

September 09, 2019

Faculty of Graduate Studies
University of Manitoba
500 University Centre

Attention: Andrea Kailer

Re: Updated Supplemental Regulations – College of Pharmacy

Dear Andrea,

As an update to my previous letter of August 13th, I have limited this request to the Supplemental Regulation changes that require approval by FGS committees and Senate (sections 4.4.1 and 5.4).

The Pharmacy Graduate Studies Committee has considered and approved these changes. I have summarized the updates in the table below where each revision is stated and the rationale for change is explained.

I have also attached an updated track changes version of our Supplemental Regulations document that addresses your questions and comments.

I appreciate your attention to this matter. If there is anything further require please do not hesitate to contact me.

Sincerely,

***Dr. Sheryl Zelenitsky**, BScPharm, PharmD*
Professor & Chair (Graduate Studies)
College of Pharmacy
Rady Faculty of Health Sciences, University of Manitoba

750 McDermot Avenue, University of Manitoba
Winnipeg, Manitoba, Canada R3E 0T5
phone: (204) 474-8414
zelenits@umanitoba.ca

Revised Supplemental Regulations (track-changes document also attached)	Rationale for revision
Section 4.4.1 (Thesis/Practicum Route) Students must complete PHRM 7160 (Pharmacy Seminar 1 MSc) in the first year of their program. Students may subsequently take PHRM 7170 (Pharmacy Seminar 2 MSc) as an elective to meet their credit hour requirements. As per 4.7.5, students registered full time in the MSc program are required to attend and participate in the Pharmacy Graduate Seminar Series where they must present at least one research seminar annually. Students may take PHRM 7120 (Medical and Scientific Writing) once during their program. An exception may be made to take PHRM 7120 a second time provided the course title and content are different. The student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7120 a second time.	This clarifies that PHRM 7160 (1st MSc seminar course) must be completed in the first year of the MSc. This update also clarifies that PHRM 7170 (2nd MSc seminar course) is optional, allowing students to take another course more relevant to their studies. This limits students to taking the graduate topics course, PHRM 7120, no more than twice.
Section 5.4 (Program Requirements) Students must complete PHRM 7260 (Pharmacy Seminar 1 PhD) in the first year of their program. Students may subsequently take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. As per 5.6.2, students registered full time in the PhD program are required to attend and participate in the Pharmacy Graduate Seminar Series where they must present at least one research seminar annually. Students who transfer from the MSc to the PhD program in Pharmacy, having completed PHRM 7160 (Pharmacy Seminar 1 MSc), may take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. Normally, students will not be permitted to take PHRM 7260 (Pharmacy Seminar 1 PhD) unless their research project is notably different from that presented in PHRM 7160 (Pharmacy Seminar 1 MSc). In that case, the student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7260. Students may take PHRM 7120 Medical and Scientific Writing once during their program. An exception may be made to take PHRM 7120 a second time provided the course title and content are different. The student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7120 a second time.	This clarifies that PHRM 7260 (1st PhD seminar course) must be completed in the first year of the PhD. This update also clarifies that PHRM 7270 (2nd PhD seminar course) is optional, allowing students to take another course more relevant to their studies. This limits students to taking the graduate topics course, PHRM 7120, no more than twice.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	The College ~~Faculty~~ of Pharmacy offers only a thesis route. ~~Students must enroll in PHRM 7160 Pharmacy Seminar 1 MSc and PHRM 7170 Pharmacy Seminar 2 MSc. Following completion of 7160 and 7170 students in the M.Sc. program are required to present at least one research seminar in the College of Pharmacy Graduate Seminar Series during each year they are registered as a full-time student~~. Students must complete PHRM 7160 (Pharmacy Seminar 1 MSc) in the first year of their program. Students may subsequently take PHRM 7170 (Pharmacy Seminar 2 MSc) as an elective to meet their credit hour requirements. As per 4.7.5,, students registered full time in the M.Sc. program are required to attend and participate in the Pharmacy Graduate Seminar Series, where they must present at least one research seminar annually. Students may take PHRM 7120 (Medical and Scientific Writing) once during their program. An exception may be made to take PHRM 7120 a second time provided the course title and content are different. The student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7120 a second time. There are no other required courses, but students must acquire approval from their Advisory Committee when selecting courses to meet credit hour requirements. Students must provide the Chair of the PGSC, or designate, with written approval of their Advisory Committee in order to withdraw from a course.
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	The College ~~Faculty~~ of Pharmacy does not offer a course-based/comprehensive examination route.
4.4.3 Accredited Professional Route	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
5.2.4 Advisory Committee The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Disclosure is required if two or more committee members are in a personal relationship. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.	*NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member* Within six months of beginning the Ph.D. program, the advisor(s), in consultation with the student, must select an Advisory Committee and submit their names to the Chair of the PGSC for approval. The Advisory Committee must consist of the advisor(s) and at least two other members. All committee members must be members of the Faculty of Graduate Studies, and at least one must hold a primary appointment outside of the College of Pharmacy. The advisor/co-advisor will serve as Chair of the Advisory Committee. The committee must conduct a formal Annual Review of the student's progress, such that the "Faculty of Graduate Studies Progress Report" form is submitted to the PGSC by May 31st of each year. ~~a specified date at the end of each academic year.~~ Advisory committees are encouraged to meet at other times during the year, in addition to the formal annual reviews, especially if the student or advisor is encountering any difficulties. A progress report may be completed at each additional meeting.
5.3 Program of Study As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include: • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	Programs of study will be monitored by Advisory Committees during student Progress Report meetings. At the first annual review meeting following the student's acceptance into the Ph.D. program, the committee will complete the '*Ph.D. Program of Study and Appointment of Advisory Committee'* form. A copy of this form will be retained by the ~~Faculty~~College of Pharmacy, and the original will be forwarded to the Faculty of Graduate Studies.
5.4 Program Requirements	~~Students must enroll in the PHRM 7260 Pharmacy Seminar 1 PhD and PHRM 7270 Pharmacy~~

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations: • Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* *Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.	~~Seminar 2 PhD courses. Following completion of PHRM 7260 and PHRM 7270, students in the PhD program are required to present at least one research seminar in the Faculty of Pharmacy Graduate Seminar Series during each year they are registered as a full- time student.~~ ~~Students who transfer from the MSc to the PhD program in Pharmacy; students who have completed PHRM 7160 Pharmacy Seminar 1 MSc and PHRM 7170 Pharmacy Seminar 2 MSc. may opt to take PHRM 7260 and 7270 to meet credit hour requirements. However, those who have only completed PHRM 7160 Pharmacy Seminar 1 MSc are required to complete PHRM 7270 Pharmacy Seminar 2 PhD but may opt to also take PHRM 7260 Pharmacy Seminar 1 PhD to meet credit hour requirements.~~ Students must complete PHRM 7260 (Pharmacy Seminar 1 PhD) in the first year of their program. Students may subsequently take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. As per 5.6.2., students registered full time in the Ph.D. program are required to attend and participate in the Pharmacy Graduate Seminar Series, where they must present at least one research seminar annually. Students who transfer from the M.Sc. to the Ph.D. program in Pharmacy, having completed PHRM 7160 (Pharmacy Seminar 1 MSc), may take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. Normally, students will not be permitted to take PHRM 7260 (Pharmacy Seminar 1 PhD) unless their research project is notably different from that presented in PHRM 7160 (Pharmacy Seminar 1 MSc). In that case, the student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7260. Students may take PHRM 7120 (Medical and Scientific Writing) once during their program. An exception may be made to take PHRM 7120 a second time provided the course title and content are different. The student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7120 a second time. There are no other required courses, but students must acquire approval from their Advisory Committee when selecting courses to meet credit hour requirements. Students must provide the Chair of the PGSC, or designate, with written approval of their Advisory Committee in order to withdraw from a course.

February 18, 2020

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 Physiology & Pathophysiology.

Observations

1. The **Dept. of Physiology & Pathophysiology** proposes several program modifications in their supplemental regulations (see attach.) which primarily stem from the recent introduction of the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology:

    a. To allow a three-year Bachelor's degree combined with the successfully completed Post-baccalaureate Diploma in Medical Physiology & Pathophysiology from the University of Manitoba to be considered for entry to the M.Sc.;
    b. To allow students in the M.Sc. who enter with the Post-baccalaureate Diploma to supplement PHGY 7252 (1.5 CH), 7254 (1.5 CH), 7256 (1.5 CH) and 7258 (1.5 CH) with other eligible 7000 level PHGY or IMED courses (totaling 6 CHs);
    c. To explicitly state where applicable throughout the supplemental regulations the importance of the student/advisor relationship from beginning to end of degree program and the role of the advisor (and/or co-advisor) and advisory committee in supervision and assessment;
    d. To add guidelines around the nature of the Ph.D. thesis content and responsibility for content related to the new and previous advisor, in the event that a transfer to a new advisor is required.

Recommendations

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

Dept. of Physiology & Pathophysiology

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

Max Rady College of Medicine
Professor and Head
Department of Physiology
& Pathophysiology
434 BMSB - 745 Bannatyne Av
Winnipeg Manitoba R3E 0J9
Phone 204 789 3694
Email Peter.Cattini@umanitoba.ca

July 4, 2019

Dr. Louise Simard
Acting Dean
Faculty of Graduate Studies
500 University Centre
Fort Garry Campus

Dear Dr. Simard, Louise

We are submitting a request to amend our Supplementary Regulations for the Department of Physiology & Pathophysiology and, specifically, in regard to: **(A)** consequences to entry and course requirements for our M.Sc. as a result of approval for the *Post-baccalaureate Diploma in Medical Physiology and Pathophysiology* at the University of Manitoba; and **(B)** in response to recent events, clarification of the importance of the student/advisor relationship throughout our Ph.D. program in terms of integrity and degree value. Some information between sections and grammatical inconsistencies have also been addressed.

A1. Amendment to allow a three-year Bachelor's degree combined with a successfully completed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology from the University of Manitoba to be considered "the equivalent of a four-year Major Degree for entry into the Department's graduate program".

The Department of Physiology & Pathophysiology offers a University and Government-approved one-year stand-alone 27 credit hour Post-baccalaureate Diploma in Medical Physiology and Pathophysiology to students with either a three or four-year Bachelor's degree. This program includes six (6) required 5000 level courses in Respiratory Physiology and Pathophysiology, Cardiovascular Physiology and Pathophysiology, Endocrine Physiology and Pathophysiology, Neurophysiology and Pathophysiology, Cell Physiology and Pathophysiology and a laboratory experience through a Laboratory Physiology and Pathophysiology course.

As stated in **section 1.4.2 Pre-Master's or Qualifying Students**, the "Department requires that all students hold the equivalent of a four-year Major Degree for entry into the Department's graduate program. The Department is requesting that information about the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program be included in section 1.4.2 as well as a statement that a three-year Bachelor's degree, combined with a successfully completed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology offered by the Department is considered "the equivalent of a four-year Major Degree for entry into the Department's graduate program".

A.2. Amendment to allow the use of a minimum six (6) credit hours of electives to meet the minimum nine (9) credit hour requirement for the M.Sc. program.

The Department has a minimum nine (9) credit hours of required courses for its M.Sc. program including but four 1.5 credit hour courses PHGY 7252, PHGY 7254, PHGY 7256 and PHGY 7258 as well as the 3-credit hour IMED 7410. However, students who have successfully completed the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program can take, but cannot receive course credit for PHGY 7252, PHGY 7254, PHGY 7256 or PHGY 7258; the 5000 level course in in Respiratory Physiology and Pathophysiology, Cardiovascular Physiology and Pathophysiology, Endocrine Physiology and Pathophysiology, Neurophysiology and Pathophysiology are cross taught with these 7000 levels courses.

As such, we are proposing to amend **section 4.4.1- Thesis/Practicum Route**, and specifically our M.Sc. requirements, to allow students who enter having successfully completed the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology to take alternative 7000 level PHGY or IMED courses to meet the minimum six (6) credit hours, to be added to (the still required) IMED 7410 to continue to meet our minimum nine (9) credit hour M.Sc. degree course requirement. We are also proposing that these courses must be identified by the prospective advisor(s), reviewed by the Graduate Program Committee and approved by the Department Head as a condition of acceptance into the program.

B.1. Clarification is proposed to the importance of the student/advisor (mentee/mentor) relationship throughout our degree programs and the role of the advisor (and/or co-advisor) as well as Advisory Committee in supervision and assessment.

Location (sections) where significant clarifications have been made:

Section 1: Application, Admission, and Registration Policies
Section 2: Academic Performance – General
Section 4.5 Student's Advisor/Co-Advisor
Section 4.6 Advisory Committee
Section 4.8.1 Thesis/Practicum Route
Section 4.8.1.2 Examining Committee
Section 5.2 Student Advisor, Co-advisor and Advisory Committee
Section 5.2.3 Advisory Committee
Section 5.10 Thesis

B.2. Guidelines are proposed around the nature of the Ph.D. thesis content and responsibility for content related to the new and previous advisor, in the event that a transfer to a new advisor is required.

The following addition to **section 4.7.1 Course or Program Changes** and **section 5.3 Program of Study** are proposed: "If a student has not successfully completed a Thesis Proposal at the time the transfer is requested, the Thesis Proposal and thesis is expected to result from work done under the new advisor(s)/supervision. In the event that the Thesis Proposal has been successfully completed, unless the "new" advisor(s) is willing and/or able to take responsibility for the thesis-

related work already done and also has written permission from the previous advisor(s) or designate for their use, a further Thesis Proposal is required and the thesis is expected to result from work done under the new advisor(s) supervision."

To support this request for an update and continuing consideration of our Supplemental Regulations, we are attaching a revised **clean copy** (CLEAN 2019-07-04) as well as a revised **copy with track changes** (TC 2019-07-04) that has been used to indicate where proposed amendments including additions and deletions have been made.

Thank you for your further consideration.

Sincerely,



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

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
1.1 Application and Admission Procedures The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html. **1.1.1 Process:** 1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system. **NOTE:** International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details). 1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities. 1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.	Admission to the Department's Graduate Program involves several stages. First, the potential student should refer to the Faculty of Graduate Studies website for information on the minimum requirements needed for admission to the University of Manitoba. Once eligibility is determined the applicant should begin the online process for admission. Second, the prospective student must negotiate with a faculty member for a traineeship position as the mentee/mentor relationship is considered at the core of the Department's graduate programs. Once accepted into the program, a student's advisor is expected to participate in all meetings related to a student's Progress Report and competency in their research area as well as candidacy and thesis-related examinations. Note, it is the student's responsibility to identify an advisor. Where reasonable, the Department Office will assist with connecting the student with the potential advisor identified by the student on request, and if appropriate. Co-supervision by two co-advisors is also acceptable. S ~~and s~~ubsequent reference to an "advisor" encompasses both "advisors" and "co-advisors". Third, the proposed advisor must provide a letter stating they are able to provide financial support at a level of at least $18,400 per annum (pa) for a period of not less than two years for a M.Sc. and three years for a Ph.D. Finally, the Graduate Program Committee will review the application and, if satisfactory, the Department Head will recommend admission of the student to the Faculty of Graduate Studies. The Graduate Program Committee will look for evidence of satisfactory academic qualifications as well as personal, intellectual and professional attributes, which would predict success ~~as an independent investigator.~~in completing a timely and productive graduate program. To contact the department, please send mail to: University of Manitoba Department of Physiology & Pathophysiology 432 Basic Medical Sciences Building 745 Bannatyne Ave. Winnipeg, MB, Canada R3E 0J9 or email: physiology@umanitoba.ca
1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)	

Session	Start Date	Canadian /US	International
Fall	September	June 1	March 1

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Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Part-Time Status" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies. Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term. Part-time students may revert to full-time but will not be permitted to return to part-time studies. For every full year (12 months) a Master's student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master's student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.	
1.4.2 Pre-Master's Or Qualifying Students In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study. The Pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.	~~A pre-Master's program is not offered by the Department~~The Department offers a one year, stand-alone, 27 credit hour Post-baccalaureate Diploma in Medical Physiology and Pathophysiology to students who hold either a three or four year Bachelor's degree. This program includes six (6) required 5000 level courses; specifically 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 and a laboratory experience through PHGY 5012 Laboratory Physiology and Pathophysiology. The Department requires that all students hold the equivalent of a four-year Major Degree for entry into the Department's graduate program. A three year Bachelor's degree combined with a successfully completed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology is considered "the equivalent of a four-year Major Degree for entry into the Department's graduate program" and may be applied as such.
1.4.3 Occasional Students A student wishing to take graduate courses with no intention of applying them toward an advanced degree at the University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the "occasional" category.	

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See Student Accessibility Procedure: http://umanitoba.ca/admin/governance/governing_documents/students/accessibility.html	
SECTION 2: Academic Performance - General **2.1 General Note** **Students are responsible for ensuring that they meet all degree and program requirements.** The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate. Departments/units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units: The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s). The department/unit must notify the student of the deficiency and of its recommendation. If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies. **Note:** When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw". A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies. Voluntary withdrawal from a program is only permitted if the student is in good academic standing. Recommendations of departments/units will supersede student requests for voluntary withdrawal.	At least one Progress Report meeting is required per year by the Faculty of Graduate Studies, and must be completed by June 1st for re-registration. This meeting should include the student, their advisor and other members of the Advisory Committee. In addition, in a separate meeting, the Fall Evaluation, -students will be ~~evaluated~~ assessed for competency in their discipline and research area by their respective Advisory Committee during the Fall semester of each year ~~(normally first two weeks of November)~~. Distinct from a Progress Report meeting, a~~A~~ member of the Graduate Program Committee, ~~(or~~ Division Head or designate of the Department Head~~)~~ shall chair the proceedings of the Fall Evaluation. This meeting is intended to ~~e Fall Evaluation will consider~~ assess and provide formative suggestions for progress concerning the student's general knowledge in the area of specialization, as well as specific knowledge in the area of their thesis research, taking time spent in the program into consideration. The student's performance is not formally marked, since this evaluation is intended to assist the student in identifying areas of strength and weakness. Students will benefit from the Fall Evaluation by ~~also have~~ having the opportunity to become familiar with different styles of questioning-, as well as the expected areas of knowledge by individual Advisory Committee members. This~~This~~ experience ~~may be helpful~~has proven helpful towards improving the trainees ability to use available knowledge and handle ~~under~~ future oral questioning; for example, following an oral presentation of their research ~~of theo rworktheir work~~, ~~and~~ during their Candidacy Examination and/or in defense of their thesis. Feedback to the student~~s~~ is immediate; each member of the Advisory Committee will communicate their perception of the student's performance following completion of the questioning. The Chair may provide a written or oral summary.
2.2 BONAFIDE ACADEMIC REQUIREMENTS (BFAR) The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and	

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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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	The Department offers only a thesis route. A minimum of nine (9) credit hours in 7000 level courses is required for the M.Sc. program. ~~In most cases, a~~An MSc student ~~will be~~is usually required to complete the Biomedical Trainee Skills course IMED 7410 (1 x 3 credit hours). In addition, students will be required to complete PHGY 7252, PHGY 7254, PHGY 7256 and PHGY 7258 Respiratory, Cardiovascular, Endocrine and Neuro-Physiology and Pathophysiology courses (4 x 1.5 credit hours), unless the student demonstrates they already are proficient in the discipline. Examples where this might occur is if the student has ~~(i.e., a~~an undergraduate degree in Physiology ~~& a~~and Pathophysiology or has successfully completed the Department's Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program~~)~~. In the~~is~~ case of the former, a ~~r~~request ~~for waiver~~to waive the requirement for PHGY 7252, PHGY 7254, PHGY 7256 and/or PHGY 7258 course must include identification of alternative 7000 level PHGY or IMED courses to meet the minimum six (6) credit hours, to be added to IMED 7410. This request must be made to the Graduate Program Committee and approved by the Department Head. Please note, specific requirements (e.g., course and or grade) may be identified by the Department Head as a condition of acceptance into the program. A graduate student with a Department Post-baccalaureate Diploma in Medical Physiology and Pathophysiology cannot receive course credit for PHGY 7252, PHGY 7254, PHGY 7256, PHGY 7258 and IMED 7092 Cell Biology A. Alternative 7000 level PHGY or IMED courses to meet the minimum six (6) credit hours, to be added to IMED 7410, must be identified by the prospective advisor, reviewed by the Graduate Program Committee and approved by the Department Head as a condition of acceptance into the program.

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• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.	
4.4.7 Time in Program The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements. The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) **at least three (3), but no more than four (4), months** prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	
4.5 Student's Advisor/Co-Advisor **4.5.1 Student's Advisor** Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must: • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.	A student will not be accepted into the program without first having come to an agreement with a potential advisor. The ~~advisor~~ advisor ~~must be identified prior to admission of the student to the Department's Graduate Program~~plays an essential role throughout the training and mentorship of the student. This includes any assessments and examinations related to the student's competency and/or candidacy in their area of study, as well as related to the research completed and thesis. The ~~advisory~~ Advisory ~~committee~~ Committee (advisor and other members) should be formed as soon as possible (preferably within ~~one~~ TWO months) after admission to the M.Sc. program.

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It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis. In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.	
4.5.2 Student's Co-advisor In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must: • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D. The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.	*NEW 2019-20! The student's co-advisor no longer needs to be a member of the unit offering the program*
4.5.3 Student's Advisor/Co-advisor A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, then the interim advisor will be required to complete the Advisor Student Guidelines. The advisor/co-advisor and the student are required to approve the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate	

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Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added mid-way through the student's program. Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. It is the responsibility of the unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.	
4.6 Advisory Committee **4.6.1 Thesis/Practicum Route** Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her research program. The advisory committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies (*http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html*). All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected, under normal circumstances, that Advisory Committee members will possess at least a Master's degree or equivalent. Advisory committees may include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. Graduate students, Post-Doctoral fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship. Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.	*NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member* The ~~advisory~~ Advisory ~~committee~~ Committee must consist of at least three members (inclusive of advisor) of the Faculty of Graduate Studies. ~~If the advisory committee includes a co-advisor, the advisor should~~The ~~let the~~ Department Head should be advised of the Advisory Committee membership ~~know of the arrangement~~ in writing so that the Faculty of Graduate Studies can be notified. It is expected that both advisor and student participate in the selection of the Advisory Committee members.
4.6.2 Course-based or Comprehensive Examination Route Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.6.3 Accredited professional programs	

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Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.7 Courses and Performance **4.7.1 Course or Program Changes** Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	Students are required to provide the Department with a completed Program of Study and Appointment of Advisory Committee form. This form will be provided by the Departmental Office. In the rare situation that a student requests a transfer (of the student) to a different advisor, it is essential that the request be made in writing to the Department Head before the move is initiated, as this may have significant negative impact on a student's program of study. In considering the request, the Department Head may arrange meetings with the advisor~~s~~ and the student to discuss the reasons for the request to ensure that possible consequences of a move (e.g., program length, financial commitment, etc.) are clarified. If a student has not successfully completed a Thesis Proposal at the time the transfer is requested, the Thesis Proposal and thesis are~~is~~ expected to result from work done under the new advisor/supervision. In the event that the Thesis Proposal has been successfully completed, unless the "new" advisor is willing and able to take responsibility for thesis-related work already done and also has written permission from the previous advisor for their use, a further Thesis Proposal is required and the thesis is expected to result from work done under the new advisor's supervision. The intention is to ensure all parties reach an informed decision. The Department Head and/or Graduate Program Committee Chair will make the recommendation to Faculty of Graduate Studies regarding a change in the student's advisor.
4.7.2 Lapse of Credit of Courses Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case by case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content. Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree. In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate,	

and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.	
4.7.3 Academic Performance Student progress shall be reported ***at least*** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" ratings or one (1) "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	Refer to Section 2.1.
4.7.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	Refer to Section ~~2.3.~~2.4.
4.7.5 Performance not related to Coursework In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.	
4.8 Requirements for Graduation All students must: • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.	

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4.8.1 Thesis/Practicum Route **4.8.1.1 Thesis vs. Practicum** Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used. A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research. The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.	Advisors must contact the Departmental Office within the first TWO months of a 'new' M.Sc. student entering the program with: (a) the names of the other two members of the Aadvisory Ccommittee ~~(internal and external)~~; and (b) a date scheduled for the M.Sc. Thesis Proposal no later than SIX months from the date of entering the program. The M.Sc. Thesis Proposal and a Progress Report meeting may be scheduled as a single (ONE hour) "M.Sc. Thesis Proposal/Progress Report" meeting if held within the first six months of the student entering the M.Sc. graduate program. In a further option, the M.Sc. Thesis Proposal and Fall Evaluation may be held in a back-to-back meeting (2x ONE hour = TWO hour) if held within the first six months of the student entering the M.Sc. graduate program. The option of scheduling each of these three meetings (M.Sc. Thesis Proposal, Progress Report and Fall Evaluation) separately still applies. The student shall inform the Departmental Office of the date and time that the thesis proposal will be held. The Departmental Office will confirm that a Chair (a member of the Graduate Program Committee for the Department) is available. Once the arrangements have been finalized, including confirming the availability of ~~his/her~~their advisor and other Advisory Committee mMembers ~~and~~as well as arranging a room booking, the student will provide a notice electronically or as a hard-copy indicating the day, date, time and place of the thesis proposal to the Departmental Office. The student will also provide the Departmental Office with a copy of the written proposal. Distribution of materials and/or posting of the notice on the Department's notice boards must normally take place at least two weeks prior to the presentation. The format of the written proposal will be a document of normally two-three pages (excluding references) that describes the background to the project, the methods to be employed in the project and its expected significance to the field. The proposal will be evaluated by the student's Advisory Committee in two stages. First, the Committee members will read and assess the document. Second, the Committee plus a member of the Graduate Program Committee, who will serve as Chair for the proceedings, will meet in an open forum with the student. The student will make a 20-30 minute presentation on the project and subsequently defend both the oral and written components. Agreement with no more than one

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	dissenting vote is required for a pass, although a student may still be requested to revise the proposal document prior to its final submission to the Department. A student will be given a second opportunity if the first attempt was not successful. The student will select the thesis format in consultation with their ~~advisor~~advisor. The Department requires completion of a thesis in order to graduate from the M.Sc. program.
4.8.1.2 Examining Committee The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis. Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplemental regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements. The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories: • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.	*NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member* The student's Advisory Committee will normally make up the Thesis Examining Committee, and the members must be recommended to the Faculty of Graduate Studies on the appropriate form. When the thesis is ready for examination, and normally with the approval of their advisor, the student should submit an electronic copy of the thesis to the Departmental Office. The Departmental Office will distribute the thesis to all members of the Thesis Examining Committee. Following review, each examiner will report their evaluation in electronic form to the Departmental Office, with any comments or required modifications/revisions, according to one of three categories: 1. Acceptable, without modification or with minor revision(s). 2. Acceptable, subject to modification and/or revision(s); 3. Not acceptable. The Departmental Office will send the student and the a~~A~~dvisor a copy of the report. If modifications or revisions are required, the a~~A~~dvisor will normally be responsible for ensuring that these have been considered and/or addressed appropriately, unless there is a specific request by an examiner to re-review the thesis. Placing the thesis in either category 1 or 2 with appropriate approval of any modifications or revisions is considered to be a "pass" by the examiner. By contrast, placing the thesis ultimately in category 3 is considered to be a "fail" by that examiner. While a recording of a "pass" by all examiners is preferred, final acceptance of the thesis by the

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	Thesis Examining Committee can also be obtained with one dissenting examiner. Once all necessary modifications/revisions are completed, the aAdvisor will notify the Departmental Office and the M.Sc. Thesis form will be circulated for signatures. The signature form is sent to the Faculty of Graduate Studies (original signatures are required), and the student will then be able to upload their thesis to the Faculty of Graduate Studies.
4.8.1.3 Oral Examination For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation. All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies. The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used. Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum. The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee. The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more	There is no oral examination for the M.Sc. in the Department. However, graduating M.Sc. students are encouraged to present their Thesis findings to the department (Thesis seminar). This presentation is not required for graduation.

	recommendation for admission of the student to the Ph.D. program.
5.1.2 Direct Admission from the Bachelor's Honours or equivalent With special recommendation of the department/unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study). **Note:** This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years. A minimum of 18 credit hours at the 7000 level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.	The Department will normally recommend entry into the M.Sc. program, with the expectation that if the student continues to maintain their academic standing the advisor and Department Head will recommend transfer to the Ph.D. program after 12 months. However, the Department acknowledges the possibility for direct admission of an applicant "with an honours Bachelor's degree or equivalent" into the Ph.D. program. To this end, the Department will consider trainees with a GPA of 3.75 or greater in the last two full years of an honours Bachelor's degree or equivalent and a medical-doctoral degree from a Canadian university. Evidence of laboratory research experience and/or application of scientific method is preferred. A minimum of twelve (12) credit hours is required where admission is directly from an honours Bachelor's degree or equivalent into the Ph.D. program.
5.1.3 Transfer from the Master's to the Ph.D. program Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within sixteen (16) months or four (4) terms (including Summer term) from the start of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise. A minimum of 18 credit hours at the 7000 level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: • must indicate a request for transfer on the online Application for Admission; • If the transfer is made within one (1) year, no additional application fee will be required; If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.	Students may apply for entry to the Ph.D. program after having completed 12 -18 months in the M.Sc. program upon the recommendation of the Department. The interested student should consult with ~~his/her~~their advisor and if they agree, then the request for entry to the Ph.D. Program will be considered provided the requirements noted below are met. Students who wish to to transfer to the Ph.D. program in the Department: 1) must have been in the M.Sc. program for less than 18 months; 2) have normally completed 9 credit hours of coursework; 3) have a GPA > 3.0 based on graduate level course-work; 4) have passed their M.Sc. thesis proposal; 5) have received at least a satisfactory rating in all Progress Reports; 6) advisor submits a request to the Department Head for permission to transfer; 7) provide a letter of support from their current advisor for transfer and stating that the student has demonstrated a capacity for independent and original research appropriate for the Ph.D. level; 8) obtain a letter from their prospective Ph.D. advisor(s) (may be current) stating that sufficient funds are available to provide a stipend for the student for at least 2 years;

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Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.	9) complete a written report of normally two-three pages that: a. demonstrates evidence of research competence (e.g., ability to understand and employ scientific method in an ethical manner, and present findings); b. describes a project that is appropriate for a Ph.D. 10) provide to the examination committee (advisory committee plus one member of the Graduate Program Committee) a ~~30~~ 30-minute presentation that encompasses research productivity and a proposed project (which may be a more comprehensive continuation of the M.Sc. project); and 11) pass an oral defence (normally 1 hour) of their written report and presentation – a pass requires that the examination committee members agree, with no more than one dissenting vote, that the student has met the requirements outlined in item 9. The Department requires that the prospective Ph.D. advisor sign the Transfer to the PhD Program form (available from departmental office; this is not a Faculty of Graduate Studies form) that all the stated requirements (noted above and listed on side 1 of the form) have been met. Submission of this signed form to the Departmental Office is a signal to the Department to identify a Chair and arrange a date for the defence of the transfer. Each examiner (and the Chair) signs the Transfer to the PhD Program form (side 2) upon successful defence of the transfer. The completed form will be returned to the Departmental Office to serve as a record. Upon successful completion of these requirements, the student may transfer to the Ph.D. program. Please note, however, that if less than 9 credit hours were completed before transfer, the remaining coursework plus the 6 credit hours required for the Ph.D. program must be completed to be eligible for graduation.
5.1.4 Provisional Admission to the Ph.D. Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.	

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5.1.5 Students with Disabilities See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html	
5.2 Student's Advisor, Co-advisor and Advisory Committee **5.2.1 Student's Advisor** Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies. The advisor must: • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**; • be active in research; and • have expertise in a discipline related to the student's program. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D. Usually the student and the advisor choose to work together by mutual agreement. In department/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen (18) months after entry in to the program before a permanent advisor is chosen.	A student will not be accepted into the program without first having come to an agreement with a potential advisor. The advisor plays an essential role in the training and mentorship of the student. This includes any assessments and examinations related to the student's competency and/or candidacy in their area of study, as well as related to the research done and thesis document.
5.2.2 Student's Co-advisor In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must: • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**;	*NEW 2019-20! The student's co-advisor no longer needs to be a member of the unit offering the program*

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• be active in research; and • have expertise in a discipline related to the student's program; *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D. The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.	
5.2.3 Student's Advisor/Co-advisor A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor the interim advisor will be required to complete the Advisor Student Guidelines. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added mid-way through the student's program. Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies. It is the responsibility of the unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.	
5.2.4 Advisory Committee The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist	*NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member* The ~~advisory~~ Advisory ~~committee~~ Committee (advisor and other members) should be formed as soon as possible (preferably within ~~one~~ TWO

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of a minimum of three (3) members all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Disclosure is required if two or more committee members are in a personal relationship. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.	months) after admission to the Ph.D. program. This committee must consist of at least three members (inclusive of advisor) of the Faculty of Graduate Studies. ~~Note that co-advisors count as only one member of the committee. If the advisory committee includes a co-advisor, the advisor should let T~~the Department Head should be advised of the Advisory Committee membership ~~know of the arrangement~~ in writing so that Graduate Studies can be notified. Students are required to inform the members of their Advisory Committee of any seminar or research presentations that are planned in order that the members may attend.
5.3 Program of Study As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include: • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	In the rare situation that a student requests a transfer (of the student) to a different advisor, it is essential that the request be made in writing to the Department Head before the move is initiated, as this may have significant negative impact on a student's program of study. In considering this request, the Department Head may arrange meetings with the advisors and the student to discuss the reasons for the request to ensure that possible consequences of a move (e.g., program length, financial commitment, etc.) are clarified. If a student has not successfully completed a Thesis Proposal at the time the transfer is requested, the Thesis Proposal and thesis is expected to result from work done under the new advisor/supervision. In the event the Thesis Proposal has been successfully completed, unless the "new" advisor is willing and/or able to take responsibility for thesis-related work already done and also has written permission from the previous advisor for their use, a further Thesis Proposal is required and the thesis is expected to result from work done under the new advisor's supervision. The intention is to ensure all parties reach an informed decision. The Department Head and/or Graduate Program Committee Chair will make a recommendation to the Faculty of Graduate Studies regarding a change in the student's advisor ~~for final approval of an advisor change~~.
5.4 Program Requirements	A minimum of nine (9) credit hours is required where admission is directly from a Master's degree. In the case of a transfer following acceptance into our M.Sc. program, a minimum of six (6) credit

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All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations: • Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* *Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.	hours beyond the requirements for the M.Sc. degree (9 credit hours) must be completed for a minimum total of fifteen (15) credit hours. A minimum of twelve (12) credit hours is required where admission is directly from an honours Bachelor's degree or equivalent into the Ph.D. program. In all cases, additional courses as deemed appropriate by the sStudent's Advisory Committee, may be taken with the approval of the Department's Graduate Program, up to a maximum of 24 credit hours.
5.4.1 Language Reading Requirements Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.	Not required.
5.4.2 Advance Credit Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit - Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). • Application for advance credit must be made within the first year of the program (see section 5.4.4 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one degree, diploma or certificate. • The student must register at the University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at the University of Manitoba. Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.	
5.4.3 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at the University of Manitoba. All such courses:	

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declared as part time (see section 1.4.1) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) to the Dean of the Faculty of Graduate Studies **at least three (3), but no more than four (4),** months prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	
5.6 Academic Performance Student progress shall be reported ***at least*** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	Refer to Section 2.1.
5.6.1 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	Refer to Section ~~2.3~~2.4.
5.6.2 Performance Not Related to Coursework Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.	
5.7 Academic Requirement for Graduation	

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A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.	
5.8 Candidacy Examination The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth. At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination. The examination is conducted according to a procedure established by the department/unit and approved by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see the department/unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba. This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present. A “pass” decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail. The Dean of the Faculty of Graduate Studies must be informed whether the candidate has “passed” or “failed” the candidacy examination on the “Report on Ph.D. Candidacy Examination” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies. On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.	Candidacy Examinations are viewed as the mechanism by which the faculty, especially the student's Advisory Committee and the Department Graduate Program Committee, will determine whether the student is a suitable candidate for the Ph.D. degree. The Candidacy Examination for a Ph.D. in the Department consists of a pass/fail oral examination with the objective of providing a multidisciplinary evaluation of: 1) the student's in-depth knowledge in the particular research area, and 2) knowledge, at a general level, of related areas. This examination must be completed no later than one year prior to expected graduation date. Format: The Candidacy Examination will be closed to all except the Examining Committee, the Chair (a member of the Graduate Program Committee) and interested faculty members. The Examining Committee shall consist of members of the ~~Student's~~ student's Advisory Committee. The student will be questioned orally for 1 - 1½ hours, covering in depth the student's area of research and, at a more general level, topics related to it. The area or areas of ~~Physiology~~ physiology and pathophysiology to be covered in the examination will be determined by the student's Advisory Committee in consultation with the student at least four weeks in advance of the examination. Other members of the Faculty may question the student as well but have no input regarding the assessment of performance. Assessment: The Examining Committee shall inform the student of its finding immediately following its deliberations. Successful completion requires that all members of the committee unanimously agree the student has passed. A student who fails to perform satisfactorily on the oral examination will be informed of this fact and will be allowed to make a second attempt at a time not less than two months and not more than four months following the first attempt. The student may elect a written rather than an oral format during the second attempt. In this case, the student will receive two questions from each committee member. The student will have one week to complete the questions, which will then be marked by the respective committee member. The student must receive a pass for all questions to be successful. A student who fails on the second attempt will be required to withdraw from the program.

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	Requirements: The student shall inform the Departmental Office of the date and time that the Candidacy Exam will be held. The Departmental Office will confirm that a Chair (a member of the Graduate Program Committee for the Department) is available. Once the arrangements have been finalized, including confirming the availability of ~~his/her~~their Advisory Committee ~~Members~~ and arranging a room booking, the student will provide a notice electronically or as a hard-copy indicating the day, date, time and place of the Candidacy Examination to the Departmental Office. Distribution or posting of the notice on the Department's notice boards must normally take place at least two weeks prior to the presentation.
5.9 Thesis Proposal Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplemental regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.	The purpose of this exercise is to examine the student's understanding in their area of specialization, and to provide the student and advisor with a critical appraisal of the research proposed for the thesis. The Thesis Proposal will normally be presented as soon as possible after preliminary studies are carried out, following approval of the research program by the student's advisory committee, and preceding the major portion of research toward the Ph.D. thesis. For most students, the Thesis Proposal will be completed during the second year of their Ph.D. program. Format: The student shall prepare the proposal in written form. The Proposal should be of sufficient length to allow the Advisory Committee ~~—~~to understand the rationale for the study, the hypothesis, and the approach. There should be enough detail to evaluate the approach, the feasibility and a timeframe for the experiments (approximately five but not more than ten pages in length with relevant references). The student shall inform the Departmental Office of the date and time that the thesis proposal will be held. The Departmental Office will confirm that a Chair (a member of the Graduate Program Committee for the Department) is available. Once the arrangements have been finalized, including confirming the availability of ~~his/her~~their Advisory Committee ~~Members~~ and arranging a room booking, the student will provide a notice electronically or as a hard-copy indicating the day, date, time and place of the thesis proposal to the Departmental Office. The student will also provide the Departmental Office with a copy of the written proposal. Distribution of materials and/or posting of the notice on the Department's notice boards must normally take place at least two weeks prior to the presentation. The student will present the proposal publicly and defend it before both faculty and students. Thirty minutes will be allowed for

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	presentation, and about one hour for questioning. Following the examination, the Committee will excuse the student and all members of the audience to assess the student's performance. Immediately following its deliberations, the Advisory Committee shall advise the student of its findings. The Advisory Committee may 1) approve the proposal essentially as presented, or 2) request a subsequent meeting if major revisions or additional work is required before the proposal can be approved.
5.10 Thesis An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English. The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors). The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html	The student will select the thesis format in consultation with the ~~advisor~~advisor. Inclusion of published or submitted papers within the thesis is allowed. It is recommended that the student and advisor discuss the potential format of the thesis with members of the Advisory Committee before final selection is made.
5.11 Thesis Examination Procedures The final examination for the Ph.D. degree proceeds in two (2) stages: 1. Examination of the candidate's thesis by an internal and external examiner; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.	The student's Advisory Committee will normally make up the Thesis Examining Committee, and the members must be recommended to the Graduate Studies Office on the appropriate form.
5.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that Examining Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.	*NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member*
5.11.2 Formation of the Examining Committee - External Examiner	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
8.4 Awards and Leave of Absence Students granted an exceptional or a parental leave will retain the full value of a University of Manitoba Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such an award will be suspended at the onset of the leave and reinstated at the termination of the leave period (4 to 12 months) provided that the student returns to full time study at that time. **Note:** Other awards will be paid according to the conditions established by the donor or granting agency.	
8.5 Graduate Student Vacation Entitlement Students are entitled to 21 calendar days of vacation over a twelve (12) month period. • For the purposes of calculating vacation entitlement, the academic year means the period from September 1 to August 31. • Vacation entitlement will be prorated for the portion of the year in which a student is registered. • Any vacation time taken during an official closure of the University is not included as part of the 21 calendar day vacation entitlement. In addition, attendance at academic conferences shall not be considered vacation time. • Student vacation requests should have minimal impact on the student's research, coursework, and other obligations to the University. Any requests provided ahead of time and within these guidelines will not be unreasonably denied. • Should a conflict arise between a student's vacation request and a supervisor's expectations, the Department/Unit Head (or designate) shall make a final determination.	*NEW 2019-20! Additional details concerning vacation entitlement*
SECTION 9: Appeals – Procedures and Guidelines **9.1 General** Students who disagree with a decision have access to appeal routes as laid out by various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as by the time limitations for submission of appeals. A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of the University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean of the Faculty of Graduate Studies. Students are referred to the appeals section of the University of Manitoba Governing Documents (http://umanitoba.ca/admin/governance/governing_documents/index.html) for further details. For students registered in Joint Master's Programs (University of Manitoba and University of Winnipeg) there is a different process for handling academic and disciplinary appeals than for University of Manitoba students in regular programs (not Joint Programs). This process is outlined in the Joint Master's Program Governing	In the event of disputes that are not satisfactorily resolved between a student and advisor, appeals may be made to the Advisory Committee, or Graduate Program ~~committee~~Committee, as appropriate, and then the Department Head. If these avenues fail to resolve the dispute, the student may then appeal to the Faculty of Graduate Studies. The advisor is asked to inform any members of the Advisory Committee from outside the Department of this practice at the time of recruitment; alternatively the Advisory Committee member should be directed to consult a member of the Graduate Program Committee or Department Head.

February 18, 2020

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 College of Rehabilitation Sciences.

Observations

1. The **College of Rehabilitation Sciences** proposes program modifications in its M.Sc. supplemental regulations. The substantive change, and one which emanated from the program's recent graduate program review, is the addition of an existing required course, REHB 7280 *Rehabilitation Theory and Research Design* (3). This required course will ensure all M.Sc. students receive foundational knowledge and skills relevant to research in the rehabilitation field and will provide the added benefit of a student community/cohort. (See attach.)

Recommendations

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

College of Rehabilitation Sciences

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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 Rehabilitation Sciences
R106 - 771 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
T: 204 789 3897
F: 204 789 3927
CORS.info@umanitoba.ca

Date: Oct 30, 2019

To: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

From: Dr. Brian MacNeil, Grad Chair, College of Rehabilitation Sciences

Dear Dr Simard,

Please find attached a revised set of Supplemental Regulations for the MSc Rehabilitation Sciences program. The single most substantive change is the addition of a required course; REHB 7280 Rehabilitation Theory and Research Design (3 Cr Hrs). The creation of this course and the stipulation as a required course addresses a major recommendation from the most recent program review. The course is intended to ensure all MSc students within the College receive foundational knowledge and skills relevant to research in the rehabilitation field. Secondly, as a required course, it provides an element of student community/cohort. The majority of the remaining changes primarily address name changes from the School of Medical Rehabilitation to the College of Rehabilitation Sciences.

Please let me know if I can provide any further information to assist the review/approval process.

Sincerely,

Brian MacNeil, PhD
Grad Chair, MSc Rehabilitation Sciences
College of Rehabilitation Sciences

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	All students must include REHB 7280: Rehabilitation Theory and Research Design (3 credit hours) as part of the required 12 credit hours of coursework. The remaining 9 credit hours are to be chosen by the student through consultation with the advisor. A reduction from the minimum of 12 credit hours to 6 credit hours (REHB 7280 plus 3 additional credit hours) may be permitted for students entering the program with an entry-to-practice degree at the Master's level. In such cases, a specific program of study must be proposed by the primary advisor and approved by the Program Chair~~Department Head.~~
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	No course-based/Comprehensive Examination route is offered.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.	Not required.
4.4.5 Advanced Credit Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses)	

February 18, 2020

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 Sociology & Criminology.

Observations

1. The **Dept. of Sociology & Criminology** proposes a program modification in section 5.4 of its supplemental regulations to include SOC 7280 *Seminar in Theoretical Criminology* in its list of acceptable theory courses for students in the Ph.D. This will allow for flexibility when a University of Manitoba Masters graduate continues in the Ph.D. and course offerings are limited. It also provides flexibility for graduate students who are specializing in the area of criminology to take a theory course in their area of specialization. (See attach.)

Recommendations

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

Dept. of Sociology & Criminology

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

University of Manitoba
DEPARTMENT OF SOCIOLOGY and CRIMINOLOGY
Inter-Departmental Correspondence

Date: May 10, 2019

To: Course and Program Approvals Committee, Faculty of Arts

From: Sonia Bookman, Graduate Chair

Subject: Changes to Supplementary Regulations

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1. The Sociology and Criminology Department Council has approved a motion to adopt the revised Supplementary Regulations, which provide some flexibility for course selection for PhD students who have completed their MA degree in the Department of Sociology and Criminology.

Rationale: The revision involves the addition of one more designated theory course, **SOC 7280 Seminar in Theoretical Criminology**, which allows for flexibility when a UM Masters graduate continues on in the PhD program and course offerings are limited. It also provides flexibility for graduate students who are specializing in the area of criminology to take a theory course in their area of specialization.

The proposed changes to the Sociology and Criminology supplementary regulations will be added to the Faculty of Graduate Studies Regulations template, to the section: 5.4 Program Requirements [See attached]. The addition will be made in the following paragraph, which currently reads:

"All students must complete at least three (3) credit hours in theory (i.e., one of: SOC 7190, SOC 7320, SOC 7430, SOC 7440 or SOC 7480), and six (6) credit hours in research methods (i.e., two of SOC 7240, SOC 7390, SOC 7400 or SOC 7420). Students must achieve a minimum grade of 'B' in each of the two research methods courses. With permission from the Graduate Chair, a student may replace one research methods course offered by the Department of Sociology and Criminology with a graduate-level research methods course in another department."

We propose to change the paragraph above to include SOC 7280 in the list of acceptable theory courses. The revised supplemental regulation will read as follows:

"All students must complete at least three (3) credit hours in theory (i.e., one of: SOC 7190, SOC 7320, SOC 7430, SOC 7440, SOC 7480 or SOC 7280), and six (6) credit hours in research methods (i.e., two of SOC 7240, SOC 7390, SOC 7400 or SOC 7420). Students must achieve a

minimum grade of ‘B’ in each of the two research methods courses. With permission from the Graduate Chair, a student may replace one research methods course offered by the Department of Sociology and Criminology with a graduate-level research methods course in another department.”

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include: • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	
5.4 Program Requirements All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations: • Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.** **Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.	Students who have completed a Master's Degree in Sociology (or equivalent) must complete a minimum of 18 credit hours in Sociology at 7000-level. All students must complete at least three (3) credit hours in theory (i.e., one of: SOC 7190, SOC 7320, SOC 7430, SOC 7440 or SOC 7480 or SOC 7280), and six (6) credit hours in research methods (i.e., two of SOC 7240, SOC 7390, SOC 7400 or SOC 7420). Students must achieve a minimum grade of 'B' in each of the two research methods courses. With permission from the Graduate Chair, a student may replace one research methods course offered by the Department of Sociology and Criminology with a graduate-level research methods course in another department . Of the remaining nine (9) credit hours, one three (3) credit hour graduate course from another department may be taken with permission from the Chair of the Graduate Committee. In exceptional cases where a student who has already completed a Master's degree in the Department of Sociology and Criminology and who is then accepted into the PhD program finds that they cannot complete their coursework requirements due to having already taken many of the graduate level courses offered by the Department in any given academic year, the Graduate Chair in consultation with the student and their advisor will permit the student to take up to nine (9) credit hours of graduate courses in

February 18, 2020

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 Université de Saint-Boniface (Canadian Studies).

Observations

1. The **Université de Saint-Boniface** proposes program modifications including a name change to its M.A. in Canadian Studies, a reduction in total credit hours and the introduction of four (4) courses, CDSB 7073, CDSB 7171, CDSB 7173, and CDSB 7271.

    - The revised name of the program is proposed as M.A. in Canadian and Intercultural Studies (Études canadiennes et interculturelles);
    - The credit hours in the thesis route will be reduced from 18 to 12, and the in the comprehensive exam route, from 30 to 24. The compulsory courses in either route will total 6 credit hours, with the remaining consisting of electives.
    - The course introductions will diversify course offerings. CDSB 7171, 7173, and 7271 will be cross-listed with existing undergraduate level courses.

Course Introductions

CDSB 7073 Sujet choisi en études canadiennes et interculturelle +3

Étude d'un thème choisi en études canadiennes et interculturelles. Le contenu variera d'année en année. On peut se faire créditer CDSB 7073 plus d'une fois à condition que le sujet particulier ne soit pas le même.

CDSB 7171 La Charte canadienne des droits et libertés +3

Une étude systématique des droits et libertés garantis par la Charte à travers les jugements de la Cour suprême. Des thèmes supplémentaires sont abordés, dont les sources historiques, politiques et intellectuelles de la protection des droits au Canada, ainsi qu'un survol des lois canadiennes relatives aux droits de la personne. Préalables : Une moyenne de « B » dans 120 crédits universitaires et l'approbation écrite du professeur. Cours à double cote avec POLS 3171. On ne peut se faire créditer CDSB 7171 et POLS 3171.

CDSB 7173 Le Canada dans le système mondial +3

Aperçu du rôle et d'influence de l'État canadien au sein du système mondial depuis la Deuxième Guerre mondiale. Analyse des grandes mutations du système mondial et leurs effets sur la formulation et la conduite de la politique étrangère et de la défense canadienne. La participation canadienne au

sein des institutions et forums multilatéraux en relation avec le processus de mondialisation. Cours à double cote avec POLS 3563. On ne peut se faire créditer CDSB 7173 et POLS 3563, POLS 3560 ou POLS 3561. Préalables : Une moyenne de B dans 120 crédits universitaires et l'autorisation écrite du professeur.

CDSB 7271 Studies in Canadian Literature +3

Study of a selection of contemporary works of historical fiction from Canada. Analysis of the ways in which history, narrative and the nation interconnect. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different. Cross-listed with ENGL 3271. CDSB 7271 may not be held with ENGL 3271. Prerequisite: permission of instructor.

NET CREDIT HOUR CHANGE +12

Recommendations

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

Université de Saint-Boniface (Canadian Studies)

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

Université de Saint-Boniface
Une éducation supérieure depuis 1818

Faculty of Arts and Faculty of Science

Subject: Description and explanation of suggested curriculum changes for USB's MA in Canadian Studies

From: Alexandre Brassard, Dean, Faculty of Arts and Faculty of Science

To: CCP, USB Senate, FGS Executive Committee, FGS Faculty Council, U of M Senate

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The MA in Canadian Studies offered at Université de Saint-Boniface (USB) has recently undergone a cyclical review. The attached program changes proposal addresses the report by the external reviewers (March 10, 2017), the comments from the Dean and the action plan adopted by the interdepartmental committee of professors affiliated with the program (May 2, 2018).

The revitalization plan identifies four measures. First of all, we propose that the name of the program be changed to "Master of Arts in Canadian and Intercultural Studies". We feel that this change would have four benefits, namely:

1. Revitalizing the field of study and putting greater emphasis on particularly distinctive and important aspects of the Canadian experience: its cultural diversity and the different relationships developed between Indigenous peoples, Francophones, Anglophones and immigrants;
2. Highlighting the expertise at USB, a minority Francophone university at the crossroads of Canadian cultures, which has been practising various types of interculturalism for over 200 years;
3. Encouraging the students in USB's new four-year bachelor program (with major in Intercultural Leadership) to enroll in the Canadian and Intercultural Studies graduate program;
4. Better reflecting the interests and expertise of a renewed faculty, thereby encouraging staff to participate more actively in this program.

In its current form, the program's course load is too intense, which results in difficulties in terms of recruitment, retention and graduation rates. The second proposal is to reduce the number of required credit hours: the thesis option would be reduced from 18 to 12 credit hours and the comprehensive exam option would be reduced from 30 to 24 credit hours. This would align the requirements of the MA in Canadian and Intercultural Studies with those of comparable programs

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

offered at the University of Manitoba (e.g. Anthropology; Classics; English, Theatre, Film & Media; Fine Arts; French; History; Native Studies).

Thirdly, a reduction of the total number of credit hours would result in a redistribution of the compulsory and elective courses. Compulsory courses would be reduced from 18 to 6 credit hours, but the program's two methodological cornerstone (CDSB 7031 and CDSB7041) will remain key courses. The number of elective courses will remain unchanged for both the thesis option (6 credit hours) and the comprehensive exam option (18 credit hours), but a wider range of elective courses will be offered.

In addition to existing courses (CDSB 7011, CDSB 7021, CDSB 7051, CDSB 7061, CDSB 7071, CDSB 7081), 4 new courses will be progressively added to the program, 3 of which are dual-level (graduate and undergraduate):

- CDSB 7173, *Le Canada dans le système mondial* (Canada within the Global System, cross-listed with POLS 3563);
- CDSB 7073, *Sujet choisi en études canadiennes et interculturelle* (Selected Topic in Canadian and Intercultural Studies, not cross-listed);
- CDSB 7171, *La Charte Canadienne des droits et libertés* (The Canadian Charter of Rights and Liberties, cross-listed with POLS 3171); and
- CDSB 7271, *Studies in Canadian Literature* (cross-listed with ENGL 3271).

This measure will diversify our course offering and improve students' ability to adapt their studies to their areas of interest and theses topics.

Lastly, we suggest diversifying course delivery methods. All courses will remain accessible online, either 1) through the Moodle learning platform, as it has in the past, or 2) as a live-streamed or recorded course—a new form of technology to the program. Students living in or visiting Winnipeg will be able to participate in the courses being broadcast from the campus. This will address the evaluators' recommendation to modernize the technological methods used and to increase in-person interactions.

We submit this brief outline of the curriculum changes to USB's MA in Canadian Studies for your approval.

Sincerely,



Alexandre Brassard, PhD
Dean, Faculty of Arts and Faculty of Science
Université de Saint-Boniface

PROGRAM CHANGE PROPOSAL

MA in Canadian Studies – Université de Saint-Boniface

In its current form, the MA's course load is too intense, which results in difficulties in terms of recruitment, retention and graduation rates.

We propose to reduce the number of required credit hours: the thesis option would be reduced from 18 to 12 credit hours and the comprehensive exam option would be reduced from 30 to 24 credit hours.

This would align the requirements of the MA in Canadian and Intercultural Studies with those of comparable programs at the UM and elsewhere in Canada.

Comparable programs the University of Manitoba (based on Calendar):

- **Anthropology** : thesis option (12 cr.), program lenght 2 years.
- **Classics** : thesis option (12cr.), program lenght 2 years; option comprehensive exam (24 cr.), including 18 crédits at level 7000 and up.
- **English** : thesis option (18 cr.), including 12 cr. At the graduate level (7000 and +); option without thesis (24cr.), 24 cr.must be at level 7000). Comprehensive examen not mentioned.
- **Geography** : thesis option (12 cr.), 6 cr. at level 7000+ and 6 cr. at level 3000+.
- **French** : thesis option (12cr.).
- **History** : thesis option (12cr.); option without thesis (24cr.) including 18 cr. at level 7000 with comprehensive exam; option research major paper (24cr.) without comprehensive exam.
- **Native Studies** : thesis option (18cr.) including 6 cr. that can be taken at level 4000+.
- **Peace Studies** : thesis option (18cr.); option without thesis (30 cr.)
- **Political Studies** : thesis option (12cr.); option major research paper (24cr.) plus comprehensive exam.
- **Philosophy**: thesis option (15 cr.) including 6 cr. at level 7000+ and 9cr. at level 3000+; option without thesis (24cr.) including 18cr. at level 7000+ and 6cr. at level 3000+.
- **Religion** : thesis option (12cr.), minium of 6cr. at level 7000+, core courses and 6cr. at levels 7000 or 4000+; option withot thesis (24cr.), including 18 cr. at level 7000+ and possibility to do 6cr. at level 4000+.
- **Sociology** : thesis option (18 cr.).

Comparable Canadian Studies MA programs:

- **Carleton University**, MA in Canadian Studies : coursework option, 12 cr. at level 5000; research essay option, 12 cr. at level 5000 including a research essay; thesis option, 12 cr. at level 5000 including a thesis.
- **University of Lethbridge**, MA in Canadian Studies : thesis option, 9 cr. to 18 cr. at level 5000
- **Trent University**, MA in Canadian Studies and Indigenous Studies: thesis option 12 cr. at level 500, including a core colloquium; course work option, 18 cr. at level 5000, a core colloquium and a major research paper.

University	MA Programs	Thesis Option (Cr.)	Non Thesis Option (Cr.)
U. Manitoba	Anthropology	12	
U. Manitoba	Classics	12	24
U. Manitoba	English	18	24
U. Manitoba	Geography	12	
U. Manitoba	French	12	
U. Manitoba	History	12	24
U. Manitoba	Native Studies	18	
U. Manitoba	Peace Studies	18	
U. Manitoba	Political Studies	12	24
U. Manitoba	Philosophy	15	24
U. Manitoba	Religion	12	24
U. Manitoba	Sociology	18	
Carleton U.	Canadian Studies	12	12
U. Lethbridge	Canadian Studies	9-18	
Trent U.	Canadian and Indigenous Studies	12	18

Université de Saint-Boniface

Changes to the MA in Canadian Studies

Transition Plan

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1. Time-line for the introduction of the new programme

The Advisory Committee of the programme in Canadian Studies, the Executive Committee as well as the Academic Council of the Faculty of Arts and the Faculty of Sciences have given their approval for the proposed programme changes. The proposed changes were ubmitted to the CECP (4 January 2019), to the Senate of the Université de Saint-Boniface (24 January 2019).

FGS has requested a few additional documents and translations, and they are now ready to be submitted to the FGS Executive, Faculty Council and UM Senate

The Faculty intends to publish the changes to the programme in the university's Academic Calendar prior to July 1, 2020 in order to be ready for the registration period (mid-July) and to have implemented the changes by the beginning of September 2020.

2. Pathways to graduation for students currently enrolled in the programme

Students who are enrolled in the programme in its current format and who have already completed the obligatory courses and received the requisite number of credits according to the requirements of the reformed programme may have these courses and credits count towards graduation. To do this, however, they will be required to submit a written request to the Programme Director. They must also have completed the comprehensive exam or the master's thesis according to the unchanged requirements of the programme.

Students who began their studies when the programme was called "Master of Arts in Canadian Studies" may retain that designation or choose the new name "Master of Arts in Canadian and Intercultural Studies" for their diploma.

3. Further steps towards implementation

The USB Registrar's Office, the Coordinator of Graduate Programmes and the Recruitment Office have been informed of the proposed programme changes. They will be invited to a meeting regarding the implementation of the changes after acceptance by the FGS Faculty Council.

Supplemental Regulations
Faculty of Graduate Studies

Name of Unit/Program: Canadian Studies / Études canadiennes et interculturelles Université de Saint-Boniface (M.A.)

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein. All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office. For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.) **PREFACE** The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies. **Definitions** The "Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies" shall be taken to mean the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies or designate. "Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the *de facto* Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the *de facto* Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
1.1 Application and Admission Procedures The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html. **1.1.1 Process:** 1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system. **NOTE:** International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details). 1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities. 1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.	Faculté des arts Programme de M.A. Études canadiennes et interculturelles Université de Saint-Boniface 200, avenue de la Cathédrale Winnipeg (Manitoba) R2H 0H7 1-204-237-1818, poste 540 etcan@ustboniface.ca Faculty of Arts Graduate program, Canadian and Intercultural Studies Université de Saint-Boniface 200, avenue de la Cathédrale Winnipeg (Manitoba) R2H 0H7 1-204-237-1818, poste 540 etcan@ustboniface.ca
1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies) The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units. **Term** / **Start Date** / **Canadian/US** / **International** FALL / September / July 1 / April 1 WINTER / January / November 1 / August 1 SUMMER / May / March 1 / December 1 **IMPORTANT:** These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.	Date limite de réception des demandes d'admission La candidate ou le candidat qui désire être admis au programme de maîtrise doit remplir un formulaire de demande d'admission et le faire parvenir à la Faculté des études supérieures de l'Université du Manitoba accompagné des pièces requises avant les dates limites suivantes : Début de session / Canada/É.- U. / Internationaux Septembre / 1er juin / 1er mars Janvier / 1er octobre / 1er juillet Mai / 1er février / 1er novembre Application Deadlines Applicants must fill out the Faculty of Graduate Studies admission form. All completed applications must be submitted directly to the Faculty of Graduate Studies. Deadlines for receipt of completed applications are as follows : Start Date / Canada/U.S / International September / June 1 / March 1 January / October 1 / July 1 May / February 1 / November 1

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1.1.3 Application Fee A $100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants.	
1.1.4 Transcripts Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment and provisional admission purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies within one (1) month of the date on the admission letter. Applicants will be placed on hold, which prevents registration until all admission requirements have been submitted. **All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable, see 1.1.5).** For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.	
1.1.5 Transcripts: International Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records**.** To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution. For international degrees or where the transcript does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.	
1.1.6 Transcripts: University of Manitoba University of Manitoba students are not required to submit University of Manitoba transcripts.	
1.1.7 Proficiency in English A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a secondary school diploma and/or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see 1.1.8). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. **Please note:** In all cases, test scores older than two (2) years (from the time of completing the test) are invalid. Thresholds required for successful completion are indicated in parentheses. • University of Michigan English Language Examination Assessment Battery (MELAB) (80%) • Test of English as a Foreign Language (TOEFL)– Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories)	**Langue d'enseignement** La langue d'enseignement et de communication à l'USB est le français. Les étudiantes et étudiants admis à l'USB doivent posséder un niveau de langue qui leur permet de comprendre l'enseignement en salle de classe, de rédiger les travaux et de participer aux discussions en français. Tous les travaux exigés dans les cours ainsi que le mémoire, et l'examen de synthèse doivent être rédigés **en français**. Par contre, il est possible, avec l'autorisation du professeur ou du directeur de mémoire, de rédiger les travaux ou le mémoire en anglais. Les étudiantes et étudiants internationaux admis au programme de M. A. Études canadiennes et interculturelles à l'USB ne sont pas tenus de démontrer leurs connaissances de l'anglais. Cependant, une compréhension de l'anglais écrit

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• Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS) (6.5) • Academic English Program for University and College Entrance (AEPUCE) (65%) • Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset) • PTE Academic (61% overall) **Note:** In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.	est essentielle, car les étudiantes et étudiants sont non seulement tenus de comprendre les règlements de la Faculté des études supérieures de l'Université du Manitoba, mais sont également appelés à faire des lectures en anglais de façon régulière dans le cadre de leurs cours. La plupart des étudiants qui soumettent une application ont complété leur diplôme de premier cycle dans une université francophone et maîtrisent donc le français. Dans les autres cas, les étudiants qui sont incertains de leur niveau de compétence en français peuvent demander une évaluation linguistique auprès des Services de perfectionnement linguistique (SPL). C'est ensuite à l'étudiant d'évaluer ses chances de succès et de décider s'il souhaite soumettre une application au programme ou non. **Language of instruction** The language of instruction and communication at USB is French. Students admitted to USB must be sufficiently proficient in French to be able to understand classroom lectures, to write assignments and to participate in classroom discussions in French. All coursework must be written in French, as well as theses, practicum reports and comprehensive examinations. However, it is possible, with the authorisation of the instructor or the thesis supervisor, to submit coursework and/or theses in English. International students admitted to the M.A. Études canadiennes et interculturelles Program at USB will not be required to complete an English Language Proficiency Test. However, they must have a knowledge of written English in order to understand the regulations and policies of the Faculty of Graduate Studies as well as assigned course readings in English. The majority of our applicants have completed undergraduate studies in Francophone universities and thus are proficient in French. In all other cases, students who are unsure of their level of proficiency in French may request a language assessment at the Services de perfectionnement linguistique (SPL). It is then up to students to evaluate their chances of success and to decide whether to submit an application to the program.
1.1.8 English Language Proficiency Test Exemption List Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more	

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1.4 Student Status/Categories of Students **1.4.1 Full-Time And Part-Time Students** Graduate students are admitted as full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students. Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Part-Time Status" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies. Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term. Part-time students may revert to full-time but will not be permitted to return to part-time studies. For every full year (12 months) a Master's student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master's student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.	La M.A. Études canadiennes et interculturelles est un programme d'études à temps partiel ou à temps complet. The M.A. Études canadiennes et interculturelles Program at USB is offered on a part-time or full time basis.
1.4.2 Pre-Master's Or Qualifying Students In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study. The Pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.	
1.4.3 Occasional Students A student wishing to take graduate courses with no intention of applying them toward an advanced degree at the University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the "occasional" category. **Note:** 1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree	

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Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	
2.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies. A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. In the event that a substitute course is used for remediation, then this must be at the same or higher level as the failed course (e.g., at the graduate level for a failed graduate-level course). Each failed course may be repeated or replaced only once, to a maximum of six (6) credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than six (6) credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations. Graduate students are not permitted to repeat a previously passed course. **Note:** In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above. Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations. A summary of all actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.	*NEW 2019/20! Remediation of a failed course with a substitute course must be at the same level or higher (e.g. at the 7000 or 8000 level for a failed 7000 or 8000 level course)* *NOUVEAU 2019-20! La remédiation d'un cours échoué doit se faire au moyen d'un cours de substitution de niveau semblable ou plus élevé (p.ex. au niveau 7000 ou 8000 selon que le cours échoué est au niveau 7000 ou 8000)*
2.5 Mandatory Academic Integrity Course All students, including those in a Pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration. **Notes:** Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Master's level are not normally required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.	

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supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies. A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework. If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA. The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements. A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.	
SECTION 4: General Regulations: Master's **4.1 General** Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html) , and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following: • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional.	
4.2 Diploma Programs The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.	
4.3 Admission **4.3.1 General Criteria**	**Exigences d'admission supplémentaires** En plus de satisfaire aux exigences minimales de la Faculté des études supérieures de l'Université du Manitoba, toute demande d'admission au programme de M.A. Études canadiennes et interculturelles à l'USB doit être accompagnée : - d'une lettre de 500 mots en français décrivant les objectifs de formation de la candidate ou du

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Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include: • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: o The University of Manitoba; or o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	candidat dans son programme de M.A. Études canadiennes et interculturelles; - d'un curriculum vitae. **Additional Admission Requirements** In addition to meeting the minimum requirements of the Faculty of Graduate Studies, applications to the M.A. Études canadiennes et interculturelles program at USB will also require : - a 500-word statement in French outlining the applicant's objectives for pursuing this degree; - a resume. **Cas exceptionnels** Dans des cas *exceptionnels*, ces exigences supplémentaires *pourraient* être modifiées à la discrétion du coordonnateur du programme ou du doyen de la Faculté des arts de l'USB pourvu que la candidate ou le candidat ne se soustraie pas aux exigences d'admission de la Faculté des études supérieures de l'Université du Manitoba. **Exceptional cases** These additional admission requirements *may* be waived in *exceptional* cases, subject to the discretion of the program coordinator or the Dean of the Faculty of Arts of USB, provided that the Faculty of Graduate Studies' admission requirements are not violated.
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 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.	**Cours obligatoires** Les cours de base suivants sont obligatoires, quelle que soit l'option choisie (mémoire ou examen de synthèse) : ~~CDSB 7011 Le Canada : Peuples et territoires (6 crédits)~~ ~~CDSB 7021 Le Canada : identités, mythes, images (6 crédits)~~ • CDSB 7031 Problèmes méthodologiques en études canadiennes (3 crédits) • CDSB 7041 Textes canadiens de base (3 crédits) **Cours au choix** ~~Bien qu'obligatoires pour les étudiants qui suivent la voie de l'examen de synthèse, les quatre cours suivants~~

~~peuvent également être suivis par les étudiants qui préparent un mémoire, notamment lorsqu'ils correspondent à leur domaine de recherche :~~

Les étudiants qui choisissent la voie de l'examen de synthèse doivent suivre 18 crédits de cours au choix. Ceux qui préparent un mémoire doivent suivre 6 crédits de cours au choix.

- Voici les cours au choix acceptés :
- CDSB 7011 Le Canada : Peuples et territoires (6 crédits)
- CDSB 7021 Le Canada : identités, mythes, images (6 crédits)
- CDSB 7073 – Sujet choisi en études canadiennes
- CDSB 7051 Francophonies canadiennes et internationales (3 crédits)
- CDSB 7061 Peuples autochtones du Canada : Amérindiens, Inuits et Métis (3 crédits)
- CDSB 7071 L'état canadien : mondialisation et flux migratoires (3 crédits)
- CDSB 7081 Droits de la personne et histoire sociale au Canada (3 crédits)
- ENGL 3271 / CDSB 7271 Studies in Canadian Literature (3 crédits)
- POLS 3171 / CDSB 7171 – La Charte canadienne des droits et libertés (3 crédits)
- POLS 3563 / CDSB 7173 – Le Canada dans le système mondial (3 crédits)

Required coursework
The following courses are mandatory:

CDSB 7011 Le Canada : Peuples et territoires (6 credits)

CDSB 7021 Le Canada : identités, mythes, images (6 credits)

- CDSB 7031 Problèmes méthodologiques en études canadiennes (3 crédits)
- CDSB 7041 Textes canadiens de base (3 crédits)

Optional courses
Although mandatory for students opting to do the comprehensive examination, the following four courses may also be taken by students who are preparing their thesis, especially if they correspond to the area of specialization:

Students opting to do the comprehensive examination must follow 18 credits of optional courses. Those who are preparing a thesis must follow 6 credits of optional courses.

Those are the accepted optional courses:

- **CDSB 7011 Le Canada : Peuples et territoires (6 crédits)**
- **CDSB 7021 Le Canada : identités, mythes, images (6 crédits)**
- **CDSB 7073~~XXX~~ – Sujet choisi en études canadiennes (3 crédits)**

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	• CDSB 7051 Francophonies canadiennes et internationales (3 crédits) • CDSB 7061 Peuples autochtones du Canada : Amérindiens, Inuits et Métis (3 crédits) • CDSB 7071 L'état canadien : mondialisation et flux migratoires (3 crédits) • CDSB 7081 Droits de la personne et histoire sociale au Canada (3 crédits) • **ENGL 3271 / CDSB 7271 Studies in Canadian Literature (3 crédits)** • **POLS 3171 / CDSB 7171 – La Charte canadienne des droits et libertés (3 crédits)** • **POLS 3563 / CDSB 7173 – Le Canada dans le système mondial (3 crédits)**
4.4.1 Thesis/Practicum Route A minimum of twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (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.	**Maîtrise avec mémoire : scolarité de ~~18~~ 12 crédits** Il faut prendre au moins ~~18~~ **12** crédits de cours au niveau 7000 à la Faculté des arts. Le mémoire est un exposé écrit des résultats d'un travail de recherche poursuivi dans le cadre d'un programme de deuxième cycle. Il doit démontrer que l'étudiante ou l'étudiant a des dispositions pour la recherche et qu'il sait bien rédiger et présenter les résultats de son travail. L'étudiante ou l'étudiant qui opte pour la voie mémoire doit : identifier et définir un problème ou un sujet de recherche; s'engager activement dans un processus systématique visant à étudier le sujet de recherche et à faire la collecte et l'analyse des données; démontrer une maîtrise de connaissances dans un domaine spécialisé en études canadiennes; réussir la soutenance de son mémoire dans le cadre d'un forum universitaire et public. **Thesis route: A Thesis and ~~18~~ 12 credit hours** At least ~~18~~ **12** credit hours of coursework must be taken at the 7000 level in the Faculty of Arts. A thesis is a written dissertation presenting the findings of a research project conducted in a graduate program. It must demonstrate a candidate's ability to conduct research and present the findings. Candidates who opt for the thesis route must: identify and define a research problem; engage in a systematic process to investigate the research problem and collect and analyze data; demonstrate a mastery of knowledge related to their specific field of study; pass an oral examination open to all members of the University community and the public.
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	**Maîtrise avec examen de synthèse : scolarité de ~~30~~ 24 crédits.** Il faut prendre au moins ~~30~~ **24** crédits au niveau 7000 à la Faculté des arts. L'examen de synthèse vise à démontrer la compréhension des théories, les habiletés d'analyse critique et la capacité d'identifier les applications pratiques du savoir, en relation étroite avec la spécialisation ou le champ d'études choisi. L'examen de synthèse comprend deux volets, soit une partie écrite et une partie orale, et peut, selon le choix de l'étudiante ou de l'étudiant, prendre la forme d'une recension des écrits ou d'un projet d'intervention. **Comprehensive Examination Route: ~~30~~ 24 credit hours of coursework are required.** At least ~~30~~ **24** credit hours of coursework must be taken at the 7000 level in the Faculty of Arts. The

	comprehensive examination aims to demonstrate comprehension of theory, critical analysis skills and capacity to identify practical applications of knowledge in the chosen field of specialization. The comprehensive examination features an oral and a written component and may take the form of a literature review or a school-based project.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.	~~*Not required.*~~*Voir section 1.1.7.* *See section 1.1.7.*
4.4.5 Advanced Credit Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.	
4.4.6 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree;	

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• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.	
4.4.7 Time in Program The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements. The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) **at least three (3), but no more than four (4), months** prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	~~La M. A. Études canadiennes **et interculturelle** est un programme d'études à temps partiel ou à temps complet. Les étudiantes et étudiants de l'USB qui demandent un statut d'études à temps partiel au moment de l'admission obtiennent quatre mois additionnels par année d'étude (12 mois), ce qui fait en sorte qu'ils doivent terminer leur programme au plus tard six années après leur date d'admission.~~ ~~The M.A. Études canadiennes **et interculturelles** Program at USB is offered on a part-time or full time basis. Students who declare part-time status at time of admission will have an additional four months per year to complete their program, which provides them with a maximum of six years to complete their program.~~
4.5 Student's Advisor/Co-Advisor **4.5.1 Student's Advisor** Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must: • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.	**Conseillères ou conseillers intérimaires** Lors de l'admission à la M.A. Études canadiennes **et interculturelles**, la coordonnatrice ou le coordonnateur désigne pour chaque étudiante et étudiant un professeur qui agit en tant que conseillère ou conseiller intérimaire. Ce professeur, qui doit être membre de la Faculté des études supérieures, a la responsabilité de superviser le programme d'études de ce dernier et de le guider dans son choix de cours. Il lui incombe de remplir le rapport de progrès de l'étudiante ou de l'étudiant jusqu'à ce qu'une directrice ou un directeur de recherche soit désigné. Il s'est acquitté de ses tâches lorsque l'étudiante ou l'étudiant a terminé ses cours. Sur approbation du doyen la Faculté des arts de l'USB, la conseillère ou le conseiller intérimaire : a) peut également assumer le rôle de directrice ou de directeur de mémoire ou d'examen de synthèse et/ou; b) peut être remplacé à n'importe quelle étape du programme d'études. **Interim Curriculum Supervisor** Upon acceptance into the M.A. Canadian and Intercultural Studies, the program coordinator will assign the student **an interim** curriculum supervisor, a professor who must be a member of the Faculty of Graduate Studies. The

It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis. In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.	curriculum supervisor oversees the student's program and provides advice on his or her course selection. The **interim** curriculum supervisor will also be responsible for completing the student's first Advisor-Student Guidelines agreement and Progress Reports until a thesis/practicum/comprehensive exam advisor is appointed. Upon completion of the student's coursework, the curriculum supervisor's duties may cease. Upon approval by the Dean of the Faculty of Arts at USB, the curriculum supervisor: a) may also act as thesis or comprehensive examination advisor and/or; b) may be replaced at any time during the student's coursework. **Directrice ou directeur de mémoire ou d'examen de synthèse** Au plus tard un semestre après avoir terminé ses cours, l'étudiante ou l'étudiant choisit une directrice ou un directeur en consultant une liste que la coordonnatrice ou le coordonnateur du programme lui a remise. Tous les professeurs chargés de la direction de mémoires ou d'examens de synthèse doivent être membres de la Faculté des études supérieures de l'Université du Manitoba et être spécialistes du domaine choisi par l'étudiante ou l'étudiant. Lorsque la directrice ou le directeur a signalé son consentement, le coordonnateur du programme en informe le doyen de la Faculté des arts de l'USB qui confirme la nomination. **Si une étudiante ou un étudiant n'est pas capable d'obtenir une directrice ou un directeur à partir de la liste, le doyen en nommera un(e)**. La directrice ou le directeur est dorénavant responsable de superviser le mémoire ou l'examen de synthèse et de remplir le rapport annuel de progrès de l'étudiante ou de l'étudiant. Sur approbation du doyen de la Faculté des arts de l'USB, la directrice ou le directeur peut être remplacé à n'importe quelle étape du projet de recherche. La directrice ou le directeur d'un mémoire doit s'assurer de lire et de signer, en collaboration avec son étudiante ou étudiant, l'entente *Lignes directrices pour le Directeur et L'Étudiant*, et ce, avant que celui-ci commence sa recherche et au plus tard avant la soumission de son rapport de progrès. **Thesis or Comprehensive Examination Advisor** Each student must ask the program coordinator for a list of eligible advisors no later than one term following completion of coursework. Faculty members eligible to serve as thesis or comprehensive examination advisors must be members of the Faculty of Graduate Studies and specialists in the area of specialization selected by the student. The student will select a proposed advisor from the list of eligible faculty members. Having obtained the consent of the proposed advisor, the program coordinator will ask for the approval of the Dean of the Faculty of Arts at USB. **In the event that the student cannot secure an advisor from the list, the Dean will appoint one**. Once appointed, the thesis or comprehensive examination advisor will be responsible for supervising the student's thesis or comprehensive examination as well as completing the student's annual Progress Reports. Upon approval by the Dean, the advisor may be replaced at any time during the course of the student's research project. The advisor of a student who has chosen the thesis route is responsible for reading and signing, in collaboration with the student, *the Advisor-Student Guidelines (ASG),* and this must be done prior to the

	commencement of the research and the submission of the annual Progress Report.
4.5.2 Student's Co-advisor In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must: • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D. The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.	*NEW 2019-20! The student's co-advisor no longer needs to be a member of the unit offering the program* *NOUVEAUTÉ 2019-20! Le codirecteur de l'étudiante ou de l'étudiant n'a plus besoin de faire partie de l'unité qui offre le programme.*
4.5.3 Student's Advisor/Co-advisor A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, then the interim advisor will be required to complete the Advisor Student Guidelines. The advisor/co-advisor and the student are required to approve the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added mid-way through the student's program. Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. It is the responsibility of the unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary.	

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All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.	
4.6 Advisory Committee **4.6.1 Thesis/Practicum Route** Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her research program. The advisory committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies (*http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html*). All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected, under normal circumstances, that Advisory Committee members will possess at least a Master's degree or equivalent. Advisory committees may include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. Graduate students, Post-Doctoral fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship. Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.	*NOUVEAUTÉ 2019-20! Il n'est plus requis d'avoir une personne « interne-externe » sur le jury de mémoire.* ~~**Un minimum de trois personnes doit participer au jury de mémoire, incluant le directeur, et deux professeurs un professeur de la Faculté des arts de l'USB., et un professeur qui n'a aucune affiliation à la Faculté des arts de l'USB. Au moins deux de ces personnes doivent être membres de la Faculté des études supérieures.**~~ ~~Un minimum de trois personnes doit participer au jury d'examen de synthèse y compris le directeur dont au moins deux membres de la Faculté des études supérieures~~. *NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member* ~~For the thesis route, the committee must consist of a minimum of three people, including the advisor and two professors,~~ ~~**a professor from inside the USB Faculty of Arts,**~~ ~~and a professor from outside the USB Faculty of Arts.~~ ~~**At least two committee members must be members of the Faculty of Graduate Studies.**~~ ~~The Comprehensive Examination committee must consist of a minimum of three people, including the advisor and at least two members of the Faculty of Graduate Studies.~~
4.6.2 Course-based or Comprehensive Examination Route Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.6.3 Accredited professional programs Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.7 Courses and Performance	

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4.7.1 Course or Program Changes Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	
4.7.2 Lapse of Credit of Courses Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case by case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content. Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree. In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.	~~Les cours terminés plus de sept (7) ans avant la date d'obtention du grade de maîtrise ne seront pas pris en compte dans le cadre de ce programme.~~
4.7.3 Academic Performance Student progress shall be reported ***at least*** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" ratings or one (1) "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	
4.7.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	.
4.7.5 Performance not related to Coursework In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and	

progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.	
4.8 Requirements for Graduation All students must: • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.	
4.8.1 Thesis/Practicum Route **4.8.1.1 Thesis vs. Practicum** Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used. A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research. The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.	**Mémoire - Approbation du sujet du projet de recherche** Avec l'appui de sa directrice ou de son directeur de mémoire, l'étudiante ou l'étudiant choisit un sujet de recherche et rédige une proposition de sujet qui comprendra les éléments suivants : - la proposition d'un titre; - un bref exposé de la nature, de l'envergure et de l'objectif du projet de recherche (maximum de 500 mots); - un examen préliminaire de la documentation pertinente; - un exposé dans lequel la méthodologie de collecte et d'analyse des données est explicitée. **La proposition de recherche** démontrera que l'étudiante ou l'étudiant maîtrise un champ de spécialisation, a des dispositions pour la recherche et sait bien rédiger et présenter les résultats de son travail. **La proposition** de recherche doit être approuvée par la directrice ou le directeur de mémoire et ensuite par les membres du jury **(voir 4.8.1.2)**. Ceux-ci peuvent l'approuver, la refuser ou y suggérer des modifications. **Si la proposition est refusée, l'étudiant doit en soumettre une autre, suivant la même procédure. Après deux échecs de la proposition, l'étudiant est exclu du programme** Les membres du jury doivent signaler leur approbation à la Faculté des études supérieures en remplissant le formulaire *Master's Thesis/Practicum Proposal*. Avant d'entamer une recherche qui comprend la participation de sujets humains, il faut la faire évaluer et approuver par le Comité d'éthique de la recherche (CER) de l'USB.

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	Thesis Approval With the advice of the thesis advisor, the student will choose a thesis topic and prepare a thesis proposal which shall, at a minimum, include: - a proposed title; - a brief statement on the nature, scope and objective of the project (maximum 500 words); - a preliminary review of the general literature dealing with the project; and - a statement of the methods to be used to collect data and how the data will be analyzed. The thesis proposal will show that students have mastered an area within their area of specialization, have necessary research skills and are able to present their findings in an appropriate format. Once the thesis proposal has been prepared by the student and approved by the Thesis Advisor, it will be presented to the Thesis Advisory Committee (see 4.8.1.2), which may approve, disapprove or suggest modifications to the proposed thesis research. **If the proposal is rejected, the student must submit another one, following the same procedure.** **A student failing the thesis proposal twice is excluded from the program** The Thesis Advisory Committee must fill out the *Master's Thesis/Practicum Proposal* form when the thesis proposal is approved. Research involving human subjects requires ethics approval by the REB at USB prior to initiation of the thesis research.
4.8.1.2 Examining Committee The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis. Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplemental regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements. The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories: • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or	*NOUVEAUTÉ 2019-20! Il n'est plus requis d'avoir une personne « interne-externe » sur le jury de mémoire.* **Composition du jury de mémoire** La directrice ou le directeur de mémoire recommande la nomination des membres du jury au doyen de la Faculté des arts de l'USB qui accorde son approbation. La nomination des membres du jury doit également être signalée à la Faculté des études supérieures par le biais du formulaire *Master's Thesis/Practicum Title and Appointment of Examiners*. ~~Un minimum de trois personnes doit participer au jury, dont une personne ne doit avoir aucune affiliation à la Faculté des arts de l'USB. Un minimum de deux personnes doivent être membres de la Faculté des études supérieures.~~ *NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member* **Thesis Examination Committee** The student's advisor will recommend a suggested Thesis Committee to the Dean of the Faculty of Arts at USB who will approve the Committee. ~~The Committee must consist of a minimum of three people, one of whom must be from outside the Faculty of Arts at USB. At least~~

• Not acceptable. If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.	~~two people on the Thesis Committee must be members of the Faculty of Graduate Studies.~~ The appointment of the members of the Committee will be recorded on the *Thesis/Practicum Title and Appointment of Examiners* form which will be sent to the Faculty of Graduate Studies.
4.8.1.3 Oral Examination For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation. All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies. The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used. Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum. The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee. The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.	**Soutenance orale du mémoire** Le mémoire doit être revu et accepté par tous les membres du jury avant de passer à l'étape de la défense orale. La directrice ou le directeur de mémoire, de concert avec l'étudiante ou l'étudiant, choisit la date de défense du mémoire et avise les membres du jury de cette date au moins 10 jours à l'avance. La directrice ou le directeur de mémoire préside la séance. À l'occasion de la soutenance orale de son mémoire, l'étudiante ou l'étudiant doit présenter son mémoire pendant une période de 30 à 40 minutes. Une période formelle de questions suit. Suite à cette période de questions, l'étudiante ou l'étudiant et les membres de l'auditoire doivent quitter la salle pour permettre au jury de délibérer et de décider s'il a réussi la partie écrite et orale de son mémoire. Il n'est pas nécessaire que la décision soit unanime; une voix dissidente est permise. Si deux membres du jury ou plus jugent que le mémoire est un échec, la note d'échec sera attribuée à l'étudiant. La décision doit être inscrite sur le formulaire *Master's Thesis/Practicum Final Report*. La mention « succès » ou « échec » est communiquée à l'étudiante ou à l'étudiant immédiatement après la période de délibération. S'il y a lieu, les membres du jury doivent spécifier la nature des révisions à effectuer ainsi que le délai accordé pour effectuer lesdites révisions. La directrice ou le directeur de mémoire doit s'assurer que les révisions sont apportées au mémoire. Il est également responsable de signer un formulaire confirmant que les révisions ont été faites conformément aux exigences du jury et de soumettre celui-ci au doyen de la Faculté des arts de l'USB. Si la soutenance orale se solde par un échec, l'étudiante ou l'étudiant ne peut se réinscrire qu'une seule fois au mémoire et procéder à nouveau à la défense orale. **Après deux échecs à la soutenance orale, l'étudiant est exclu du programme (voir 4.8.1.4).** **Thesis Oral Examination** Provided the thesis is deemed "acceptable without modification or with minor revision(s)" or "acceptable subject to modification and/or revision(s)" by the Thesis Examining Committee, the candidate will stand for an oral examination on the subject and matters related thereto. The Thesis Advisor will notify members of the Examining Committee about the date and place of the oral examination at least 10 days in advance. In the oral examination, the Thesis Advisor acts as the Chair of the Thesis Examining Committee. The student will be asked to make a 30 to 40-minute summary presentation on the nature and significance of the research. This will be followed by a question period after which the committee shall deliberate. The student and audience will be asked to leave during this period of deliberation. Members of the committee must come to a

	decision as to whether the candidate has passed his or her written and oral thesis examination. Unanimity is no longer required; a dissenting voice provision has been included in the oral defense process. If two or more examiners do not approve the thesis, the student is deemed to have failed the defense. This decision must be recorded on the *Master's Thesis/Practicum Final Report*. The candidate will be invited back into the room and be made aware of the "pass" or "fail" grade and, if applicable, the nature of the revisions requested. If revisions are required, then the Thesis Examining Committee must specify the nature of revisions required as well as a deadline by which the revisions must be completed. The advisor is responsible for ensuring that revisions are completed according to the instructions of the Thesis Examining Committee. The advisor is also required to submit a signed statement to the Dean of the Faculty of Arts at USB that the required revisions have been completed. No student may sit for this examination more than twice. **A student failing the thesis oral examination twice is excluded from the program (see 4.8.1.4).**
4.8.1.4 Failure In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor. A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where: • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.	
4.8.2 Course-based/Comprehensive Examination Route Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplemental regulations. Students should consult the department/unit supplemental regulations for specific requirements. In those department/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.	**Examen de synthèse** L'examen de synthèse constitue l'étape finale de l'évaluation de l'étudiante ou de l'étudiant et détermine l'attribution du grade de M.A. Études canadiennes (M.A.). Il vise à démontrer la compréhension des théories, les habiletés d'analyse critique et la capacité d'identifier les applications pratiques du savoir, en relation étroite avec la spécialisation ou le champ d'études choisi. Pour les besoins de l'examen de synthèse, l'étudiante ou l'étudiant rencontre sa directrice ou son directeur afin de choisir son champ d'études. L'examen de synthèse comprend deux volets, soit une partie écrite et une partie orale. La partie écrite se compose d'une recension des écrits récents sur un sujet d'intérêt pour l'étudiante ou l'étudiant et choisi à l'intérieur de son champ d'études; la partie orale comprend la défense de la recension écrite. La recension devrait normalement compter au moins 30 pages, y compris la liste de références. **Comprehensive Examination**

	The comprehensive examination has an oral and a written component. The written component is based on a literature review and consists of a 30-page summary of findings on a subject within the student's field of study and includes the bibliography. This is followed by an oral examination. **Composition du jury d'examen de synthèse** La directrice ou le directeur d'examen de synthèse recommande la nomination des membres doyen de la Faculté des arts de l'USB qui accorde son approbation. Un minimum de trois personnes doit participer au jury dont au moins deux membres de la Faculté des études supérieures. **Comprehensive Examination Committee** The student's advisor will recommend a suggested Comprehensive Examination Committee to the Dean of the Faculty of Arts at USB who will approve the Committee. The Committee must consist of a minimum of three people including at least two members of the Faculty of Graduate Studies. **Défense orale de l'examen de synthèse** La recension des écrits doit être examinée et acceptée par tous les membres du jury avant de passer à l'étape de la défense orale. La directrice ou le directeur d'examen de synthèse, de concert avec l'étudiante ou l'étudiant, choisit la date de défense de l'examen de synthèse et avise les membres du jury de cette date au moins 10 jours à l'avance. La directrice ou le directeur d'examen de synthèse préside la séance. À l'occasion de la défense orale de son examen de synthèse, l'étudiante ou l'étudiant doit présenter le contenu du rapport de recension des écrits ou de projet d'intervention pendant une période de 30 à 40 minutes. Une période formelle de questions suit. À la suite de l'examen, l'étudiante ou l'étudiant et les membres de l'auditoire doivent quitter la salle pour permettre au jury de délibérer et de décider s'il a réussi la partie orale et écrite de son examen de synthèse. Cette décision doit être unanime et doit être inscrite sur le formulaire *Report on Master's Comprehensive Examination*. La mention « succès » ou « échec » est communiquée à l'étudiante ou à l'étudiant immédiatement après la période de délibération. S'il y a lieu, les membres du jury doivent spécifier la nature des révisions à effectuer ainsi que le délai accordé pour effectuer lesdites révisions. La directrice ou le directeur doit s'assurer que les révisions sont apportées à l'examen de synthèse. Il est également responsable de signer un formulaire confirmant que les révisions ont été faites conformément aux exigences du jury et de soumettre celui-ci au doyen de la Faculté des arts de l'USB. Si la défense orale se solde par un échec, l'étudiante ou l'étudiant ne peut se réinscrire qu'une seule fois à l'examen de synthèse et procéder à nouveau à la défense orale. **Après deux échecs à la la défense orale, l'étudiant est exclu du programme.** **Comprehensive Oral Examination** Provided the Literature Review is deemed "acceptable without modification or with minor revision(s)" or "acceptable subject to modification and/or revision(s)" by the Comprehensive Examination Committee, the candidate will stand for an oral examination on the subject and matters related thereto. The Comprehensive Advisor

	will notify members of the Comprehensive Examination Committee about the date and place of the oral examination at least 10 days in advance. In the oral examination, the Comprehensive Advisor acts as the Chair of the Comprehensive Examination Committee. The student will be asked to make a 30 to 40-minute summary presentation on the nature and significance of the comprehensive examination. This will be followed by a question period after which the committee will deliberate. The student and audience will be asked to leave during this period of deliberation. Members of the committee must come to a unanimous decision as to whether the candidate has passed his or her written and oral comprehensive examination. This decision must be recorded on the *Report on Master's Comprehensive Examination* form. The candidate will be invited back into the room and be made aware of the "pass" or "fail" grade and if applicable, the nature of the revisions required. If revisions are required, then the Comprehensive Examination Committee must specify the nature of revisions as well as a deadline by which the revisions must be completed. The advisor is responsible for ensuring that revisions are completed according to the instructions of the Examining Committee. The advisor is also required to submit a signed statement to the Dean of the Faculty of Arts at USB that the required revisions have been completed. No student may sit for this examination more than twice. **A student failing the thesis oral examination twice is excluded from the program.**
4.9 Style and Format The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).	
4.10 Deadlines for Graduation The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright License Declaration); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.	
4.11 Details for Submission of the Final Copy Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
• Any vacation time taken during an official closure of the University is not included as part of the 21 calendar day vacation entitlement. In addition, attendance at academic conferences shall not be considered vacation time. • Student vacation requests should have minimal impact on the student's research, coursework, and other obligations to the University. Any requests provided ahead of time and within these guidelines will not be unreasonably denied. • Should a conflict arise between a student's vacation request and a supervisor's expectations, the Department/Unit Head (or designate) shall make a final determination.	
SECTION 9: Appeals – Procedures and Guidelines **9.1 General** Students who disagree with a decision have access to appeal routes as laid out by various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as by the time limitations for submission of appeals. A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of the University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean of the Faculty of Graduate Studies. Students are referred to the appeals section of the University of Manitoba Governing Documents (http://umanitoba.ca/admin/governance/governing_documents/index.html) for further details. For students registered in Joint Master's Programs (University of Manitoba and University of Winnipeg) there is a different process for handling academic and disciplinary appeals than for University of Manitoba students in regular programs (not Joint Programs). This process is outlined in the Joint Master's Program Governing Documents available at http://umanitoba.ca/faculties/graduate_studies/media/JMP_Regulations2017.pdf.	**Appels** Dans l'éventualité d'un appel concernant une décision administrative ou académique, l'étudiante ou l'étudiant de la M.A. Études canadiennes de l'Université de Saint-Boniface devra déposer son grief à la Faculté des études supérieures de l'Université du Manitoba. Afin de se renseigner sur les politiques, règlements et procédures en matière d'appel, voir : http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=240&chapterid=2302&topicgroupid=14413 **Appeals** For any questions regarding the appropriateness of an administrative or academic decision, a student in the M.A. program in Canadian Studies at the University of Saint-Boniface should contact the Faculty of Graduate Studies at the University of Manitoba. For more information, click here: http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=240&chapterid=2302&topicgroupid=14413
9.2 Definitions • "Appellant" – the graduate student appealing a decision affecting the student's own admission to, academic standing in, awards from or disciplinary action by a department/unit or the Faculty of Graduate Studies; • "Appeal Panel" – a panel convened from the members of the Faculty of Graduate Studies Appeals Committee by the Executive Committee of the Faculty of Graduate Studies empowered to deal with appeals stemming from decisions of departments/units or the Faculty of Graduate Studies, or individuals designated to make such decisions; • "Unit" – the department/unit council, or appeal body, whose decision is being appealed. This is understood to include decisions taken by individuals or committees acting in the name of the department/unit and also to the supplementary regulations pertinent to a department/unit's operation which have been approved by the Faculty of Graduate Studies; • "Respondent" – a representative of the department/unit or the Faculty of Graduate Studies designated by the department/unit Head/Dean of the	

Senate Membership 2020-2021

(as of June 1, 2020)

[NOTE:** The names of faculty members whose terms end May 31, 2020, and student members whose terms end April 30, 2020, have been italicized if no successor has yet been elected. Senate Executive, on behalf of Senate, has extended the deadlines for Senate elections. Incumbent members may continue until a successor has been elected.**]

President

David T. Barnard 2008.07.01

Chancellor

Anne Mahon 2019.06.01

Vice-Presidents

Provost and Vice-President (Academic)	Janice Ristock	2016.07.01
Vice-President (Administration)	Lynn Zapshala-Kelln	2017.06.05
Vice-President (External)	John Kearsey	2010.07.13
Vice-President (Indigenous)	Catherine Cook	2020.01.01
Vice-President (Research and International)	Digvir Jayas	2009.04.28

Deans of Faculties

Agricultural and Food Sciences	Martin Scanlon	2019.01.01
Architecture	Jonathan Beddoes	2015.09.01
Arts	Jeffery Taylor	2011.09.01
Clayton H. Riddell Faculty of Environment, Earth, and Resources	Norm Halden	2008.07.01
Education	David Mandzuk	2013.08.01
Extended Education	David Mandzuk*	2019.07.01
Graduate Studies	Louise Simard*	2019.07.01
I.H. Asper School of Business	Gady Jacoby	2017.07.01
Kinesiology and Recreation Management	Douglas Brown	2013.09.01
Law	Jonathan Black-Branch	2016.07.01
Marcel A. Desautels Faculty of Music	Edward Jurkowski	2019.01.01
Price Faculty of Engineering	Jonathan Beddoes	2011.07.01
Rady Faculty of Health Sciences	Brian Postl	2014.02.01
School of Art	Jeffery Taylor*	2019.01.01
Science	Stefi Baum	2014.10.01
Social Work	Michael Yellow Bird	2019.07.01
University Librarian	Lisa O'Hara	2018.10.01
Vice-Provost (Students)	Laurie Schnarr	2019.06.01

Deans of Constituent Colleges

Dr. Gerald Niznick College of Dentistry	Anastasia Kelekis-Cholakis	2019.07.01
Max Rady College of Medicine	Brian Postl	2010.07.01
Nursing	Netha Dyck	2018.02.01
Pharmacy	Lalitha Raman-Wilms	2017.08.01
Rehabilitation Sciences	Reginald Urbanowski	2016.06.01
University College	Jeffery Taylor*	2011.09.01

Appointed by the Board of Governors

TBA	2020.06.01 – 2021.05.31
TBA	2020.06.01 – 2021.05.31

Members-at-large

N/A

President of UMSU

Jelynn Dela Cruz	2020.05.01 - 2021.04.30

Appointed by Alumni Association

Mark Colley	2018.06.01 - 2020.05.31
Efrem Teklemariam	2019.10.01 - 2020.05.31

Elected by Faculty and School Councils

Agricultural and Food Sciences	Nazim Cicek	2015.06.01 – 2021.05.31
	Robert Currie	2015.06.01 – 2021.05.31
	Julieta Frank	2019.06.01 – 2022.05.31
	David Lobb	2020.06.01 – 2023.05.31
Architecture	Mercedes Garcia-Holguera	2020.06.01 – 2022.05.31
	Shauna Mallory-Hill	2020.06.01 – 2023.05.31
Art, School of	*Oliver Botar*	*2014.06.01 – 2020.05.31*
Arts	Mark Gabbert	2003.06.01 – 2021.05.31
	Royce Koop	2018.06.01 – 2021.05.31
	Cary Miller	2018.02.13 – 2021.05.31
	Susan Prentice	2018.06.01 – 2021.05.31
	Glenn Clark	2019.06.01 – 2022.05.31
	Michelle Faubert	2019.06.01 – 2022.05.31
	(l/r Tammy Ivanco)	*2020.01.01 – 2020.06.30*
	Kenneth MacKendrick	2019.06.01 – 2022.05.31
	Tina Chen	2011.06.01 – 2023.05.31
	Greg Sobie	2015.06.01 – 2023.05.31
	David Watt	2020.06.01 – 2023.05.31

Clayton H. Riddell Faculty of Environment, Earth and Resources	Emdad Haque	2018.06.01 – 2021.05.31
	David Walker	2019.06.01 – 2022.05.31
Education	*Clea Schmidt*	*2017.06.01 – 2020.05.31*
	Merli Tamtik	2019.09.17 – 2022.05.31
Extended Education	Marcia McKenzie	2020.06.01 – 2023.05.31
I.H. Asper School of Business	*Robert Biscontri*	*2014.06.01 – 2020.05.31*
	Kelley Main	2018.06.01 – 2021.05.31
	Malcolm Smith	2018.01.01 – 2022.05.31
Kinesiology and Recreation Management	Steven Passmore	2019.07.02 – 2022.05.31
	Russell Field	2020.06.01 – 2023.05.31
Law	David Ireland	2019.09.18 – 2022.05.31
Libraries	Mê-Linh Lê	2018.06.01 – 2021.05.31
	Grace Romund	2019.06.01 – 2022.05.31
Marcel A. Desautels Faculty of Music	Colette Simonot-Maiello	2020.06.01 – 2023.05.31
	Victoria Sparks	2020.06.01 – 2023.05.31
Price Faculty of Engineering	*James Blatz*	*2017.06.01 – 2020.05.31*
	Shawn Clark	*2017.06.01 – 2020.05.31*
	Witold Kinsner	*2008.06.01 – 2020.05.31*
	Derek Oliver	2015.06.01 – 2021.05.31
Rady Faculty of Health Sciences	*Silvia Alessi-Severini*	*2017.02.03 – 2020.05.31*
	Frank Burczynski	*2013.07.01 – 2020.05.31*
	Michael Czubryt	*2017.10.12 – 2020.05.31*
	Susan McClement	*2014.06.01 – 2020.05.31*
	Benedict Albensi	*2018.06.01 – 2020.05.31*
	Mark Garrett	*2018.06.01 – 2020.05.31*
	Chris Anderson	2015.06.01 – 2021.05.31
	Sanjiv Dhingra	2018.06.01 – 2021.05.31
	Leslie Johnson	2015.06.01 – 2021.05.31
	Mojgan Rastegar	2015.06.01 – 2021.05.31
	Trenna Reeve	2018.06.01 – 2021.05.31
	Annette Schultz	2015.06.01 – 2021.05.31
	TBA	2020.01.01 – 2021.05.31
	Noriko Boorberg	2019.06.01 – 2022.05.31
	Cheryl Dika	2019.01.01 – 2022.05.31
	Geoffrey Hicks	2019.06.01 – 2022.05.31
	Jason Peeler	2019.06.01 – 2022.05.31
	Afshin Raouf	2019.06.01 – 2022.05.31
	Genevieve Thompson	2019.06.01 – 2022.05.31
	Geoffrey Tranmer	2019.06.01 – 2022.05.31

Science	Peter Blunden	2015.06.01 – 2021.05.31
	Mike Domaratzki	2015.06.01 – 2021.05.31
	Mike Shaw	2018.06.01 – 2021.05.31
	Gerd Prehna	2020.06.01 – 2022.05.31
	John Sorensen	2019.06.01 – 2022.05.31
	Johan van Lierop	2019.06.01 – 2022.05.31
	John Anderson	2008.06.01 – 2023.05.31
	Myrle Ballard	2020.06.01 – 2023.05.31
	Kevin Scott	2020.06.01 – 2023.05.31
Social Work	Kendra Nixon	2018.06.01 – 2021.05.31
	Rusty Souleymanov	2019.06.01 – 2022.05.31
	Tracey Bone	2017.08.14 – 2023.05.31
Student Affairs	David Ness	2020.06.01 – 2023.05.31

Heads of Affiliated or Member Institutions

St. Andrew's College	Roman Bozyk*	2003.05.01
St. John's College	Christopher Trott	2011.07.01
St. Paul's College	Christopher Adams	2012.07.01
Université de Saint-Boniface	Sophie Bouffard	2019.08.01

Deputy Minister of Education

Deputy Minister of Economic Development and Training (or designate)	Sonya Penner (designate)

Elected by the Students (2020.05.01 – 2021.04.30)

Agricultural & Food Sciences	Graham Cruise
Architecture	*Romilie Calotes*
Art, School of	*Tessa Brenan*
Arts	*Lilja Best, Nina Lam,* TBA
Clayton H. Riddell Faculty of Environment, Earth and Resources	Jade Tanner
Education	Michelle Nguy, Carlos Villa
Graduate Studies	Akeem Azeez, William Dowie, Rubel Talukder
I.H. Asper School of Business	Alexandre Morakis, Lauren Slegers
Kinesiology and Recreation Management	TBA
Law	Evan Podaima
Marcel A. Desautels Faculty of Music	*Benjamin Hill*
Price Faculty of Engineering	*Tyrese Gibbes, Erin Thomas*
Rady Faculty of Health Sciences:	
Dr. Gerald Niznick College of Dentistry/Dental Hygiene	Berardino Petrelli
Max Rady College of Medicine	Joseph Asaminew
Nursing	Jessica Ritchie
Pharmacy	Heather Smeltzer
Rehabilitation Sciences	TBA
Science	Dustin Erickson, Emily Kalo, Serena Phillips
Social Work	Ashley Ginter

Assessors

Deputy Provost (Academic Planning and Programs)	Todd Mondor
Vice-Provost (Academic Affairs)	Diane Hiebert-Murphy
Associate Vice-President (Research)	Gary Glavin
Associate Vice-President (Partnerships)	Jay Doering
Associate Dean of Graduate Studies	Jim Hare
Associate Dean of Extended Education	Rod Lastra
Chair SPPC	N/A
UMFA Representative	Michael Shaw
Université de Saint-Boniface	TBA
Executive Director of Enrolment Services	Jeff Adams
Registrar	Neil Marnoch
Executive Director of Student Support	Don Stewart
Chair SCCCC	Greg Smith
Vice-President UMSU	Kristin Smith
President GSA	Silvia Sekander
Executive Director, Student Engagement and Success	Brandy Usick
Vice-Provost (Teaching and Learning) and Executive Director, CATL	Mark Torchia
University1 Students	*Sasheen Cameron, Shumirai Tombindo*

* = acting
l/r = leave replacement
updated May 5, 2020

SCHEDULE OF MEETINGS AND AGENDA AVAILABILITY
SENATE AND SENATE EXECUTIVE COMMITTEE

Date for Items to the Secretary	**Agenda to the Executive Committee**	**Executive Committee Meetings**	**Agenda available to Senate Members**	**Senate Meetings**
May 27, 2020*	June 3, 2020	June 10, 2020	June 17, 2020	June 24, 2020
September 9, 2020	September 16, 2020	September 23, 2020	September 30, 2020	October 7, 2020
October 7, 2020	October 14, 2020	October 21, 2020	October 28, 2020	November 4, 2020
November 4, 2020	November 12, 2020	November 18, 2020	November 25, 2020	December 2, 2020
November 25, 2020	December 2, 2020	December 9, 2020	December 16, 2020	January 6, 2021
January 6, 2021	January 13, 2021	January 20, 2021	January 27, 2021	February 3, 2021
January 27, 2021	February 3, 2021	February 10, 2021	February 24, 2021	March 3, 2021
March 10, 2021	March 17, 2021	March 24, 2021	March 31, 2021	April 7, 2021‡
April 21, 2021	April 28, 2021	May 5, 2021	May 12, 2021	May 19, 2021
May 19, 2021*	May 26, 2021	June 2, 2021	June 9, 2021	June 16, 2021
September 8, 2021	September 15, 2021	September 22, 2021	September 29, 2021	October 6, 2021
October 6, 2021	October 13, 2021	October 20, 2021**	October 27, 2021	November 3, 2021
November 3, 2021	November 10, 2021	November 17, 2021	November 24, 2021	December 1, 2021

1. Senate meets the end of June so that a meeting in July is not required.
2. Senate meets the third Wednesday in May to consider the list of graduands for Senate approval.
3. Senate meetings are held in the Senate Chambers, Room E3-262 EITC at 1:30 p.m. (*pending the return to in-person meetings following the COVID-19 pandemic*).
4. * Latest date by which to submit items for June Senate agenda, where approval is required in time for the subsequent academic session.
5. ‡ April 7, 2021 is the proposed date for the Senate meeting to be held at the Bannatyne Campus, in the Frederic Gaspard Theatre, 2nd Floor, Basic Medical Sciences Building.
6. Senate Executive meetings are held in the Alan A. Borger Sr. Executive Conference Room, E1-270 EITC at 1:30 p.m. (*pending the return to in-person meetings following the COVID-19 pandemic*)
7. ** Senate Executive will meet at 9:30 am on October 20, 2021.

Preamble

1. The terms of reference for the Senate Committee on Academic Accommodation Appeals are found at the link: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/scaaap.html

2. In accordance with the Student Accessibility Appeal Procedure, if a student or an Academic Staff Member does not agree with the decision of the Coordinator of Student Accessibility Services (SAS) regarding a request for reconsideration of a proposed accommodation, the student or Academic Staff Member may file a formal appeal to the Senate Committee on Academic Accommodation Appeals.

   The Committee will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee. The Committee will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or Essential Skills Document of the course or program.

Observations

1. Members of the Committee for 2019 - 2020 were: Prof. R. Hoppa, Chair (Arts); Prof. N. Hansen (Graduate Studies); Professor C. Kelly (Health Sciences); Prof. K. Koczanski (Science); Prof. Z. Lutfiyya (Education); Ms. C. Paquette (Science); Prof. C. Rocke (Social Work); Prof. L. Taylor (Social Work); Prof. V. Torrie (Law); Prof. E. Trout (Arts); Mr. A. Assuah (Student Member, Graduate Studies); Ms. J. Minarik (Student Member, Graduate Studies) and Ms. L. Stoyko (Student Member, Engineering).

2. The Committee did not receive any appeals during the reporting period.

Respectfully submitted,

Dr. Robert Hoppa, Chair
Senate Committee on Academic Accommodation Appeals

April 15, 2020

Annual Report of the Senate Committee on Academic Computing

Preamble

The current terms of reference for the Senate Committee on Academic Computing are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/485.html

Observations

1. Members of the Committee for 2019-2020 were:

   Mark Torchia (Vice-Provost (Teaching and Learning)), Chair
   Stefi Baum (Science)
   Franklin Bristow (Science)
   Sol Chu (Centre for the Advancement of Teaching and Learning)
   Jay Doering (Associate Vice-President (Partnerships))
   James Gilchrist (Health Sciences)
   Ian Jeffrey (Engineering)
   Kari Kumar (Extended Education)
   Mario Lebar (CIO, Information Services and Technology)
   Neil McArthur (Arts)
   Lisa O'Hara (Vice-Provost (Libraries) and University Librarian)
   Reg Urbanowski (Health Sciences)
   David Walker (Environment, Earth, and Resources)
   Md Iftekharul Islam (graduate student)
   Ehsan Tahmasebian (graduate student)
   Zackary Holmberg (student)
   Laura Stoyko (student)
   Gilbert Detillieux (technical resource, Computer Science)
   Lynette Phyfe (resource, the Centre for the Advancement of Teaching and Learning)

2. During the reporting period, the Committee met on October 9 and November 27, 2019. Further, the Committee is scheduled to meet on May 20, 2020.

3. The Committee received a presentation regarding Classroom AV Standards from a consultant with the Sextant Group.

4. The Committee received updates on a number of ongoing matters and projects:

   - Microsoft Office 365
   - SignUM
   - Cisco Webex
   - Information Technology (IT) Status and Initiatives
   - Learning Technology Systems Advisory Committee
   - Learning Management System

5. The Committee received and reviewed three IT Investment Proposals related to teaching and learning, provided feedback and made recommendations to the University IT Advisory Council (UITAC).

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Academic Computing

April 15, 2020

Annual Report of the Senate Committee on Academic Dress

Preamble

Terms of Reference for the Senate Committee on Academic Dress can be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html

Observations

1. Committee members (2019-2020):

   Jeffery Taylor (School of Art), Chair
   Kelley Beaverford (Architecture)
   Song Liu (Agricultural and Food Sciences)
   Neil Marnoch (Registrar)
   Ehsan Tahmasebian (graduate student)
   Sarah Deibert (student)

2. The Committee met once during the reporting period on January 13, 2020.

3. During this period, the Committee reported to Senate on February 5, 2020 and recommended a stole for the Post-Baccalaureate Diploma in Medical Physiology and Pathophysiology.

4. The Committee is scheduled to meet on May 11, 2020.

Respectfully submitted,

Dean Jeffery Taylor, Chair
Senate Committee on Academic Dress

May 13, 2020

Annual Report of the Senate Committee on Academic Freedom

Preamble

The Terms of Reference for the Senate Committee on Academic Freedom can be found on the web at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/488.html.

Observations

1. Committee members 2019-2020:

   Professor R. Cardwell (Agricultural and Food Sciences), Professor R. Hechter (Education), Ms. N. Lam (Student, Arts), Ms. J. Minarik (Student, Graduate Studies), Professor C. Morrill (Management), and Dean J. Taylor (Arts), Professor J. van Lierop (Science)

2. The committee did not meet during the reporting period.

Respectfully submitted,
Jeff M. Leclerc, University Secretary

May 13, 2020

Annual Report of the Senate Committee on Academic Review

Preamble

The Terms of Reference for the Senate Committee on Academic Review can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm

Observations

1. Committee members (2019-2020):

   Dr. T. Mondor (Deputy Provost, Academic Planning and Programs), Chair, Professor T. Chen (Arts), Professor R. Currie (Agricultural and Food Sciences), Professor M. Czubryt (Health Sciences), Professor K. Levasseur (Arts), Ms. J. Minarik (Student, Graduate Studies), Mr. E. Podaima (Student, Law), Acting Dean L. Simard (Graduate Studies), Professor R. Thulasiram (Science)

   Terms ended May 31, 2019: Professor J. Anderson (Science), Dr. D. Collins (Vice-Provost, Integrated Planning and Academic Programs), Ms. B. Dorais-Fleming (Student), Ms. L. Forsythe (Student, Graduate Studies), Professor L. Wang (Science)

2. The Committee met three times during the reporting period, on May 13, 2019, and January 14 and April 13, 2020.

3. During this period, the Committee reported to Senate on the following matters:
   - the status of current graduate and undergraduate program reviews (*for information*, Senate, June 26, 2019 and March 4, 2020)
   - Annual Report on the Status of Academic Program Reviews and Accredited Programs, April 1, 2018 – April 30, 2019 (*for information*, Senate, June 26, 2019)
   - Request for Extension, Centre for Engineering Professional Practice and Engineering Education (Senate, June 26, 2019)
   - Review of Centre for Engineering Professional Practice and Engineering Education (Senate, March 4, 2020)

4. The Committee considered (i) summaries of graduate program reviews for graduate programs in Applied Health Sciences, Art, Canadian Studies (Université de Saint-Boniface), Environment and Geography, Native Studies, Natural Resources Institute, and Political Studies; (ii) summaries of undergraduate program reviews for programs in Integrated Studies (Bachelor of Arts in Integrated Studies), Global Political Economy, Interdisciplinary Health Program, and Linguistics; (iii) a summary of a combined undergraduate/graduate program review in History.

5. The Committee considered revisions to:
   - the policy and procedure on *Academic Program Reviews*
   - the mission, vision, values, and goals for the Centre for Engineering Professional Practice and Engineering Education.

7. The Committee received, for information, annual reports for 2018/2019 and for 2019/2020 from the James W. Burns Leadership Institute, the annual report for 2018/2019 from the Indigenous Institute of Health and Healing (Ongomiizwin), and a

periodic report (five-year) from the Centre for Engineering Professional Practice and Engineering Education.

Respectfully submitted,

Dr. Todd Mondor, Chair
Senate Committee on Academic Review

Preamble

1. The terms of reference for the Senate Committee on Admissions Appeals are found at the link:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/491.html

2. The Committee is charged to hear and determine appeals from:
   a) decisions of faculty and school Selection Committees;
   b) administrative decisions affecting the admission process;
   c) decisions related to the transfer of credit policy of the faculty/school; and
   d) the possible granting of advanced standing.

3. The Committee is to report to Senate on the determination of all appeals submitted to it; and recommend any changes in admission policies and procedures which should be considered as a result of the appeal.

Observations

1. Members of the Committee for 2019 - 2020 were: Dean D. Mandzuk, Chair (Education); Professor B. Hann, Vice-Chair (Science); Professor S. Alessi-Severini (Health Sciences); Professor R. Cardwell, (Agricultural & Food Sciences); Professor M. Domaratzki, (Science); Professor J. Paliwal, (Engineering); Professor J. Schulz, (Law); Professor S. Sivaramakrishnan, (Management); Professor L. Strachan, (Kinesiology & Recreation Management); Professor L. Tromly, (Arts); Professor K. Wilson Baptist (Architecture); Mr. J. Ahmed (Student Member – Graduate Studies); Ms. Kyra Fanning (Student Member – Management); Mr. Tyrese Gibbes (Student Member – Engineering); Ms. Roxie Koohgoli (Student Member – Graduate Studies); Ms. N. Lam, (Student member – Arts); Mr. Owen Black (Student member – Designate of President of UMSU - Ex Officio); and Ms. Erin Stone, (Director of Admissions - Ex Officio - Non-voting).

2. The Chair attended the Fundamentals of Tribunal Decision-Making: The Rules of Evidence and Writing Reasons for Decisions on January 23, 2020.

3. The Senate Committee on Admissions Appeals reports to Senate on an ongoing basis as appeals are heard. During the period from May 1, 2019 to April 30, 2020 the Committee received 1 appeal which is summarized below:

#	**Faculty**	**Decision**
1	Faculty of Graduate Studies	Student withdrew the appeal.

Respectfully submitted,

Dr. D. Mandzuk, Chair
Senate Committee on Admission Appeals

ANNUAL REPORT OF THE SENATE COMMITTEE ON ADMISSIONS (SCADM)
FOR THE YEAR FROM MAY 1, 2019 TO APRIL 30, 2020

The terms of reference for the Senate Committee on Admissions (SCADM) are found on the University website at:

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm

The committee membership is as follows:

Incumbent	**Position**	**Composition**
Ms. Laurie Schnarr	Vice-Provost (Students)	(1) VP (Academic) or **designate, Chair**
Ms. Erin Stone	Director, Admissions	(2) Vice Provost (Student Affairs) or **designate**
Mr. Jeff Adams	Executive Director, Enrolment Services	(3) Executive Director (Enrolment Services)
Dr. Jason Leboe-McGowan	Associate Dean, Faculty of Arts	(4) Dean, Faculty of Arts or **designate**
Dr. Ben Li	Associate Professor, Faculty of Science	(4) Dean, Faculty of Science or **designate**
Dr. Bruce Martin	Associate Dean, Rady Faculty of Health Sciences	(4) Dean, Rady Faculty of Health Sciences or **designate**
Dr. David Mandzuk	Dean, Faculty of Education	(5) Senate-appointed dean/director
Dr. Jonathan Beddoes	Dean, Faculty of Architecture	(5) Senate-appointed dean/director
Dr. Mojgan Rastegar	Max Rady College of Medicine, Rady Faculty of Health Sciences, Associate Professor	(6) Senate Appointee
Dr. Sarah Teetzel	Faculty of Kinesiology and Recreation Management, Associate Dean	(6) Senate Appointee
Dr. Derek Brewin	Faculty of Agricultural and Food Sciences, Professor	(6) Senate Appointee
Dr. Rusty Souleymanov	Faculty of Social Work, Assistant Professor	(6) Senate Appointee
Dr. Robert Biscontri	Asper School of Business, Assistant Professor	(6) Senate Appointee
Dr. Karen Dow	Faculty of Engineering, Assistant Professor	(6) Senate Appointee

Ms. Kristine Macalinao	Faculty of Science, Student Representative	(7) Student
Ms. Katelyn Casalla	Faculty of Science, Student Representative	(7) Student
Vacant (Declined)	Declined	(8) Deputy Minister of Education (or designate)
Ms. Kelly Teixeira	University Advisor, St. John's Ravenscourt	(9) Counsellor from a Manitoba high school

Subsequent to the previous Annual Report, SCADM met on May 13, 2019, June 24, 2019, September 16, 2019, November 22, 2019, January 24, 2020, February 21, 2020, and April 6, 2020.

1. **Faculty of Social Work -** SCADM reviewed a proposal from the Faculty of Social Work to modify the admission requirements to the Bachelor of Social Work Program, effective fall 2020 intake. Endorsed by the Senate Committee on Admissions on May 13, 2019. Approved by Senate on June 26, 2019.

2. **Faculty of Kinesiology and Recreation Management -** SCADM reviewed a proposal from the Faculty of Kinesiology and Recreation Management to modify the advanced entry admission requirements for the following programs: Bachelor of Kinesiology, Bachelor of Kinesiology – Athletic Therapy, and Bachelor of Physical Education, effective fall 2021 intake. Endorsed by the Senate Committee on Admissions on June 24, 2019. Approved by Senate on December 4, 2019.

3. **Faculty of Kinesiology and Recreation Management -** SCADM reviewed a proposal from the Faculty of Kinesiology and Recreation Management to modify their direct entry admission requirements, effective fall 2022 intake. Endorsed by the Senate Committee on Admissions on June 24, 2019. Approved by Senate on November 6, 2019.

4. **Rady Faculty of Health Sciences -** the Rady Faculty of Health Sciences to modify the admission requirements to the Interdisciplinary Health Program, effective fall 2021 intake. Endorsed by the Senate Committee on Admissions on September 16, 2019. Approved by Senate on November 6, 2019.

5. **Faculty of Engineering** - SCADM reviewed a proposal from the Faculty of Engineering to modify the List of Written English Courses for admission purposes, effective fall 2021 intake. Endorsed by the Senate Committee on Admissions on November 22, 2019. Approved by Senate on January 8, 2020.

6. **Faculty of Arts** - SCADM reviewed a proposal from the Faculty of Arts to modify their direct entry admission requirements, effective fall 2022 intake. Endorsed by the Senate Committee on Admissions on November 22, 2019. Approved by Senate on January 8, 2020.

7. **Faculty of Arts** - SCADM reviewed a proposal from the Faculty of Arts to introduce a Faculty of Arts Dual Credit High School admissions category, effective fall 2020 intake. Endorsed by the Senate Committee on Admissions on November 22, 2019. Approved by Senate on January 8, 2020.

8. **Dr. Gerald Niznick College of Dentistry** - SCADM reviewed a proposal from the Dr. Gerald Niznick College of Dentistry to incorporate changes to prerequisite University of Manitoba core courses for admission purposes, effective fall 2022 intake. Endorsed by the Senate Committee on Admissions on November 22, 2019. Will be considered by Senate in due course.

9. **Dr. Gerald Niznick College of Dentistry** - SCADM reviewed a proposal from the Dr. Gerald Niznick College of Dentistry to incorporate changes to prerequisite English courses for admission purposes to the School of Dental Hygiene, effective fall 2021 intake. Endorsed by the Senate Committee on Admissions on January 24, 2020. Approved by Senate on March 4, 2020

10. **Dr. Gerald Niznick College of Dentistry** - SCADM reviewed a proposal from the Dr. Gerald Niznick College of Dentistry to modify the direct entry admission requirements to the School of Dental Hygiene. Endorsed by the Senate Committee on Admissions on February 21, 2020. Will be considered by Senate in due course.

11. **Clayton H.Riddell Faculty of Environment, Earth and Resources -** SCADM reviewed a proposal from the Clayton H.Riddell Faculty of Environment, Earth and Resources to modify the advanced entry admission requirements for the Bachelor of Science (Major) in Physical Geography. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

12. **Rady Faculty of Health Sciences -** SCADM reviewed a proposal from the Interdisciplinary Health Program in the Rady Faculty of Health Sciences to increase the entrance GPA for the Bachelor of Health Sciences and Bachelor of Health Studies Programs. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

13. **Rady Faculty of Health Sciences -** SCADM reviewed a proposal from the Interdisciplinary Health Program in the Rady Faculty of Health Sciences to modify the direct entry admission requirements. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

14. **College of Pharmacy -** SCADM reviewed a proposal from the College of Pharmacy to add an additional statistics course option to the core course admission requirements for the Doctor of Pharmacy Program. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

15. **College of Pharmacy -** SCADM reviewed a proposal from the College of Pharmacy to modify their core course admission requirements for the Doctor of Pharmacy Program.

Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

16. **School of Business Administration at the Université de Saint-Boniface -** SCADM reviewed a proposal from the School of Business Administration at the Université de Saint-Boniface to revise the credit transfer agreement between the Business Administration Professional Diploma program and the Bachelor of Business Administration program. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

17. **Faculty of Arts -** SCADM reviewed a proposal from the Faculty of Arts to introduce a Faculty of Arts Casual Student admissions category. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

18. **Desautels Faculty of Music -** SCADM reviewed a proposal from the Desautels Faculty of Music to modify the direct entry admission requirements. Endorsed by the Senate Committee on Admissions on April 6, 2020. Will be considered by Senate in due course.

Preamble

1. The terms of reference for the Senate Committee on Appeals are found at the link: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.html

2. The Committee is charged to hear and determine appeals from:
   a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
   b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.

3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations

1. Members of the Committee for 2019 - 2020 were: Professor S. Alward (School of Art, Chair, until June 30, 2019), Professor C. Enns (Education, Vice-Chair, Chair effective July 1, 2019), Professor P. Blunden (Science, Vice-Chair effective July 1, 2019), Professor D. Oliver (Engineering, Vice-Chair effective July 1, 2019), Mr. J. Asaminew (student, Health Sciences), Dean J. Black-Branch (Law), Mr. M. Block (student, Management), Dean D. Brown (Kinesiology & Recreation Management), Professor M. Campbell (Environment Earth & Resources), Ms K. Casalla (student, Science), Professor D. Churchill (Arts), Ms. S. Crook (student, Graduate Studies), Ms J. Dela Cruz (UMSU, designate), Mr. H. Guzman (student, Science), Dr. N Harland (Science), Professor D. Kuhn (Engineering), Ms E. Labbé (student, Université de Saint-Boniface), Professor L. Landrum (Architecture), Dr. R. Lastra (Extended Education), Ms J. McNicholl (Science), Ms J. Minarik (student, Graduate Studies), Ms T. Nagra (student, Graduate Studies), Mr. C. Nwaiwu (student, Graduate Studies), Professor J. Paliwal (Agricultural and Food Sciences), Dean L. Raman-Wilms (Health Sciences), Dr. J. Rocque (Université de Saint-Boniface), Mr. J. Sanderson (student, Arts), Professor M. Smith (Management) Ms V. Truong (student, Law), Professor V. Swain (Dentistry),Professor M. Soderstrom (Arts), Professor C. Van Winkle (Kinesiology & Recreation Management)

2. The Committee reports to Senate on a regular basis and details of these reports are contained in the Senate minutes.

3. Dr. Charlotte Enns, Chair, attended the Fundamentals of Tribunal Decision-Making: The Rules of Evidence and Writing Reasons for Decisions. Professor Derek Oliver, Vice-Chair attended Fundamentals of Tribunal Decision Making: What New Appointees Need to Know and The Rules of Evidence and Writing Reasons for Decisions.

4. During the reporting period from April 1, 2019 to March 31, 2020 the Committee received 13 appeals which are summarized below:

#	**Faculty/College/School**	**Decision**
1	I.H. Asper School of Business	Insufficient Grounds
4	Engineering	1 Granted 2 Appeal Withdrawn 1 Insufficient Grounds
1	Graduate Studies	Denied

1	Medicine	Denied
2	Pharmacy	1 Denied 1 Withdrawn
3	Science	2 Insufficient Grounds 1 Pending
1	University 1	Granted

Respectfully submitted,

Charlotte Enns, Chair
Senate Committee on Appeals

May 13, 2020

Annual Report of the Senate Committee on Approved Teaching Centres

Preamble

1. Terms of reference for the Senate Committee on Approved Teaching Centres can be found on the University Governance website.
2. For the reporting period May 2019 – April 2020.

Observations

1. Committee members, 2019-2020:

   Professor E. Alexandrin (Arts; until December 2019; leave replacement), Professor C. Cartmill (Arts), Professor T. Chen (Arts), Professor M. Faubert (Arts; May–December 2019; on leave), Professor L. Leboe-McGowan (Arts), Professor R. Linden (Arts), Dean J. Taylor (Arts), Professor L. Tromly (Arts; January 2020 - present; leave replacement), Professor I. Whicher (Arts)

2. The Committee participated in one electronic meeting during the reporting period, responding to an electronic poll conducted on May 31 – June 5, 2019.

3. The Committee considered the list of proposed courses and instructors as submitted by Booth University College for cross-registration with the University of Manitoba in 2019-2020 (Senate, June 26, 2019).

4. The following are Approved Teaching Centres at the University of Manitoba:

   Prairie Theatre Exchange
   William and Catherine Booth College

Respectfully submitted,

Senate Committee on Approved Teaching Centres

UNIVERSITY OF MANITOBA

Financial Aid and Awards
422 University Centre
65 Chancellor's Circle
Winnipeg, MB R3T 2N2

ANNUAL REPORT TO SENATE FROM THE SENATE COMMITTEE ON AWARDS

Number of meetings

The Senate Committee on Awards met 10 times between May 1, 2019 and April 30, 2020.

Terms of Reference

Terms of Reference for the Senate Committee on Awards can be found on the University of Manitoba website at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/495.html

Committee Members

Academic Representatives:
Dr. Jared Carlberg (Chair / Faculty of Agricultural and Food Sciences)
Dr. Laura Loewen (Vice Chair / Desautels Faculty of Music)
Dr. Michelle Faubert (Faculty of Arts) (on leave from January 1, 2020-June 30, 2020)
Dr. Glenn Clark (Faculty of Arts) (leave replacement for Dr. M. Faubert)
Dr. Peter Cattini (Rady Faculty of Health Sciences)
Dr. Jennifer McLeese (Faculty of Science)
Prof. Darcy MacPherson (Faculty of Law)

Student Representatives:
Ms. Lilja Best (Faculty of Arts)
Ms. Tanjit Nagra (Faculty of Graduate Studies)

Director, Financial Aid and Awards
Ms. Jane Lastra

Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies
Ms. Sara Sealey (designate)

Non-voting members:
Mr. Jeff Adams (Executive Director, Enrolment Services)
Ms. Pamela Gareau (Financial Aid and Awards)
Ms. Mabelle Magsino (Financial Aid and Awards)
Ms. Regan Sarmatiuk (Recording Secretary/Financial Aid and Awards)
Ms. Mandy Laing (Financial Aid and Awards)
Ms. Stephanie Levene (Associate Vice-President, Alumni and Donor Relations)

Observations

1. In 2019-2020, the Senate Committee on Awards approved the establishment of 71 new awards, amendments to 63 existing awards, and the withdrawal of 25 awards. Of the 71 new awards, 49 are scholarships, prizes, travel awards, or fellowships, and 22 are bursaries. 40 awards are funded out of endowments and 31 are annually funded.

2. The Senate Committee on Awards recommended to Senate, for approval, 3 requests to establish awards that appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards* (replaced by the Policy on Student Awards, effective July 1, 2019). The awards will provide funding for Canadian Indigenous students.

3. The Senate Committee on Awards approved the new Policy on Student Awards at its meeting of April 4, 2019. The Policy on Student Awards replaces the former General Terms and Conditions. The Policy on Student Awards was approved at Senate on May 15, 2019, and came into effect on July 1, 2019.

3. The Senate Committee on Awards endorsed an amended version of the Committee's terms of reference at the June 11th, 2019 meeting of the committee. The Committee agreed to the addition of the following non-voting members to the Committee's composition: Associate Vice-President (Alumni and Donor Relations) (or delegate) (ex-officio), the Executive Director of Enrolment Services (or delegate) (ex-officio), and up to three Award Establishment Coordinators and one Award Selection Coordinator from the Financial Aid and Awards Office. The Committee also agreed to the specification in the Committee's terms of reference that the Chair and Vice-Chair of the Committee will be elected annually.

Respectfully submitted,

Dr. Jared Carlberg
Chair, Senate Committee on Awards

April 9, 2020

Annual Report of the Senate Committee on the Calendar

Preamble

1. Terms of reference for the Senate Committee on the Calendar can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/496.html

Observations

1. Committee members, 2019-2020:

   Mr. J. Leclerc (University Secretary), Chair, Professor O. Botar (School of Art), Professor S. Clark (Engineering), Mr. N. Marnoch (Registrar), Professor T. Peter (Arts), Acting Dean L. Simard (Graduate Studies), Mr. P. Raghunatha (Student, Graduate Studies), Ms. G. Saindon (Calendar Editor)

2. The Committee did not meet during the reporting period.

Respectfully submitted,

Mr. Jeff M. Leclerc, Chair
Senate Committee on the Calendar

May 13, 2020

Annual Report of the Senate Committee Curriculum and Course Changes

Preamble

1. Terms of reference for the Senate Committee on Curriculum and Course Changes can be found on the University Governance website.
2. For the reporting period May 2019 – April 2020.

Observations

1. Committee members, 2019-2020:

   Professor G. Smith (Chair; Arts), Professor D. McNeill (Vice-Chair; Engineering), Ms. S. Bannatyne (designate, Registrar), Dr. C. Cook (Vice-President, Indigenous), Ms. C. Davidson (designate, Deputy Provost, Academic Planning and Programs), Professor D. Delay (Social Work; leave replacement June-December 2019), Dr. P. Dorrington (Université de Saint-Boniface), Professor J. Hamilton (Health Sciences), Ms. H. Jenkins (student, Agricultural and Food Sciences), Professor R. Koop (Arts), Ms. K. Kruse (Libraries), Professor B. Li (Science), Professor C. Miller (designate, Vice-President, Indigenous), Ms. J. Minarik (student, Graduate Studies), Ms. M. Pozdirca (student, Pharmacy), Professor C. Simonot-Maiello (Music; leave replacement, October 2019-May 2020); Professor S. Teetzel (Kinesiology and Recreation Management)

   Term ended May 31, 2019: Dr. D. Collins (Vice-Provost, Integrated Planning and Academic Programs), Ms. L. Forsythe (student, Graduate Studies), Ms. K. Macalinao (student, Science)

2. The Committee met on thirteen occasions: September 10, October 8, October 10, October 17, October 22, October 25, October 29, and October 30, 2019, and on March 17, March 19, March 20, March 24, and March 31, 2020. The committee also participated in three electronic polls; conducted between May 22 – 24, November 19 - 22, 2019, and April 27-30, 2020.
3. The Committee reported to Senate on:
   - Curriculum and Course Changes Totaling Fewer than Nine Credit Hours, proposed by various faculties, colleges, and schools (Senate, May 15 and December 4, 2019), including:
     - new programs: Faculty of Arts
       - Bachelor of Arts (Double Advanced Major) in History
       - Bachelor of Arts (Single Advanced Major) in History, Co-operative Education Option
       - Bachelor of Arts (Single Honours) in History, Co-operative Education Option
       - Bachelor of Arts (Single Advanced Major) in Political Studies, Co-operative Education Option
       - Bachelor of Arts (Single Honours) in Political Studies, Co-operative Education Option
     - new program: Faculty of Engineering
       - Manufacturing Stream

    - new program: Faculty of Management (Asper School of Business)
        - Minor in Leadership for Business and Organizations
- Corrections to the Reports of October 22, and November 22, 2019 (Senate, March 4, 2020)
- Undergraduate Course Changes Beyond Nine Credit Hours:
    - Department of Electrical and Computer Engineering (Senate, May 15, 2019)
    - Desautels Faculty of Music (Senate, December 4, 2019)
- Program Proposals:
    - Baccalauréat ès arts général avec majeure avancée en histoire, Université de Saint-Boniface (Senate, May 15, 2019)
    - Baccalauréat ès arts général avec majeure avancée en leadership interculturel, Université de Saint-Boniface (Senate, May 15, 2019)
    - Baccalauréat ès arts général avec double spécialisation, Université de Saint-Boniface (Senate, May 15, 2019)
    - Bachelor Science (Major) in Data Science, including a Co-operative Option, Faculty of Science (Senate, March 4, 2020)
- Program Modifications:
    - Revised Academic Regulations, Baccalauréat ès arts general, Université de Saint-Boniface (Senate, May 15, 2019)
    - Major Curriculum Revisions, Faculty of Agricultural and Food Sciences (Senate, December 4, 2019)
    - Modification of Bachelor of Science (Major) in Psychology, including a proposal for a Co-operative Education Option (Senate, December 4, 2019)
    - Revised Academic Regulations, Co-operative Education Option, Faculty of Science (Senate, December 4, 2019)
    - Preliminary Engineering Program (Senate, May 15, 2019; January 8, 2020)
- Program Closures:
    - Closure of Bachelor of Science and Minor in Textile Sciences, Faculty of Agricultural and Food Sciences (Senate, June 26, 2019)
- Annual Update on Academic Program Listing (*for information*, Senate, May 15, 2019)

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

April 14, 2020

Annual Report of the Senate Committee on Honorary Degrees

Preamble

The terms of reference for the Senate Committee on Honorary Degrees are found online at: *http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/501.htm*

Observations

1. The membership of the Committee for 2019-2020 included: Dr. David T. Barnard (President), Mr. Peter Wheatley (Chair, Alumni Association), Dr. James Blatz (Engineering), Dr. Brenda Austin-Smith (Arts), Dean Jonathan Beddoes (Architecture and Engineering), Dr. Kelley Main (Asper School of Business), Mr. Jakob Sanderson (President of UMSU), Dr. William Pope (community representative), and Ms. Anne Mahon (Chancellor), as Chair.

2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, and the naming of buildings, parts of buildings, roadways and special units.

3. During the period from May 2019 to April 2020, the Committee reported to Senate on four occasions: May 10, 2019, November 18, 2019, January 17, 2020, and April 14, 2020. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Chancellor Anne Mahon, Chair
Senate Committee on Honorary Degrees

/sf

Annual Report of the Senate Committee on Instruction and Evaluation

Preamble:

The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

Observations:

1. Committee members, 2019-2020:

   Dr. M. Torchia, Vice-Provost (Teaching and Learning), Chair, Ms. S. Araujo (student, Graduate Studies), Ms S. Bonner-Proulx (UMSU, Vice-President Advocacy), Mr. A. Coelho Reis (student, Management), Professor M. Czubryt (Graduate Studies), Mr. O. Efobi (student, Graduate Studies), Professor B. Elias (Heath Sciences), Ms. L. Forsythe (student, Graduate Studies), Dr. N. Harland (Science), Ms K. Koczanski (Science), Ms K. Macalinao (student, Science), Dean D. Mandzuk (Education), Mr. N. Marnoch (Registrar), Professor B. Milne (Graduate Studies), Ms J. Minarik (student, Graduate Studies), Ms. H. Morris (Director, Student Advocacy), Professor L. Neville (Management), Ms M. Podzirca (student, Health Sciences), Mr. A. Prenovault (student, Arts), Professor E. Troutt (Arts), Professor V. Warne (Arts), Professor P. Wener (Health Sciences)

2. The Committee met 6 times during the reporting period on May 16, September 25, October 17, and November 21, 2019, February 13 and March 12, 2020.

3. During this period, the Committee reported to Senate on the following matters:
   - Revised Supplemental Exam Regulation, Agriculture Diploma Program, Faculty of Agricultural and Food Sciences (June 26, 2019)
   - Revised Professional Unsuitability Bylaw, Faculty of Education (June 26, 2019)
   - Modification to Co-op/Industrial Internship Program Requirements, Faculty of Engineering (December 4, 2019)
   - Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Modification of Professional Unsuitability By-law, Department of Psychology (January 8, 2020)
   - Academic Regulations, Max Rady College of Medicine, Rady Faculty of Health Sciences, concerning:
     - Revised Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program in Medicine (June 26, 2019)
     - Proposed Conscience-Based Exemptions Policy (June 26, 2019)
   - Academic Regulations, Faculty of Science, concerning:
     - Modification of Continuation Requirements in Bachelor of Science Major and Honours programs in Computer Science, and the Bachelor of Science (Joint Honours) in Computer Science – Physics and Astronomy, and Graduation Requirements of the Bachelor of Science (Honours) in Mathematics (December 4, 2019)

    - Modification of Co-operative Education Option Regulations (December 4, 2019)
    - Modification of Continuation Requirements in Bachelor of Science Major and Honours programs in Computer Science, and the Bachelor of Science (Joint Honours) in Computer Science – Physics and Astronomy, and Graduation Requirements of the Bachelor of Science (Honours) in Mathematics (December 4, 2019)
    - Modification of B.Sc. (Maj.) in Statistics Degree Requirements and B.Sc. (Major) and (Honours) in Statistics Co-operative Education Option Requirements (December 4, 2019)
    - Modification of Entrance and Continuation Requirements of the Bachelor of Science (Major) in Psychology and Proposed Co-operative Education Option Entrance and Continuation Requirements (December 4, 2019)
    - Proposal for a Bachelor of Science (Major) in Data Science, Including a Co-operative Option, Academic Regulations (March 4, 2020)
- Interim Report and Recommendations, Teaching and Course Evaluation Review Committee (June 26, 2019)
- Université de Saint-Boniface, concerning:
    - Revised Academic Regulations, Baccalauréat ès arts général (May 15, 2019)
    - Proposed Baccalauréat ès arts avec double spécialization – Academic Regulations (May 15, 2019)
- Modification of Academic Performance Standards, University 1 (June 26, 2019)

Respectfully submitted,
Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Annual Report of the Joint Senate Committee on Master's Programs

Preamble

The Terms of Reference for the Joint Senate Committee on Master's Programs can be found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/index.html

Observations

1. Committee Membership:

Prof. Kelley Main, designate	Graduate Studies, UM, *ex officio*
Prof. Sean Byrne	Graduate Studies, UM
Prof. Mark Libin	Arts, UM
Prof. Andrea Rounce	Arts, UM
Prof. Mavis Reimer	Graduate Studies, UW, *ex officio*
Prof. William (Rory) Dickson	Arts, UW
Prof. Manish Pandey	Business & Economics, UW
Prof. Malcolm Bird	Arts, UW
Prof. Hugh Grant	Business & Economics, UW, **Chair**
Ms Caitlin Thomas	Graduate Studies, UM Student Representative
Ms Vanessa Vertz	Graduate Studies, UW Student Representative

2. Supplemental Regulations: JMP in Religion and JMP in Public Administration

The Committee met on 28 May 2019 and approved changes to the supplemental regulations in each of the Religion and Public Administration programs. These changes were subsequently approved by the UM senate (26 June 2019) and the UW Senate (October 2019; January 2020)

3. External Review of the JMP in Public Administration

The site visits from the external review of the JMP in Public Administration occurred on May 27-29, 2019. The review was conducted by Ian Clark (U. Toronto) and Nancy Olewiler (SFU) with the assistance of James Hanley (UW).

The report of the review panel was received on 8 July 2019. It endorsed the program as meeting the strategic priorities of both universities and praised the curriculum changes recently undertaken; however, it found that "the Joint MPA is not realizing its full potential." Its "core recommendation" was to appoint an Interim Chair from outside of UM's Department of Political Studies and UW's Department of Political Science, with a two-year mandate to assess faculty needs, reassess the 40-year-old joint agreement framework, and design a viable governance of a management model.

We received a response from the Joint Discipline Committee, Dr. Moulaison (Dean of Arts, UW), Dr. Smith (Associate Dean of Arts, UM).

The Committee met on 9 March 2020 to consider the review. The Joint Discipline Committee, having met with both Deans, asked for more time in preparing a plan to recommend to the Committee. The JDC was asked to provide a plan or update by 8 May 2020.

Respectfully submitted,



Dr. Hugh Grant, Chair
Joint Senate Committee

April 15, 2020

Annual Report of the Joint Senate Committee on Master's Programs Appeals

Preamble

The Terms of Reference for the Joint Senate Committee on Master's Programs can be found on the web at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/index.html

Observations

1. The Committee membership presently stands vacant until such time as the Committee is required.

2. No appeals were referred to the Committee for consideration; therefore, no meetings were held during the reporting period of May 2019 - April 2020.

April 9, 2020

Annual Report of the Senate Committee on Libraries

Preamble

1. Terms of reference for the Senate Committee on Libraries can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/505.html

Observations

1. Committee members (2019-2020):

   Ms. L. O'Hara, Vice-Provost (Libraries) and University Librarian (and designate for Provost and Vice-President (Academic)), Chair; Dean S. Baum (Science); Ms L. Best (student, Arts); Dean J. Black-Branch (Law); Professor S. Ciurysek (School of Art); Dr. J. Doering (designate for Vice-President (Research and International)); Professor D. Dubois (Arts); Professor J. Gilchrist (Health Sciences); Professor K. Main (designate, Vice Provost (Graduate Education) and Dean, Graduate Studies); Mr. L. Moor (designate, University Librarian); Mr. C. Neumann (student, Graduate Studies); Professor M. Pawlak (Engineering); Professor P. Perkins (Arts); Ms J. Rothney (Libraries); Mr. S. Rahman (student, Graduate Studies); Mr. M. Shaw (Science)

2. The Committee met once since the last annual report, on April 23, 2019.

3. The Committee received presentations on Libraries Strategic Directions 2019-2020, Libraries Restructuring, and New Technology in Libraries. The Committee also received an update on scholarly communications.

Respectfully submitted,

Lisa O'Hara, Chair
Senate Committee on the Libraries

Rady Faculty of Health Sciences | UM

Office of Academic Affairs
S204 Medical Services Building
750 Bannatyne Avenue
Winnipeg, MB R3E 0W2
Ph: 204 977 5647

M E M O R A N D U M

TO: Mr. Jeff Leclerc
University Secretary
312 Administration Building
Fort Garry Campus

FROM: Dr. Sara Israels, Vice-Dean, Academic Affairs

DATE: March 12, 2020

RE: ANNUAL REPORT OF THE SENATE COMMITTEE ON MEDICAL QUALIFICATIONS (SCMQ) MAY 2019 – APRIL 2020

On January 22, 2020 the SCMQ considered the applications under Subsection 181 of the Regulated Health Professions Act for Dr. Nicola Disma (Anesthesia) and Dr. Leila Mameli (Anesthesia). The applications were recommended to Senate and were approved by the Senate on March 4, 2020.

Members of the SCMQ:

Dr. Sara Israels, Chair, Designate, Dean of Max Rady College of Medicine
Dr. Todd Mondor, Designate, Deputy Provost (Academic Planning and Programs)
Dr. Anna Ziomek, Registrar, College of Physicians and Surgeons of Manitoba
Dr. Helmut Unruh, Faculty Member, Max Rady College of Medicine (term ending May 31, 2020)
Dr. Eric Jacobsohn, Faculty Member, Max Rady College of Medicine
Dr. Phil St. John, Faculty Member, Max Rady College of Medicine

/jv

April 15, 2020

Annual Report of the Senate Committee on Nominations

Preamble

The Terms of Reference for the Senate Committee on Nominations can be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

Observations

1. Committee members (2019-2020):

   Marie Edwards (Health Sciences), Chair
   Robert Biscontri (Management)
   Oliver Botar (School of Art)
   Helen Cameron (Science)
   Lori Giles-Smith (Libraries)
   Witold Kinsner (Engineering)
   Jitendra Paliwal (Agricultural and Food Sciences)
   Steven Passmore (Kinesiology and Recreation Management)
   Pamela Perkins (Arts)
   Reg Urbanowski, leave replacement for Barbara Shay (Health Sciences)
   Cody Ross (graduate student)
   Katelyn Casalla (student)

2. During the reporting period, the Committee met three times on April 25, June 11, 2019 and January 17, 2020, and participated in electronic meetings on September 13 and November 5, 2019. Further, the Committee is scheduled to meet on April 16, 2020.

3. The Committee reported to Senate on May 7, June 17, September 18, 2019 and January 27, 2020 to consider academic member nominees for vacancies on standing committees of Senate.

4. Student nominees for standing committees of Senate are prepared by a special subcommittee. Lists of nominees were received from the subcommittee and recommendations were made by the Senate Committee on Nominations to Senate on May 7, June 17, September 18, November 7, 2019 and January 27, 2020.

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

May 13, 2020

Annual Report of the Senate Planning and Priorities Committee

Preamble

1. Terms of reference for the Senate Planning and Priorities Committee (SPPC) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html

Observations

1. Committee members, 2019-2020:

   Professor D. Watt (Arts; Chair), Professor G. Anderson (Science), Ms. J. Dela Cruz (designate, President, UMSU), Mrs. O. Dingwall (Libraries), Dr. J. Doering (designate, Vice-President, Research and International), Professor M. Domaratzki (Science), Ms. L. Forsythe (student, Graduate Studies), Professor M. Gabbert (Arts), Professor P. Graham (Science, May - December 2019), Professor K. Hunter (Environment, Earth, and Resources, May - November 2019), Mr. A. Konowalchuk (designate, Vice-President, Administration, May – October 2019), Mr. M. Lebar (designate, Vice-President, Administration), Professor K. Levasseur (Arts), Professor C. Miller (Arts), Dr. T. Mondor (designate, President), Professor R. Perron (Architecture), Professor M. Rastegar (Health Sciences), Ms. L. Schnarr (Vice-Provost, Students), Professor C. Simonot-Maiello (Music), Dr. M. Torchia (designate, Provost and Vice-President Academic)

   Term ended May 31, 2019: Dr. D. Collins (designate, Provost and Vice-President Academic), Professor J. Dodd (Health Sciences), Ms. S. Gottheil (Vice-Provost, Students), Professor K. Main (Management), Dr. J. Ristock (designate, President)

2. The work of the Committee is carried out by three sub-committees:
   - Program and Curriculum Planning – Chair, Professor M. Gabbert
   - Campus Planning – Chair, Professor D. Watt
   - Finance Planning – Chair, Professor D. Watt

3. The Chair of SPPC and the members of the Finance Planning subcommittee are members of the President's Budget Advisory Committee (BAC). This committee contributes to discussion of the University Budget through a series of meetings scheduled in February, March, and April 2020.

4. During the reporting period, the Senate Planning and Priorities Committee met on eight occasions: May 27, August 26, September 30, October 28, and November 25, 2019, and January 27, February 24, and March 30, 2020. The committee also participated in two electronic polls conducted May 30 - June 3, 2019, and April 16 - 20, 2020.

5. During the reporting period, the Committee reported to Senate on the following matters:
   - *Strategic Enrolment Management Plan, 2018-2023*
   - undergraduate course changes beyond nine credit hours:
     - Department of Electrical and Computer Engineering (Senate, May 15, 2019)
     - Desautels Faculty of Music (Senate, December 4, 2019)
   - proposals for:
     - Institute for Global Public Health (Senate, January 8, 2020)
     - Bachelor of Science (Major) in Data Science, including a Co-operative Education Option, Faculty of Science (Senate, March 4, 2020)

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

April 15, 2020

Annual Report of the Senate Committee on Rules and Procedures

Preamble

Terms of reference for the Senate Committee on Rules and Procedures can be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

Observations

1. Committee members (2019-2020):

   Jeffery Taylor (Arts and School of Art), Chair
   John Anderson (Science)
   Tracey Peter (Arts)
   Reg Urbanowski (Health Sciences)
   Ehsan Tahmasebian (graduate student)

2. During the reporting period, the Committee met on June 19, 2019 and January 8, 2020, and participated in an electronic meeting on September 20, 2019. Further, the Committee is scheduled to meet on May 28, 2020.

3. On February 5, 2020, the Committee reported to Senate regarding revisions to the Desautels Faculty of Music Council Bylaw.

4. The Committee also provided comments and recommendations regarding:

   - College of Rehabilitation Sciences Council Bylaw
   - Department of Architecture Council Bylaw
   - Department of Occupational Therapy Council Bylaw
   - Department of Physical Therapy Council Bylaw
   - Department of Respiratory Therapy Council Bylaw

Respectfully submitted,

Dean Jeffery Taylor, Chair
Senate Committee on Rules and Procedures

Preamble

The terms of reference for the Senate Committee on University Research (SCUR) can be found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html

Observations

The members of the Committee during the Annual Report period of ***May 2019 - April 2020*** included:

- Digvir Jayas, Vice-President (Research & International), (Ex-Officio) as Chair
- David T. Barnard, President and Vice-Chancellor (Ex-Officio)
- Diane Hiebert-Murphy, Provost and Vice-President (Academic Affairs) (Ex-Officio)
- Gary Glavin, Associate Vice-President (Research) (Ex-Officio)
- Jay Doering, Associate Vice-President (Partnerships) (Ex-Officio)
- Louise Simard, Dean, Faculty of Graduate Studies (Ex-Officio) (September 2019 - present)
- Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (Ex-Officio) (May 2019)
- Kerrie Hayes, Director of Research Contracts, Office of Research Services (Ex-Officio/Non-Voting)
- Stefi Baum, Dean, Faculty of Science
- Norm Halden, Dean, Faculty of Environment, Earth, and Resources (September 2019 - present)
- Gady Jacoby, Dean, Asper School of Business
- Anthony Iacopino, Dean, College of Dentistry, Faculty of Health Sciences (May 2019)
- Jeffery Taylor, Dean, Faculty of Arts
- Clea Schmidt, Professor, Dept. of Curriculum, Teaching and Learning, Faculty of Education (September 2019 - present)
- Andrew Halayko, Professor and Canada Research Chair, Faculty of Health Sciences
- Jason Leboe-McGowan, Associate Dean, Faculty of Arts
- Anita Brûlé-Babel, Professor, Dept. of Plant Science, Faculty of Agricultural and Food Sciences
- Michelle Porter, Professor, Director, Centre on Aging, Faculty of Kinesiology and Recreation Management
- Samar Safi-Harb, Professor and Canada Research Chair, Faculty of Science
- Robert Mizzi, Professor, Dept. of Educational Administration, Foundations and Psychology, Faculty of Education (May 2019)
- Tamra Werbowetski-Ogilvie, Professor, Dept. of Biochemistry and Medical Genetics, Faculty of Health Sciences (September 2019 - present)
- Shawn Clark, Professor, Dept. of Civil Engineering, Faculty of Engineering (September 2019 - present)
- Laura Forsythe, GSA Student Rep
- Anjan Neupane, GSA Student Rep

1. The Committee met five times during the reporting period on May 16, September 17 and November 26, 2019 and January 23 and March 26, 2020. The committee also participated in two electronic polls conducted between August 7 – 12, 2019 and April 9, 2020.

2. The committee reviewed and recommended to Senate for approval the following Chairs, Professorships, and Centres/Institutes:

   Professorships and Chairs

   Establishment of Endowed Research Chairs:

- Chair in Pediatric Emergency Medicine (June 26, 2019 Senate; June 25, 2019 Board of Governors)
- Chair in Clinical Stroke Research be approved (June 26, 2019 Senate; June 25, 2019 Board of Governors)

Establishment of Professorships:

- Professorship in Endocrinology (June 26, 2019 Senate; June 25, 2019 Board of Governors
- Professorship in Business Sustainability (November 6, 2019 Senate; December 10, 2019 Board of Governors)
- Professorship in Diabetes Research (March 4, 2020 Senate; March 24, 2020 Board of Governors)
- Professorship in Anesthesiology (Senate approval pending)

Centres and Institutes; and Research Groups

Establishment of a new Centre/Institute

- *Institute for Global Public Health (IGPH)*
  5 years effective December 4, 2019 through December 3, 2024. (January 8, 2020 Senate; March 24, 2020 Board of Governors)
- *Manitoba Quantum Institute (MQI)*
  5 years effective March 4, 2020 through March 3, 2025. (Senate approval pending)

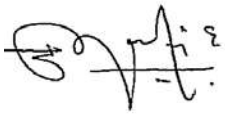
Centre/Institute Term Renewals:

- *Institute of Cardiovascular Sciences* (ICS)
  5 years effective January 1, 2020 through December 31, 2024. (November 6, 2019 Senate)
- *Spinal Cord Research Centre (SCRC)*
  5 years effective from January 1, 2020 through December 31, 2024. (November 6, 2019 Senate)
- *Legal Research Institute (LRI)*
  5 years effective from May 31, 2020 through May 30, 2025. (Senate approval pending)

3. The Committee approved the *Membership of the Committees* for:
   - The 2019 Falconer Emerging Researcher Rh Awards
   - The 2020 Dr. John M. Bowman Memorial Winnipeg RH Institute Foundation Award

4. Other policy:
   - Review of Policy and Procedures governing Research Centres and Institutes (ongoing, May 2019 to present)

Respectfully submitted,



Digvir S. Jayas
Chair, Senate Committee on University Research

/sv

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 comply with the Student Awards Policy.

Observations

At its meeting of February 20, 2020, the Senate Committee on Awards approved 11 new offers, 6 revised offers, and the withdrawal of 4 awards as set out in the *Report of the Senate Committee on Awards (February 20, 2020)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 11 new offers, 6 revised offers, and the withdrawal of 4 awards as set out in the *Report of the Senate Committee on Awards (February 20, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

February 20, 2020

1. NEW OFFERS

Barbara I. McGregor Bursary in Nursing

Mrs. Barbara I. McGregor (R.N./'45, St. Boniface) established an endowment fund at the University of Manitoba with an initial gift of $25,000 in 2019. The purpose of the bursary is to offer financial support for undergraduate nursing students. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one or more bursaries to students who:

(1) are enrolled full-time (minimum 60% course load) in any year of study in the undergraduate nursing program offered by the College of Nursing at the University of Manitoba;

(2) have achieved a minimum degree grade point average of 2.5; and

(3) have demonstrated financial need on the standard University of Manitoba general bursary application form.

The selection committee will have the discretion to determine the number and value of bursaries offered each year as outlined above, based on the available funds.

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

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.

Doctors Manitoba Student Leadership Prize

Doctors Manitoba offers an annually funded award to recognize graduating students in the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba. Doctors Manitoba is actively engaged in supporting undergraduate medical students as members of Manitoba's medical profession. With this award, Doctors Manitoba wishes to recognize and celebrate students who demonstrate leadership during their time at medical school. Each year, beginning in the 2019-2020 academic year, one prize valued at $2,500 will be offered to a graduating student who:

(1) has completed the requirements for the Doctor of Medicine (M.D.) degree in the Max Rady College of Medicine in the year in which the award is tenable; and

(2) has demonstrated excellence in the area of student leadership.

In order to demonstrate how they meet criterion (2), candidates must submit a statement (maximum 500 words) describing their accomplishments in the area of student leadership, which may include one or more of the following: (a) how they have nurtured unity of the student body by promoting activities or peer support, (b) how they have promoted initiatives that enhance medical student health and wellness, (c) how they have advocated for improved access to or raising awareness of significant health issues, and/or (d) how they have contributed to the professional and political bodies that have a positive impact on student life (eg. Manitoba Medical Students' Association (MMSA), Canadian Federation of Medical Students (CFMS), or similar). Candidates may be required to participate in a panel interview, if necessary.

The Dean of the Max Rady College of Medicine (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.

Dr. Heinz Bohnet Bursary

Through a series of donations, Dr. Heinz G. Bohnet has generously established an endowment fund in the Department of Physiology & Pathophysiology at the University of Manitoba to financially support one or more bursaries for students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program. Each year, beginning in 2020-2021, up to 90% of the available annual interest from the fund will be used to offer one or more bursaries, with a minimum value of $1,500 each, to undergraduate students who:

(1) are enrolled full-time (minimum 60% course load) in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program;

(2) are in good standing; and

(3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Any unspent interest will be reinvested into the fund. The selection committee will have the discretion to determine the number and value of bursaries offered each year based on the available annual income, as outlined above.

The Dean of the Max Rady College of Medicine (or designate) will ask the Head of the Department of Physiology & Pathophysiology (or designate) to name the selection committee.

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 modifications shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Dr. Patricia Martens Memorial Travel Award

The Dr. Patricia Martens Memorial Travel Award has been established through gifts made by friends and family. The purpose of the fund is to provide travel support for graduate students at the University of Manitoba who will be presenting their work at the Canadian Public Health Association (CPHA) annual conference. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one or more travel awards to graduate students who:

(1) are enrolled full-time in the Faculty of Graduate Studies in a Masters or Doctoral program;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(3) are attending the Canadian Public Health Association Annual Conference.

Candidates will be required to submit a short essay (maximum 250 words) outlining why they would like to attend the conference. Preference will be given to those students presenting a paper at the Canadian Public Health Association Annual Conference.

The award recipient must submit receipts for travel, registration, hotel and/or food expenses (based on current University of Manitoba *per diem* rates). Expenses will be reimbursed up to the maximum value of the recipient's award.

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

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of the Manitoba Centre for Health Policy (or designate) to name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Joshua Chornick Memorial Scholarship

Family and friends have created an annual award through the Winnipeg Foundation in memory of Joshua Chornick, who tragically passed away at the age of 18 after completing his first year in the Faculty of Engineering. His family wishes to reward the academic achievements of second year Engineering students at the University of Manitoba. The Winnipeg Foundation will confirm the value of this scholarship annually. Each year, beginning in 2020-2021, one scholarship valued at $1,200 will be offered to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in the second year of study in any degree program in the Faculty of Engineering;

(2) has achieved a minimum degree grade point average of 3.5;

(3) is an active member in their community, as demonstrated through volunteering (on-campus or off-campus); and

(4) is actively involved in outdoor activities.

In order to demonstrate how they meet criteria (3) and (4), candidates must submit a written statement (maximum 250 words).

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

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

Laurie Price Memorial Scholarship

In memory of Laurie Price, her son, Justin Price, established an annual scholarship for a five-year term at the University of Manitoba. The purpose of this scholarship is to recognize the academic achievement of undergraduate students who have recently lost a parent, sibling, or custodial caregiver, and who are

pursuing their first year of studies at the University of Manitoba. Each year, beginning in 2020-2021 and ending in 2024-2025, one scholarship valued at $3,000 will be awarded to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba;

(2) has been offered an entrance scholarship from the University of Manitoba General Entrance Scholarship program;

(3) has lost a parent, sibling, or custodial caregiver within the last five years; and

(4) has demonstrated exceptional leadership skills or community service.

Candidates must complete an online form, available on the Financial Aid and Awards website, to confirm that they meet criterion (3). Candidates must also submit a statement (maximum 250 words) describing how they meet criterion (4).

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award, which will include the donor (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 changed conditions, it becomes necessary to do so. Such modifications shall confirm as closely as possible to the expressed intention of the donor in establishing the award.

Malcolm & Catherine Dewar Truth and Reconciliation Fellowship

Malcolm and Catherine Dewar established a fund at the University of Manitoba with a $25,000 donation in 2018 to reward the academic achievements of graduate students pursuing research in the area of Truth and Reconciliation in the Faculty of Graduate Studies at the University of Manitoba. Each year, beginning in 2020-2021 and continuing until funds are depleted, one scholarship of $8,000 will be offered to a graduate student who:

(1) has self-declared as a First Nations, Métis, or Inuit person from Canada;

(2) is enrolled full-time in the Faculty of Graduate Studies in a Master's or Doctoral program at the University of Manitoba;

(3) graduated from a Manitoba high school;

(4) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;

(5) has a direct family connection (intergenerational or otherwise) to a Residential School*; and

(6) is undertaking, or plans to undertake research focused on the Truth and Reconciliation Commission of Canada's 94 Calls to Action.

Preference will be given to First Nations students.

*For the purposes of this award, Residential Schools may include schools recognized in the Indian Residential Schools Settlement Agreement (IRSSA) or other settlement agreements related to day schools or non-IRSSA residential schools.

Candidates will be required to submit:

(i) a current curriculum vitae;

(ii) an abstract (maximum 250 words) outlining their research goals in the area of the Truth and Reconciliation Commission of Canada's 94 Calls to Action;

(iii) a letter from their thesis advisor confirming that they are undertaking, or are about to undertake, thesis research in the required area, and

(iv) a written statement (250 words maximum) of how they meet criterion (5).

The fellowship is not automatically renewable, but previous recipients may re-apply.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of the National Centre for Truth and Reconciliation (or designate) to name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Manitoba Infrastructure Scholarship

The Government of Manitoba established an annually funded scholarship for a three-year term to recognize outstanding academic achievement of undergraduate students pursuing studies in the Faculty of Engineering at the University of Manitoba. Recipients of the scholarship will be offered the opportunity for a summer placement with Manitoba Infrastructure. Each year, beginning in 2020-2021 and ending in 2022-2023, two or more scholarships valued at $1,250 each will be offered to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the first year of study in the Faculty of Engineering;

(2) have participated in Manitoba Infrastructure's Rural and Northern High School Program; and

(3) have demonstrated an interest in participating in a summer student position with the Manitoba Infrastructure Department.

In order to demonstrate how they meet criterion (2) above, students will be asked to submit a reference letter from a Manitoba Infrastructure Supervisor.

In order to demonstrate how they meet criterion (3) above, students will be asked to submit a reference letter from a teacher, principal or guidance counsellor, or Manitoba Infrastructure Supervisor, as well as a resumé and a written statement (maximum 200 words) which will include the following information:

(a) why they are interested in pursuing a career in civil engineering and what their future career goals are;

(b) why they chose to study at the University of Manitoba; and

(c) why they would want to work at Manitoba Infrastructure.

In the event that there are no students who meet all of the numbered criteria, the scholarship will be offered to a student or students who meet one of the criteria listed below, in priority order:

(i) have met criteria (1) and (3) above and are currently enrolled in Manitoba Infrastructure's Co-op program run by the Province of Manitoba;

(ii) are enrolled full-time (minimum 80% course load) in any year of study in the Civil Engineering degree program in the Faculty of Engineering, and meet criterion (3) above, and have worked for Manitoba Infrastructure in the past; or

(iii) are enrolled full time (minimum 80% course load) in any year of study in the Civil Engineering degree program in the Faculty of Engineering, and meet criterion (4) above, and have graduated from a Northern or Rural Manitoba high school (a high school located outside of Winnipeg).

The selection committee will be the Scholarship, Bursaries and Awards Committee of the Faculty of Engineering and will include the Head of the Civil Engineering Department (or designate) and a donor representative.

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.

Premier's Healthy Living Scholarship for Youth

The Government of Manitoba established an annually funded scholarship for a three-year term to recognize outstanding contributions made by students in their high school or community, who are pursuing their first year of studies at the University of Manitoba. Each year, beginning in 2020-2021 and ending in 2022-2023, ten scholarships valued at $1,000 each will be offered to undergraduate students who:

(1) have graduated from a high school in Manitoba;

(2) are registered full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college or school at the University of Manitoba;

(3) have achieved a minimum entering average of 75% on those courses used for admission;

(4) have been positive role models for children and youth in promoting healthy lifestyles in their high school or community in one or more of the following areas: active living, healthy eating, healthy sexuality, mental health promotion, safety and injury prevention, substance use and addictions and tobacco reduction; and

(5) have been nominated to receive the award.

Nominations will be received from the high school where the applicants have graduated from.

The Director of Alumni Relations (or designate) will name the selection committee for this award, which will include a donor representative.

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 Winnipeg Foundation Elizabeth Alloway History Scholarship

A scholarship fund was created through The Winnipeg Foundation to encourage and support graduate students at the University of Manitoba who are conducting historical research in the area of women's

roles in Canadian History. The award is named after Elizabeth Alloway, wife of The Winnipeg Foundation founder, William Forbes Alloway. Each year, beginning in 2020-2021, one scholarship valued at $7,000 will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the second year of study in the Joint Master's Program in the Department of History;

(2) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(3) has demonstrated outstanding interest in or commitment to research in the history of the role of women in Canadian history.

Applicants will be required to submit: (i) a description of the proposed research and a statement of its relevance to the area of the history of women's roles in Canadian History, (ii) information on their educational background and research experience, and (iii) a copy of their transcript.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Joint Discipline Committee in the Department of History to name the selection committee for this award.

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

The Winnipeg Foundation Indigenous History Scholarship

A scholarship fund was created through The Winnipeg Foundation to encourage and support graduate students who are conducting historical research on Indigenous history in Canada. This award will support University of Manitoba students who are studying our community's history to reveal our shared past and help shape our future. Each year, beginning in 2020-2021, one scholarship valued at $7,000 will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the second year of study in the Joint Master's Program in the Department of History;

(2) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(3) has demonstrated outstanding interest in, or commitment to, research in the history of Indigenous peoples in Canada.

Applicants will be required to submit: (i) a description of the proposed research and a statement of its relevance to historical research on Indigenous history in Canada, (ii) information on their educational background and research experience, and (iii) a copy of their transcript.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Joint Discipline Committee in the Department of History to name the selection committee for this award.

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

2. AMENDMENTS

Diana Lynn Kelm Gattinger Scholarship

The following amendments were made to the terms of reference for the **Diana Lynn Kelm Gattinger Scholarship**:

- The preamble was revised to:

  The Gattinger family established an endowment fund at the University of Manitoba with an initial gift of $50,000 in 2015 to offer a memorial scholarship in honour of their daughter and sister, Diana Lynn Kelm. The Manitoba Scholarships and Bursaries Initiative made a contribution to the fund. The purpose of the fund is to reward the academic achievement of students who made significant contributions while volunteering their time in a program jointly hosted and facilitated by the Student Counselling Centre and the Health and Wellness Educator at the University of Manitoba. Each year, beginning in 2016-2017, the available annual income from the fund will be used to offer two scholarships of equal value to students who:

- The numbered criteria was revised to:

  (1) are enrolled part-time or full-time in the second year of study or higher in any faculty, college, or school at the University of Manitoba;

  (2) have achieved:

  (a) as undergraduate students, a minimum degree grade point average of 3.0; or

  (b) as graduate students, a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

  (3) are volunteers at the Student Counselling Centre and have made a highly significant contribution to the campus through the volunteer program, either through programming, leadership, mentoring, and/or innovative work.

- The following paragraph was added:

  In the event that there is only one eligible candidate, the available annual income will be awarded to the one student, up to a maximum value of $2,500.

- The standard Board of Governors statement was added.

Dr. John E. and Mrs. Mary McGoey Scholarship in Medicine

The following amendments were made to the terms of reference for the **Dr. John E. and Mrs. Mary McGoey Scholarship in Medicine**:

- The preamble was revised to:

  In honour of their parents, Dr. John E. (M.D./'48) and Mrs. Mary McGoey, Mr. John T. McGoey (B.Sc./'72, LL.B./'75) and Mr. David McGoey (B.Comm.[Hons./'75) established an endowment fund at the University of Manitoba with an initial gift of $100,055 in 2009. The purpose of the fund is to offer admission scholarships to students in the Max Rady College of Medicine. Each year, the available annual income from the fund will be used to offer two scholarships of equal value to students who:

- The numbered criteria was revised to:

  (a) have graduated from a high school in rural Manitoba (excluding the following areas: Headingly, Oak Bluff, St. Norbert, St. Germaine, Vermette, East St. Paul, West St. Paul, and Rosser);

(b) are enrolled full-time in their first year of study in the Undergraduate Medical Education (UGME) program in the Max Rady College of Medicine; and

(c) have ranked high on the Admission Composite Score.

- The following paragraph was added:

  For the purposes of this award, rural Manitoba is defined as outside of the census metropolitan areas of the province (as defined by Statistics Canada).

- The standard Board of Governors statement was added.

Frank Swift Fund

The following amendments were made to the terms of reference for the **Frank Swift Fund**:

- The title of the award was change to the **Frank Swift Bursary.**
- The preamble was revised to:

  Mr. Frank Swift of West Hill, Ontario established an endowment fund at the University of Manitoba with a gift of $50,000 in 1989 to provide bursaries for undergraduate students entering the Faculty of Social Work. Each year, the available annual income from the fund will be used to offer one or more bursaries valued at $500 each to undergraduate students who:

- The numbered criteria was revised to:

  (1) have either:

  - *self-declared as a First Nations, Métis or Inuit person from Canada; or*
  - *registered with Student Accessibility Services at the University of Manitoba;*

  (2) are enrolled full-time (minimum 60% course load) in the first year of study in any undergraduate program offered by the Faculty of Social Work; and

  (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

- The following paragraph was added:

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

- The selection committee paragraph was added:

  The selection committee will be named by the Dean of the Faculty of Social Work (or designate).

- The standard Board of Governors statement was added.

Jeffrey S. Train Athletic Therapy Award

The following amendment was made to the terms of reference for the Jeffrey S. Train Athletic Therapy Award:

- The value of the award was increased to 1,000 annually.
- Criterion (1) was changed to read:

  (1) was enrolled full-time (minimum 60% course load) in the second year or higher in the Bachelor of Kinesiology – Athletic Therapy program, in the Faculty of Kinesiology and Recreation Management in the year in which the award was tenable;

Jeffrey S. Train Award

The following amendment was made to the terms of reference for the Jeffrey S. Train Award:

- The value of the award was increased to 1,000 annually.
- Criterion (1) was changed to read:

  (2) was enrolled full-time (minimum 60% course load) in the second year of study or higher in the Bachelor of Recreation Management and Community Development degree program in the Faculty of Kinesiology and Recreation Management in the year in which the award was tenable;

Jeffrey S. Train Bursary

The following amendment was made to the terms of reference for the **Jeffrey S. Train Bursary**:

- The value of the award was increased to 1,000 annually.

3. WITHDRAWALS

Dr. Keith Meloff Bursary
At the request of the donor

JELD-WEN Foundation Scholarship
At the request of the donor

Manitoba Association of Registered Respiratory Therapists Future Leader Prize
At the request of the donor

Shell Canada ENGAP Scholarship
At the request of the donor

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 comply with the Student Awards Policy.

Observations

At its meeting of April 7, 2020, the Senate Committee on Awards approved 6 new offers, 7 revised offers, and the withdrawal of 3 awards as set out in the *Report of the Senate Committee on Awards (April 7, 2020)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 6 new offers, 7 revised offers, and the withdrawal of 3 awards as set out in the *Report of the Senate Committee on Awards (April 7, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

April 7, 2020

1. NEW OFFERS

Desautels Faculty of Music Ensemble Scholarship

The Desautels Faculty of Music will make an annual contribution of $5,000 for a three-year term to recognize the achievements of students who participate in the University of Manitoba Wind Ensemble, the University of Manitoba Symphony Orchestra, or the University of Manitoba Jazz Orchestra at the Desautels Faculty of Music, and who are not currently enrolled in the Desautels Faculty of Music. Each year, beginning in 2020-2021 and ending in 2022-2023, scholarships valued at $500 each will be offered to students who:

(1) are enrolled part-time or full-time in any year of study in University 1 or any faculty, college or school at the University of Manitoba, with the exception of the Desautels Faculty of Music;

(2) have achieved:

   a. as entering students, a minimum 80% average on those high school courses used for admission to the University of Manitoba;

   b. as continuing students, a minimum degree grade point average of 3.0; or

   c. as graduate students, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(3) have, through ensemble placement auditions, demonstrated a high level of performance in the applied areas of woodwind, brass, percussion, strings, or jazz.

Candidates will be required to fill out a Desautels Faculty of Music Ensemble Scholarship application.

Scholarships will be awarded based on instrumentation needs in the ensembles each year, and will be at the discretion of the ensemble directors.

The Dean of the Desautels Faculty of Music (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.

Merck Entrance Scholarship for Indigenous Students in Pharmacy

Merck will make an annual contribution to the University of Manitoba to recognize outstanding academic achievement. The purpose of the scholarship is to recruit and retain Indigenous students entering the Pharm.D. program offered by the College of Pharmacy. Each year, beginning in 2019-2020, one scholarship will be offered to an undergraduate student who:

(1) has self-declared as a First Nations, Métis or Inuit person from Canada.

(2) is enrolled full-time (minimum 80% course load) in the first year of study in the Pharm.D. program offered by the College of Pharmacy; and

(3) has achieved a minimum adjusted grade point average of 3.5.

The award is renewable in the next year of study, for one year, if the student maintains full-time status (minimum 80% course load) and achieves a minimum degree grade point average of 3.0. Each year, one new student will be selected to receive the scholarship.

In the event that a recipient does not qualify for a renewal, another second-year student may be selected to receive the funds as a one-time award in their place, provided they:

(1) have self-declared as an Indigenous person (First Nations, Metis, or Inuit) from Canada;

(2) are enrolled full-time (minimum 80% course load) in the second year of study in the Pharm.D. program offered by the College of Pharmacy; and

(3) have achieved a minimum degree grade point average of 3.0.

Each year, a representative from Donor Relations, Rady Faculty of Health Sciences, will report the available funding to Financial Aid and Awards at the University of Manitoba no later than July 1.

The Dean of the College of Pharmacy (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.

Sid Kroker Scholarship

Mr. Sidney Kroker established an endowment fund with a gift of $26,000 to the University of Manitoba in 2019. The purpose of the fund is to reward the academic achievements of graduate students pursuing field research in anthropology at the University of Manitoba. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

(1) are enrolled part-time or full-time in the Faculty of Graduate Studies in a Master's or Ph.D. program offered by the Department of Anthropology;

(2) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;

(3) have successfully completed 12 credit hours of coursework requirements; and

(4) have demonstrated outstanding commitment to field research in anthropology.

Preference will be given to students who are undertaking field research in archaeology. Their field research should be carried out within, or should be at least relevant to, the prairie or boreal forest regions of Manitoba and surrounding provinces and states.

In order to demonstrate how they meet criterion (4), candidates must submit an application package which consists of (a) a current *curriculum vitae*, (b) two academic letters of reference, and (3) a statement (maximum 1,000 words) which explains how their research will the enhance the understanding of cultures and/or ecological relationships of past and/or present peoples of the prairies and/or boreal forests of Manitoba and/or surrounding provinces and states.

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

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of Graduate Programs in the Department of Anthropology to name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Teva Prize In Pharmaceutics

Teva Canada Limited offers an annually funded prize to recognize students in the College of Pharmacy. Each year, one prize valued at $500 (subject to annual adjustment) will be offered to an undergraduate student who:

(1) was enrolled full-time (minimum 80% course load) in the third year of the degree program in the College of Pharmacy at the University of Manitoba in the year in which the award was tenable;

(2) had a minimum degree grade point average of 3.0; and

(3) had achieved the highest combined standing in the Pharmaceutics (currently numbered PHMD 1016) and Drug Delivery (currently numbered PHMD 2000) courses.

The Donor Relations Office will apply for funding February 1 of each year and confirm the funds are available with the Financial Aid and Awards office before March 31 of each year. If the donor relations office fails to apply for funding by this date, the donor shall have no obligation to provide funding. This prize cannot be held with the Teva Prize in Pharmacokinetics in any given year.

The selection committee will be The College of Pharmacy Professional Program Awards Committee.

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.

Teva Prize in Pharmacokinetics

Teva Canada Limited offers an annually funded prize to recognize students in the College of Pharmacy. Each year, a prize valued at $500 (subject to annual adjustment) will be offered to an undergraduate student who:

(1) was enrolled full-time (minimum 80% course load) in the third year of the degree program in the College of Pharmacy at the University of Manitoba in the year in which the award was tenable;

(2) had a minimum degree grade point average of 3.0; and

(3) had achieved the highest combined standing in Applied Biopharmaceutics and Pharmacokinetics (currently numbered PHMD 2006) and Clinical Pharmacokinetics – Pharmacodynamics (currently numbered PHMD 2016).

The Donor Relations Office will apply for funding February 1 of each year and confirm the funds are available with the Financial Aid and Awards office before March 31 of each year. If the donor relations office fails to apply for funding by this date, donor shall have no obligation to provide funding. This prize cannot be held with the Teva Prize in Pharmaceutics in any given year.

The selection committee will be The College of Pharmacy Professional Program Awards Committee.

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.

University of Manitoba Retirees Association (UMRA) Scholarship

The University of Manitoba Retirees Association (UMRA) established an endowment fund at the University of Manitoba to offer the University of Manitoba Retirees Association (UMRA) Scholarship. The purpose of the scholarship is to reward the academic achievements of graduate students pursuing research focused on human aging that has the potential to enhance the lives of the aging population. Beginning when the capital of the fund reaches $25,000, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

(1) are Canadian citizens or Permanent Residents;

(2) are enrolled full-time in the Faculty of Graduate Studies, in either:

(a) the first or second year of a Master's program, or

(b) within the first four years of a Doctoral program;

(3) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(4) are undertaking thesis research focused on human aging that has the potential to enhance the lives of the aging population.

In order to be considered for the scholarship, students must submit an application to the Faculty of Graduate Studies that includes: (i) a written statement (maximum 500 words) that describes their research and how it will enhance the lives of the aging population; (ii) one letter of reference/support from their current academic advisor/supervisor; and (iii) academic transcript(s). The Faculty of Graduate Studies will advertise the competition every year.

The selection committee will have the discretion to determine the number and value of scholarships available each year as outlined above, based on the available annual income.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of the University of Manitoba's Centre on Aging to name the selection committee for this award, which will include a representative from the UMRA.

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

Betty Perrow Memorial Scholarship

The following amendments were made to the terms of reference for the **Betty Perrow Memorial Scholarship**:

- The preamble was revised to:

  An endowment fund with initial donations totaling $12,765 was established in 2005 to support a scholarship in memory of Betty Perrow (née Shepherd), a 1952 graduate of the Faculty of Arts at the University of Manitoba. The purpose of the fund is to reward the academic achievement of students enrolled in the Faculty of Arts at the University of Manitoba. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Faculty of Arts;

  (2) has completed a minimum of 12 credit hours taught by departments or programs in the Faculty of Arts; and

  (3) of those who have met criterion (1) and (2) above, has achieved the highest degree grade point average.

- The following paragraphs were revised to:

  In the event of a tie, the following tie breaking mechanisms will be employed:

  (1) the highest number of credit hours completed in the previous year of study;

  (2) the higher proportion of A+ and A grades in a total program.

- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

Charles Biesick Memorial Award

The following amendments were made to the terms of reference for the **Charles Biesick Memorial Award**:

- The preamble was revised to:

  In memory of Charles Biesick, longtime editor of the Manitoba Commonwealth, his friends and associates established an endowment fund at the University of Manitoba in 1985. The Manitoba Scholarships and Bursaries Initiative made a contribution to this fund. The purpose of this scholarship is to reward the academic achievement of students in the Labour Studies Program in the Faculty of Arts at the University of Manitoba. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in a general major, advanced major, or minor program in Labour Studies;

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

(3) has successfully completed at least six credit hours in the Labour Studies Program with a grade of C+ or higher.

- The selection committee paragraph was revised to:

  The Coordinator of the Labour Studies Program (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Doctor Elmer S. James Memorial Fund

The following amendments were made to the terms of reference for the **Doctor Elmer S. James Memorial Fund**:

- The preamble was revised to:

  The Doctor Elmer S. James Memorial Fund was established through the generosity of Mrs. E.S. James and others to assist persons pursuing further training in the specialty of Orthopaedics. Each year, the available annual income from the fund will be used to offer one or more prizes of equal value to postgraduate resident(s) who:

- The numbered criteria was revised to:

  (1) are Canadian Citizens or Permanent Residents;

  (2) were enrolled full-time in the Postgraduate Medical Education Program, in the Max Rady College of Medicine, as a resident in the year in which the award was teneable; and

  (3) have demonstrated excellence in the area of Orthopaedics.

- The selection committee paragraphs were revised to:

  The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the available income.

  The Dean of the Max Rady College of Medicine (or designate) will name the selection committee, which will include the Head of the Orthopaedic Section or designate

- The standard Board of Governors statement was added.

Duff Roblin Political Studies Fellowship

(in Canadian and Manitoba Government and Politics)

The following amendments were made to the terms of reference for the **Duff Roblin Political Studies Fellowship**:

- The preamble was revised to:

  In appreciation of the contribution of the Hon. Duff Roblin to the Province and people of Manitoba, friends and colleagues of Mr. Roblin graciously contributed funds to establish a graduate fellowship at the University of Manitoba, primarily in the area of Canadian and Manitoba government and politics. Each year, the annual available income from this fund will be used to offer up to three fellowships, valued at $15,000 each, to students who:

- The numbered criteria was revised to:

  (1) are enrolled full-time in the Faulty of Graduate Studies in the first or second year of a Master of Arts (M.A.) program delivered by the Department of Political Studies;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(3) have a primary research focus on Canadian government and politics (e.g., federalism, parliament, provincial issues, political parties, interest groups, public administration and policy studies, comparative politics with a focus on Canada, Canada on the international stage).

- The following paragraphs were added:

  Candidates will be required to submit a completed application package, available from the Department of Political Studies.

  In the event that there are no eligible applicants who meet all of the criteria outlined above, and when sufficient funds remain, the Fellowships may be offered to students who meet criteria (1) and (2).

  The Fellowship is renewable for one additional year, provided that the student is: (i) not beyond their second year in the M.A. program, (ii) continuing their thesis program, and (iii) continuing to meet the minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study. This Fellowship may not be renewed more than once for the same recipient. No more than three students may hold this Fellowship in any given year.

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

- The selection committee paragraph was revised to:

  The Vice-Provost and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Political Studies (or designate) to name the selection committee for this award. The Head of the Department of Political Studies will serve as Chair of the committee, and will include the Chair of the Graduate Committee and at least three other professors from the department, one of whom will be the Duff Roblin Professor (or designate).

- The standard Board of Governors statement was added.

Marjorie Blankstein Indigenous Leadership Scholarship

The following amendments were made to the terms of reference for the **Marjorie Blankstein Indigenous Leadership Scholarship**:

- The numbered criterion (1) was revised to:

  (1) self-declared as First Nations, Métis or Inuit people from Canada;

- The numbered criterion (4) was revised to:

  are participating in an Indigenous leadership and/or mentorship program at the University of Manitoba (including, but not limited to: *The Prairie Indigenous Knowledge Exchange Network (PIKE-Net), University of Manitoba Indigenous Students' Association (UMISA), Indigenous Circle of Empowerment, Neechiwaken Indigenous Peer Mentor Program, Rec and Read Mentorship Program, etc.*).

The Marcus Hyman Memorial Scholarship

The following amendments were made to the terms of reference for the **The Marcus Hyman Memorial Scholarship**:

- The preamble was revised to:

  In memory of the late Mr. Marcus Hyman, K.C., M.L.A., his family and friends established an endowment fund at the University of Manitoba in 1947. The purpose of the fund is to reward the academic achievement of students enrolled in the Faculty of Arts. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Faculty of Arts;

  (2) has completed a minimum 24 credit hours in the Faculty of Arts; and

  (3) has achieved a minimum degree grade point average of 3.0.

- The selection committee paragraph was added:

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

- The standard Board of Governors statement was added.

William James Osborne Scholarship

The following amendments were made to the terms of reference for the **William James Osborne Scholarship**:

- The preamble was revised to:

  Through a bequest by Charlotte C. Osborne, an endowment fund was established at the University of Manitoba in 1946 in memory of her father, William James Osborne. The purpose of the fund is to reward the academic achievement of students enrolled in an Honours program in the Faculty of Arts. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

  (4) is enrolled full-time (minimum 80% course load) in the second year of study or higher any Honours program offered by the Faculty of Arts;

  (5) has completed a minimum 60 credit hours in the Faculty of Arts; and

  (6) has achieved a minimum grade point average of 3.5.

- The selection committee paragraph was added:

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

- The standard Board of Governors statement was added.

3. WITHDRAWALS

Ron Connors Memorial Bursary

At the request of the donor

University 1 Student Council Indigenous Scholarship

At the request of the donor

University 1 Student Council Scholarship

At the request of the donor

Preamble:

1. The terms of reference for the Senate Committee on Appeals (SCAP) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.html

2. The Committee is charged to hear and determine appeals from:
   a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
   b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.

3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations:

1. The Committee has received 6 new appeals since the last report to Senate in August 2019. These cases are summarized, along with the 3 open files previously reported, without compromising the confidentiality of the Appellant.

- An appeal was received against a decision by the College of Pharmacy. The grounds were failure of the Faculty/School to follow the rules of natural justice and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
- An appeal was received against a decision by the College of Pharmacy. The grounds were failure of the Faculty/School to follow the rules of natural justice and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was withdrawn.
- An appeal was received against a decision by the College of Medicine. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
- An appeal was received against a decision by the Faculty of Science. The grounds were failure of the Faculty/School or Dean/Director to follow the rules of natural justice and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were insufficient grounds to proceed to an appeal hearing.
- An appeal was received against a decision by the Faculty of Management. The grounds were that a Faculty/School/Senate governing document has become inapplicable through lapse of time or was unfairly applied. The Committee determined there were insufficient grounds to proceed to an appeal hearing.

- An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed and failure of Senate, the Faculty/School, or Dean/Director to comply with applicable legislation. The appeal was denied.
- An appeal was received against a decision by University 1. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed and that a Faculty/School/Senate governing document has become inapplicable through lapse of time or was unfairly applied. The appeal was granted.
- An appeal was received against a decision by the Faculty of Engineering. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were insufficient grounds to proceed to an appeal hearing.

Currently the Committee has 1 open file.

Respectfully submitted,

Dr. Charlotte Enns, Chair
Senate Committee on Appeals

March 24, 2020

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

Preamble:

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

Observations:

1. At its meeting on March 24, 2020, the SCCCC received, for information, an annual update on the academic program listing from the Deputy Provost (Academic Planning and Programs).

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

REVISED

Date: March 24, 2020

To: Senate Committee on Curriculum and Course Changes
Todd Mondor, Deputy Provost (Academic Planning and Programs)

From: Cassandra Davidson, Academic Programs Specialist

Re: **Annual Update on Academic Program Listing: March 2019 – February 2020**

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

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

***

PROGRAM INTRODUCTIONS	**Senate Review**
▪ **Post-baccalaureate Diploma in Medical Physiology and Pathophysiology**, *Max Rady College of Medicine, Rady Faculty of Health Sciences* Effective: Fall 2020	January 2019 (*BOG*: January 2019) (*MET*: June 2019)
▪ **Double Advanced Major in History,** *Faculty of Arts* Effective: Fall 2020	December 2019
▪ Minor in **Agronomy**, *Faculty of Agricultural and Food Sciences* Effective: Fall 2020	December 2019
▪ Minor in **Leadership for Business and Organizations**, *I.H. Asper School of Business, Faculty of Management* Effective: Fall 2020	December 2019
▪ Bachelor of Science in Engineering (Computer), **Biomedical Focus Area**, *Faculty of Engineering* Effective: Fall 2019	May 2019
▪ Bachelor of Science in Engineering (Mechanical), **Manufacturing Stream**, *Faculty of Engineering* Effective: Fall 2020	December 2019

PROGRAM CLOSURES	**Senate Review**
▪ **Ph.D., Cancer Control**, *Faculty of Graduate Studies* Effective: Fall 2019	April 2019 (*BOG*: April 2019) (*MET*: October 2019)
▪ **B.Sc., Textile Sciences – Product Development** and **Textile Development**, *Faculty of Agricultural and Food Sciences* Effective: Fall 2019	June 2019 (*BOG*: June 2019) (*MET*: July 2019)
▪ B.Sc. (Agribusiness), **Agricultural Economics Option**; **Agribusiness Management Option**; **International Agribusiness Option**, *Faculty of Agricultural and Food Sciences* Effective: Fall 2020	December 2019
▪ Minor in **Textile Sciences**, *Faculty of Agricultural and Food Sciences* Effective: Fall 2019	June 2019
▪ Concentrations in Master of Social Work, *Faculty of Graduate Studies*: **Direct Practice with Groups, Networks and Communities Cluster**, **Direct Practice with Individuals and Families Cluster**, **Leadership, Management, and Policy Cluster**, **Indigenous Practice Cluster**, and **Research Cluster**. Effective: Fall 2020	December 2019

SUSPENSION OF ADMISSIONS - NEW	**Senate Consultation**
▪ **Post-Baccalaureate Certificate in E-Learning**, *Division of Extended Education* Effective: Fall 2019 *Status Review: February 2021*	October 2019

SUSPENSION OF ADMISSIONS - EXTENSIONS	**Senate Consultation**
▪ **M.A., Icelandic,** *Faculty of Arts* Effective: September 2015 *Extended to:* May 2021 *Status review*: February 2021	May 2019
▪ **M.Sc., Family Social Sciences,** *Max Rady College of Medicine, Rady Faculty of Health Sciences* Effective: May 2015 *Extended to:* May 2021 *Status review*: February 2021	May 2019
▪ **M.Sc., Textile Sciences,** *Faculty of Agricultural and Food Sciences* Effective: September 2015 *Extended to:* May 2020 *Status review*: February 2020	May 2019
▪ **Post-Bac. Diploma in Agrology (IEAP),** *Faculty of Agricultural and Food Sciences* Effective: September 2015 *Extended to:* May 2020 *Status review*: February 2020	May 2019

February 13, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Definition of National Board of Medical Examiners Exam, 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 February 13, 2020 SCIE received, for information, revisions to the definition of National Board of Medical Examiners Exam, from the Max Rady College of Medicine.

Observations:

1. Currently, in order to pass the National Board of Medical Examiners (NBME) Exam, a mark at the 11th percentile or higher is required. The College is proposing to revise the definition of the NBME Exam to recommend a pass mark as an equated percent correct score, with the pass mark as an equated percent score to be determined by the Undergraduate Medical Education Program each September, effective August 2020. Students who began their clerkship prior to August 2020 would continue to be assessed using a mark at the 11th percentile as a pass.
2. Recommending an equated percent score as the pass mark would be in accordance with the current recommendations of the NBME.
3. The following policies would be impacted by the change in definition:
    - Criteria for Doctor of Medicine Graduand List
    - Medical Student Performance Report (MSPR)
    - Computer Policy
    - Communication Methods of Evaluation in the Undergraduate Medical Education Program
    - Examination Conduct
    - Deferred Examination
    - Examination Invigilation
    - Examination Supplemental
    - Assessment Results
    - Peer to Peer Tutoring
    - Promotion and Failure
    - Reappraisal of Student Assessments
    - Remediation
    - Electives
    - Repeat Clerkship
    - Clerkship Duty Hours

February 13, 2020

Respectfully submitted,
Dr. Mark Torchia, Chair,
Senate Committee on Instruction and Evaluation

Max Rady College of Medicine
Undergraduate Medical Education
260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba R3E 3P5
Telephone: 204-789-3557
Fax: 204-789-3929

Date: January 22, 2020

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Ira Ripstein, Associate Dean, Undergraduate Medical Education

Re: Definition: National Board of Medical Examiners Exam

Background: Undergraduate Medical Education (UGME) is committed to formalizing core process through the development of policy and procedure documents.

Purpose: UGME is proposing a change to the definition of National Board of Medical Examiners (NBME) Exam. Upon consultation with students and faculty, it was determined that the pass mark should be altered to reflect the Equated Percent Correct (EPC) score. This change will allow for better alignment with the NBME recommended EPC pass mark as is determined by the Hofstee Compromise. This method proposes a passing standard that is based on an in-depth analysis as well as global analysis of the examination content.

Impact: There are 16 policies that will be impacted by this change in definition:

1. Criteria for Doctor of Medicine Graduand List
2. Medical Student Performance Report (MSPR)
3. Computer Policy
4. Communication Methods of Evaluation in the Undergraduate Medical Education Program
5. Examination Conduct
6. Deferred Examination
7. Examination Invigilation
8. Examination Supplemental
9. Assessment Results
10. Peer to Peer Tutoring
11. Promotion and Failure
12. Reappraisal of Student Assessments
13. Remediation
14. Electives
15. Repeat Clerkship
16. Clerkship Duty Hours

Revisions: Statements are as follows:

- Current definition:

- National Board of Medical Examiners (NBME) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

- Proposed definition:
  - National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.

February 13, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Definition of Objective Structured Clinical Examination and Comprehensive Clinical Exam, 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 February 13, 2020 SCIE received, for information, revisions to the Objective Structured Clinical Examination and Comprehensive Clinical Exam definitions, from the Max Rady College of Medicine.

Observations:

1. Currently, the pass mark for the Objective Structured Clinical Exam (OSCE-type) is set by calculating 80% of the average mark of the top 10% of students who take the course. The pass mark for the Comprehensive Clinical Exam (CCE) is set by calculating 80% of the average mark of the top 10% of the students who take the exam.
2. The College is proposing to revise the definition of the Objective Structured Exam as noted below:
    a) A pass mark for each station would be set using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. A student's pass or fail for a case would be decided by their congregate score in each case individually. In order to pass Med I or Med II Clinical Skills Courses, a student would be required to pass a minimum of eight of twelve OSCE stations.
    b) Remedial Examinations for Med I and Med II Clinical Courses would consist of eight stations. The passing grade would be determined using the borderline regression model using aggregate data from all eight OSCE stations, which would be the passing grade for each station in the remedial exam. Students would be required to pass a minimum of five of eight OSCE stations in order to pass their remedial OSCE.
3. The College is proposing to revise the definition of the Comprehensive Clinical Exam as noted below:
    a) A pass mark for each individual station would be set using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's pass or fail for each case would be decided by the congregate score in each case individually. Students would be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
    b) Remedial Examinations for Med IV CCE would consist of eight stations. The passing grade would be determined using aggregate date from all eight OSCE stations, using the borderline regression model. This grade would be the passing

grade for each station in the remedial CCE. Students would be required to pass a minimum of five of eight OSCE stations in order to pass their remedial CCE.

4. The following policies would be impacted by the changes to the definitions:

- Repeat Clerkship
- UGME Course or Clerkship and Session Objective Changes, Changes to Curriculum and Changes to Evaluation
- Medical Student Performance Report (MSPR)
- Communication Methods of Evaluation in the Undergraduate Medical Education Program
- Deferred Examination
- Examination Results
- Examination Conduct
- Promotion and Failure
- Reappraisal of Student Assessments
- Remediation
- Supplemental Assessments

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Max Rady College of Medicine
Undergraduate Medical Education
260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba R3E 3P5
Telephone: 204-789-3557
Fax: 204-789-3929

Date: January 22, 2020

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Ira Ripstein, Associate Dean, Undergraduate Medical Education

Re: Definition: Objective Structured Clinical Examination and Comprehensive Clinical Exam

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Background: Undergraduate Medical Education (UGME) is committed to formalizing core process through the development of policy and procedure documents.

Purpose: UGME is proposing a change to the definition of the Objective Structured Clinical Examination (OSCE-type) and Comprehensive Clinical Exam (CCE). Upon consultation with students and faculty, it was determined that a global rating scale should be added to each exam station and the pass mark should be set using a borderline regression model. This change will support exam performance overall, including disciplines that perform poorly. The introduction of global rating scales is emerging nationally and will support examiners in making comprehensive judgements about student performance to further validate the pass mark.

Impact: There are 11 policies that will be impacted by this change in definition:

1. Repeat Clerkship
2. UGME Course or Clerkship and Session Objective Changes, Changes to Curriculum and Changes to Evaluation
3. Medical Student Performance Report
4. Communication Methods of Evaluation in the Undergraduate Medical Education Program
5. Deferred Examination
6. Examination Results
7. Examination Conduct
8. Promotion and Failure
9. Reappraisal of Student Assessments
10. Remediation
11. Supplemental Assessments

Revisions: Statements are as follows:

- Current definition:
    - Objective Structured Clinical Examination (OSCE-type) – an examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course

    - Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the exam.
- Proposed definition:
    - Objective Structured Clinical Examination (OSCE-type) – an examination used to assess the clinical skills of students.
        - A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II Clinical Skills Courses.
        - The Remedial Examinations for the Med I and Med II Clinical Skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.
    - Comprehensive Clinical Exam (CCE) – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.
        - A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
        - The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.

UNIVERSITY OF MANITOBA | Student Advocacy and Case Management

520 UMSU University Centre
University of Manitoba
Winnipeg, Manitoba R3T 2N2
Phone: 204-474-7423
Fax: 204-474-7567
Email: student_advocacy@umanitoba.ca
umanitoba.ca/student/advocacy

DATE: February 25, 2020

TO: Ms. Shannon Coyston, Associate University Secretary (Senate)

FROM: Heather Morris, Director, Student Advocacy and Case Management Heather Morris

RE: Student Advocacy Annual Report 2018-2019

As per the Terms of Reference for Student Advocacy, please find attached the Annual Report for the reporting period September 1, 2018 to August 31, 2019.

I will be available to present the report and respond to questions.

Thank you.

c.: Don Stewart, Executive Director, Student Support

Laurie Schnarr, Vice-Provost (Students)

Student Advocacy Annual Report

2018-2019

Executive Summary

Student Advocacy[1] provides confidential services for receiving student complaints and grievances. This unit serves as a general information source for students regarding their rights and responsibilities. Students are assisted in the resolution of concerns or conflicts arising from actions or decisions taken by the University. Students are advised of policies and procedures to follow, both informally and formally. Staff work collaboratively with other campus resources to provide support and education to students and other members of the University community.

This report provides selected data and highlights of the Student Advocacy office activities for the reporting period from September 1, 2018 to August 31, 2019.

The demand for services continues to increase year to year, with the number of office contacts totaling over 2,800 for this reporting year. The percentage of international students accessing services was 49%, remaining relatively consistent with previous reporting years. Although many students are self-referred, the office continues to receive a large number of referrals from other offices on campus.

The issues presented to the office are categorized into academic, misconduct, administrative, admissions and complaints. There was a slight decrease in the number of academic issues and an increase in administrative issues, likely related to an increase in tuition fee appeals.

In addition to assisting students in the resolution of individual issues, the Student Advocacy team remains busy with its educational and outreach activities.

Office Contacts

Table 1 provides a summary of the total number of office contacts from students, staff and faculty over the last four years. While there have been fluctuations, the demand for services continues to increase year to year.

[1] Student Advocacy policy http://umanitoba.ca/admin/governance/governing_documents/students/280.html

Table 1: Office Contacts	2018-2019	2017-2018	2016-2017
Student			
Front Desk Contacts	863	788	759
Individual Student Cases	1,942	1,814	1,457
Total Student Contacts	**2,805**	**2,602**	**2,216**
Faculty/Staff Consultations	**81**	**52**	**128**
Total	**2,886**	**2,654**	**2,344**

Front Desk Contacts includes all contacts that do not result in an active student case file. Inquiries, potential cases, and cancelled or no-showed appointments are examples of front desk contacts.

The *Individual Student Cases*[2] count is the total number of students who had an active case file opened during the reporting year or whose issue was carried forward from the previous reporting year. There were 143 issues carried forward from the previous reporting year. Issues may be carried forward for the following reasons: (1) the issue is complex and continues past the end of the reporting year, (2) the appeal or request is pending a decision or scheduling of hearing, or (3) the case was opened just before the closing of files for the previous reporting year, but the student started working with the Advocate in the next reporting year. We have noted a significant increase in the number of issues that are carrying forward (143 issues for the current reporting year compared to 65 cases carried forward in the previous reporting year).

Faculty/Staff Consultations are the total number of faculty, staff and administrators who contacted Student Advocates or the Director for advice on handling student matters.

Demographics[3]

Of the students for whom a case file was opened during the reporting years, there were slightly more females (51%) than males (49%). This is consistent with previous years.

[2] The number of reported individual student cases is different than the specific issues that are presented to the office by individual students, which will be discussed later in this report.

[3] Demographic statistics are based on number of students.

For 2018-2019, 49% of student issues involved international students. Although this is consistent with demographics from previous reporting years, it is still disproportionate to the total number of international students at the U of M (approximately 19% of the U of M population during 2018-2019)[4].

Historically, students presenting to Student Advocacy are enrolled in faculties that have the largest number of students: University 1, Science, Arts, and Faculty of Graduate Studies[5]. See Table 2 for a breakdown of students by faculty of registration. A continuing trend from the previous reporting year is that Extended Education is one of the top 5 faculties. It is important to note that the majority of Extended Education students who sought assistance from Student Advocacy were enrolled in certificate programs as opposed to General Studies.

Table 2: Student Cases by Faculty of Registration	2018-2019	2017-2018	2016-2017
Faculty of Science	23%	24%	25%
Faculty of Arts	23%	21%	21%
Faculty of Graduate Studies	10.5%	9%	12%
University 1	11%	13%	10%
Extended Education	8.5%	9%	4%
Health Sciences[6]	5%	5%	5%
Other[7]	19%	19%	23%
Total	100%	100%	100%

Student Advocacy appreciates the high number of referrals we continue to receive from the University community. In the current reporting year, approximately 31% of students contacting our office came from referrals. Although this is lower than previous years, this figure represents only new student referrals. It is important to note that if a student has worked with the office previously, and a new issue arises, they will self-refer themselves vs. being referred by others. The source of the majority of these referrals (80%) is notably from academic units (faculties, colleges, schools or departments).

Categorization of Issues

As part of the intake and case file management process, we identify the issue(s) the student is presenting to the office. In some cases, a student may return for assistance with new or different issues, or the situations that some students present are complex and may involve multiple pathways to resolution,

[4] Office of Institutional Analysis reports as of Fall 2018.

[5] Office of Institutional Analysis reports for Fall 2018.

[6] Undergraduate faculties only.

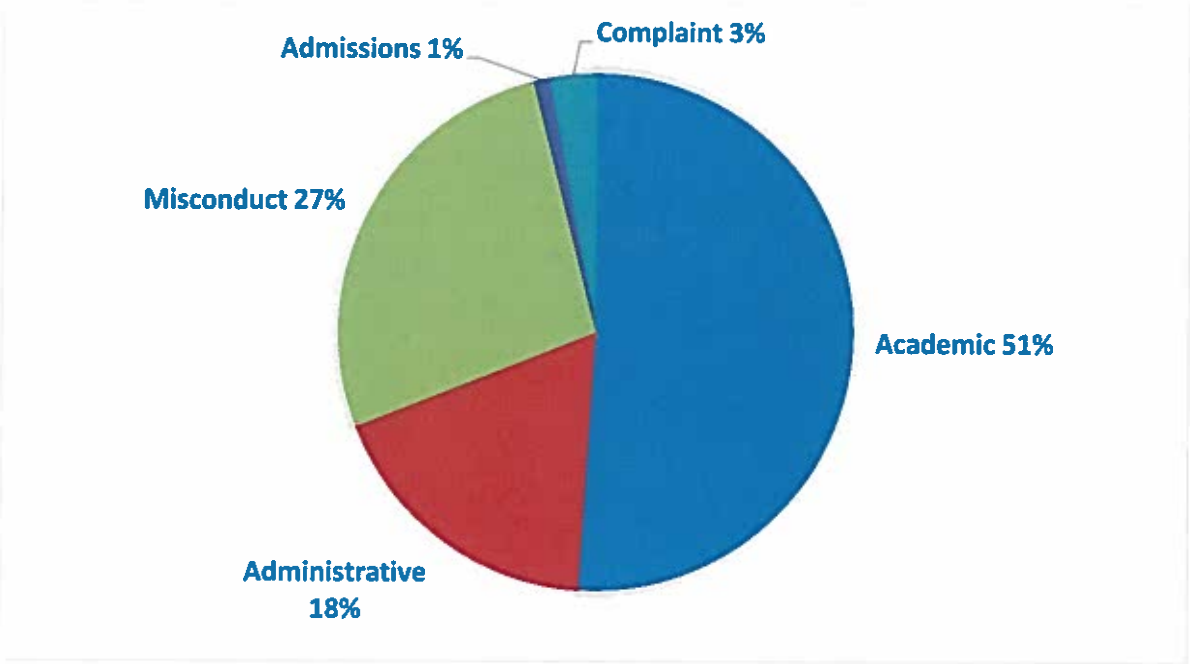
[7] Other is comprised of the remainder of the Faculties/Colleges/Schools

require coordination of other services, and/or span more than one academic year. Table 3 provides the total number of issues over the last 3 reporting years. As noted, there have been significant increases over time in the number of issues presented.

Table 3: Student Issues	2018-2019	2017-2018	2016-2017
	2,080	1,843	1,504

Each issue is categorized as academic, misconduct (academic and non-academic), administrative, admissions, and complaint. Figure 1 provides the proportion of issues by category[8].

Figure 1. Categorization of Issues



[8] In 2017-2018, the breakdown of issues by category was Academic 56%, Misconduct 26%, Administrative 12%, Admissions 2%. The Complaint category is new to this year's reporting information.

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

Academic Issues

Academic issues are further organized into four sub-categories, described below. See Table 4 for comparison of issues between reporting years.

1. *Special requests* include requests for academic concessions that a student makes to their home faculty, typically based on medical or compassionate circumstances (e.g., authorized withdrawals, deferred examinations, term work extensions, or leaves of absence). Authorized Withdrawals (AW) tend to be the most common academic issue, and have increased significantly over the last few years. For example, in 2017-2018, there were 593 AW requests (almost double the amount from 2015-2016) and in 2018-2019, there were 772 AW requests.
2. *Academic complaints* are concerns and grievances related to courses or course administration (e.g., term work or final grade appeals, or breaches of ROASS[9]). Note that in previous years, this category included professor-student conflict and graduate advisor-student conflict. These 2 areas have been moved to a new category, *Complaint*, described later in the report.
3. *Academic deficiency* involves situations where a program has determined a student has not met the academic performance requirements and a decision is made that prevents progression (e.g., academic suspension, ineligible to proceed).
4. *Professional conduct* or *experiential learning* includes breaches of program-specific academic policies (e.g., professional unsuitability bylaw or unsafe practice or debarment) and/or issues that arise in experiential learning environments (e.g., practicum, clinical, field, or co-op placements).

Table 4: Academic Issues	2018-2019	2017-2018	2016-2017
Special Requests	878	739	602
Academic Complaints	132	201*	174*
Academic Deficiency	50	62	45
Professional Conduct/Experiential Learning	5	6	21
Total	**1065**	**1008**	**842**

*These numbers include professor/student conflict and graduate advisor/student conflict which are also included in Table 7.

[9] Responsibilities Of Academic Staff With Regards To Students (ROASS)

Misconduct Issues

Misconduct issues are divided into two categories: academic misconduct and non-academic misconduct. Table 5 provides information about academic misconduct cases in comparison to the previous reporting year.

Table 5: Academic Misconduct	2018-2019	2017-2018	2016-2017
Academic Fraud	0	5	1
Application Fraud	8	7	5
Documentation Fraud	4	1	4
Personation	10	20	21
Inappropriate Collaboration	141	132	96
Plagiarism	279	208	153
Cheating	81	61	48
Duplicate Submission	3	2	1
Unauthorized Material	12	27	19
Other Academic Discipline	3	7	19*
Total	**541**	**470**	**367**

*Due to some issues being categorized as both personation and plagiarism by the Faculty, they were coded into the 'other' category for this reporting year.

Non-Academic Misconduct

Non-academic misconduct issues involve student behavior that falls under the Non-Academic Misconduct and Concerning Student Behaviour Procedure (e.g., inappropriate/disruptive behavior, inappropriate use of computer, unprofessional behaviour, etc.). There were 24 non-academic misconduct issues in 2018-2019. This is fairly consistent with the previous 2 reporting years (2016-2017 had 17 issues and 2017-2018 had 23 issues).

Administrative and Admissions Issues

The *Administrative* category includes matters that involve an administrative office. Examples include tuition fee appeals and transcript notation removal requests submitted through the Registrar's Office. Table 6 shows an increase in Administrative issues over the last three reporting years. This is primarily due to an increase in tuition fee appeals our office assisted students with (approximately 275 of administrative issues below were for tuition fee appeals, compared to179 tuition fee appeals in 2017-2018). As previously noted, the office also saw an increase in Authorized Withdrawal requests over these years, which may also account for the increase in the number of tuition fee appeals.

The *Admission* category involves requests for reconsideration or appeals of denied entry to a prospective faculty or program. Table 6 shows the number of students presenting with admissions-related concerns over the past three years, remaining fairly consistent.

Table 6: Administrative and Admissions	**2018-2019**	**2017-2018**	**2016-2017**
Administrative	363	257	171
Admission	21	23	31
Total	**384**	**280**	**202**

Complaint Issues

This is a new category commencing this reporting year. Previously, we had a category of *RWLE/SA Issues*, which pertained to concerns brought forward under the Respectful Work and Learning Environment Policy as well as the Sexual Assault Policy.

For this reporting year, we have broadened this category to include conflict between students and professors (mainly from an interpersonal interaction perspective), conflict between graduate advisors and graduate students, and general complaints about staff or students on campus (i.e., that may not necessarily fall within the definitions of the RWLE or SA policies). In previous reporting years, these areas were included under either Academic or Administrative issues.

Respectful Work and Learning Environment (RWLE) and Sexual Assault (SA) issues involve referral to or coordination with the Office of Human Rights and Conflict Management. These cases include students who wish to make a complaint (informal or formal) or who are seeking assistance in responding to a complaint. It is worth noting that the Student Support Case Manager/Worker will often provide support to students, particularly regarding sexual violence cases, and so some students may have opted to work with that unit for support and assistance through an investigation process.

Note that the majority of these issues involve a student bringing forward a concern or complaint, but some involve a student responding to a complaint made against them.

For the purpose of this report, in order to allow some comparison of these numbers with the previous reporting year, we have provided a breakdown of the areas in Table 7.

Table 7: Complaints	2018-2019	2017-2018	2016-2017
RWLE/SA Issues	22	20	37
Professor/Student Conflict	11	14	17
Graduate Advisor/Student Conflict	25	25	14
Complaint re: staff or student	7	9	11
Total	**65**	**68**	**79**

Resolution of Issues

Table 8 presents resolutions for issues according to the different types of outcomes. Although the majority of cases are handled through a formal process, there are still a large number that are resolved informally.

Informal Resolution means the Advocate aided the student by providing information and advice, worked on behalf of a student to make a request and/or to mediate an issue or made a referral to another office. It also includes situations where the student decided not to pursue a resolution to his/her concern.

Formal Resolution means that there was a formal discipline or academic meeting and/or hearing involved in the case. The large majority of requests and appeals had a positive resolution (i.e., the student's request was granted, or they received a modification to the outcome, over 80%). *Other* involves situations wherein a student retains a lawyer, the Advocate withdraws services, the matter proceeds to an external investigation, or a student withdraws his/her appeal after it is submitted.

Table 8: Resolution of Issues	2018-2019	2017-2018	2016-2017
Informal	43%	43%	46%
Formal	57%	56%	53%
Discipline Investigation	455	396	384
Appeal/Request	488	464	310
Other	<1%	<1%	1%
Total	100%	100%	100%

Office

Staff

The Student Advocacy staff team during this reporting year included:

- Director, Student Advocacy and Case Management[10];
- Four full-time Student Advocates
- Two administrative positions shared with Student Accessibility Services:
    - Assistant to the Directors
    - Confidential Intake Assistant
- Student positions- Junior Student Advocate, Junior Confidential Intake Assistant, and Social Work Field Placement student

As evidenced by this report, the volume and complexity of student issues presented to Student Advocacy continue to increase significantly each year. This is reflected in the growing number of individual students assisted, as well as the need to coordinate supports with other offices on campus (e.g., Student Accessibility Services, Case Management, International Centre) and the length of time required to resolve complex issues. Although this underscores the importance of the services provided by Student Advocacy to the University community, it also results in administrative challenges such as increased wait times for a student to meet with a Student Advocate (i.e., 3 weeks during peak periods). We have developed (and continue to adjust) internal practices to mitigate the impact on students. This includes holding specific appointment spots each week for 'urgent' matters that come up, as well as working with individual faculties to receive early notification of discipline allegation letters being sent out, so that appointment spots with Advocates and discipline investigation meetings can be pre-booked. These strategies have proven helpful in managing the influx of students and referrals, but they are not without additional challenges. For example, the 'urgent hold' time slots do fill up quickly, leaving less room for additional urgent matters and having to move an existing student's appointment to wait even longer. These procedures also create additional administrative work for the Confidential Intake Assistant, who manages the intake processes for Case Management and Student Accessibility Services (which has also

[10] As of January 2019, Student Advocacy merged with Student Support Case Management into the unit, Student Advocacy and Case Management.

experienced a notable increase in student contacts). We appreciate the support and understanding we have received from our campus partners as we continue to work toward managing the increasing student contacts and referrals within our existing resources.

Professional Development

Julia Osso attended Strangers in New Homelands conference, Black History Month discussion panel, and presented at Academic Integrity Inter-institutional Meeting of Manitoba post-secondary schools.

Matthew Carvell attended the annual conference for Manitoba Advising Professionals, and presented on the topic *Back to Basics: Maintaining Fairness in Challenging Times* at the Canadian Association of College and University Student Services Annual Conference.

Staff in the office also attended sessions offered during Indigenous People's Day, Live Well @ Work Week, and Student Affairs PD sessions.

Presentations and Workshops

An important mandate of the office is education for and outreach to the University community. Student Advocacy staff prepared and delivered approximately 70 presentations and workshops in 2018-2019. Student Advocacy staff were invited to speak at student orientations, to present in classes or to groups of students on student rights and responsibilities, academic integrity, and student conduct. Staff also offered workshops to faculty, staff and administrators on fairness, student discipline process, student behaviour, and academic integrity. It is important to note that the total number of workshops and presentations is slightly lower than in previous years. The main reason for this is that many presentations on the topic of Academic Integrity are facilitated by the Academic Integrity Coordinator, who is now a member of the Student Engagement and Success team.

Student Advocacy has continued to partner with other offices on campus (i.e., Office of Fair Practices and Legal Affairs, Academic Learning Centre, and Office of Human Rights and Conflict Management) to deliver joint presentations and workshops. The office offered continued training to student appeals committee chairs, members, and support staff and those responsible for investigating student academic or non-academic misconduct. These workshops – *Conducting Fair Hearings*, and *Conducting Fair Investigations* – were offered throughout the academic year at both campuses and scheduled through Learning and Organizational Development or upon request to Student Advocacy.

Student Advocacy staff were also involved in presentations on *Responding to Sexual Violence Disclosures* for faculty and staff (jointly presented with Student Support, Health and Wellness, Student Residences, and Office of Human Rights & Conflict Management).

Outreach

Student Advocacy participated in Academic Integrity Month in October 2018, with an interactive booth for students to engage in activities for a chance to win a prize, as well as receive information about academic integrity and resources to assist them with writing. We also had a social media contest for students to participate in for a chance to win a prize.

Student Advocacy also maintained a presence at Migizii Agamik for the second year in a row, with the *Ask an Advocate* booth. Heather Morris staffed this booth bi-weekly during each regular session term in order to connect with Indigenous students and be available to answer questions or concerns they may have related to student policies, or student rights and responsibilities at the U of M.

Committee Work

Heather Morris was a member of the Faculty of Graduate Studies Policy & Guidelines Committee, RWLE & SA Policy Revision Working Group, Senate Committee on Instruction and Evaluation, Academic Integrity Advisory Committee, and Students with Family Responsibilities working group. She also chairs the Medical Documentation Committee.

Julia Osso is a member of the International Student Advisors Network, Campus Resource Education and Support Team, and contributed to the Cite Right working group.

Matthew Carvell was a member of the Sexual Violence Student Sub-committee.

Matthew Carvell, Caleb Hans, Julia Osso and Desiree Wengrowich attend meetings of the U of M Advisor Exchange.

Scholarly and Teaching Activities

- Heather Morris, Julia Osso and Matthew Carvell co-taught *Role of the Student and Student Needs*, a core course for the Certificate in University and College Administration (CUCA) level 1[11] offered through CHERD.
- Heather Morris supervised a social work student doing her field placement credit towards her Bachelor of Social Work degree.

[11] Certificate in University and College Administration (CUCA) level 1

Recommendations

As mentioned earlier in this report, there can be lengthy wait times for students to have a meeting with a Student Advocate. This can be particularly challenging for cases involving academic (or non-academic) misconduct, resulting in processes that take extended time to come to a resolution, and causing students stress and anxiety in the interim. The current discipline process involves students receiving an allegation letter and being directed to Student Advocacy for assistance in preparing for and arranging the discipline investigation meeting. The student may then wait 2-3 weeks to meet with a Student Advocate, and the scheduling of the discipline investigation meeting may be 2-3 weeks after that. It can take another week for a student to receive a decision letter following the investigation meeting. In all, from start to finish, a basic discipline process can take 4-6 weeks. During this time, students experience stress and anxiety, along with other practical challenges regarding continuation in current courses (depending on what the outcome is) and potential financial implications if they are withdrawn from courses part-way through the term. Should a student decide to appeal a decision, another 2-4 months' time can be added to this timeline.

Currently, the same process is followed for every allegation of misconduct, ranging from inappropriate collaboration on an assignment, to exam personation, to non-academic misconduct such as inappropriate behavior. The disciplinary action for these examples can also range from a grade of "0" on an assignment, to a suspension, to an expulsion or campus ban.

The Academic Integrity Advisory Committee is aware of the issue and is working with various stakeholders on campus to explore whether a modified process can be considered for misconduct cases that fall on the lower end of the 'spectrum' of misconduct (e.g., first offenses, departmental level investigations, resulting in lower disciplinary actions) in order to balance fair and case-specific outcomes with timely and supportive resolution processes. Student Advocacy is supportive of this approach, and would encourage faculties, departments, and programs to consider the advantages of developing modified processes that appropriately address the misconduct issue within our policies, but avoid unnecessary delays and prolonged processes. This would allow staff time and resources (not only in Student Advocacy, but within Faculties and Departments) to allocate more time to complex misconduct cases.

University of Manitoba | Office of the President

202 Administration Building
Winnipeg, MB
Canada R3T 2N2
T: 204 474 9345
F: 204 261 1318

Date: March 3, 2020

To: Jeff Leclerc
University Secretary

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

Re: Increase to Admission Targets, Bachelor of Commerce (Honours); and
Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work

---

I attach recommendations from Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs) for the following proposed changes to admission targets:

- an increase to admission targets for the Bachelor of Commerce (Honours) program in the I.H. Asper School of Business, Faculty of Management; and
- a temporary reallocation and increase to admission targets for the Bachelor of Social Work program in the Faculty of Social Work. [*Secretary's note: See Item V(10)(c) on the May 13, Senate Agenda.*]

Under the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation and discussion with the Dean/Director, Senate, and the Board of Governors, and subject to the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the March 18, 2020 Senate Executive Committee meeting and the April 1, 2020 Senate meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Ms. Cassandra Davidson, Academic Programs Specialist

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: March 2, 2020

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

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Request for Increase to Admission Targets, Bachelor of Commerce (Honours) Program

---

Under the Admission Targets Policy and Procedure and at the request of the I.H. Asper School of Business, Faculty of Management, I am requesting that you consider an increase to the admission target in the Bachelor of Commerce (Honours) program from 420 seats to 584 seats per year.

As detailed in the attached proposal, the Faculty is requesting the consolidation of its admission categories (including those that have been supernumerary and not at full capacity) to increase the number of seats made available to students entering the program through the regular category. Analysis of historic demand for the program has shown that there is enough interest from qualified applicants to fill the increased seats.

I have reviewed and am supportive of the Faculty's request. Given the impact that the proposed change may have on the university community, I am pleased to see that the Faculty has started consultation with impacted units and would strongly encourage these conversations continue so that any plans for change are identified and ready for implementation, should the proposal be approved.

As you are aware, the Admissions Targets Policy and Procedure provides the President with the authority to approve changes to admission targets to a program following consultation with the Dean/Director, Senate, and the Board of Governors.

Please provide your advice concerning this matter to the Office of the University Secretary by Friday, March 6th, 2020, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc.: Dr. Janice Ristock, Provost and Vice-President (Academic)
Ms. Laurie Schnarr, Vice-Provost (Students)
Dr. Gady Jacoby, Dean, I.H. Asper School of Business, Faculty of Management
Mr. Jeff Leclerc, University Secretary
Mr. Jeff Adams, Director, Enrolment Services
Ms. Cassandra Davidson, Academic Programs Specialist

University of Manitoba

Asper School of Business
Faculty of Management

Associate Dean - Undergraduate
316 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
(204) 474-8437; subbu.s@umanitoba.ca

Date: February 27, 2020

To: Todd Mondor, Deputy Provost, Academic Planning and Programs

From: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

Re: Undergraduate Admission Target Increase Request

The Asper School of Business has had a stagnant undergraduate Regular category admission target of 420 for twenty years. However, over this period the demand for the school's Bachelor of Commerce (Honours) degree has grown considerably, with about 1200 applicants competing for the 420 seats each year. As a result, the entrance cut-offs for admission have become extremely high in recent years, resulting in many academically strong students unable to gain admission to the Asper School. Furthermore, for the past many years, the Manitoba business community has been pressing the Asper School to graduate more students each year.

In response to this high demand for business education from Manitobans, the Asper School is hereby submitting a request to consolidate its admission categories for a new admission target of 584. Following the increase, there will no change to the Asper School's Senate-approved capacity to admit up to 584 students. Details of the request, along with Statements of Support from all relevant units, are attached.

We are sincerely hoping that this request will be approved in time for a Fall 2020 implementation.

If you have any questions or need additional information, please let me know.

Thanks.

Application

SIGNIFICANT MODIFICATION TO A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Education and Training

Universities and colleges requesting approval for a **significant modification** to a 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. Please complete the application below and submit one (1) electronic copy (.pdf format) each to the Vice-Provost (Integrated Planning & Academic Programs) and the Office of the University Secretary, (where indicated) along with the following supplemental documentation:
    a. A cover letter justifying and summarizing the rationale behind the request for a significant modification.
    b. Letters of support from internal and/or external stakeholders that were consulted as part of this proposal, if applicable.
2. Note that internal approval of the proposed modification will vary depending on the type of modification (see SECTION C). Please work with the Provost's Office and the Office of the University Secretary in advance, in identifying the appropriate procedures and approval processes. In general, please note the following for each type of modification:
    a. **CHANGE OF SITE** – may require Senate approval if the site requires modifications to admission and/or program requirements (e.g. new admission category).
    b. **CHANGE TO SEAT CAPACITY** – please refer to the Admission Targets Policy and Procedures (http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html). Changes may also require Senate approval if there are modifications to admission and/or program requirements.
    c. **CHANGE TO TIME-TO-COMPLETION** – any addition to or reduction of hours to program requirements, requires Senate approval. For undergraduate programs, please refer to SCCCC Guidelines found at - http://umanitoba.ca/admin/governance/forms/index.html. For graduate programs, please contact FGS for approval process.
    d. **CHANGE TO APPROVED DELIVERY MODEL** – please notify the Provost's Office of any significant changes to course or program delivery method.
    e. **CHANGE TO STATUS OF JOINT PROGRAM** – depending on the significance of the changes resulting from the proposal, this will either require Senate approval as a program modification or will require the introduction of a new program. Please contact the Provost's Office with more details on how becoming a joint program or ceasing a joint program will impact the program.
    f. **CHANGE TO CREDENTIAL**
    g. **CHANGES TO CAPITAL OR OPERATING RESOURCES REQUIRED** -
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.

SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Asper School of Business**

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

Program name: **Bachelor of Commerce Honours**

Credential awarded: **1) Bachelor of Commerce Honours or 2) Bachelor of Commerce Honours (Co-operative Education Option)**

Office Use Only

Funding request: **None**

One-time funding: _____

On-going funding: _____

Proposed start date: **2020-09-01**

List any critical issues that may impact the start date of the program: **Review and approval timelines could delay the proposed start date to the 2021-2022 intake.**

Institutional Program Code(s) (PSIS reporting number): (not added by Faculty)

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

The Bachelor of Commerce (Honours) degree is a 4-year professional degree offered by the Asper School of Business. It prepares students for management and leadership positions in companies, non-profit organizations, government, or for launching one's own business. Admission to the Asper School is competitive. Over the last many years, the number of undergraduate admission applications received has been much higher than the number of seats available in the School (detailed in C2.2).

The BComm (Hons) program and curriculum are not changing. The Asper School of Business is seeking to have its undergraduate admission target increased from 420 to 584 by a consolidation of its existing admission categories (explained in C2.1). Following the consolidation, there will be no change to the total Senate-approved capacity of the Asper School to admit up to 584 students.

B-2 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Asper business graduates are highly sought after by Manitoba employers, as evidenced by the fact that over the past five years, 90% of Asper BComm graduates were employed full-time within three months of graduation.[1] There has been repeated and increasing pressure on the Asper School from the Manitoba business community for over a decade to increase the number of business graduates, and from parents to admit more students. However, the school has been constrained in this regard due to the capacity restriction of 420 on the Regular admission category.

Further, academically strong students who are denied admission to the Asper School would have to leave the province to pursue a 4-year business degree. The request to allow the school to admit more students under the Regular category will keep more such students in the province, but more importantly, respond to the impending demands of the local labour market and prospective Manitoban students and their parents.

B-3 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

This is an existing program. An increase in the Asper School's undergraduate enrollment responds to the growing interest in business education among an increasing number of young Manitobans. These are the business leaders of tomorrow who will be growing Manitoba's economy and the Asper School would like to have the opportunity to prepare more future business professionals that will contribute to it.

B-4 Will the program be available for part-time study?

Yes.

B-5 Is there a cooperative education, work placement, internship or practicum component?

Yes, eligible students can participate in the Co-operative Education option available in the program.

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[1] See Asper School of Business Employment Report at www.umanitoba.ca/asper/cdc/media/Employment_Report_2019_Web.pdf

C-2 Change to seat capacity

C-2.1 - List originally approved or currently offered seat capacity and proposed seat capacity.
UM Internal Note: seat capacity as defined by your admission target. If you are not aware of the target, please contact Enrolment Services.

The current undergraduate admission target for the Asper School is 420 students in the Regular admission category. In addition, the School has approval to accept an additional 164 students under various admission pathways termed "Supernumerary". As the Supernumerary categories have been historically undersubscribed and the Regular category has had excess demand during the same years, the proposal is to increase the Regular admission target to 584 by folding the 164 Supernumerary seats into the Regular category. Appendix 1 explains how the 584 seats will be utilized.

C-2.2 - Provide rationale for this change. (Examples include changes in applications, enrolment and employer demand or alignment with the institution's strategic direction and priorities.)
UM Internal Note: please ensure to address the following in your response:

- Student demand for places – identify how the current admission levels and the proposed changes compare to the number of qualified applicants to the program.
- Demand for graduates – identify how the current admission levels and the proposed changes reflect market demand for graduates.
- Outline any economic, demographic and/or geographical shifts in the student population that may impact on, or be impacted by, the proposed change.
- Student success – comment on success of current students (progression, time-to-completion, etc.) and graduates of the program (where known).

Applicants can get admission to the Asper School under the Regular category via two routes:

- Direct Entry (DE) from high school based on Grade 12 marks, or
- Advanced Entry (AE) from another UofM Faculty or another post-secondary institution based on Grade Point Average (GPA)

As an internal practice, admission numbers under the Regular category have been divided more or less equally between the DE and AE students.

The Asper School of Business has had a stagnant undergraduate Regular category admission target of 420 for twenty years. However, over this period the School has had a growing demand for its undergraduate degree, with about 1200 applicants competing for the 420 seats. Over recent years, the entrance cut-offs for admission to Asper have become very high, as shown in the below Table.

Intake Year	Applications received	Direct Entry Gr 12 Marks cut-off	Advanced Entry GPA cut-off
2015	1279	86%	3.28
2016	1255	88%	3.32
2017	1203	89%	3.30
2018	1158	89%	3.34
2019	1186	90%	3.19

It is to be noted that the cut-off marks/GPA shown in the Table were those obtained by the marginal student, that is, the one admitted with the lowest marks/GPA. With the reputation of the Asper School remaining strong in Manitoba, we do not expect any dramatic drop in admission cut-offs in the years to come. We have learned, anecdotally, that it has been easier for students to get admission into some of the top Canadian business schools than into Asper.

This proposal is requesting our Regular admission target be increased by 110 seats, from 420 to 530. Our analysis shows that in the event we had made an additional 110 admission offers in 2019 under our Regular category (with approximately half allocated to each of the DE and AE categories), the marginal Direct Entry student would have had 85% marks and the marginal AE student would have had a 3.12 GPA. Even with these entrance cut-offs, our student body would remain academically strong, but the admission cut-offs would be more reasonable than they have been in recent years.

As mentioned earlier, Asper business graduates have been in high demand and readily employed by organizations in Manitoba. The current Dean and previous Deans have faced immense pressure from the Manitoba business community and parents calling for more students to be graduated from the Asper School. Due to the high entrance cut-offs, many academically strong applicants are left disgruntled when they are denied admission to the Asper School (especially when they are admitted to reputed schools outside Manitoba). Although the high entrance cut-offs are partly due to the enhanced reputation of the Asper School over the past several years, it is also due to the fact that our intake of 420 students is small, compared to many other U15 business schools (e.g., Sauder School of Business at UBC accepts between 1000-1200 undergraduate students and Edwards School of Business at USask accepts 657). We ask for permission to admit more students, because the constraint in our current Regular admission target is not in alignment with the University's desire to be responsive to changes in the local and global markets.

C-2.3 - Intake Information

See Appendix 1 for how the 584 seats will be allocated following implementation.

C-2.3 (a) - What is the projected enrolment for the first intake?

534 students

C-2.3 (b) - What is the maximum seat capacity (defined as first-year enrolment capacity)?

584 students

C-2.3 (c) - What is the anticipated date of maturity?

September 2021

C-2.4 UM Requirement: Address the impact of the proposed change on access to post-secondary education of under-represented groups. Identify any particular demographic experiencing special difficulties either in gaining admission to, or completing the requirements of, the program.

The request for reallocated seat categories includes 10 seats earmarked for the Canadians of Indigenous Ancestry Category (CIAC). This group is currently underrepresented in the Asper School (4.6% of Asper undergraduate students versus 8.9% in the university). The CIAC was created to provide more Indigenous students with a pathway to obtain admission to the Asper School.

As we are requesting that unfilled seats in one category be used in another category, if the demand for the CIAC category is greater than 10 in any given year, more eligible CIAC students could be admitted. This may be possible if there are unfilled seats in one of the other categories, e.g., if not all 40 seats in the Manitoba Post-Secondary Institutions Mobility category are used.

SECTION D – MODIFICATION INFORMATION

D-1 Describe how this significant modification aligns with the strategic plans of your institution:

The request for reallocation of seats will allow more Manitoban students to pursue their education at the Asper School of Business. This is in alignment with the following goals outlines in the *Taking our Place* Strategic Plan 2015-2020 of the University of Manitoba:

Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources. The Asper School of Business offers the BComm (Hons) degree, which is a professional program.

Increase opportunities for experiential learning. The Asper School of Business has a large co-op program that provides students valuable experiential on-the-job learning opportunities, in addition to contributing short-term professionally-trained employees for Manitoba organizations. Furthermore, education at Asper includes a variety of experiential learning activities such as international exchange, national and international case competitions, business plan competitions, new venture challenges, etc., to name a few.

Enhance student mobility. The Manitoba Post-Secondary Institutions Mobility category will allow students in other Manitoba post-secondary institutions to graduate with a business degree from Asper. Further, the Asper School has a very active international exchange program that will allow students international mobility for one or two terms of their degree program.

Make the University of Manitoba the institution of first choice for potential students, staff and faculty. This is not possible if we do not make education at our institution accessible to potential students. The Asper School has been turning away two applicants for every one student admitted in the undergraduate program. Consolidating the admission categories, thereby allowing the Asper School to admit more students, will reduce this ratio to some extent.

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

Asper's Faculty Council endorsed the proposal at its January 10, 2020 meeting. The proposal is subsequently being submitted to the Deputy Provost (Academic Planning and Programs) for review.

Decision-Making body: Senate (consultation only)

Decision:

Date:

Decision-Making body: Board of Governors (consultation only)

Decision:

Date:

Decision-Making body: President

Decision:

Date:

D-3 Responsibility to consult

D-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:

The Asper School of Business is accredited by the AACSB (Association to Advance Collegiate Schools of Business), which is the most recognized business school accrediting body. However, AACSB does not expect consultation for enrollment increases.

D-3.2 What agencies, groups, or institutions have been consulted regarding the significant modification of this program?

UM Internal Note: the unit is to consult with other academic units to identify how the proposed changes might affect quality, access to, and resources associated with the programs offered by that unit, as well as impact on service teaching by supporting faculties/schools. Outline the consultation process with other units and append letters of support, as appropriate.

Letters of Support from the following are attached:

University 1
Faculty of Arts
- Department of Economics
- Department of Psychology
- Department of Labour Studies
- Department of Native Studies
- Department of Political Studies
- Department of Anthropology
- Department of History
- Department of Philosophy
- Department of Sociology and Criminology

Faculty of Science
- Department of Mathematics
- Department of Statistics

Faculty of Agricultural and Food Sciences
Registrar's Office
Enrollment Services
Management Library
Information Services and Technology (IST)
Physical Plant (Caretaking Services)
Security Services
Career Development Centre, Asper School of Business

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

The proposal was distributed to Asper's Faculty Council and discussed at length at its January 10, 2020 meeting. Besides faculty and representative support staff, the Council includes the President and Vice-President of the Commerce Students' Association. Both student executives were present when the proposal was presented and discussed, and they expressed their support for the proposal.

Faculty Council subsequently overwhelmingly endorsed the proposal.

D-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.)*

The University of Manitoba is the only post-secondary institution in the province that offers a four-year BComm (Hons) degree program.

Although the University of Winnipeg, Brandon University, Booth University College, and University College of the North all offer three-year BBA programs, those are not equivalent to the 4-year BComm (Hons) program offered by the Asper School of Business.

D-4.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program:

The Asper School of Business currently has 2+2 articulation agreements with four Manitoba post-secondary institutions. The quota for each and the number of students that have been admitted to Asper under those agreements over the past 5 years are shown in Appendix 2.

Considering the average intake from the four Manitoba institutions has been just over 32 over the past 5 years, rather than continuing with quotas for each of the four schools, we propose creating a Manitoba Post-Secondary Institution Mobility Category with a pool of 40 seats that would be available to applicants from any of the four schools on a competitive basis. Having a pool of seats rather than quotas for each institution allows greater utilization of the total seats in the category by any institution that has demand greater than its current quota.

D-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.)*

Most Canadian U15 business schools offer 4-year BComm degrees. The Asper School's is currently the only one in Manitoba.

D-5.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program.

See D-4.1.

D-6 Describe any changes in labour market demands in Manitoba for graduates of this Program as a result of this significant modification:

(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.)

Asper business graduates are highly sought after by Manitoba employers. Over the past five years, 90% of Asper BComm graduates were employed full-time within three months of graduation.[2] Demand for business graduates will remain as long as there are corporations, small- and medium-businesses, not-for-profit organizations, and governments. The additional students that can be admitted to the Asper School if this proposal is approved will allow the university to graduate more highly-trained professionals for the Manitoba professional business workforce.

D-7 If copies of any internal or peer evaluations with respect to the significant modification of this 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-8 Does this significant modification entail an increase to tuition, or the establishment of or increase to fees that apply to students in this program of study?

UM Internal Note: Comment on potential impact on student access to and affordability of education that may result from the change.

None.

SECTION E – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

E-1 If one-time or pilot funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

None.

E-2 If ongoing funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

None.

E-3 If new funding is not being requested, how will the significant modifications to the program be funded? *(Include such information as: where reallocated funding will come from, and the implications of reallocating that funding on other programs/activities of the institution.)*

All incremental costs associated with the additional student intake will be covered by the tuition revenue generated from the additional 110 students admitted under the Regular category. No additional funds will be requested from the university.

[2] Year-wise Asper School's Employment Reports are available at www.umanitoba.ca/asper/cdc/employment_info.html

E-4 What are the resource implications to the institution in delivering the significantly modified program of study?

(Include such information as; budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc)

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

All relevant university governing bodies, including Senate, have previously approved the Asper School to admit up to 584 students per year (Regular + Supernumerary categories). In other words, the Asper School has the capacity to educate 584 students. However, the actual number of undergraduate students admitted has been around 475, due to the Supernumerary categories being undersubscribed. A 20% increase to our undergraduate student body, as per this proposal, will have resource implications, as discussed below.

Budget: Incremental costs associated with the expected increase in enrollment will be covered with the additional tuition revenues generated.

Physical Space: With a 20% increase in the undergraduate student body, we will see increased demand for classroom spaces, study spaces, computer labs, washrooms, etc. One way to alleviate this additional demand would be to schedule course sections during the evenings and/or weekends. Three-hour classes on Fridays will also be considered. Currently, the Drake Centre is underutilized from Friday to Sunday and during the evenings. Offering course sections during these times (as in currently done in the MBA and MFin programs) would distribute the demand for physical space. More importantly, it would attract students who hold daytime jobs that are currently not being served well by the Asper School. Working students would greatly increase the quality of the student body, enrich in-class discussions, and make it a more positive educational experience for all students. A similar difference has been noticed between part-time and full-time students in the MBA program. An added advantage will be the increased ability to attract business practitioners who cannot teach during the daytime, but would be available to teach classes during evenings or weekends.

Demands on Other University Services: There will be additional demands on the Registrar's Office, Enrollment Services, Management Library, Information Services & Technology, Building Caretaking, and Campus Security due to the enrollment increase. See statements of support attached. Although MBA/MFin classes are held during the evenings and weekends, the additional demand for building caretaking and security will be significant if undergraduate classes are also held during those times.

E-5 Please describe new and existing staffing resources needed to provide this significantly modified program of study:.*(Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.)*

UM Internal Note: Identify how the proposed changes will impact on the *quality of instruction* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

Class Sizes and Course Sections: The primary resource implication of the enrollment increase will be the need for larger class sizes or for additional course sections. Class sizes will adhere to the Asper School's Teaching Guidelines and will not be increased beyond the maxima specified in that document. Our analysis shows that several courses will require additional sections. An examination of the historical utilization of course sections indicates that some courses will require no additional sections whereas some others will require one or more additional sections each year. The need for additional sections can be met to some extent by offering more courses online and/or increasing the section sizes of online courses.

Teaching Faculty: Adding course sections implies that the School will need to hire more faculty to teach those courses. The intent is to hire more tenure-track faculty. In the meanwhile, sessional instructors will be hired to staff the additional course sections. However, the AACSB (Asper's accrediting body) requires that we meet a minimum ratio of courses taught by scholarly academics in comparison to those taught by professional practitioners. Therefore, hiring sessional instructors will be an interim solution and we will hire tenure-track faculty in the long run to avoid losing our accreditation. It is forecasted that the increased revenues from the enrollment increase will be sufficient to cover the cost associated with new faculty hires.

Demands on Asper Programs/Services: Undergraduate students in the Asper School are served by the Undergraduate Student Advisors in the **Undergraduate Program Office** (UGPO). A 20% increase in the number of students represents a significant demand on student advisors' time. Given the increase in students will be stepwise over the next two years, the need for additional FT or PT student advising staff in the UGPO will be considered based on need over this period.

Currently, about 25% of Asper undergraduate students participate in the **Co-op Program**. Assuming the same proportion of the additional 110 students admitted in the Regular category will opt for co-op means about 28 more students will need to be placed in co-op positions by the Asper School's Career Development Centre (CDC). In reality, however, the number could be lower than 28 because some of those 110 students may not meet the minimum 3.0 GPA required to participate in the program (recall they will have lower marks/GPA when they enter the Asper School compared to the other 420). In addition, there would be some attrition of students. Having to place an additional 25-30 students in co-op positions is not an onerous task. Should that require the hiring of one more CDC staff member, the need for additional personnel will be analyzed at that time. See attached CDC's statement of support for the enrollment increase.

Currently, about 20% of Asper students participate in the **International Exchange Program**. Of the 110 additional students admitted in the Regular category, we can expect about 22 more to opt for international exchange. Following the same logic as for the co-op program, in reality, the additional number of students may be smaller than 22, because the international exchange program requires a minimum 3.0 GPA to participate. We have steeply increased the number of our international exchange partners of the past several years and therefore, there is no shortage of international exchange placements. There will be additional demands placed on the International Exchange Coordinator's time. Any additional staffing needs in this regard will be addressed at that time.

Demands on other Faculties: The Asper undergraduate program requires students to take 24 credit hours of required core courses between the Faculty of Arts and Faculty of Science (e.g., ECON, MATH, and STAT). In addition, 15 credit hours of electives are to be taken in a Faculty other than Asper. The exact division of credit hours between the Faculty or Arts and Faculty of Science depends on students' choice of electives. Historically, we have observed that many students tend to take 30 CH of Faculty of Arts courses and 9 CH of Faculty of Science courses. The increase in the number of Asper students will result in a greater demand for seats in courses in both Faculties.

Over half of the additional students will be admitted via Advanced Entry. Most of these students would have taken many of the required core courses offered in the Faculty or Arts and Faculty of Science prior to entering Asper. Students transferring from other Manitoba post-secondary institutions such as RRC would have completed most of these courses in their institution. Demand for non-Asper UofM courses from such transfer students will not be significant. Therefore, the real additional demand for seats in the Faculty of Arts and Faculty of Science will be from the 55 Direct Entry students each year. Going by our historical record of Advanced Entry applicants, a sizable proportion of the additional 55 students are likely to be those who are in University 1 (U1) or one of the two Faculties and have taken the courses required for the BComm in the Faculty of Arts and Faculty of Science with the intention of transferring to Asper in a future year.

To a smaller extent, U1 will also face greater demand. This is likely to happen in the case of some students who choose to be in U1 at the University of Manitoba rather than go to another university to pursue their business education, in the hope that they will get admission to the Asper School in a future year. This has already been happening for the past several years and whether the number of such students will increase because Asper increased its Regular category admission quota can be speculated. However, we expect that some students will choose to remain in Manitoba rather than go to another province if the Asper School offered them Direct Entry admission.

See statements of support from U1 and the relevant departments of the Faculty of Arts and Faculty of Science.

E-6 Please describe the effect of the significant modification of this program on existing capital infrastructure and equipment:

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

The addition of 110 undergraduate students per year to the student body will place additional demands on physical spaces such as classrooms, computer labs, study spaces, and washrooms. This is not further elaborated here, as the implications and possible solutions have been discussed under E-4.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

SUBMIT COMPLETED FORM

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 1

How New Admission Target of 584 will be Utilized

Admission to the 584 seats will be distributed as follows:

- 530 seats will be offered through the Regular admission category, consisting of:
  - Previous year's Direct Entry students who persist to Year 2 of the program.
  - Advanced Entry students (transferring from another UofM Faculty or another post-secondary institution) with all required foundational courses. Referred to as Track 1.
  - Advanced Entry students (transferring from another UofM Faculty or another post-secondary institution) missing one or more required foundational courses. Referred to as Track 2. This category will be capped at 30 seats.
- 40 seats will be earmarked for transfers from four Manitoba post-secondary institutions (RRC, ACC, UCN, and ETP), henceforth referred to as the Manitoba Post-Secondary Institutions Mobility category.*
- 10 seats will be earmarked for the Canadians of Indigenous Ancestry category.*
- 4 seats will be earmarked for the Special Consideration category.**

* Any unused seats from these categories will be offered to eligible Track 1 applicants that year.
** Special Consideration category admission decisions are made after the regular admission category admission decisions are completed.

Following the above reallocation of admission categories, there will be an increase of 110 seats to the Regular category admission target (from 420 to 530).

Some attrition in the number of students progressing from Year 1 to Year 2 is expected. Any extra seats due to attrition of DE students from Year 1 to Year 2 will be offered to Track 1 Advanced Entry applicants.

The Asper School has two international articulation agreements for 50 seats with Ningbo University (2+2 agreement; average of 6 students came to Asper over the past 5 years) and 50 seats with Renmin University (1+3 agreement; 0 students have come to Asper since agreement was signed). Both agreements expire in 2021 and are not being renewed

APPENDIX 2

Articulation Agreements with Manitoba Post-Secondary Institutitions: Historical and Proposed Numbers

Manitoba Post-Secondary Institution	Current Quota	Average Intake over past 5 years*	Proposed Quota
Red River College (RRC)	20	30**	40
Assiniboine Community College (ACC)	10	<1	
École technique et professionnelle at USB (ETP)	10	1	
University College of the North (UCN)	10	<1	
Total	**50**	**32**	**40**

* Numbers are rounded.

** Intake exceeds quota because Asper obtained permission to offer unused seats from the other 30 seats to RRC students.

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STATEMENTS OF SUPPORT

from:

University 1
Faculty of Arts
Department of Economics
Department of Psychology
Department of Labour Studies
Department of Native Studies
Department of Political Studies
Department of Anthropology
Department of History
Department of Philosophy
Department of Sociology and Criminology
Faculty of Science
Department of Mathematics
Department of Statistics
Faculty of Agricultural and Food Sciences
Registrar's Office
Enrollment Services
Management Library
Information Services and Technology (IST)
Physical Plant (Caretaking Services)
Security Services
Career Development Centre, Asper School of Business

RESET

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

University 1 could potentially see an increase in the number of students, particularly from students who may enter U1 with the intention of transferring to the Asper School in a future year. This happens already, but there could be an increase of such students.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: University 1

Department or Program: Choose one

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

We are in support of Asper school's request to convert undersubscribed Supernumerary admission categories to the Regular category.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

SECTION J – SIGNATURES

Department Approval: _____

Type Name | Signature | Date

Faculty/College/School Approval:

Brandy Usick BUsick February 13, 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Economics could potentially see an increase in the number of students taking ECON 1010 and ECON 1020, as these are in the BComm (Hons) core. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, the actual increased demand experienced by the department should be less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Economics (018)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

If I understand the statement correctly, although the potential student capacity is unchanged, The Faculty of Management anticipates enrolling about 110 more students a year. This should have conflicting impacts on the economics department. On one hand it could increase the number of students taking Econ1010 and 1020, which are required by the BComm (Hons) core. On the other hand, it could potentially take majors away from economics and into Asper. We currently have a fair number of majors that, I think, view it as a second best to Asper.

The economics department supports the Management Faculty's right to make changes to its own entrance criteria.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

As stated in the section above it could increase enrollment in Econ1010 and Econ1020, although by how much is unclear. These courses are currently quite full, many with waitlists, so this could exacerbate this problem. It might have a negative impact on the number of economics majors as people opt for Management over Economics.

Despite these possible problems, Economics does not object to these changes.

SECTION J – SIGNATURES

Department Approval: Ian Hudson Ian Hudson Digitally signed by Ian Hudson Date: 2020.02.13 16:09:58 -06'00' 02/13/2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.14 09:12:57 -06'00' 14 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is Psychology. Therefore, Psychology could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across various areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Psychology (017)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Psychology's undergraduate program is already oversubscribed with a waiting list on nearly every course we offered this year.

There is no accommodation to increase seats in courses this coming year and so this request will put a stressed resource under even greater stress. However, our Psychology 1200: Introduction to Psychology course is delivered by Blended Method (part on-line and part in class) as well as by Distance. So, there is potential to manage the additional load, in addition to a corresponding request for an increase in stress on the course from Kinesiology and Recreation earlier this year.

Although this puts our department under additional stress in an already stressful scenario, I am reluctant to prevent any undergraduates from taking an intro course in our department. However, the request does have consequences for our own students. Psychology 1200: Introduction to Psychology is a prerequisite that Psychology Majors must take to qualify for 2000-, 3000-, and 4000-level courses in our program. So, the additional stress on our already wait-listed courses has potential to delay graduation of Psychology Majors.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

I expect the majority of additional enrollments will be in our Psychology 1200: Introduction to Psychology course. As noted in section H, this will put an oversubscribed course under additional stress and could, in theory, delay Psychology Majors from progressing in time into our 2000-, 3000-, and 4000-level courses. This could cause problems for graduation times by Psychology Majors.

I will encourage ARTS to increase enrollment to Psychology 1200: Introduction to Psychology in light of this change (especially in light of a corresponding request for additional seats in Psychology 1200: Introduction to Psychology to accommodate increased enrollments in Kinesiology and Recreation earlier this year).

SECTION J – SIGNATURES

Department Approval: Randy Jamieson (Type Name) | Randall K. Jamieson Digitally signed by Randall K. Jamieson Date: 2020.02.23 10:01:59 -06'00' (Signature) | February 23, 2020 (Date)

Faculty/College/School Approval:

Greg Smith (Type Name) |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.25 10:52:17 -06'00' (Signature) | 25 Feb 2020 (Date)

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which LABR courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Labour Studies (153)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

Labour Studies supports the proposed change. It has no negative implications for our program.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

There might be additional demand for spaces in LABR 2300, which we should be able to accommodate without difficulty.

SECTION J – SIGNATURES

Department Approval: David Camfield | David Camfield Digitally signed by David Camfield Date: 2020.02.14 13:13:10 -06'00' | 2020-02-14

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.17 12:07:43 -06'00' | 17-Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details the NATV courses that the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Native Studies (032)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

We support this change, and would note that as a grade of C or better in NATV 1200 or NATV1220 and NATV1240 is required to take the courses you list, we understand that their enrollments will be impacted as well.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

This request does not require a curriculum change.

SECTION J – SIGNATURES

Department Approval: Cary Miller | Cary Miller Digitally signed by Cary Miller Date: 2020.02.14 13:51:33 -06'00' | February 14, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.18 15:12:22 -06'00' | 18 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which POLS courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Political Studies (019)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

Political Studies does not have concerns about these changes and thanks the Asper School for bringing them to our attention.

That said, POLS 3250 and 3270 also fulfill degree requirements for the GPE program and so are typically full. It may be difficult for increased numbers of Asper students to access these courses. I recommend we discuss additional appropriate POLS courses that could be taken in place of POLS 3250 or 3270.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

The changes may result in increased enrollment pressures for POLS 3250 and 3270; however, we will not be making any course or curriculum changes in response to this.

SECTION J – SIGNATURES

Department Approval: Royce Koop | Royce Koop Digitally signed by Royce Koop Date: 2020.02.17 12:02:22 -06'00' | February 17, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.17 14:53:00 -06'00' | 17 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is Anthropology. Therefore, Anthropology could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across the 7 areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Anthropology (076)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

We see the impacts of additional students seeking to take our introductory level courses as positive. We think that Anthropology can offer valuable points of reflection for students from Asper who often work across cultural divides and for whom diversity is an important consideration. We would thus be happy to accommodate additional Asper students. In any case, as the request states, the likely increased demand is likely to be slight.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

We do not foresee a major impact on any of our courses and feel that we would be able to accommodate the slight increase in demand without difficulty.

SECTION J – SIGNATURES

Department Approval: Derek Johnson | Derek Johnson Digitally signed by Derek Johnson Date: 2020.02.14 13:55:20 -06'00' | February 14, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.14 16:45:59 -06'00' | 14 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is History. Therefore, History could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across the 7 areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: History (011)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The History Department supports the request. The Department has the capacity to meet any increased demand for the Foundation courses as any HIST 1000 or 2000-level courses can be applied to this requirement.

The International Business Major currently lists HIST 2720 The World since 1945 (6CH) as an approved option. This course is no longer offered and has been replaced by the following courses:

HIST 2730 Modern World HIstory, 1914-1945: The 30 Years' Crisis (3CH)
HIST 2732 Modern World History, 1945-1992: The Age of Three Worlds (3CH)
HIST 2834 Modern World History, 1980-Present: New World Order? (3CH)

These courses are all offered regularly and would have capacity to meet demand from this program.

We also regularly offer HIST 2670 History of Capitalism (3CH) that would also be relevant for the International Business Major in lieu of HIST 2720. We support Asper adding this course to their lists of approved options as they deem appropriate.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

No impact on HIST courses/curriculum that would require changes.

SECTION J – SIGNATURES

Department Approval: Tina Mai Chen | Tina Chen | February 24, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith | | 25 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which PHIL courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Philosophy (015)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Philosophy department supports the request by Management to convert some of its undersubscribed Supernumerary admission categories to the Regular category.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

Philosophy could potentially see an increase in the number of Asper students taking PHIL 2290, PHIL 2750, PHIL 2790, and PHIL 2830. We have reviewed these courses and it is unlikely that a problem will arise.

SECTION J – SIGNATURES

Department Approval: Rhonda Martens — Rhonda Martens — Feb. 21, 2020
Type Name — Signature — Date

Faculty/College/School Approval: Greg Smith — [signature] — 25 FEB 2020
Type Name — Signature — Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which SOC courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Sociology and Criminology (077)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Sociology and Criminology has no objection to the proposed reallocation of admission capacities and the related potential for increased enrolment in our courses. We cannot guarantee that there will be space for Asper students in our heavily-subscribed courses, but in the majority of our courses there are currently no registration restrictions favouring Sociology and Criminology students over other U of M students.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

The Department of Sociology and Criminology does not foresee any significant impacts due to the proposed change, and no course/curriculum changes would be required on our part.

SECTION J – SIGNATURES

Department Approval: Frank Cormier | Frank Cormier Digitally signed by Frank Cormier Date: 2020.02.18 14:11:46 -06'00' | February 18, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Greg Smith |  Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.18 15:39:41 -06'00' | 18 Feb 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which MATH courses the above change could impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department or Program: Mathematics (136)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Mathematics supports this request. Anticipated impact is minimal: minor increases in demand for required courses in Actuarial Mathematics or Finance, namely MATH 1500, MATH 1520, MATH 1230, as well as MATH 1220, MATH 1300, MATH 1700, MATH 1232, and MATH 2720. Given that the reported number of students who meet the requirements for entry but are not admitted far exceeds the anticipated 110 student increase, the Department of Mathematics expects the increase on demand to be quite minimal.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

MATH 1500, MATH 1520, MATH 1230, MATH 1220, MATH 1300, MATH 1700, MATH 1232, and MATH 2720.
Anticipated impact is minor increase in demand. Given that the reported number of students who meet the requirements for entry but are not admitted far exceeds the anticipated 110 student increase, the Department of Mathematics expects the increase on demand to be quite minimal. Overall, we anticipate adding at most an additional lab/tutorial to MATH 1500 to accommodate a modest increase in enrollment.
No further action anticipated. In particular, no course changes as a result of the request.

SECTION J – SIGNATURES

Department Approval: Derek Krepski (Type Name) | Derek Krepski Digitally signed by Derek Krepski Date: 2020.02.26 12:42:45 -06'00' (Signature) | Feb 26, 2020 (Date)

Faculty/College/School Approval:

Pak Ching Li (Type Name) | Pak Ching Li Digitally signed by Pak Ching Li Date: 2020.02.27 19:26:16 -06'00' (Signature) | Feb 27,2020 (Date)

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).
The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which STAT courses the above change could impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.
University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department or Program: Statistics (005)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Statistics has no major concerns and supports this request. The impact on enrollments in Introductory Statistics courses should be minimal, relative to the size of these courses.

It should be noted, that starting in Fall 2020 the Department will be offering STAT 2800 as a replacement to STAT 3400 which will not be offered anymore. The impact on enrollments in the two probability courses (STAT 2400 and STAT 2800) should also be easily manageable as these courses are mostly taken by B. Comm. students that are in the Actuarial Mathematics concentration, a small proportion of Asper students overall.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

No changes to courses and programs from the Department of Statistics will result from this request.

SECTION J – SIGNATURES

Department Approval: Alexandre Leblanc | Alexandre Leblanc Digitally signed by Alexandre Leblanc Date: 2020.02.25 15:34:24 -06'00' | February 25, 2020

Type Name | Signature | Date

Faculty/College/School Approval:

Pak Ching Li | Pak Ching Li Digitally signed by Pak Ching Li Date: 2020.02.27 19:28:36 -06'00' | Feb. 27, 2020

Type Name | Signature | Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- ☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- ☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- ☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- ☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Agriculture will not see an increase in the number of students taking AGRI 3030 when titled "Cooperatives in Business and Community", as this topic of the course is no longer being taught.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART B – RESPONSE & ACTION REQUIRED
SCCCC Fall 2019/Spring 2020

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Agricultural and Food Sciences

Department or Program: Agriculture, General (065)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether and why your unit supports the curriculum/course change or outline any specific concerns the proposing unit and SCCCC should be aware of.

The Faculty of Agricultural and Food Sciences has no concerns with respect to the impact on AGRI 3030. AGRI 3030 is a topics course, the "Cooperatives in Business and Community" topic has not been offered in several years. If we do decide to offer it in the future we would consider Asper students when setting the course capacity.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** ***In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

No courses or programs are impacted where a submission to SCCCC would be required.

SECTION J – SIGNATURES

Department Approval: _____

Type Name Signature Date

Faculty/College/School Approval:

Jitendra Paliwal Jitendra Paliwal Digitally signed by Jitendra Paliwal DN: cn=Jitendra Paliwal, o=University of Manitoba, ou=Faculty of Agricultural and Food Sciences, email=j.paliwal@umanitoba.ca, c=CA Date: 2020.02.24 11:24:54 -06'00' February 24, 2020

Type Name Signature Date

MEMO

REGISTRAR'S OFFICE
Room 400 UMSU University Centre
PH: 474-9425

University of Manitoba

Date: February 25, 2020

Memo To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

From: Neil Marnoch, Registrar

Re: **Proposed enrolment changes in the Asper School Business Program**

Subbu,

I have reviewed the proposal to re-allocate spaces available to students applying to enter the B. Comm. Honours program in the Asper School of Business. As the re-allocation will shift spaces from undersubscribed groups to categories that are in high demand, the change is expected to increase the number of students enrolled in the B. Comm. program. As you have pointed out, many of the students who will be admitted to the Asper School as a result of this change are students who are currently studying at the University of Manitoba, some of whom enrol in Business related courses in hopes of future entry. The result of more students being enrolled in the B. Comm. program is expected to be an increase in demand for courses at all levels of the program.

In general, the university has classroom capacity to accommodate increased sections or seat capacity within existing courses. Such increases, however, will require careful timetabling that is completed in a coordinated and balanced manner, and may require that classes be held in non-traditional time periods. Your proposal indicates that the Asper School anticipates such changes and has begun to think about strategies to adjust the timetable to meet the increased demand.

Given the School's willingness to make the necessary adjustments and to be flexible in its timetabling practices, I have no concerns regarding the Registrar's Office ability to support this change.

Neil Marnoch
Registrar

UNIVERSITY OF MANITOBA | Enrolment Services

421 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-8820
Fax (204) 474-7554

TO: Dr. Gady Jacoby, Dean, Asper School of Business
Dr. Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International), Asper School of Business

FROM: Jeff Adams, Executive Director, Enrolment Services JA

DATE: February 13, 2020

SUBJECT: Admission target increase

I am in full support of the Asper School of Business' proposed target increase. This change will be viewed in an extremely positive manner by prospective students, locally and internationally. Our Student Recruitment Officers frequently provide me with feedback indicating that significant demand for the program exists; increasing the number of students admitted to the program will help us attract more very qualified students to the University of Manitoba.

The increase in available seats could result in an increased number of applicants and I can confirm that this increase in workload can be accommodated by the Admissions Office.

CC: Laurie Schnarr, Vice-Provost (Students)
Erin Stone, Director of Admissions
Lisa Kachulak-Babey, Director of Student Recruitment

University of Manitoba Libraries

Statement for Program Modification

Faculty Asper School of Business

The Libraries' collection can support this program, 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.

If the request to increase the undergraduate admission capacity is approved, the Libraries will provide the above services to up to 110 additional students in the Asper School's undergraduate program each year.

Donna Sikorsky
Acting Head, Law, Architecture/Fine Arts, Management, and Music Libraries

Kristen Kruse
Coordinator, Collections Management

Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

February 25, 2020
Date

University of Manitoba

Information Services And Technology

Mario Lebar, CIO
Office 107C
Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-8668

Date: February 26, 2020

To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

From: Mario Lebar, Chief Information Officer, Information Services & Technology

Re: Request for Statement of Support

IST can provide Friday evening and weekend classroom A/V support contingent upon Asper providing additional funding.

Thank you,

Mario

University of Manitoba | Caretaking Services, Physical Plant | 89 Freedman Crescent
Winnipeg, Manitoba
Canada, R3T 2N2

Memo

To: Subbu Sivaramakrishnan

From: Sukhjinder Singh

Date: February 25, 2020

Re: Request for Statement of Support

We have assigned 4.5 staff members to the Drake Centre. Going forward we will make sure these 4.5 FTEs and the same level of cleanliness is maintained in the Drake Centre.

University of Manitoba | SECURITY SERVICES

Welcome Centre
423 University Crescent
Winnipeg, MB R3T 2N2
P: 204-474-9312
F: 204-474-7534

MEMORANDUM

Date: February 24, 2020

To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

From: Chris Bohonis, Assistant Director, Security Services

Re: Increased undergraduate admission capacity

In response to the anticipated request by the Asper School of Business to increase its undergraduate admission capacity, Security Services would like to formally support this request. I acknowledge that our department will continue to work with the Asper School of Business in providing a safe and secure environment to all of its stakeholders.

Safety and security initiatives currently in place at the Asper School of Business include CCTV installations and upgrades, Safe Walk program and a dedicated security presence during assigned hours. Security Services does not foresee any reason to eliminate or reduce any of these initiative and at the very least, we would work with the Asper School of Business to find suitable alternatives, if required.

We welcome the opportunity to provide our services to a larger undergraduate enrollment and we look forward to working collaboratively with the Asper School of Business in the years to come.

Regards.

University of Manitoba | Asper School of Business

Career Development Centre
254 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
T: 204 474 6596
asper_cdc@umanitoba.ca

February 24, 2020

The Career Development Centre (CDC) at the Asper School of Business provides career support to students and alumni. As part of its mandate, the department connects students to employers locally, nationally and internationally who are looking to hire students for co-ops, internships and post-graduate opportunities.

On average, over the past 5 years the CDC has posted over 1300 positions each year for Asper students - with ~600 of these positions representing graduate opportunities. Our database shows the CDC has connections with over 2000 registered companies and over 5000 unique employer contacts, all interested in recruiting business talent to their organizations - both within the province and outside.

The CDC conducts annual surveys of Asper's graduating classes. Over the past 5 years, the Asper School of Business has graduated on average 409 graduates per year, with 92% of these grads remaining in Manitoba. Asper grads enjoy a high rate of employment success with 90% employed within 3 months of graduation.

Employers are telling us that competition for Asper graduates is stiff. They have expressed challenges in recruiting the number of quality students needed to meet their organization's needs. Businesses are adapting their recruitment strategies to be more far ranging, looking at schools outside the province for the graduates they need to be innovative and successful. This is both more costly and less effective than seeking talent within the province. Increasing the number of students admitted to the Asper School could offset this trend and help meet the business needs of Manitoba companies. More graduates will allow Manitoba companies to recruit high quality business graduates, already in the province, who can provide the skills and knowledge to enable Manitoba organizations to compete locally and in the global market.

Based on the employment success of our current Asper graduates, coupled with the challenges expressed by employers actively recruiting business talent, I believe increasing the number of students admitted annually to the Asper School of Business will meet the needs of Manitoba organizations and the demand for business education in the province of Manitoba. As such, I am in support of increasing enrollment at the Asper School of Business.

Sincerely,

Kelly Mahoney
Director - Career Development Centre & Co-op Programs
Asper School of Business, University of Manitoba

ASPER SCHOOL OF BUSINESS

umanitoba.ca/asper/cdc

University of Manitoba | Office of the President

202 Administration Building
Winnipeg, MB
Canada R3T 2N2
T: 204 474 9345
F: 204 261 1318

Date: February 5, 2020

To: Jeff Leclerc
University Secretary

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

Re: Increase to Admission Targets, Bachelor of Kinesiology (B.Kin.)

The Faculty of Kinesiology and Recreation Management has requested an increase to the undergraduate admission target for the Bachelor of Kinesiology (B.Kin.) program due to increasing and sustained demand. No new resources would be required to support this increase. The recommendation to allow this increase was forwarded for consultation to Senate on December 4, 2019, and the Board of Governors on February 3, 2020.

Under the Admission Targets Policy, the President approves changes to, and the introduction of, enrolment limits following consultation and discussion with the relevant Dean or Director, Senate, and the Board of Governors, subject to the provisions of the provincial Program of Study Regulations.

In accordance with this policy, I approve an increase to the undergraduate admission target to the Bachelor of Kinesiology (B.Kin.) to 100 students from the current target of 65 students, effective for the Fall 2021 intake pending approval by the Province.

Please proceed accordingly.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management
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 President

202 Admin. Bldg.
Winnipeg, MB R3T 2N2
Canada
T: (204) 474-9345
F: (204) 474-1318
president@umanitoba.ca

Date: **April 16, 2020**

To: **Jeff Leclerc**
University Secretary

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

Re: **Extension of the Suspension of Admissions, Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program**

The recommendation to extend the suspension of admissions to the Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program was brought forward for consultation with Senate on February 5, 2020 and the Board of Governors on March 24, 2020 with no significant concerns being raised.

Under the Admission Targets Policy, the President may suspend admissions to a program following consultation and discussion with the applicable Dean or Director, Senate, and the Board of Governors, subject to the provisions of the provincial Program of Study Regulation.

Accordingly, the suspension of admissions to these programs should be extended for the Fall 2021 intake for a period of two years, pending approval by the province.

Please proceed accordingly.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Todd Mondor, Deputy Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Dean, Max Rady College of Medicine and Rady Faculty of Health Sciences
Jeff Adams, Executive Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, Office of Institutional Analysis
Cassandra Davidson, Academic Programs Specialist

University of Manitoba | Office of the President

Office of the President
Room 202 Administration Bldg.
University of Manitoba
Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

DATE: **April 23, 2020**

TO: **Jeff Leclerc**
University Secretary

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

RE: **Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work**

The recommendation for a temporary reallocation of seats and a corresponding one-time increase to the admission targets for the Bachelor of Social Work, was brought forward for consultation with Senate Executive on March 18, 2020 and the Board of Governors on March 24, 2020. The Faculty has requested the changes to the targets to accommodate the enrollment of two cohorts of students at the Northern site effective Fall 2020.

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. In this instance, Senate Executive was consulted due to the cancellation of the April 1, 2020 Senate meeting and in order to accommodate the timelines required for the cohort start date of Fall 2020.

As no significant concerns have been raised, I approve the request to temporarily reallocate unfilled seats associated with Social Work's two sites of delivery (Inner-city and Distance) and any remaining unfilled seats from the Fort Garry site to the Northern site for Fall 2020. As well, in support of this reallocation, I approve a temporary increase of up to five additional seats be made available for the Northern site, as needed.

Please proceed accordingly.

C: Janice Ristock, Provost and Vice-President (Academic)
Todd Mondor, Deputy Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Michael Yellow Bird, Dean, Faculty of Social Work
Jeff Adams, Executive Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, Office of Institutional Analysis
Cassandra Davidson, Academic Programs Specialist

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: March 30, 2020

To: Dr. Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences)
Dr. Netha Dyck, Dean, College of Nursing

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Implementation of Bachelor of Midwifery Program

On March 12, 2020, the University received formal notification from the Assistant Deputy Minister (ADM), Manitoba Economic Development and Training, that the proposal to establish a Bachelor of Midwifery (B.Mid.) program has been approved (see attached). The province recognizes the program as important in bringing Midwifery training back into the province.

I hereby approve the implementation of the Bachelor of Midwifery program commencing Fall 2021, the timing of which allows for students to complete the requirements of the pre-professional year over the 2020-2021 academic year.

In implementing the program, please note the following:

- A request from the province of on-going funding for $ 693,000 was not approved with no new one-time, or on-going, funding provided in support of the program. The deficiency in resources required to deliver the program will be addressed by the reallocation of resources within the Rady Faculty of Health Sciences, as well as through tuition revenue and clinical fees.
- Tuition for the program will be based on the per credit hour tuition rate for the College of Nursing, as approved by the Board of Governors, and subject to provincial legislation. Bachelor of Midwifery students will be further assessed an annual clinical fee of $ 1,700.00.
- The maximum enrolment in the program, defined as first-year enrolment in the program, is six (6) students.
- The majority of the program will be delivered in-person, with some elements being delivered online. This is subject to change with the availability and development of online and virtual program delivery supports.

Consistent with Section 9.7(1) of the Advanced Education Administration Act, should you wish to make any significant modifications to, or cease to provide the program in the future, you are required to seek and receive approval from the province. In this respect, the program is and will be subject to any regulations prescribed under Section 9.7(1) of the Act.

On behalf of the University of Manitoba, I extend my congratulations to all those who have worked so hard to design this exciting new program.

Cc.: Todd Mondor, Deputy Provost (Academic Planning and Programs)
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Jeff Adams, Executive Director, Enrolment Services
Randy Roller, Executive Director, Institutional Analysis
Giselle Martel, Executive Director, Financial Planning
Cassandra Davidson, Academic Programs Specialist

Economic Development and Training
Assistant Deputy Minister, Advanced Education and Skills
405 – 800 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0N4
T 204-945-3047 **F** 204-948-1557
www.manitoba.ca

March 12, 2020

Dr. David Barnard
President and Vice-Chancellor
The University of Manitoba
david.barnard@umanitoba.ca

Dear Dr. Barnard:

Thank you for submitting a proposal to establish a new Bachelor of Midwifery program at the University of Manitoba. As has been discussed, the Department of Economic Development and Training has approved the proposal without additional funding.

I want to commend the University for its recent work in establishing and delivering an interim Midwifery Education Program in partnership with McMaster University. The work ensured that Manitoba students had a pathway to completion and has undoubtedly set the foundation for the future success of a permanent Bachelor of Midwifery program at the University.

It is understood that the establishment of the new program will bring permanent midwifery training back to the province. I trust that this program will provide great educational opportunities for students, and wish the University and students success.

Should you have any questions regarding this approval, please contact Ms Sonya Penner, Executive Director of Post-Secondary Education and Labour Market Outcomes at 204-945-1839 or at Sonya.Penner@gov.mb.ca.

Sincerely,



Colleen Kachulak

c. Dr. Todd Mondor, Vice-Provost, University of Manitoba
Ms Sonya Penner, Executive Director, Post-Secondary Education and Labour Market Outcomes, Manitoba Education and Training

University of Manitoba | Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
T: 204 474 9593
F: 204 474 7511

MEMORANDUM

DATE: February 26, 2020

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: ***APPROVAL OF MOTION, Executive Committee – February 25, 2020***

On February 25, 2020, the Executive Committee, on behalf of the Board of Governors approved the following motion:

THAT the Executive Committee, on behalf of the Board of Governors, approves the closure of the Master of Science in Textile Sciences [as recommended by Senate, December 4, 2019].

Copy: J. Kearsey
D. Jayas
J. Ristock

JL/sf

University of Manitoba

MEMORANDUM

DATE: March 25, 2020

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: ***APPROVAL OF MOTION, Board of Governors – March 24, 2020***

On March 24, 2020, Board of Governors approved the following motions:

THAT the Board of Governors approve eleven new offers and seven amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 17, 2019].

THAT the Board of Governors approve three new offers, one amended offer, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 16, 2020].

THAT the Board of Governors approve a proposal for a Bachelor of Science (Major) in Data Science, including a Co-operative Option [as recommended by Senate, March 4, 2020].

THAT the Board of Governors approve the establishment of an endowed research Professorship in Diabetes Research [as recommended by Senate, March 4, 2020].

The Board received for information and discussion the following items:

- *Undergraduate Admission Targets, Fall 2020*
- *Annual Report of the University Discipline Committee (September 1, 2018 to August 31, 2019)*
- *Closure of the Master of Science (M.Sc.) in Textile Sciences*
- *Request to Extend Suspension of Admissions to Bachelor of Human Ecology in Family Social Sciences, including the After Degree*
- *Requests to Revise Admission Targets, Bachelor of Commerce (Honours), I.H. Asper School of Business, and Bachelor of Social Work, Faculty of Social Work*

Copy: J. Kearsey
D. Jayas
J. Ristock

JL/sf

PRESIDENT'S REPORT: April 1, 2020

GENERAL

The University of Manitoba is focused on protecting the health and safety of our campuses and our wider community. The University is basing its response to the COVID-19 pandemic on the best available information at any point in time and on the advice of public health experts.

As of March 13, 2020, the University has announced that there will be no classes at all on March 16 and 17, creating a pause allowing for classes to move to alternative modes of instruction. Starting March 18, undergraduate and research-stream Master's and Doctoral instruction will not be provided in-person for the remainder of the term. Instruction will be provided through other means.

Other changes in effect *as of March 13* include:

- All events involving 50 or more people are being cancelled or postponed;
- Sports and recreation facilities and programs have been suspended;
- All university-related travel has been suspended, where possible;
- Students on foreign placements are being asked to return to Canada;
- All members of the university community are being asked to respect social distancing practices, including maintaining a minimum distance of 2m between each other and limiting extended contact.

The situation is evolving very quickly. All updates on the COVID-19 situation and the University's response may be found here: http://umanitoba.ca/coronavirus.

NOTE: The updates found below reflect information developed by reporting units in the early part of 2020 and submitted prior to March 6, 2020. As a result, due to timing there may be some references that do not yet reflect the University's revised approaches to responding to COVID-19.

ACADEMIC MATTERS

- Jitendra Paliwal, biosystems engineering was sworn in as the 100th President of Engineers Geoscientists Manitoba at their Annual General meeting in October.

- Don Flaten, soil science, was recognized by the Manitoba Canola Growers Association with the 2020 Canola Award of Excellence for his years of research, teaching and extension.

- Jorge Nállim, history, has received a EuRopean community Action Scheme for the Mobility of University Students (ERASMUS) + mobility scholarship from the European Union. The fellowship is in support of a five-day visit to the Central European University (CEU) in Budapest, Hungary during Reading Week in February. During his visit, Jorge will be engaged in teaching and graduate mentorship in the Public Policy School and in the Department of History at Central European University (CEU).

- William Lee, Asian Studies Centre, was awarded the Order of the Rising Sun, Gold Rays with Rosette. This is a national decoration presented by the Government of Japan, in the name of the Emperor, to

individuals that have made significant contributions with respect to the promotion of and exchange of friendship between nations.

- Lukas Neville, business administration, was named Jeux du Commerce (JDC) West Faculty Advisor of the Year. JDC West is an annual business competition featuring top business schools and students from across Western Canada, as well as the largest undergraduate business competition in Western Canada.

- Cheryl Rockman-Greenberg, pediatrics/child health and biochemistry/medical genetics, was appointed to the Order of Canada. Rockman-Greenberg has advanced the global understanding of rare genetic disorders. She has developed diagnostic tests, screening programs and treatments for rare disorders that are over-represented in Indigenous populations and Hutterite and Mennonite communities. She is a laureate of the Canadian Medical Hall of Fame.

- Joanne Thiessen Martens, soil science student, was named Bioscience Association of Manitoba (BAM)'s Most Promising Bioscience Student of the Year at the Bioscience Association of Manitoba (BAM) Awards Gala 2020 on February 5. The award is presented based on significant scholastic accomplishments, future plans in the bioscience sector and high level of community engagement.

- Örjan Sandred, music, displayed his sound installation “Sonic Trails” at the Canadian Museum for Human Rights during an 11-hour long performance. The installation explores how artificial intelligence can be used to create and control a continuously evolving artistic sound environment.

- The Desautels Faculty of Music’s composition master’s students and the Faculty of Architecture graduate studio class set out to Iceland. The students recorded various sounds, measured acoustics, and examined the exploration of generating sounds by interacting with the environment. The students were able to amplify each other’s creativity, and build on ideas outside of their respective disciplines. Their findings took the form of an interactive installation, Ís, which ran in the School of Art’s Student Gallery.

- The Percussion Ensemble performed a program called “Mostly Marimba” at the Millennium Library Lunch Hour Series in the Carol Shields Auditorium. It was a program of mixed repertoire for marimba and vibraphone featuring solo and chamber works performed by the members of the Desautels Faculty of Music

- The Desautels Faculty of Music is once again hosting the inaugural Canadian Jazz Summit, a series of workshops and concerts for jazz students and professionals. The workshops will explore elements of jazz history, composition, conducting, and performance.

- The Aggie Bedpush (which is run every fall) presented a cheque to STARS in the amount of $19,081.70 in support of the air ambulance program. This event is organized by the Faculty of Agricultural and Food Sciences Organization (FASO), the student council for the Faculty.

- The Decolonizing Lens presented We Will Stand Up at the Winnipeg Art Gallery. We Will Stand Up follows the family of the late Colten Boushie, a young Cree man fatally shot in a Saskatchewan farmyard, as they demand justice from Canada’s legal system.

The Decolonizing Lens is a monthly film series co-organized by Jocelyn Thorpe, women's & gender studies and Kaila Johnston national centre for truth and reconciliation, that brings together Indigenous filmmakers, their films, and their audiences. The series is being sponsored by the Margaret Laurence Endowment Fund, Women's & Gender Studies, and the National Centre for Truth and Reconciliation.

- At the 2019 Celebrating Co-op event, the Women's Enterprise Centre of Manitoba (WECM) was awarded the 2019 Co-op Employer of the Year award. As a co-op partner, the Centre has provided an outstanding mentoring experience and exposure to core principles of entrepreneurship and marketing.

- The Rady Faculty of Health Sciences marked International Human Rights Day by participating in Write for Rights, Amnesty International's global letter-writing campaign. Amnesty International Canada dedicated this year's campaign to the youth of Grassy Narrows First Nation and their ongoing fight for clean water. The event was hosted by the Office of Human Rights and Conflict Management and the Neil John Maclean Health Sciences Library.

- A scholarship has been established in memory of Dr. Forough Khadem, an accomplished Iranian-Canadian scientist who perished in the Flight 752 tragedy on January 8. The scholarship celebrates the legacy of Khadem, who earned her PhD in immunology at the University of Manitoba. It will support international female graduate students enrolled at UM in science, technology, engineering and mathematics (STEM) disciplines. A fellowship is also being established to honour the memory of all the victims of Flight 752 from Manitoba. This fellowship will be awarded annually to a UM graduate student in a STEM-related field.

- The Rady Faculty of Health Sciences held a gala at the Fairmont Winnipeg to mark the 50th anniversary of the University of Manitoba's northern medical unit, now called Ongomiizwin – Health Services. The gala raised more than $50,000 for a legacy fund established by Ongomiizwin – Health Services to support opportunities for Indigenous people to enter careers in the health sciences.

- A beaded quilt that honours missing and murdered Indigenous women and girls was unveiled at the entrance of the Neil John Maclean Health Sciences Library on the Bannatyne campus. The quilt was donated to the university by Deborah Young, former University of Manitoba's executive lead for Indigenous achievement.

RESEARCH MATTERS

- A $6.5 million grant has been awarded to Dr. Meghan Azad (Pediatrics and Child Health/Children's Hospital Research Institute of Manitoba) by the Bill and Melinda Gates Foundation, to establish a new global health initiative dedicated to breast milk: the International Milk Composition (IMiC) Consortium.

  The IMiC Consortium will undertake a comprehensive analysis of human milk components linked to infant growth and resilience, in order to inform maternal and infant nutrition recommendations and interventions. The research will be critical to understanding why some breastfed infants can still

develop infections or struggle to achieve optimal growth trajectories, and also for optimizing nutrition for infants who cannot be breastfed.

The consortium will bring together five research groups studying maternal nutrition and infant growth in Tanzania, Pakistan, Nepal, Burkina Faso and Canada. It will also include human milk scientists who will analyze a vast array of different milk components, including macronutrients, vitamins and minerals, prebiotic sugars, hormones and growth factors. Initial analyses will involve 1200 mother-infant pairs.

- On February 13, the Honourable Cameron Friesen, Minister of Health, Seniors and Active Living, announced an investment of more than $2.4 million in funding for research to enhance real-time access to the data health-care providers need to make informed decisions when caring for patients and to create a learning health system for the Province.

  The project also received funding support through the Canadian Institutes of Health Research's Strategy for Patient-Oriented Research (SPOR). CIHR and the province of Manitoba will each invest $600,000 a year over four years, for a total of $4.8-million, to support work on the project

  Drs. Ryan Zarychanski (Internal Medicine/Research Institute of Oncology and Hematology, CancerCare Manitoba), Paul Komenda (Internal Medicine) and Marshall Pitz (Internal Medicine/ Research Institute of Oncology and Hematology, CancerCare Manitoba) are leading the project, each focusing on a different area of health care. Each physician will focus on one of three different initiatives looking at how timely access to data can be used to:
  - create efficiencies to reduce the need for blood transfusions and ensure appropriate care is provided during surgeries;
  - enhance the use of home dialysis to ensure care is delivered closer to home for rural patients; and
  - enhance navigation to health care for cancer patients to ensure timely access to care, particularly in rural and northern Manitoba.

- Twenty-eight research projects led by sixteen investigators received a total of $1,991,878 in grant funding from multiple sponsors. Those projects receiving more than $25,000 are:

PI	Sponsor	Title	Awarded
Annakkage, Udaya (Electrical and Computer Engineering)	Mitacs Accelerate	Sub synchronous oscillations in power systems	$120,000
Ayele, Belay (Plant Science)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Enhancing traits of agronomic and economic importance in wheat	$625,147
Azad, Meghan (Pediatrics and Child Health)	Research Manitoba	Manitoba interdisciplinary lactation center (MILC): A provincial infant feeding database and human milk biorepository	$198,415
Ding, Hao (Biochemistry and Medical Genetics)	University of British Columbia	To model GLRX5 mutation in childhood-onset spasticity with nonketotic hyperglycinemia	$25,000

Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Accelerate	An accurate screening technique for the study of sub-synchronous controller interaction in a power system having multiple wind generators	$60,000
Gorczyca, Beata (Civil Engineering)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Effect of ozonation on chemical, physical, and biological removal of natural organic matter in granular filters	$60,000
Katz, Alan (Family Medicine)	Research Manitoba	Screening for poverty and related social determinants and intervening to improve knowledge of and links to resources (SPARK) study	$120,000
Kazem Moussavi, Zahra (Electrical and Computer Engineering)	Mitacs Accelerate	Developing a technique for characterization of upper airway and screening of obstructive sleep apnea using tracheal breathing sounds	$45,000
MacKay, Dylan (Community Health Sciences)	Mitacs Elevated PDF	Resistant Starch Prebiotic Effects in Chronic Kidney Disease (ReSPECKD) study	$60,000
Martin, Toby (Psychology)	Mitacs Accelerate	Evaluating community-based behavioural interventions for persons with intellectual/developmental disabilities	$80,000
Myrie, Semone (Food and Human Nutritional Sciences)	Mitacs Accelerate	Development and validation of a pipeline for a clinical Next-Generation Sequencing (NGS) test for detection of a rare genetic sterol disorder influencing low-density lipoprotein cholesterol (LDC-C) concentrations	$60,000
Paliwal, Jitendra (Biosystems Engineering)	Mitacs Accelerate	Development of safe storage guidelines for Canadian flax	$105,000
Soussi Gounni, Abdelilah (Immunology)	Children's Hospital Research Institute of Manitoba (CHRIM)	The impact of airway epithelial cells derived Semaphorin3E on the development of allergic asthma	$60,000
Svecova, Dagmar (Civil Engineering)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Performance of UHPC in shear keys of box beam girders	$33,873
Wang, Feiyue (Centre for Earth Observation Science)	Memorial University of Newfoundland	NSERC CREATE training program in Persistent, Emerging, and Oil PoLlution in cold marine Environments (PEOPLE CREATE)	$27,000
Zvomuya, Francis (Soil Science)	Mitacs Accelerate	Soil productivity and soil health status following restoration of pipeline corridors	$120,000

		on agricultural land reserve cropland in northern British Columbia	

ADMINISTRATIVE MATTERS

- The Comptroller and the Manager of Purchasing Services met with the Province of Manitoba Assistant Deputy Minister, Procurement and Supply Chain to discuss collaboration opportunities. The Province has embarked on a procurement modernization initiative and participation will result in savings potential for the University. The first three categories that the University will participate in are office supplies, fleet, and freight.

- The Associate Comptroller was asked to join the Government Not-For-Profit Strategy Committee of the Public Sector Accounting Board (PSAB) of Canada. The first focus of this national committee has been to consider the various accounting standards that not-for-profit organizations can follow and whether there should be a single accounting standard for these organizations.

- The Comptroller was invited to attend the Canadian Association of University Business Officers (CAUBO) Thought Leader Advisory Group where participants guide CAUBO in focusing their resources on issues that matter most to the member institutions.

- Learning & Organizational Development (LOD) is launching remote access for New Support Staff Orientation as part of an ongoing effort to make programming more accessible to support staff. Orientation provides a high level overview of both the responsibilities and benefits of working as support staff at the UM and introduces new employees to our campuses and culture. An employee of the Inuit Health Program, Ongomiizwin Health Services, Indigenous Institute of Health and Healing, is the first person to participate in new employee orientation from a remote location.

- Throughout the month of February, students, faculty, staff, alumni and the community at large were invited to attend a number of initiatives and events to honour Black History Month on campus.

- Device encryption for Windows laptops and desktops are currently being rolled out to IST centrally managed devices. We have encrypted 63% and on target to finish by April 2020.

- The Information Policy and Procedure were approved by the Board of Governors on February 3rd and a communication strategy for the Policy is being developed in March.

- Cell phone provider transition complete.

- The University has engaged with a client advocate to advance the MB Hydro Reservicing Project. A concept design is being finalized and has been identified to MB Hydro for prioritization and scheduling. This is a major step forward in advancing the modernization of the university power system. Over the coming months, further refinement of the concept and costing will be developed. The university continues to experience issues with the electrical distribution system, with a major outage due to a transformer failure in Elizabeth Dafoe Library on Feb 24, 2020. In addition, routine minor interruptions were experienced with the MB Hydro feed on several occasions in early 2020.

The underground line that feed the A Lot resulting in a major outage on campus on Oct 11, 2019 was replaced with a new cable on Dec 21, 2019.

- The Wildlife Management Plan and Goose Management Plan have been finalized by Joro Consulting on Feb 5, 2020, and are in final review by the Marketing Communications Office (MCO) before being posted to the UM website and made available for the campus community.

- The Campus Commute Survey ran January 13-31. The survey looked at how the Campus Community got to, from and around campus. The data helps shape direction and priority of transportation projects on campus. In total, 3,719 respondents filled out the survey. Results are expected to be compiled in a final report by April 2020.

- Invent for the Planet: In partnership with North Forge, Faculty of Science, Partnerships and Innovation Office and various other units, the Office of Sustainability co-hosted a 48-hour idea competition around creating solutions for large-scale world issues in sustainability. The event took place February 14-16 with a total of 40 students, 10 mentors and 4 judges participating in the weekend. Team "HUB-It", winners of the competition, took home the grand prize of $1,000, three months of mentorship at the North Forge Technology Exchange and the chance to continue to the final round in the international competition in Texas on March 31 – April 2.

EXTERNAL RELATIONS

- Gifts made in the current reporting period include:
  - Gerry [B.Sc(M.E.)1970, M.SC 1972, LL.D. 2017] and Barbara [B.H.Ec. 1969, Cert.Ed. 1970] Price announced a gift of $20 million to support the Faculty of Engineering on March 11. Because of their longstanding support of students and faculty, research and facilities, the University has renamed the faculty as the Price Faculty of Engineering in their honour.
  - The Department of Internal Medicine has committed $1,500,000 to the Internal Medicine Endowment Fund.
  - The late Lytton W. Smith [M.D. 1970] has generously left a gift of $1,324,000 to the Max Rady College of Medicine in his estate.
  - The Department of Anesthesia and Perioperative Medicine has committed $330,000.00 to establish a professorship in anesthesiology, peri-operative and pain medicine.
  - The Department of Radiology members are establishing a professorship in neuroimaging with a gift of $250,000.
  - Douglas Flynn has made an additional gift of $200,000 to the Renal Transplant Research Fund.
  - The late Renie S. Grosser [B.A. 1953, B.Ped. 1954, B.Ed. 1958] made a bequest of $159,330 in her estate to support the Israel Grosser and Amalie Rath Grosser Bursary.
  - J. Douglas Collier [B.Sc. 1987] made a gift of $100,000 to support an Integrated Science Lab for the Faculty of Science.
  - James Peebles [BSc(Hons)/58, DCs/98], Faculty of Science graduate and recent recipient of the Nobel Prize for Physics, has directed $100,000 from the proceeds of his Nobel Prize with the University of Manitoba.

- On April 2, we will celebrate the success of the Front and Centre campaign and unveil our final campaign total. The celebration will take place from 11:30 am – 1:30 pm at IG Athletic Centre. Donors, students, faculty and staff, and community members are invited to celebrate the success of the largest philanthropic campaign in Manitoba's history.

- On April 15, 16 & 23, President Barnard will host alumni receptions in each of Vancouver, Calgary and Toronto. These events will serve as an opportunity to recognize and celebrate the support of the Front and Centre campaign donors in those cities.

- On February 11, Minister of Middle Class Prosperity and Associate Minister of Finance, the Honourable Mona Fortier, hosted a roundtable discussion at the Smartpark Innovation Hub as part of the Government of Canada's 2020 pre-budget consultation. The University participated in the discussion along with approximately 20 other community stakeholders.

- On March 5, President Barnard hosted the final Visionary Conversations event on the topic: "*How can our community come together to combat the impacts of drug addiction?"* at the Brodie Centre at the Bannatyne Campus. Nine panelists participated in the discussion which drew over 250 attendees.

- Nominations for the 2020 Distinguished Alumni Awards closed on January 17. The selection panel has met to select this year's recipients who will be announced later in March. The DAA 2020 Celebration of Excellence event is scheduled for October 1, 2020.

- The 2020 Board of Governors Alumni Representative nominations opened on February 13 and will close on March 16. The election will be held via online voting from April 15 to May 15, with the successful candidate to be announced on May 26.

- The migration of the UM website to the redesigned umanitoba.ca is on track to continue until late 2020. Since the initial launch in August 2019, migration has focused on the student user experience. Recent migrations include content related to student housing, registration, academic advising, student supports and international student information. Over the next several months, many faculties and ancillary services will begin to migrate as well. The initial faculty sites include the Faculty of Kinesiology and Recreation Management, Faculty of Architecture and Faculty of Agriculture and Food Sciences.

- Work also continues on the implementation of a UM intranet/staff portal with initial content being available for faculty and staff in the summer months.

PRESIDENT'S REPORT: May 1, 2020

GENERAL

There has been significant collective engagement with governments, nationally and provincially, in responding to the impacts of the pandemic. U15 and Universities Canada have been working together on advocacy with the federal government, both with elected officials and with departmental representatives. Similarly, Manitoba's post-secondary institutions have been engaged on an ongoing basis in discussions with provincial officials, both as part of sector-based discussions and as individual universities and colleges.

The University has been contributing to relief efforts in a number of ways, such as the provision of equipment and supplies, staff volunteers working on the procurement of personal protective equipment, Rady Faculty of Health Sciences students volunteering the health care system (e.g. as screeners), and several important research projects being undertaken by UM faculty members.

Further details on UM activities are found within the sections below, current to April 9, 2020.

ACADEMIC MATTERS

- COVID-19 planning highlights for the Academic portfolio since the last report at the March Board of Governors' meeting include:
  - The announcement of the cancellation of Spring Convocation 2020 and the decision to mail graduation parchments to all graduates.
  - Summer term 2020 will be offered online or through alternative means. Summer registration will begin on May 19th. Distance Education courses in Summer Session will continue as planned.
  - Student Affairs has established a suite of student service supports by phone, email and video including academic advising, academic learning centre, student accessibility, student counselling, student advocacy and case management, spiritual care, Elder-in-Residence supports, and international student advising.
  - Grading approaches for the Winter term as approved by Senate Executive will include:
    - Standard grading: students can elect to receive their letter grade and it will be calculated as part of their GPA;
    - Option 1: students can elect to receive their letter grade but it will not be calculated as part of their GPA and notated as such on their official transcript;
    - Option 2: students can elect to receive a Pass/Fail. No letter grade would be recorded or retained.
  - The UM established a COVID-19 UM Student Emergency Fund to provide emergency financial support to students. This is a one-time, non-repayable, direct deposit fund for full and part-time students who meet the eligibility criteria.

- Andrea Charron, political studies, was named Vice-President of the Canadian Armed Forces' Defence Advisory Board and the first woman in this role. This board, made up of volunteer academics, practitioners and industry representatives, helps brainstorm solutions and ideas for problems faced by the Canadian Armed Forces.

- The Decolonizing Lens presented the screening of a short film titled *Invasion*. Following the screening, a panel discussion took place as part of "Art and Activism," an important evening of discussion, learning and understanding. Canada is in the midst of a land title crisis that has left many Canadians questioning things like Indigenous title, land protection, the Indian Act, and Indigenous sovereignty. This event was meant to create a safe space for a shared dialogue and understanding about the Wet'suwet'en Nation's efforts to protect their traditional territory and to discuss the role art can play in political activism.

- A new two-year family medicine residency program was announced which will allow medical residents to experience northern and remote health-care service delivery and encourage physician recruitment and retention to underserved areas across the large and diverse region. This program is a partnership between the Rady Faculty Health of Health Science and the Northern Regional Health Authority to support stronger recruitment and retention efforts across northern Manitoba.

- Desautels Faculty of Music held a *Dream Big: Music Out of Bounds* Conference in February 20-21 at the Desaultels Faculty of Music (DFOM). This international conference is the first of its kind in Canada. Participants came to the conference to discuss collaborative piano in Canada, engaging in workshops, masterclasses, panels, a curated tour of the Canadian Museum for Human Rights (CMHR), and concerts.

RESEARCH MATTERS

- On March 2, the Social Sciences and Humanities Research Council and UK Research and Innovation announced $517,288 in funding to Dr. Babak Mehran, Civil Engineering, for his project titled: *Responsible Automation for Inclusive Mobility or RAIM*. He was one of 10 successful projects funded across Canada, with UK counterparts. These projects, co-led by principal investigators from both countries, will advance understanding of important AI challenges. Mehran's projects will explore how AI can help older adults use an on-demand autonomous vehicle service. His UK co-PI is Dr. Ed Manley (University of Leeds) with co-investigator Dr. Jens Kandt (University College of London). UM co-investigators are: Dr. Michelle Porter, Centre on Aging/Kinesiology and Recreation Management and Dr. Ahmed Ashraf, Electrical and Computer Engineering.

- The UM is one of six Canadian universities sharing $1.8 million from the Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program to support an international exchange.

  UM was recognized for its program, Engaging Indigenous Languages, Knowledges, Learning and the Land. Led by Faculty of Education professor Sandra Kouritzin, this project has received $298,000 to support 19 students. Her team is made up of Drs. Clea Schmidt (Education), Satoru Nakagawa (Arts) and Filiberto Penados (Natural Resources Institute).

  This program's goal is to create a community of Education-focused scholars who will become leaders and advocates in global Indigenous language vitality, Indigenous ontologies and epistemologies, Indigenous food sovereignty and learning from the land. This scholarship program will engage both community-driven and higher education approaches, with the ultimate goal of the program becoming fully Indigenous focused and Indigenous led.

To that end, UM will provide 16 scholarships for Canadian graduate or senior undergraduate student interns, and three scholarships for visiting international graduate students selected by our partnering organization in Belize—the Center for Engaged Learning Abroad. The first scholars in the QES Caribbean cohort are expected to begin their placements abroad in the summer of 2021.

- Twenty-nine research projects led by fourteen investigators received a total of $4,728,818 in grant funding from multiple sponsors. Those projects receiving more than $25,000 are:

PI	Sponsor	Title	Awarded
Brown, Cara (Occupational Therapy)	CIHR Catalyst Grant: Patient-Oriented Research	Extending the safety net: How can interprofessional primary care teams facilitate successful hospital discharges?	$74,413
Burgener, Adam (Obstetrics, Gynecology and Reproductive Sciences)	CIHR Team Grant: Canadian Microbiome Initiative 2: Research Teams	The microbiome in cervical cancer	$2,000,000
El-Gabalawy, Hani (Internal Medicine)	CIHR Team Grant: Human Immunology Initiative: Research Teams	Prediction and prevention of rheumatoid arthritis in First Nations People	$1,587,778
Klassen, Terry (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba	Innovative Pediatric Clinical Trials (iPCT)	$180,000
Louis, Deepak (Pediatrics and Child Health)	Research Manitoba	School readiness, its predictors and implications on higher school educational outcomes in preterm neonates born in Manitoba	$75,071
McGavock, Jonathan (Pediatrics and Child Health)	CIHR Planning and Dissemination Grants	Creating a decolonizing urban plan to reduce inequities in chronic diseases among Indigenous people living in urban Winnipeg	$65,000
Nickel, Nathan (Manitoba Centre for Health Policy (MCHP))	Children's Hospital Research Institute of Manitoba	REMAIN - Resilience after Maternal Incarceration: A whole-population administrative data cohort study of children whose mothers experienced incarceration	$60,000
Prehna, Gerd (Microbiology)	Manitoba Medical Service Foundation	Alternative protein targets to understand virulence and create new antimicrobials against group A Streptococcus	$30,000
Rieger, Kendra (Nursing)	CIHR Catalyst Grant: Patient-Oriented Research	Elevating the uses of storytelling approaches within Indigenous health research: A patient-engaged scoping review study involving Indigenous people and settlers	$100,000
Russell, Kelly (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba	ENRRICH: Excellence in neurodevelopmental and rehabilitation research in child health	$35,000
Shooshtari, Shahin (Community Health Sciences)	Mitacs Accelerate	Evidence-informed planning and evaluation of community transitions: Impact on health and quality of life (Phase II)	$150,000

Stobart, Jill (Pharmacy)	Manitoba Medical Service Foundation	Brain mural cell dysfunction and blood flow changes in aging	$25,000
Zahradka, Peter (Physiology & Pathophysiology)	Mitacs Accelerate	A pilot study to examine the effect of pea protein on limiting the loss of muscle mass during weight loss	$110,000
Zeiler, Frederick (Surgery)	National Institutes of Health	Near infrared based cerebrovascular reactivity as a means of monitoring cerebral autoregulation and predicting outcome in moderate-severe traumatic brain injury: A pilot study	$105,996

ADMINISTRATIVE MATTERS

- The Office of Fair Practices and Legal Affairs is providing support to the university community regarding COVID-19:
  - urgent measures, safety and security, border closings, shutdowns;
  - contracts, leases, placements, construction, labour relations;
  - Assessing tools to ensure Privacy compliance for remote work and online examination;
  - Providing direct support re: copyright/ownership issues during the change to online course delivery, and developing best practices for use of protected materials during pandemic;

- The copyright office is preparing guides for changing course delivery from in-person to online and following and participating in the development of best practices for copyright during pandemic in the Canadian Post-Secondary Community.

- The copyright office also is providing advice and guidance around copyright ownership of developed online courses and course materials.

- The Access and Privacy office is assessing online tools that members of the academic community are using to complete delivery of courses for the Winter Term and Summer Session. These tools enable online exam and proctoring, assignment completion, and communication with groups and individual students.

- Consultation and guidance is being provided to the University community to ensure we uphold our obligations to protect the privacy of individuals under privacy legislation.

- The Access and Privacy office is assessing and providing guidelines for online tools that will enable the University community to effectively and securely work remotely during this time. This includes the creation and management of records, ensuring business continuity, and protecting confidential information.

- Pandemic plans have been enacted. Most services continue to be provided and most staff are able to work from home.

- *Sustainability Night:* The third annual Sustainability Night took place on March 4, with 110 people in attendance. There were ten PechaKucha presentations with focus on moving climate knowledge into climate action. Presenters touched on recycling streams, climate and eco-anxiety, community lead food production and general sustainable lifestyles.

- The 2020 UM Sustainability Awards were presented by Terry Duguid, MP Winnipeg South. Categories included undergraduate, graduate, student group and staff awards. The Sustainability Committee selected the winners, based on each of the nominee's contribution and leadership in sustainability activities on campus.

- UM Bookstore has won the Award for Excellence in Store Management for 2019. This award is given out by the ICBA (Independent College Stores Association) and the LSG (The Large Store Group) with a membership of over 230 ICBA and 70 LSG stores in North America.

- As of March 24, 2020, 90% of IST staff are working remotely and on-site personnel is limited to essential services.

- VPN license capacity has increased from 1,250 concurrent connections to a max of 5,000 concurrent connections for 1 year ($100k CDN).

- Phone connection capacity has increased from 200 concurrent to 1,000 on forwarding their phones to their home phones and this action takes up two connections instead of one. Cost TBD.

- Increased Video Conferencing capacity--Working with The Center, which manages teaching and learning requirements, videoconferencing capability has been deployed using services from Cisco(WebEx) and Bluejeans for all administration. For Bluejeans (different licensing model) we have 100 accounts with approximately 25 free.

- A 100% increase in licenses has been ordered for the university's call center application (Interactive Intelligence) that supports IST, HR, Finance and the Registrar's Office to support greater demand for remote working and migration of requests from walkup to voice or chat. This capacity has maxed out previously during high demand situations.

- Staff continue to assist staff as requested with setting up remote work technology.

- A number of IT security measures have been put in place, including a security message on COVID-19 webpage as a reminder to staff to be vigilant against malware/phishing threats and adding an "external message" notification on all email to reduce the probability of successful phishing.

- IST has made Office365 available for all staff and faculty on an as requested basis. Currently, Faculties of Engineering/Architecture/Nursing, the Registrar's Office, NCTR, HR, IST, President's office, VP Admin office, have been deployed.

- Provided access to instructions and training materials for remote working tools.

- The IST Service Desk has been closed to walk up traffic as of end of day March 18th, 2020, but support provided virtually has been extended starting March 12th to run Sat and Sun (0900 to 1600) as well as M-F 0800 to 2000.

- IST has made 125 desktops and 12 laptops available to staff to support remote work. Have allocated all 12 laptops. An additional 25 laptops have been ordered from Dell and will begin to arrive in early April.

EXTERNAL RELATIONS

- On April 2, the University celebrated the success of the Front and Centre campaign and revealed the final total funds raised as $626,260,909. This announcement was made by video by President Barnard and Campaign Chair Paul Soubry, and was shared with approximately 70,000 alumni, faculty and staff via email.

  The video was promoted extensively through UM's social media and news channels, receiving over 11,500 views as of Friday, April 3.

  Media coverage included live interviews with CBC Information Radio and CJOB, and coverage by Global News, CTV and Virgin Radio and Academica. UM secured the Winnipeg Free Press' wrap-around on Saturday, April 4, allowing the University to share the campaign's impact and success with a broader audience, and the op-ed coauthored by President Barnard and Paul Soubry.

  UM Today: The Magazine "Gratitude Issue", highlighting stories of the campaign's impact, will hit mailboxes on the week of April 6.

- External Relations has created a dedicated team that is actively working with areas across UM to support timely decision-making and communications. The strategy has been to direct all communications to UM's central COVID-19 webpage at umanitoba.ca/coronavirus which serves as the primary source for all information required by students, faculty and staff, and visitors.

- New information is being communicated actively to the University community via our news and social media channels, linking back to the UM webpage to access the latest information.

- To date, approximately 120 COVID-19 related messages and stories have been communicated. At March 31, total pageviews for umanitoba.ca/coronavirus were at over 72,000. Significant updates have been made to ensure the site is easy to navigate for users and information will continue to be added as the situation evolves.

- UM Today news stories have drawn significant traffic to the website – over the month of March, there were over 210,000 pageviews, up more than 120% as compared to March 2019. UM as well as its students, faculty and staff members have received extensive media coverage over the last month, being featured in 9,063 news and broadcast stories around the world that mention both University of Manitoba and COVID-19. Dr. Jason Kindrachuk, Assistant Professor of Viral Pathogenesis and Canada Research Chair, has been featured as a top UM expert by various media outlets.

- A communication from President Barnard to alumni and donors launched a COVID-19 Student Support Fund to provide students with access to emergency bursaries and we are actively soliciting donors to support this fund. Within three days of the President's email, 70 donors responded with gifts totalling $124,160. This includes a $100,000 from Chancellor Mahon and her husband Paul. Wawanesa has also committed $50,000 for this fund. Eight faculties have come forward with additional funds and several are reaching out to faculty and staff for donations as well. A solicitation to all previous $500,000+ donors will be going out this week signed by Chancellor Mahon, encouraging them to join her in supporting our students.

- Engagement, activity and collaboration with all levels of government has increased and intensified substantially due to the onset of COVID-19. UM Administration is continuously working in solidarity with our leadership partners at the City of Winnipeg, Province of Manitoba and Government of Canada to find solutions to the complex and diverse challenges we face due to the pandemic while continuing to advance other important priorities of the University.

- Nominations for the 2020 Distinguished Alumni Awards closed on January 17. The selection panel has met to select this year's recipients and we have postponed the announcement date to occur later in the spring. The DAA 2020 Celebration of Excellence event is scheduled for October 1, 2020.

- The 2020 Board of Governors Alumni Representative nominations opened on February 13 and will close on March 16. The election will be held via online voting from April 15 to May 15, with the successful candidate to be announced on May 26.

- Online engagement opportunities for alumni will be announced in the coming weeks including the Seniors' Alumni Learning for Life program which will be delivered as an online lecture series in May and June.

- Migration of content into the new website is ongoing and scheduled to continue until late 2020. Recent migrations include content related to student supports, such as first year student resources, and career services. The Faculty of Agriculture and Food Sciences, Faculty of Architecture and Graduate Studies are also queued to be transitioned over the next few months.

- Work continues on the implementation of UM Intranet, a staff portal, with initial content being available for faculty and staff later this year.

March 18, 2020

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor Robert Biscontri agreed to be the Speaker for the Executive Committee for the April meeting of Senate.

2. Recommendations Arising from the Academic Advisory Sub-Committee of the University of Manitoba Pandemic Planning Committee

On March 16, 2020, Senate delegated its approval authority to the Senate Executive Committee for academic matters arising during the emergency period arising from the COVID-19 pandemic. Senate Executive approved, on behalf of Senate, several recommendations of the Academic Advisory Sub-Committee of the Pandemic Planning Committee, as detailed in item VIII (1)(c) on the May 13, 2020.

3. 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

April 29, 2020

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor Robert Biscontri will be the Speaker for the Executive Committee for the May meeting of Senate.

2. Vacancies on the Senate Committee on Nominations

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (see recommendation below). Senate Executive has made recommendations regarding a number of vacancies for academic staff members.

3. Recommendations Arising from the Academic Advisory Sub-Committee of the University of Manitoba Pandemic Planning Committee

At a Special Meeting of Senate on March 16, 2020, Senate delegated its approval authority to the Senate Executive Committee for academic matters arising during the emergency period arising from the COVID-19 pandemic. Senate Executive approved, on behalf of Senate, two recommendations of the Academic Advisory Sub-Committee of the Pandemic Planning Committee, as detailed in item VIII (1)(c) on the May 13, 2020.

4. Comments of the Executive Committee of Senate

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

Recommendation

The Senate Executive Committee recommends:

THAT the following nominations to the Senate Committee on Nominations, for three term endings beginning in June 1, 2020 and ending May 31, 2023, be approved by Senate:

a) Professor Pam Perkins (re-appointment) representing Arts;

b) Dean Reg Urbanowski (re-appointment, Senator) representing Health Sciences;

c) Professor Robert Biscontri (re-appointment, Senator) representing Management, Law, and Social Work.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

April 16, 2020

Vacancies on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved, without debate, area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Rady Faculty of Health Sciences.

Members of the Senate Committee on Nominations are nominated by the Senate Executive Committee, and elected by Senate.

The current membership is as follows:

Agricultural and Food Sciences & Environment, Earth and Resources	Jitendra Paliwal*	2021
Architecture & Engineering	Witold Kinsner*	2022
Arts	Pam Perkins	2020
Education, Kinesiology and Recreation Management & Extended Education	Steven Passmore*	2021
Health Sciences (2)	Reg Urbanowski* *(l/r for Barbara Shay*)*	2020
	Marie Edwards	2022
Libraries & Student Affairs	Lori Giles-Smith	2022
Management, Law & Social Work	Robert Biscontri*	2020
Music & School of Art	Oliver Botar*	2021
Science	Helen Cameron	2021
Students (2)	Katelyn Casalla*	2020
	Cody Ross	2020

* denotes member of Senate presently or at time of appointment

The terms for Pam Perkins, Reg Urbanowski and Robert Biscontri will end on May 31, 2020. Consequently, replacements are required for the following areas for the term of June 1, 2020 to May 31, 2023:

Arts
Health Sciences
Management, Law & Social Work

Pam Perkins, Reg Urbanowski and Robert Biscontri have all indicated their willingness to stand for re-appointment.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since four of the remaining academic members currently on the Committee are Senators, or were Senators at the time of appointment, at least two of the replacements must be a member of Senate at the time of election to the Senate Committee on Nominations.

The terms of Katelyn Casalla and Cody Ross as student members will end on May 31, 2020. Consequently, student replacements are required for the term of June 1, 2020 to May 31, 2021.

April 29, 2020

Report of the Senate Executive Committee

Preamble

At a Special Meeting of Senate on March 16, 2020, Senate delegated its approval authority to the Senate Executive Committee for academic matters arising during the emergency period arising from the COVID-19 pandemic. Since that meeting, Senate Executive has met a number of times, including on March 18, March 25, April 1, April 8, and April 29, 2020, to approve the following recommendations on behalf of Senate.

Matters approved by Senate Executive on behalf of Senate

Meeting on April 29, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, the Report of the College Executive Council of the College of Pharmacy concerning revised admission requirements for the Doctor of Pharmacy Program; specifically:

- For the Fall 2020 and Fall 2021 intakes:

  A requirement for 60 credit hours of core and elective courses, with no grade less than a "C" by April of the year of application, be amended to allow no more than a single grade of less than a "C," but no lower than a "D;" and, further, that where pass/fail assessment has been accepted and may be the only grade available that pass/fail be acted to meet the subject requirement;

  A requirement for a minimum of two Regular Fall/Winter sessions (September – April) where each Regular Fall/Winter session contains a minimum of 24 new credit hours of university level degree-credit courses, with no grade less than a "C," be amended to allow for no more than a single grade of less than a "C," but no lower than a "D," and the 'W' requirement be suspended for applicants from other academic institutions;

  A requirement for a minimum Adjusted Grade Point Average of 3.5 be amended to a minimum Adjusted Grade Point Average of 3.0.

- For the Fall 2021 intake:

  A requirement for a Critical Skills Essay be reinstated;

  The full time (24 credit hour) academic year requirement be suspending for 2021.

THAT the Senate Executive Committee approve, on behalf of Senate, a proposal from Enrolment Services that the University of Manitoba assess applicants from Nigeria and Ghana using mock examination results, if available, and Senior level grade 12 courses, for fulfilling admission eligibility criteria for admission to University 1 for the Fall 2020, Winter 2021, and Summer 2021 intakes.

Special Meeting on April 8, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, a further extension to the Voluntary Withdrawal deadline to May 10, 2020, for courses taught in the 2020 Winter Term, including spanned courses scheduled over the 2019 Fall – 2020 Winter Terms.

Special Meeting on April 1, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, a revised Academic Schedule for the 2020 Summer Term. (Appendix 1)

That the Senate Executive Committee approve, on behalf of Senate:

> THAT, in addition to allowing students to choose whether or not to include a grade received for any course completed in the 2020 Winter Term in any Grade Point Average Calculation (previously approved, Senate Executive, March 25, 2020), students, with the exception of those enrolled in the Faculty of Law, be allowed to choose whether or not to receive a 'pass' or 'fail' grade instead of a letter grade (for Winter Term or spanned courses ending in April 2020). Credit will be granted for courses for which a 'pass' grade is granted; and
>
> THAT a 'pass' grade will be available only if the original letter grade is 'D' or higher; and
>
> THAT the 'pass' or 'fail' designation would appear on the transcript with a notation indicating the student made this selection owing to the difficult learning situation during the COVID-19 pandemic; and
>
> THAT, in the event a student chooses to receive a 'pass' or 'fail' grade, no letter grade will be retained or associated with the student's performance in the course; and
>
> THAT students will have until May 10, 2020 to declare to the Registrar's Office using a method put into place by that Office, if they choose to exercise an alternative grading option (either pass/fail option or to exclude a course grade from Grade Point Average calculations); and
>
> THAT students' academic transcript as at May 10, 2020 will be used for the purposes of assessing any application for admission to a program at the University starting September 2020, or to determine eligibility to graduate in Spring 2020; and
>
> THAT students who file a grade appeal, in accordance with the Final Examinations and Final Grades procedure, may elect a 'pass' or 'fail' grade categorization within seven (7) days of notification of the conclusion of their grade appeal; and
>
> THAT regardless of any choice made with respect to course grading, students will remain obliged to meet all existing admission, prerequisite, progression, degree, and graduation policies and requirements that may apply to them.

That the Senate Executive Committee approve, on behalf of Senate, THAT alternative approaches to grading for 2020 Winter Term courses, will be restricted to those approved by Senate Executive as of April 1, 2020.

That the Senate Executive Committee approve, on behalf of Senate:

> THAT any failing grade received by a student in the 2020 Winter Term will be automatically excluded from all Grade Point Average calculations; and
>
> THAT such grades will be denoted on the transcript as having been excluded from Grade Point Average calculations; and
>
> THAT, unless otherwise specified, this restriction will not apply to Grade Point Average calculations that are used for admission purposes.

THAT the Senate Executive Committee approve, on behalf of Senate, the waiver of Degree Exit Requirements, including Current CPR Level C and Emergency or Standard First Aid Certification requirements, for students graduating from the degree programs listed below following the 2020 Winter Term:

- Bachelor of Kinesiology
- Bachelor of Kinesiology – Athletic Therapy
- Bachelor of Physical Education
- Bachelor of Recreation Management and Community Development.

THAT the Senate Executive Committee approve, on behalf of Senate, a revised admissions process for the Fall 2020 intake into the Doctor of Pharmacy (Pharm.D.) program; specifically, that the Critical Skills Essay will not be required and eligible applicants will be ranked for selection based on the following:

- Adjusted Grade Point Average (AGPA) weighted at 66 percent;
- Pharmacy College Admissions Test (PCAT®) weighted at 34 percent.

Special Meeting on March 25, 2020

THAT the Senate Executive Committee approve on behalf of Senate:

THAT, for the 2020 Winter Term only, students will have the option to include or exclude a final course grade in calculating their Grade Point Average at the University. This option will apply to all courses using standard letter grades scheduled in the 2020 Winter Term or spanned courses scheduled over the 2019 Fall – 2020 Winter Terms; and

THAT students can opt to exclude a course grade following receipt of the final grade and can elect to do so on a course-by-course basis; and

THAT grades excluded in the calculation of the Grade Point Average will not be used in calculating Grade Point Averages for the purpose of program progression and/or overall graduation Grade Point Average requirements; however, course grades will continue to be used to satisfy prerequisite requirements for entry into other courses and to satisfy any other program requirements; and

THAT grades will show on an official transcript but will be flagged (by an asterisk or something similar) with a notation that the course was excluded in the Grade Point Average calculation due to the COVID-19 response; and

THAT grades, by default, will be included in the Grade Point Average; students must opt to exclude the course and inform the Registrar's Office by May 15, 2020, to ensure that the course is removed from the Grade Point Average calculation; and

THAT Section 2.3 of the *Grade Point Averages* policy, be revised, for final term grades for the 202 Winter Term only, as follows:

Section 2.3. The following rules apply in regards to calculating GPA at the University:

(a) Standard letter grades (A+ to F) will be included in GPA calculations, unless a student opts to exclude a grade, and will be displayed on a Student's Official Record in the Term they were completed.

(b) When a Student repeats a course or takes an equivalent course or mutually

exclusive course (for example, a course that may not be held for credit with the original course), all attempts at that course, with the exception of those courses students opted to have excluded, shall be used in the calculation of the TGPA and CGPA. Whether or not grades for repeated courses are used toward the DGPA will be subject to Faculty policy.

(c) Grades not included in GPA calculations (for example: Pass/Fail, VW, AW) are displayed on a Student's Official Record. This includes any standard letter grades where students opted to exclude in GPA calculations.

(d) Courses completed from another institution by means of a Letter of Permission shall be used in the calculation of CGPA and DGPA, but shall not be used in the calculation of TGPA.

(e) Courses completed by means of Challenge for Credit shall be used in the calculation of CGPA, DGPA, and TGPA.

THAT the Senate Executive Committee approve on behalf of Senate, the extension of:

- the deadline for the Election of Academic and Support Staff to Senate, to be completed and reported to the University Secretary by May 15, 2020; and
- where necessary, appointments of faculty and student members to Senate Committees, whose terms end on May 31, 2020, until such time that the Senate Committee on Nominations is able to make recommendations to Senate for new appointments; and
- incumbent student Senators' terms until such time as a successor is elected, where elections of student Senators have not been held by April 30, 2020.

THAT the Senate Executive Committee approve, on behalf of Senate, that all Juris Doctor (J.D.) courses offered by the Faculty of Law, including (i) spanned courses offered over the 2019 Fall and 2020 Winter Terms, including first-year courses, and (ii) 2020 Winter Term courses, be graded on a mandatory pass-fail basis.

THAT the Senate Executive Committee approve, on behalf of Senate, a four-month extension to the maximum time allowed for the completion of graduate degree requirements for all graduate students.

Special Meeting on March 18, 2020

THAT the Senate Executive Committee approve on behalf of Senate that registration for Summer Term courses (defined as courses offered May – August) be suspended indefinitely.

THAT the Senate Executive Committee approve on behalf of Senate that Duo-lingo be approved as an acceptable test of English Language Proficiency (ELP) for the purposes of applying for admission for the Fall 2020 and Winter 2021 intakes. The proposed minimum acceptable test score is 115 which equates to approximately 7.0 on the IELTS test.

THAT the Senate Executive Committee approve on behalf of Senate that section 2.5 (a) of the Repeated Course Policy be suspended indefinitely.

THAT the Senate Executive Committee approve on behalf of Senate that students not be required to provide medical notes in support of absences from class activities/requirements and

from evaluations including final examinations. Students will be required to self-declare through an email note to an Advisor in the relevant faculty that they will be unable to meet their course obligations. This declaration will be treated as necessary and sufficient for the student to be afforded reasonable accommodation.

THAT the Senate Executive Committee approve on behalf of Senate that no in-person final examinations be held for any courses offered in whole or in part in the Winter 2020 term, and that all assessments be completed by alternative means. Instructors will have the latitude and responsibility to adjust assessments as they deem most suitable and appropriate (e.g., online tests, take-home tests, new assignments, adjusted weightings of completed assessments, etc.) and to communicate these changes promptly to students and unit heads. The current exam period (April 13-25) will be maintained to provide a dedicated period within which online examinations may be scheduled. Faculty offices must consult with the Registrar's Office regarding any intention to offer a scheduled online final examination.

THAT the Senate Executive Committee approve on behalf of Senate that no in-person instruction or assessment for any courses take place until at least September 1, 2020. All instruction will take place by alternate methods until at least September 1, 2020.

THAT the Senate Executive Committee approve on behalf of Senate that summer courses (broadly defined as courses that were scheduled to take place between early May and the end of August) begin no earlier than June 1, 2020 and be completed no later than August 31, 2020. The Registrar's Office will be responsible for determining an academic schedule for this period. At this time, recognized Distance Education (DE designated) courses, already scheduled to commence in early May, are excluded from this recommendation.

THAT Senate Executive cancel the April 1, 2020, meeting of Senate due to a state of emergency at the University related to the COVID-19 pandemic.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Report of the 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 Asper School of Business.

Observations

1. The **Asper School of Business** proposes a new program: Master of Supply Chain Management & Logistics. See attached proposal, reviewers' report and unit response.

   The Master in Supply Chain Management & Logistics (MSCM) is a professional program designed to be a 24–month, course–based degree with built-in flexibility for a part-time option. This professional master's program is a hands-on degree with a heavy practical component, which gives students the skills and knowledge needed to work professionally in supply chain management and logistics fields. Specifically, the primary objective of the MSCM is to prepare students for leadership positions within the broad field of Supply Chain Management and Logistics. Full time students will study and live in Winnipeg for approximately 24 months and take 48 credit hours in course work. This includes 15 prescribed courses (45 credit hours) completed over five academic terms, plus a four-month practicum component (i.e., either a Graduate Co-op Term or an Applied Project – equivalent to three credit hours), where students will apply the knowledge acquired during the program to real-life problems in the context of organizations and supply chains operating in the Province of Manitoba and in other parts of Canada.

   Course Introductions

   SCM 7040 Logistics Management +3
   Logistics Management is the part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements. This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, inventory control, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including RFID and ERP systems.

   SCM 7042 Purchasing and Procurement in Supply Chains +3
   Purchasing and procurement functions are about much more than bringing goods and services into an organization. They are the foundation of strong, collaborative relationships with suppliers. Since many companies source products from around the globe more frequently than ever, a procurement manager needs strong capabilities. These skills cannot just be learned on the job: they need to be taught. As well, the value of procurement is now recognized as an integral part of cost control within the organization. In this course, you'll learn the basics of procurement, including what a supply chain looks like, the purchasing cycle, essential tools and strategies for making the best purchasing relationships work, managing bids, and more.

SCM 7044 Supply Relationship Management +3
Successful Supplier Relationship Management (SRM) needs effective contract and performance management in place for the selected suppliers. Also, a successful SRM programme needs full engagement from the key stakeholders across the business. However, engaging internal stakeholders in SRM activities is challenging and the ability to sell internally and externally is essential. Since maximising the value that is captured from major suppliers delivers significant business benefits, this course covers the approaches needed internally and externally to secure value delivery from suppliers.

SCM 7046 Sustainable Supply Chain Management +3
Sustainability efforts can open many opportunities for businesses— product innovation can lead to first-mover advantage, environmental product differentiation can open new markets, green sourcing and waste reduction can reduce operating cost, etc. At the same time, they can present significant challenges—governments and communities are imposing higher standards on pollution, resource exploitation, etc. This course aims to provide students with an understanding of the sustainability challenges and opportunities facing supply chains today. We will took at some of the factors that are contributing to the adoption of sustainability strategies, such as legislations that are penalizing negative environmental and social impacts, and society's expectations of business in terms of health, human rights, and the environment. The supply chains today cannot be concerned only with creating shareholder value; their performance is also measured in terms of social, environmental and economic impact.

SCM 7048 Advanced Supply Chain Management +3
Advanced Supply Chain Management (ASCM) provides a theoretical basis for multi-disciplinary analysis and improvement of supply chains and networks, focusing especially on supply chain modelling methods to support managerial decision making. Supply chains are often globally interconnected systems with a large variety of complex relationships. This is also affecting the ways in which goods and services are developed, produced, processed and delivered to the market. Prerequisite: MSCI 7140.

SCM 7050 Co-op in Supply Chain Management and Logistics +3
This course aims to provide students with a hands-on experience in Supply Chain Management and Logistics. Students will be placed in positions within organizations operating in the Province of Manitoba and Canada to experience supply chain management and logistics management in practice. A pre-employment training to students without significant work experience in North America may be required. The pre-employment training and placement of students will be performed in coordination with the Asper School of Business Graduate Co-operative Education Program, always striving lo match the interests of the student with the interests of the hosting organization. This course is graded pass/fail.

SCM 7052 Applied Project in Supply Chain Management and Logistics +3
This course aims to provide students with a hands-on experience in Supply Chain Management and Logistics. Students will explore and address real issues in the supply chain and logistics sector in the context of the Province of Manitoba and/or Canada under the supervision of a Faculty Member of the Department of Supply Chain Management, Asper School of Business, and in close connection with the target organization. This course is graded pass/fail.

NET CREDIT HOUR CHANGE +21

Recommendations

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

Asper School of Business

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

January 27, 2020

Report of the Senate Planning and Priorities Committee on a proposal for a Master of Supply Chain Management and Logistics, Asper School of Business

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs. The SPPC is further charged with making recommendations to the President and reporting to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. At its meetings on November 25, 2019 and January 27, 2020, the SPPC considered a proposal from the Department of Supply Chain Management, Asper School of Business, to establish a Master of Supply Chain Management and Logistics (M.S.C.M.).
3. The Faculty Council of Graduate Studies endorsed the proposal at its meeting on October 23, 2019.

Observations:

1. The purpose of the Master of Supply Chain Management and Logistics would be to provide high-quality, ethics-based professional and academic training, to prepare graduates to pursue leadership positions in careers in the field of supply chain management and logistics.
2. The program would prepare graduates for careers in many manufacturing or service industries, including the agricultural, manufacturing, transportation, forestry, mining, and hospitality sectors, as well as public service, infrastructure, and education sectors, and Crown corporations. The proposal describes the ongoing need for graduates with specialized skills in supply chain management and logistics in the province and nationally.
3. The M.S.C.M. would be a two-year program that would require students to complete 48 credit hours of course requirements, including fifteen courses and one four-month practicum component (3 credit hours) that could be completed as either a co-operative education option (SCM 7050 – Co-op in supply chain Management and Logistics) or an applied project (SCM 7052 – Applied Project in Supply Chain Management and Logistics). Students would also be required to complete several pass/fail preparatory math and information technology boot camps and career development workshops (IDM 5120 – Career Development Seminar, MSCI 5110 – Basic Quantitative Analysis for Management, MIS 5120 – Spreadsheet Skills for Management; each 1 auxiliary credit hour) at the start of their program.
4. Establishment of the program would require the introduction of seven courses totaling 21 credit hours, as described in the proposal. Otherwise, the program would make use of existing courses.
5. The maximum seat capacity would be 50 students. Projected enrolment for the first intake would be seven students, with annual enrolment increasing each year until the maximum enrolment target was met in Year 10.

6. The total cost of delivering the program would be $633,315, in Year 4. Revenue to support the program would be derived from the following sources (as of Year 4):
   - tuition and course fees, which would generate $508,213 and $73,725, respectively, assuming an enrolment of 28 students (22 domestic and 6 international);
   - existing resources in the Faculty (salaries and benefits for existing faculty and staff; $48,480);
   - current/prior year's surplus ($2,897).
7. Revenues identified in observation 6 would be allocated to the items indicated below (figures are for Year 4):
   - salary and benefits for new academic staff ($177,426), including 1.0 FTE tenure-track faculty to teach OPM 7120 plus three SCM courses introduced with the M.S.C.M. degree, and 0.25 FTE Sessional Instructors, who would teach two of the SCM course introductions;
   - salary and benefits for existing academic staff ($23,138), including 0.38 FTE Associate or Assistant Professors or Senior Instructors, who teach existing graduate courses currently used in the M.B.A. and/or M.Fin. degrees, that would also be required in the M.S.C.M. program;
   - salary and benefits for new ($26,867) (0.33 FTE) and existing professional and support staff ($25,342) (0.15 FTE);
   - student support ($29,097);
   - operating expenses ($210,416); and
   - administrative overhead ($141,029).
8. The Asper School of Business would not require new resources to fund the program, which would be fully funded by tuition and would be self-financing by Year 6, provided enrolment projections described in the proposal were met. The Asper School would cover any costs associated with launching the program.
9. In terms of teaching resources, there are sufficient spaces in existing courses to accommodate additional enrolment through the proposed M.S.C.M. program, with the exception that the Department would need to offer one additional section of OPM 7120 – Operations and Supply Chain Management. The Department would initially employ Sessional Instructors to teach five of the new courses (excluding the practicum courses SCM 7050, SCM 7052). In Year 3, one new tenure-track faculty position would be hired to teach some of these courses.
10. University Libraries indicated it can support the seven new courses with existing resources. Where a required resource is not held by the Libraries, it can be requested through document delivery or a Librarian will assist in identifying alternative resources.
11. The Asper School of Business has sufficient student services, computer facilities, and physical space to house and offer the program.
12. At SPPC, the Asper School was asked to comment on whether the Department's reliance on Sessional Instructors to teach courses in the program raised concerns, including with respect to more limited academic freedom protections for this group of instructors. Faculty representatives responded that its degree programs were accredited by the Association to Advance Collegiate Schools of Business (AACSB), which restricts the number of non-academically prepared instructors who can teach in the programs.

Programs rely on Sessional Instructors with practical business experience to teach some courses. Typically, individuals hired as Sessional Instructors teach only one course.

13. Some committee members commented on the ten-year time frame for meeting the maximum enrolment target of 50 students and a lack of evidence that the target could be met, given enrolment in Year 1 would be only seven students. The Asper School was confident that enrolment would be at least thirty students.

14. The SPPC suggested that the Asper School consider establishing the program with higher program tuition fees than indicated in the proposal, given current legislation would limit any future increases to a maximum of 5 percent plus CPI. While recognizing the faculty's concern that the fees should be inline with those for its other professional Master's degree programs, the SPPC suggested there was scope to set higher fees on the bases that (i) the M.S.C.M. would be a 24-month program versus the Master of Business Administration and Master of Finance degrees, which are 12- month programs, and (ii) the program tuition fees for the M.S.C.M. offered at York University, which was identified at the meeting as the closest comparator among the three provided in the proposal, are significantly higher.

15. 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 Master of Supply Chain Management and Logistics. The proposal is consistent with (i) the University's mission to create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world; (ii) the University's values, including excellence, innovation, and sustainability; and (iii) the strategic priorities of the Asper School of Business and the University to increase graduate enrolment.

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 Master of Supply Chain Management and Logistics, in the Department of Supply Chain Management, Asper School of Business. 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 David Watt, Chair
Senate Planning and Priorities Committee

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

University of Manitoba | Asper School of Business
Faculty of Management

David Stangeland
Associate Dean Professional Programs
Professor of Finance
472 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone (204) 474-6477
Fax (204) 474-7545

August 21, 2019

MEMORANDUM

To: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

From: David Stangeland, Associate Dean - Professional Programs D. A. Stan

Re: Response to the Reviewers' Report on the Proposed Master of Supply Chain Management & Logistics (MSCM)

I have now received the external reviewers' report on the proposed Master of Supply Chain Management & Logistics (MSCM) program. We are very pleased with the strong support expressed in the report for the program and the proposed launch date of September 2020. Since the reviewers' report suggests "optional minor recommendations", minor changes were made to the proposal, as follows:

1. We have placed an introductory course in SCM in the first semester (OPM7120). Although this course is named as "OPM", it is fundamentally a SCM course that fulfills the need for an introductory course in the first semester.
2. We have adopted the terminology "Graduate Co-op" in the MSCM proposal to align it with the reviewers' suggestion.

The following considerations and planned actions address the recommendations made by the external reviewers:

1. As per our original discussion, a simulation in SCM and Logistics is planned for the course OPM7300 - Recent Development in Supply Chain Management (3 credit hours), which will work as a capstone course where students consolidate and apply knowledge acquired during the entire program.
2. We have maintained the schedule of SCM7050 (Co-op) in year 2, after further discussions with the Director of the Career Development Centre. This is because of two main reasons: first, students in the first year would not be as well prepared to take a high-level co-op as in their second year (especially international students), which might affect significantly the reputation of the program. Second, since both SCM7050 (Co-op) and SCM7052 (Applied Project) need to happen simultaneously to increase consistency between these two streams, the proposed change will for the Applied Project to be moved to the first year as well. However, as students will require a more solid understanding of the MSCM program to perform well on their Applied Project, this change would significantly impact negatively the SCM7052 (Applied Project) stream.
3. We have maintained a conservative program intake, and we do not believe that enrollment will be far bigger than the forecasted number. However, we are prepared in terms of both infrastructure and

human capital for enrollment that exceeds the forecast. As per the budget details, the recruitment effort will be based on "student recruitment" efforts such as participation in Graduate Program Fairs and presentations nationally and abroad (i.e., $30,000 in year 1; then $50,000/annum), and "advertisement and Promotion" such as ad campaigns in newspapers, industry magazines and social media sites (i.e., $20,000 in year 1; then $50,000/annum).

4. The admissions criteria for MSCM is aligned with current Asper Graduate Programs (e.g., MFin), which brings consistency to our current and future Graduate Programs. The Asper School of Business has gone through an important learning curve with the launch of MFin, which has been helping us in the launch of MSCM. Therefore, we are confident the proposed admission criteria and the expected student diversity (e.g., origin, age and experience) will not bring any negative impact to the learning experience. On the contrary, we believe it will provide a rich and fruitful learning experience to the students enrolled in the MSCM program, allowing students from different Graduate Programs at Asper School of Business to continue to blend satisfactorily through shared courses, case competitions and joint social events.
5. We envision the MSCM providing human capacity and critical mass for the supply chain and logistics industries not only in the Province of Manitoba, but also nationally and globally. The strong performance of our MBA and MFin alumni allows us to envision a similar success rate with 83% of the students being employed 3 months after graduation (78% in Winnipeg and 93% in Canada) with an average salary increase of 43% after graduation (data from 2018 cohort).
6. The Professional Graduate Programs Committee will perform annual review of all courses in the graduate programs offered by Asper School of Business to assure consistency, minimize overlaps and assurance of learning.
7. Given the strong support of this program from the industry and practitioners (as evidenced by the number and quality of the supporting letters), we plan to put together an industry advisory board, in conjunction with The Associates, which has been instrumental to the strong connection that the Asper School of Business maintains with the local industry.
8. The original MSCM budget indicates that 5% of the total tuition revenue allocated to the Faculty will be reverted to scholarships and bursaries. As the enrollment and revenue grow, the MSCM program will be able to strengthen the scholarships and bursaries available for MSCM students (please see the proposed budget).

We are very excited about the opportunity to start this new program. Please let me know if there is any further information I can provide so that we remain on track for the goal of launching the proposed program in September of 2020.



UNIVERSITY OF MANITOBA | Asper School of Business
Faculty of Management

Gady Jacoby
Dean and CPA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone (204) 474-9209
Fax (204) 474-7545
www.umanitoba.ca/asper

December 4, 2018

MEMORANDUM

To: Dr. Todd Mondor, Dean, Faculty of Graduate Studies

From: Gady Jacoby, Dean and CPA Manitoba Chair in Business Leadership

Re: Subject: Master in Supply Chain Management and Logistics

Enclosed please find a proposal to establish the new Master in Supply Chain Management and Logistics (MSCM) at the Asper School of Business. This program builds on already established strengths within the Asper School of Business and will provide a new graduate degree that is in high demand (evidenced by the robust support this program has from firms, industry associations and student bodies – please see letters of support attached) in this Province, Canada and throughout the world. This professional program will enhance the School's profile locally, nationally and internationally, and has the potential to raise significant revenue for the University of Manitoba and the Asper School of Business.

The two-year Master in Supply Chain Management and Logistics (MSCM) is a specialized professional course-based program designed to offer a unique hands-on practicum component and built-in flexibility for a part-time option. The program consists of 45 credit hours of course work plus a four-month practicum component (i.e., either the Co-op option or the Applied Project option), which is equivalent to 3 credit hours (i.e., 48 credit hours in total). Details are outlined in the attached program proposal. The MSCM aims to provide the skills and knowledge for graduates to work professionally and take leadership positions within the broad field of supply chain management and logistics.

The introduction of this new graduate program fits with both the Asper School's and the University of Manitoba's strategic objectives to increase the number of graduate students. As a professional program, similar to the MBA and our new MFin program, the Master in Supply Chain Management and Logistics is expected to be self-financing. Existing resources within the School will cover any

initial costs for the program (as per estimated budget attached). Hence, we are not asking for any external funding to launch the new program.

A number of courses within the program are already regularly offered each year in the MBA program and will be jointly delivered in this program, thereby reducing implementation costs and building on potential synergies. Besides the practicum component (Co-op and Applied Project), the five new course offerings will be initially taught by industry expert sessional instructors, who will be replaced by a new tenure-track Faculty Member (in Year 3), position fully funded by student tuition. The MSCM will require staff support and funds for marketing. We envision that the tuition revenue will cover any expenses incurred to implement and run the program.

Attached, please find the program proposal, eleven letters of support from logistics, supply chain and manufacturing firms, industry associations and student bodies as well as the new course and practicum component introductions. Dr. David Stangeland, Associate Dean (Professional Programs) at the Asper School will be overseeing the progress of this program through your approval process and will eventually oversee the program once it is established. Please communicate with Dr. Stangeland along the way as needed.

Enclosure

Application

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Education and Training

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 MAITOBA**

Applicable faculties/department with responsibility for the program: **Asper School of Business / Department of Supply Chain Management**

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

Program name: **Master in Supply Chain Management and Logistics**

Credential awarded: **Master in Supply Chain Management and Logistics**

Funding request: **N/A**

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: **Time duration of the approval process**

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

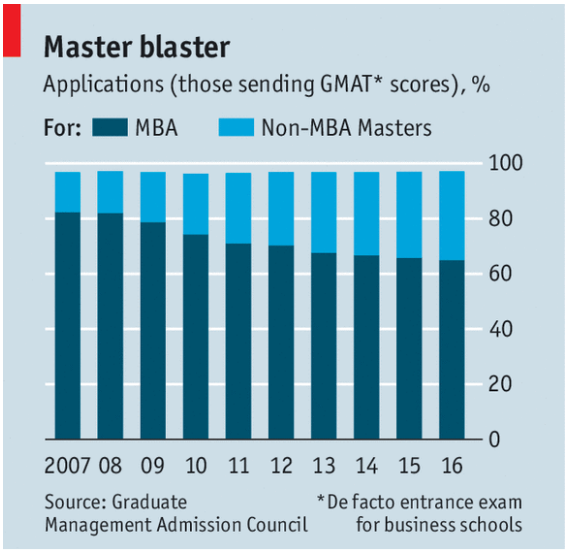
Gady Jacoby
Dean and CPA Manitoba Chair in Business Leadership, I.H. Asper School of Business
314 Drake Centre, 181 Freedman Crescent, Winnipeg, Manitoba, Canada R3T 5V4
Office: 204.474.9209; Mobile: 204.298.9567; Fax: 204.474.7545
Email: Gady.Jacoby@umanitoba.ca

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

The Master in Supply Chain Management & Logistics (MSCM) is a professional program designed to be a 24–month, course–based Degree with built-in flexibility for a part-time option. This professional master program is a hands-on Degree with a heavy practical component, which gives students the skills and knowledge needed to work professionally in supply chain management and logistics fields. Specifically, the primary objective of the MSCM is to prepare students for leadership positions within the broad field of Supply Chain Management and Logistics. Full time students will study and live in Winnipeg for approximately 24 months and take 48 credit-hours in course work. This includes 15 prescribed courses (45 credit hours) completed over five academic terms, plus a four-month practicum component (i.e., either a Graduate Co-op Term or an Applied Project – equivalent to three credit hours), where students will apply the knowledge acquired during the program to real-life problems in the context of organizations and supply chains operating in the Province of Manitoba and in other parts of Canada.

A supply chain is a sequence of value-adding activities performed by manufacturing and service firms that range from sourcing the most basic raw materials from suppliers to delivering goods/services to the final consumer, including post-sale service activities. Due to high levels of complexity and uncertainty, effectively managing the supply chain and logistics represents a central issue for all levels of management in all types of industries. As supply chains increase their reach and complexity, the demand for professionals with the capabilities and skills to manage them will continue to increase domestically and internationally. There is currently strong demand for focused graduate programs in the Province, where students can specialize in their (current or intended) professional area. This trend is also observed globally, where specialized professional master degrees represent a cost-effective practice-based alternative to more general management programs such as the traditional MBA (Figure 1).



According to the Graduate Management Admission Council (GMAC), in its 2017 Application Trends Survey Report, overall, 67% of the specialized professional masters in Canada reported growth in applications. According to Michelle Sparkman-Renz, GMAC's director of research communications, business schools are increasingly expanding their professional master

program offerings to hot emerging fields, such as data analytics, information technology and supply chain management (Bloomberg, 2012).

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 program will require 24 months of full-time study to be completed. To complete the MSCM degree, students must successfully take 15 prescribed courses (45 credit hours) plus a practicum component, which can be either a four-month optional Graduate Co-op placement or an Applied Project (both equivalent to a three credit-hour course).

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:

The aim of the MSCM program is to provide high-quality ethics-based professional and academic training, thus helping students successfully prepare to pursue careers in the supply chain management and logistic related industries. The program will deliver supply chain management and logistics education and advanced professional skills while guiding students in developing their understanding of and appreciation for the application of ethics, sustainability and professional practices in supply chains. The 24-month professional graduate-degree program will prepare students with or without significant prior background in supply chain management and logistics for a position in the industry.

An important aspect of the MSCM program is that it is cross-sectoral and prepares students for any manufacturing or service industry relevant to the Province of Manitoba, and to Canada or internationally. Graduates of the program will be qualified to pursue job opportunities in multiple industries for which supply chain management and logistics are relevant areas, including Agriculture, Manufacturing, Transportation, Forestry, Mining, Hospitality (accommodation and food services) and in Government-based organizations and public services such as Regional Health Authority, Infrastructure, Education as well as Crown Corporations (e.g., Manitoba Hydro, Manitoba Housing and Manitoba Liquor and Lotteries Corporation).

Graduates of MSCM program will be highly skilled professionals with a strong awareness of and adherence to the ethical/sustainability standards and practices of the supply chain management and logistics field. In terms of learning outcomes, graduates of the program will:

- have demonstrated knowledge of methods and techniques for supply chain and logistics management;
- have the ability to assess supply chain and logistics risks and develop proper strategies for mitigating these risks;
- have the knowledge required to assess and develop an appropriate purchasing plan;
- have the ability to facilitate decision making based on sound quantitative modeling;
- have the ability to determine whether supply chain and logistics practices create value;
- apply sustainability values consistent with the financial, environmental and social dimensions;
- have the capability to engage in applied supply chain management and logistics research; and
- have the ability to communicate effectively in a professional setting, both orally and in writing.

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

A well-trained professional workforce in the supply chain and logistics sector is a critical ingredient of a healthy sustainable economy, provincially and nationally. The past two decades marked a surge in the demand for supply chain and logistics professionals with specialized skills due to heightened purchasing, operations, logistics, transportation and global supply chain complexities. The MSCM program will train students who will help satisfy the current demand for such professionals within Manitoba and Canada. Initially the MSCM will be offered only in Winnipeg, but we consider exploring the possibility of offering the MSCM outside Winnipeg and Canada in the long run.

Nationally, according to the Canadian Supply Chain Sector Council, the supply chain and logistics sector employs about 800,000 workers and has added an annual average of 13,681 new jobs between 2006 and 2014. As the continuation of growth in new jobs in the sector is anticipated, the sector is expected to face a vacancy rate of more than 80,000 jobs a year in the next few years due to retirements and turnover (SCMA, 2018).

Provincially, Manitoba has a strong base and demand for the proposed program. Located in the centre of North America, Manitoba has been a continental hub for transportation and logistics with over 4,300 businesses and 40,000 workers directly employed in the transportation and logistics sector (Province of Manitoba, 2018). This workforce covers CentrePort Canada, North America's new 20,000 acre inland port, over 1,000 for-hire trucking companies (including six of Canada's largest trucking companies), Canada's number one airport for scheduled freighter flights (James Armstrong Richardson International Airport) and rail access to North America's only arctic seaport at the Port of Churchill in northern Manitoba (Province of Manitoba, 2018).

B-4 Mode of Delivery

B-4.1 Provide the total program length through **<u>one</u>** of the following measures:

48 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)*

Three preparatory boot camps and workshop series will help students to develop the necessary skills to succeed in the MSCM program and in the business world. Challenge exam option is available for the two boot camps (i.e., Math and IT). This auxiliary work is currently available to other ongoing Asper School of Business graduate programs, such as MBA and MFin. These are:

- Math Boot Camp: online number crunching primer (challenge exam option available)
- Information Technology Boot Camp: online course that provides students with the basics of common productivity software packages used in the business world, with particular focus on Excel (challenge exam option available)
- Career Development Workshops: this series of workshops will help students to develop the "soft skills" they need to position and advance their careers, such as business etiquette, networking, resume-building and behaviour-based interview skills

Required courses:

Students of the MSCM program should take three courses on average (9 credit hours in total) in each academic term to complete the program in 24 months. Out of the fifteen prescribed courses, ten of them already exist and are being offered on an ongoing basis by Asper School of Business. Five new courses will be developed. A typical MSCM progression of courses from start to completion can be observed as follows:

Fall 1:
1 - GMGT7220 - Managing People in Organizations (3 credit hours)
2 - OPM 7120 - Operations and Supply Chain Management (3 credit hours)
3 - IDM7120 - Executive Leadership and Responsibilities (3 credit hours)

Winter 1:
4 - MSCI 7140 - Quantitative Analysis (3 credit hours)
5 - OPM 7300 - Business Processes Management (3 credit hours)
6 - OPM 7170 - Project Management (3 credit hours)

Summer 1:
7 - GMGT7350 - Negotiations (3 credit hours)8 - OPM 7300 - Global Transportation Principals (3 credit hours)
9 - OPM 7180 - Sustainable Lean Management (3 credit hours)

Fall 2:
10 - SCM 7040 - Logistics Management (3 credit hours) - NEW
11 - SCM 7042 - Purchasing and Procurement in Supply Chains (3 credit hours) - NEW
12 - SCM 7044 - Supply Relationship Management (3 credit hours) - NEW

Winter 2:
13 – OPM 7300 - Recent Development in Supply Chain Management (3 credit hours)
14 - SCM 7046 - Sustainable Supply Chain Management (3 credit hours) – NEW
15 - SCM 7048 - Advanced Supply Chain Management (3 credit hours) – NEW

Summer 2 or Fall 3 - practicum component (depending on Graduate Co-op placement availability):
16A - SCM 7050 - Co-op in Supply Chain Management and Logistics (3 credit hours) **OR**
16B - SCM 7052 - Applied Project in Supply Chain Management and Logistics (3 credit hours)

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)].

The table below provides an overview of suggested progression through the program based on a full-time student option.

YEAR 1	YEAR 2
- GMGT7220: Managing People in Organizations (3 cr. hrs) - OPM 7120: Op. & Supply Chain Management (3 cr. hrs) - IDM7120: Executive Leadership & Responsib. (3 cr. hrs) - MSCI 7140: Quantitative Analysis (3 cr. hrs) - OPM 7300: Business Processes Management (3 cr. hrs) - OPM 7170: Project Management (3 cr. hrs) - GMGT7350: Negotiations (3 cr. hrs) - OPM 7300: Global Transportation Principal (3 cr. hrs) - OPM 7180: Sustainable Lean Management (3 cr. hrs)	- SCM 7040: Logistics Management (3 cr. hrs) - SCM 7042 - Purchasing and Procurement in SC (3 cr. hrs) - SCM 7044 - Supply Relationship Management (3 cr. hrs) - OPM 7300: Recent Development in SCM (3 cr. hrs) - SCM 7046: Sustainable SCM (3 cr. hrs) - SCM 7048 - Advanced SCM (3 cr. hrs) - SCM 7050: Co-op in SCM & Logistics (3 cr. hrs) **OR** - SCM 7052: Applied Project in SCM & Logistics (3 cr. hrs)
<list electives or number of hours of electives> N/A	
TOTAL CR. HRS: 27	TOTAL CR. HRS: 21

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

Yes. The MSCM Degree may be taken on a part-time basis, which can take up to 4 years to complete.

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

The program is designed with a built-in four-month practicum component that can be either a Graduate Co-op option or an Applied Project Option. In the Graduate Co-op option (i.e., SCM 7050 - Co-op in SCM and Logistics), students will work in logistics and supply chain management positions with organizations operating in Manitoba and Canada. Some pre-employment training for students without significant work experience in North America may be required and will be offered through career development workshops delivered by the Asper School of Business Career Development Centre staff. Working students may do their Graduate Co-op by tackling a supply chain/logistic problem in the context of their current employer. The pre-employment training and placement of students will be performed in coordination with the Asper School of Business Graduate Co-operative Education Program, striving to match the interests of the student with the interests of the hosting company.

Students who choose not to pursue a Graduate Co-op opportunity will have the option to develop an Applied Project (SCM 7052 - Applied Project in SCM and Logistics), where they will explore and address real issues in the supply chain and logistics sector in the context of Manitoba and/or Canada under the supervision of a Faculty Member in the Department of Supply Chain Management, Asper School of Business, and in close connection with the target organization.

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 7 students

B-8.2 Maximum seat capacity *(Defined as first-year enrolment capacity)*: 50 students

B-8.3 Anticipated date of maturity: Year 10

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	7	11	13	15	20
Graduates			7	11	13

SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE

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

This program aligns closely with the strategic plans of the Asper School of Business and the University of Manitoba as it represents an opportunity "to educate innovative business leaders who will contribute ethically to the social and economic well-being of Manitoba, Canada and the world" (Asper School of Business's Mission) and at the same time to contribute "to the cultural, social and economic well-being of the people of Manitoba, Canada and the world" (University of Manitoba's Mission). It also strongly resonates a set of key values and ideals that guide both the University's and the School's activities such as *excellence* in teaching and education, continuous *innovation* in an ever-changing global environment, *community* values, and *sustainability* that encompasses a welcoming and respectful environment that values diversity in all its forms. In addition, this initiative aligns with the University's Strategic Priorities such as "understanding and communicating information" that is relevant to this Province and focus on providing the sustainable systems and tools for "resilient communities".

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:

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

UM Graduate Programs:

Decision-Making Body	Date of Approval
APC (*preliminary review*)	_____
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:

We have consulted with numerous organizations outside the University of Manitoba, including multiple member-companies of The Associates – Asper School of Business, a unique group of top business leaders from 275 companies operating in the Province of Manitoba who share the Asper School of Business' commitment to excellence in business education. We also consulted with industry bodies and associations (please letters of support attached). The MSCM program has the formal support of the following firms and organizations:

Bison Transport - Bison Transport was incorporated in 1969 and is one of the largest carriers in Canada today, serving Canada and 48 nearby states. As a high-service, dependable and value-creating supply-chain partner, Bison Transport offers full truckload service, full-service logistics, dedicated fleet operations, yard management, and warehousing and distribution with over 1,700 tractors and approximately 2,900 employees.

New Flyer Industries - NFI Group Inc. is North America's largest bus manufacturer specializing in the manufacturing of heavy-duty transit buses and motorcoaches and the distribution of aftermarket parts. Its headquarters are in Winnipeg, Manitoba, with manufacturing, distribution and service centers in both Canada and the United States.

Gardewine - Gardewine Group Inc. has been in business for over 50 years and with over 700 trucks and over 1,500 trailers, it is comprised of 5 distinct transportation divisions: Gardewine North (general and perishable van freight), Northern Cartage (contractual work for Grocery and Retail companies), Northern Bulk (wood chips and iron ore) Northern Deck (flatbed freight) and Northern Logistics (3rd Party Logistics service), which working together or individually provide a comprehensive range of transportation services.

CentrePort - CentrePort Canada is North America’s largest inland port, offering 20,000 acres of high-quality, affordable industrial land and unique access to tri-modal transportation, including three Class I railways (Canadian National, Canadian Pacific, and BNSF Railway), a 24/7 global air cargo airport and an international trucking hub.

Magellan Aerospace - Magellan Aerospace is a global, integrated aerospace company that provides complex assemblies and systems solutions to aircraft and engine manufacturers, and defence and space agencies worldwide. In Winnipeg, Magellan Aerospace manufactures and engineers complex aeroengine components and assemblies, such as advanced carbon fibre composite assemblies, and proprietary products; including small satellite buses, propulsion products, and the Wire Strike Protection System (WSPS™), and offers component repair and overhaul services.

Price Industries - Price is a privately held family manufacturing and service company with a deep heritage and commitment to innovation and service. It is the market leader in supplying air distribution, critical controls, and noise control products. Founded in 1946, its long-standing vision, traditional values, and the service excellence are the cornerstones of its leadership position in the non-residential air distribution industry.

Princess Auto - Princess Auto is a manufacturing and service family-owned company founded in 1942, currently employing over 2,500 workers and headquartered in Winnipeg, Manitoba. It serves customers through 46 stores coast-to-coast, a National Call Centre, and online store. Princess Auto offers a vast assortment of hand tools, the largest air tool assortment nationwide, power tools, precision and specialty tools, compressors, welders, metal fabrication equipment, and safety equipment.

APICS - APICS was founded in 1957 and is the leading association for supply chain management and a not-for-profit international education organization, offering certification programs, training tools and networking opportunities to increase workplace performance. It is the leading provider of supply chain, logistics and operations management research, publications, and education and certification programs.

SCMA - The Supply Chain Management Association (SCMA) is Canada’s largest association for supply chain management professionals. It represents 7,500 members as well as the wider profession working in roles that cover sourcing, procurement, logistics, inventory, and contract management across the country. SCMA sets the standards for excellence and ethics, and is the principal source of professional development and accreditation in supply chain management in Canada.

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.

We consulted with all the faculty members within the Department of Supply Chain Management (multiple departmentally-wide consultations during Department Meetings that happen once a month). We also conducted consultations widely with the Asper School of Business community through multiple Faculty Council meetings (held once a month), including the heads and faculty members of all Departments within the School, the Head of the Albert D. Cohen Management Library as well as the leadership management team from the Dean's Office (i.e., the Dean, Associate Deans, Business Manager, Budget Officer, Co-op Director). Outside the Asper School of Business, we consulted with Office of the Provost & Vice-President Academic (i.e., Cassandra Davidson), Faculty of Graduate Studies (i.e., Todd Mondor), President's Office Financial Officer (i.e., Chester Wojciechowski) and Registrar's Office (i.e., Neil Marnoch).

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

There is demand for such a program in Manitoba and industry professionals and current students (undergraduate and graduate) often ask about the possibility to have a more applied supply chain management graduate program in our School. Apart from that, monthly meetings in the Department of Supply Chain Management have been held to discuss the design and aims of this program as well as monthly Faculty Council meetings have been a great opportunity to discuss the MSCM program faculty-wide in a monthly basis. The MSCM program conducted consultations with multiple student bodies, and formal letters of support are in place for the most relevant ones to this proposal, as below:

UMSCO - The University of Manitoba Supply Chain Organization (UMSCO) provides information, resources, and networking opportunities to those majoring in Logistics & Supply Chain Management and to individuals interested in the field. Its goal is to help bridge the connection between companies and students looking for career options within the supply chain and logistics fields.
CSA - The Commerce Students Association at Asper School of Business (CSA) serves as a link between the Asper School of Business' student body, the faculty of the I.H. Asper School of Business, and members of the business community. It offers networking events, services and other opportunities for business student and continuously engage with them to enhance their Asper School of Business Bachelor of Commerce degree experience.

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.

Outside the UofM, no other similar program exists within the Province of Manitoba.

Internally, unlike the 60-credit hour Asper School of Business' MBA program, which is very broad and covers different general areas, the proposed Master in Supply Chain Management and Logistics (MSCM) program is a highly-focused 48-credit hour (24-month) program offering a unique opportunity for candidates seeking to start or enhance their careers in the supply chain, logistics and related industries. The program will combine academic rigor and real-world relevance.

While the Asper School of Business' MBA is designed to help managers run a business, the MSCM program will focus on the study and practice of supply chain and logistics management. Hence, the curriculum of the proposed program is not as broad as that of the Asper School of Business' MBA. As such, the MSCM is a strong complement to the MBA program. The proposed MSCM program is also very different from the existing two-year M.Sc. in Management (Supply Chain

Management concentration) program, which is essentially a pre-Ph.D. program preparing students for advanced academic research in Supply Chain Management.

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

There is a great opportunity for students finalizing their BComm at University of Manitoba or BBA at University of Winnipeg to pursue their higher degree in supply chain management and logistics. Also, there is an opportunity to partner with industry associations such as the Supply Chain Management Association in Manitoba (SCMA-MB), the American Production and Inventory Control Society of Manitoba (APICS-MB), Canadian Manufacturers and Exporters (CME) and the Canadian Institute of Traffic and Transportation (CITT) to promote the program to their members and give the opportunity to MSCM graduates to pursue their Designation Program within these organizations through credit transfer.

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 currently only three professional Masters on the subject in Canada, two in Ontario and one in Quebec: the "Master of Supply Chain Management" at Concordia University, the "Master of Management - Logistics and Supply Chain Management" at University of Windsor and the recently launched "Master of Supply Chain Management" at York University (please see table below). Although the University of Windsor's Master has a specialization opportunity in Supply Chain Management (SCM), it is in reality a generalist Master of Management program where most of the courses are related to general business/management disciplines (like MBA programs that offer a SCM specialization). Unlike these three programs, the proposed MSCM Degree combines a highly specialized approach in nature with a strong built-in four-month practicum component, designed for those interested in pursuing or enhancing their management careers where supply chain management and logistics are core areas of knowledge.

Programs	University	Duration / Credits (full-time)	Co-op	Tuition & Fees*
Master of Supply Chain Management	Concordia University	16 months / 45 credits (30 credits from courses and 15 from seminars)	No	Dom: $ 13,589‡ Int: $ 37,777
Master of Management - Logistics and Supply Chain Management	University of Windsor	16 months / 39 credits	No	Dom: $ 32,000 Int: $ 32,000
Master of Supply Chain Management	York University	8-12 months / 39 credits	No	Dom: $ 59,800 Int: $ 76,400

*Information extracted from the Programs' websites on June 14th, 2018. These are:
https://www.concordia.ca/jmsb/programs/graduate/master-supply-chain-management.html
http://www.uwindsor.ca/professional/425/master-management-logistics-and-supply-chain-management
http://schulich.yorku.ca/programs/mscm/

‡Domestic tuition in Quebec is significantly lower than the rest of Canada (including Manitoba). This includes "expensive" programs such as MBA (for example, Concordia MBA domestic tuition is $13,300 while Asper School of Business' MBA domestic tuition is $31,863).

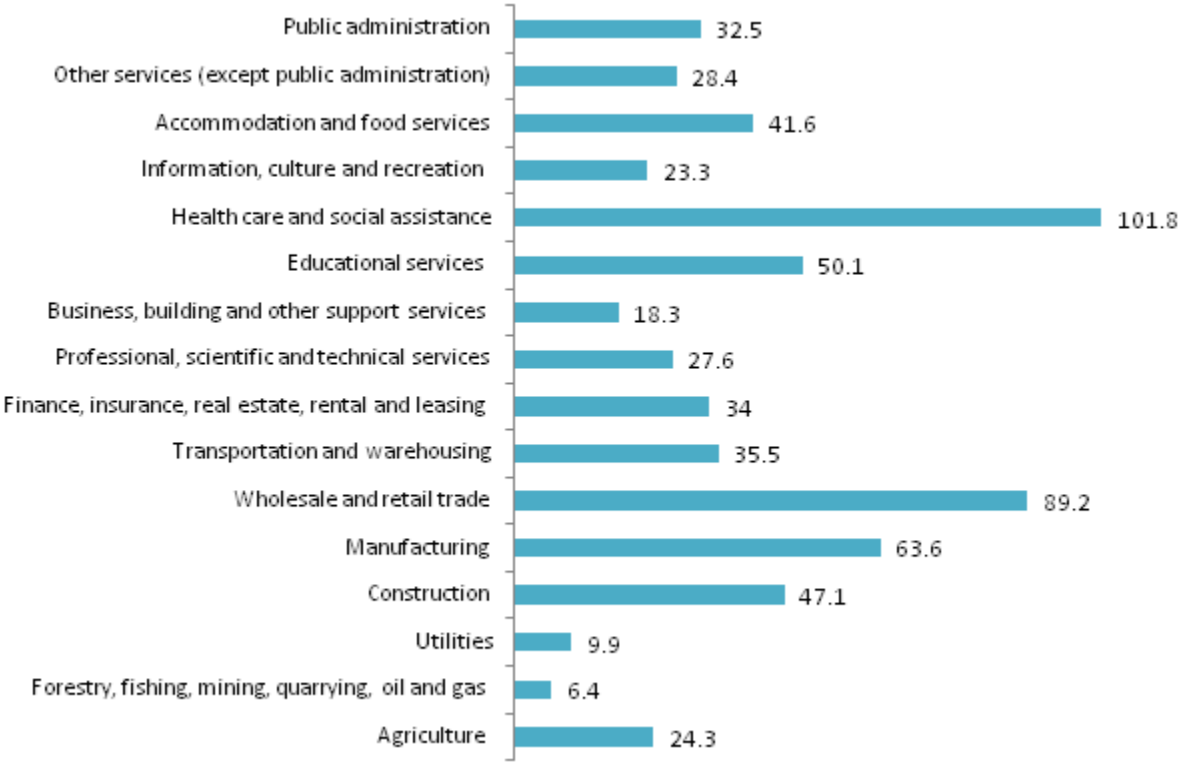
C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

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.)

Apart from the core sector, Manitoba has a diverse and vibrant economy and is home for key industries as can be observed in Figure 2. Graduates of the MSCM program will serve the economic needs of the Province by designing and managing supply chains and logistics operations more efficiently, effectively and sustainably. The MSCM graduates will fulfil the Provincial needs for such professionals in its key economic activities. These economic activities include not only the Transportation and Warehousing industry, but also less obvious sectors such as public and private service operations, health and social assistance, wholesale and retail trade, educational services, and construction.



Source: Statistics Canada, CANSIM table 282-0125

In addition to the demand of established industrial sectors in Manitoba, the MSCM program will also help to address the demand for skilled supply chain and logistics professionals for start-ups and young ventures for which these areas are relevant, helping to fulfill the mandate to boost entrepreneurship in the Province of Manitoba and create a continuing growth cycle for the Province's economy.

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:

N/A

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:

No pilot funding is being requested as the MSCM will be a financially sustainable self-funded program.

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

No ongoing funding is being requested as the MSCM will be a financially sustainable self-funded program.

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

The MSCM will be fully funded by student tuition. Therefore, this program is sustainable from the financial stand-point and is likely to generate additional revenue stream for the Department, Faculty and University.

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.)*

No external sources of funding will be used to support the MSCM program rather than student tuition.

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?

The MSCM will significantly rely on existing courses currently being offered by the School. For example, out of fifteen courses, ten existing courses will be offered to the MSCM students. For those courses there are sufficient number of seats available to accommodate the MSCM students (except OPM7120 that will require a new section). Five new courses will be developed. At the start-up phase these courses will be delivered by sessional instructors including industry professionals on a contract basis. One full-time faculty will be hired in Year 3 to cover for part of the new courses with the remaining courses being taught by sessional instructors (in Year 3 and beyond). The placement of students for the Graduate Co-op Option will be supported by the Asper School of Business Graduate Co-operative Education Program.

As the budget for this program will be entirely funded from student tuition, we envision no budget implications for the School or the University. The current School capacity in terms of IT, library, computer labs, physical space and student services can accommodate a cohort of 50 additional students per year. Although there are some incremental costs for its implementation, the MSCM will be fully funded by student tuition and will be sustainable from the financial stand-point.

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.*

The proposed MSCM is a self-financing program, thus tuition revenues generated are expected to cover incremental costs. Although, by and large, the program heavily relies on existing graduate course offerings, there remains a need for a new tenure-track faculty position to teach some of the new course offerings. One existing graduate program support staff will be partly allocated (15%) to manage the admission process as well as provide academic advising (as students will not have a faculty advisor), registration, award processing, statistical analysis and reporting, and graduation processing (among other duties). There is also a need to hire a full-time professional to support the Graduate Co-op program placement. This new position will be shared with the other two existing graduate programs (MBA and MFIN - 33.3% each). Financial resources will also be required for student recruitment, advertising, student professional support (career development), professional accreditation, and tuition support (scholarships and bursaries).

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 - hire one sessional instructor (0.125 FTE or 1/8 FTE) to teach one additional session of OPM7120 for the MSCM students – there is a sufficient number of seats in all other existing courses required in the MSCM to accommodate the MSCM students
- hire one full-time professional to support the Graduate Co-op program placement (equally shared with MFIN and MBA, i.e., 33.3% each)
- allocate 15% of the time of one existing graduate program support staff to manage the program

Year 2 - hire six sessional instructors (0.750 FTE or 6/8 FTE) to teach five new courses and one additional section of OPM7120

Year 3 - hire a new tenure-track faculty position in the area of Supply Chain Management/Logistics to cover for four MSCM courses (to replace 4 sessional instructors hired in Year 2), i.e., OPM7120 + 3 new courses
- hire two sessional instructors (0.250 FTE or 2/8 FTE) to teach two new courses

Year 4 - hire two sessional instructors (0.250 FTE or 2/8 FTE) to teach two new courses

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

None.

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:

No capital funding is being requested as the MSCM will be a financially sustainable self-funded program.

SECTION E– TUITION

E-1 What are the proposed tuition fees?

- Program Tuition Fees: $27,500, paid 50% in Year 1 and 50% in Year 2 of the Program.
- After the first two years, continuing fees will be assessed every year thereafter until completion
- International students admitted to the MSCM will be assessed Standard International Student Differential Fee, as per University of Manitoba regulations (i.e., $5,954 per year).

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 proposed tuition fee for the MSCM is in line with the three similar existing programs in Canada (as per the Table below). However, none of them offer four-month practicum component (optional as either a Graduate Co-op option or an Applied Project option), which is extremely valuable for both domestic and international students. Also, the proposed tuition fee is aligned with some of Asper School of Business' existing graduate programs such as the MBA ($31,863 and $43,592 for domestic and international students respectively) and the MFIN ($27,271 and $32,771 for domestic and international students respectively).

Programs	University	Duration / Credits (full-time)	Co-op	Tuition & Fees*
Master of Supply Chain Management	Concordia University	16 months / 45 credits (30 credits from courses and 15 from seminars)	No	Dom: $ 13,589 Int: $ 37,777
Master of Management - Logistics and Supply Chain Management	University of Windsor	16 months / 39 credits	No	$ 32,000
Master of Supply Chain Management	York University	8-12 months / 39 credits	No	Dom: $ 59,800 Int: $ 76,400

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?

In addition to the tuition fee listed above, admitted students will pay a Graduate Co-op fee or Applied Project fee, depending on their choice for the practicum component of the MSCM Program, in the amount of $5,000. The rationale for these fees are detailed below:

Graduate Co-op Fee: there is a need to hire a full-time professional specialist to work the Asper School of Business' Co-op Education Program exclusive for graduate students (MBA, MFin and now MSCM) due to the fact that these placements will not be related to entry level positions, as students are likely to have multiple years of work experience. This will consequently require a specific professional to play that role. Due to lower job availability and complexity of placements in these programs, the time spent to match employer and students in the Graduate Co-op initiative will be substantially more than the time spent for an undergraduate program co-op placement for example. For each successful placement, we envision the need to connect and negotiate with 5-6 potential employers.

Although the Asper School of Business' graduate co-op program will have fewer students enrolled than its undergraduate co-op program, the program will need to be much more customized and specialized in terms of services provided by the Co-op Education Program to students and employers in order to meet the expectations of both students and employers. As expectations are likely to be much higher due to the student profile and program tuition, we estimate that, in terms of time requirements, one graduate student placement will be equivalent to 5 undergraduate student placements. Due to lower co-op job availability in the market for experienced graduate students, Asper School of Business' graduate programs may need to rely on graduate co-op opportunities outside the Province of Manitoba. This will require annual visits (flights, taxi, accommodation, per diems, incidentals) of the Co-op Director and team to potential employers in other Provinces.

Asper School of Business' graduate students will receive customized support and guidance from the Co-op Education Program during their entire graduate co-op programs on work-related matters. Asper School of Business' graduate students will also receive individualized mentoring from expert Faculty members within the subject matter (i.e., Department of Supply Chain Management for MSCM students) during their entire graduate co-op program.

Applied Project Fee: each student doing the Applied Project option will require one supervisor to work closely with the student during the practicum term. The Applied Project aims to provide students with a hands-on experience in Supply Chain Management and Logistics. Students will explore and address real issues in the supply chain and logistics sector in the context of the Province of Manitoba and/or Canada under the supervision of a Faculty Member of the Department of Supply Chain Management, Asper School of Business, and in close connection with the target organization(s).

The work load to supervise each student will be concentrated in one single term and will require a high level of dedication from the Faculty member supervising each student. Besides all of the regular guidance and frequent meetings between the student and the supervisor (on average 2 meetings of 2 hours per week), the supervision will also require close connection between the Faculty member and the target organization(s). This will include multiple site visits from the supervisor to the target organization(s) to establish the initial connection between student/MSCM and the target organization(s), during the practicum term (to help the student to understand, identify and address the existing supply chain and logistics issues that the organization(s) face(s)), and at the end of the practicum term to present the results to the target organization(s)' team and potentially open the channel for new students to do their Applied Projects within the same organization(s) as well as explore opportunities for future graduate co-op placements and permanent positions for the MSCM students.

As expectations are likely to be very high from both the students' side and target organizations' side, we estimate that, in terms of time requirements, the supervision of one graduate student Applied Project will require a great effort from the supervisor. The intensity of the work and the high responsibility supervisors will face in playing their role will create the need for a significant time commitment and frequent visits to the target organizations (taxi/mileage, per diem, incidentals). In terms of the time commitment, we estimate that the work load to supervise one MSCM student in her/his Applied Project will be equivalent to one 3-hour-credit course taught for the Asper School of Business and may affect the teaching load of Faculty members within the Department of Supply Chain Management. The cost of one 3-hour-credit course at Asper School of Business is approximately $6,000 (salary plus benefits). However, we see a big benefit to keep the Applied Project fee at the same level as the Graduate Co-op fee. Therefore, we suggest to keep both at $5,000.

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

International Graduate Student Entrance Scholarship: International students would be eligible to be considered for the scholarship, according to the University of Manitoba's regulations.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*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

Master in Supply Chain Management and Logistics (MSCM)
Course details for new and existing courses

GMGT7220: Managing People in Organizations (3 cr. hrs)
This course examines strategies and methods for the management of people in organizations, their implications for organizational effectiveness, and both the challenges and opportunities they present to managers within the Canadian context and beyond.

IDM7120: Executive Leadership & Responsibility (3 cr. hrs)
This course explores the nature of the challenges inherent in senior leadership. After contemplating the generic challenge of responsible executive leadership, students engage in extended dialogues with several executives concerning their experience in leading organizations with special attention to selected program themes. Not to be held with IDM 7060.

GMGT7350: Administration: Selected Topics - Negotiations (3 cr. hrs)
Topics in one of the areas of business administration including human resource management, industrial relations, organizational theory and behaviour, and business policy and strategic management.

MSCI 7140: Quantitative Analysis for Management (3 cr. hrs)
(Formerly 164.607) Introduction to the use of quantitative techniques, and computers to solve management problems. Mathematical optimization models, network analysis, probability models and some multi criteria decision making models.
Prerequisite: MSCI 5100 (or 164.501). Not to be held with 027.607, 164.607, MSCI 6070

OPM 7300: Topics in Advanced Production and Operations Management - Business Processes Management (3 cr. hrs)
A study of recent developments in production systems and management. Topics include systems design, plant location and layout, inventory systems planning and control.
Prerequisite: OPM 7120 (or OPM 6090).

OPM 7170: Project Management (3 cr. hrs)
A study of recent developments in production systems and management. Topics include systems design, plant location and layout, inventory systems planning and control.

OPM 7120: Operations and Supply Chain Management (3 cr. hrs)
Operations and Supply Chain Management focuses on the management of processes that transform inputs into valuable outputs within supply chains. This case method course will allow students to learn systematic ways of seeing, thinking, and managing key related processes.

OPM 7300: Topics in Advanced Production and Operations Management - Global Transportation Principal (3 cr. hrs)
A study of recent developments in production systems and management. Topics include systems design, plant location and layout, inventory systems planning and control.
Prerequisite: OPM 7120 (or OPM 6090).

OPM 7180: Sustainable Lean Management (3 cr. hrs)
A study of recent developments in production systems and management. Topics include systems design, plant location and layout, inventory systems planning and control.
Prerequisite: OPM 7120 (or OPM 6090).

(NEW) SCM 7040: Logistics Management (3 cr. hrs)
Logistics Management is the part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements. This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, inventory control, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including RFID and ERP systems.

(NEW) SCM 7042 - Purchasing and Procurement in Supply Chains (3 cr. hrs)
Purchasing and procurement functions are about much more than bringing goods and services into an organization. They are the foundation of strong, collaborative relationships with suppliers. Since many companies source products from around the globe more frequently than ever, a procurement manager needs strong capabilities. These skills cannot just be learned on the job: they need to be taught. As well, the value of procurement is now recognized as an integral part of cost control within the organization. In this course, you'll learn the basics of procurement, including what a supply chain looks like, the purchasing cycle, essential tools and strategies for making the best purchasing relationships work, managing bids, and more.

(NEW) SCM 7044 - Supply Relationship Management (3 cr. hrs)
Successful Supplier Relationship Management (SRM) needs effective contract and performance management in place for the selected suppliers. Also, a successful SRM programme needs full engagement from the key stakeholders across the business. However, engaging internal stakeholders in SRM activities is challenging and the ability to sell internally and externally is essential. Since maximising the value that is captured from major suppliers delivers significant business benefits, this course covers the approaches needed internally and externally to secure value delivery from suppliers.

OPM 7300: Topics in Advanced Production and Operations Management - Recent Development in Supply Chain Management (3 cr. hrs)
A study of recent developments in production systems and management. Topics include systems design, plant location and layout, inventory systems planning and control.
Prerequisite: OPM 7120 (or OPM 6090).

(NEW) SCM 7046: Sustainable Supply Chain Management (3 cr. hrs)
Sustainability efforts can open many opportunities for businesses— product innovation can lead to first-mover advantage, environmental product differentiation can open new markets, green sourcing and waste reduction can reduce operating cost, etc. At the same time, they can present significant challenges—governments and communities are imposing higher standards on pollution, resource exploitation, etc. This course aims to provide students with an understanding of the sustainability challenges and opportunities facing supply chains today. We will look at some

of the factors that are contributing to the adoption of sustainability strategies, such as legislations that are penalizing negative environmental and social impacts, and society's expectations of business in terms of health, human rights, and the environment. The supply chains today cannot be concerned only with creating shareholder value; their performance is also measured in terms of social, environmental and economic impact.

(NEW) SCM 7048 - Advanced Supply Chain Management (3 cr. hrs)
Advanced Supply Chain Management (ASCM) provides a theoretical basis for multi-disciplinary analysis and improvement of supply chains and networks, focusing especially on supply chain modelling methods to support managerial decision making. Supply chains are often globally interconnected systems with a large variety of complex relationships. This is also affecting the ways in which goods and services are developed, produced, processed and delivered to the market. Prerequisite: MSCI 7140.

(NEW) SCM 7050: Co-op in Supply Chain Management & Logistics (3 cr. hrs)
This course aims to provide students with a hands-on experience in Supply Chain Management and Logistics. Students will be placed in positions within organizations operating in the Province of Manitoba and Canada to experience supply chain management and logistics management in practice. A pre-employment training to students without significant work experience in North America may be required. The pre-employment training and placement of students will be performed in coordination with the Asper School of Business Graduate Co-operative Education Program, always striving to match the interests of the student with the interests of the hosting organization. This course is graded pass/fail.

(NEW) SCM 7052: Applied Project in Supply Chain Management & Logistics (3 cr. hrs)
This course aims to provide students with a hands-on experience in Supply Chain Management and Logistics. Students will explore and address real issues in the supply chain and logistics sector in the context of the Province of Manitoba and/or Canada under the supervision of a Faculty Member of the Department of Supply Chain Management, Asper School of Business, and in close connection with the target organization. This course is graded pass/fail.

Manitoba
Education and Training

Post-Secondary Education and Labour Market Outcomes

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:	Master of Supply Chain Management & Logistics
Contact Information:	Bruno Silvestre
Date:	30-Sep-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 INFORMATON										
Contribution from Institution		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tuition		$ 108,158	$ 108,158	$ 295,293	$ 187,135	$ 414,813	$ 119,521	$ 508,213	$ 93,400	$ 508,213
Student Fees		$ -	$ -	$ 35,000	$ 35,000	$ 58,575	$ 23,575	$ 73,725	$ 15,150	$ 73,725
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contribution from Unit (Existing Resources)		$ 47,033	$ 47,033	$ 56,375	$ 9,342	$ 99,347	$ 42,972	$ 51,377	$ (47,970)	$ 51,377
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Revenue (A)	**$ -**	**$ 155,191**	**$ 155,191**	**$ 386,667**	**$ 231,477**	**$ 572,735**	**$ 186,068**	**$ 633,315**	**$ 60,580**	**$ 633,315**

Institution:	University of Manitoba
Program Name:	Master of Supply Chain Management & Logistics
Contact Information:	Bruno Silvestre
Date:	30-Sep-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		$ 7,200	$ 7,200	$ 44,712	$ 37,512	$ 171,426	$ 126,714	$ 177,426	$ 6,000	$ 177,426
Existing Academic Salaries - Direct		$ -	$ -	$ 7,200	$ 7,200	$ 14,904	$ 7,704	$ 23,138	$ 8,234	$ 23,138
New Professional/Support Salaries - Direct		$ 24,233	$ 24,233	$ 25,081	$ 848	$ 25,959	$ 878	$ 26,867	$ 909	$ 26,867
Existing Professional/Support Salaries - Direct		$ 22,857	$ 22,857	$ 23,657	$ 800	$ 24,485	$ 828	$ 25,342	$ 857	$ 25,342
Operating Expenses		$ 65,480	$ 65,480	$ 187,559	$ 122,079	$ 197,182	$ 9,623	$ 210,416	$ 13,234	$ 210,416
Student Support		$ 5,408	$ 5,408	$ 16,515	$ 11,107	$ 23,669	$ 7,155	$ 29,097	$ 5,427	$ 29,097
Indirect Salary Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Administrative Overhead		$ 30,014	$ 30,014	$ 81,944	$ 51,930	$ 115,111	$ 33,167	$ 141,029	$ 25,919	$ 141,029
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Expenditures (B)	**$ -**	**$ 155,191**	**$ 155,191**	**$ 386,667**	**$ 231,476**	**$ 572,735**	**$ 186,068**	**$ 633,315**	**$ 60,580**	**$ 633,315**

Institution:	University of Manitoba
Program Name:	Master of Supply Chain Management & Logistics
Contact Information:	Bruno Silvestre
Date:	30-Sep-18

	Current Fiscal Year (Enter 0's if new program)	**Fiscal Year 1** Budget Yr. 1	**Increment** (change from current year to year 1)	**Fiscal Year 2** Budget Yr. 2	**Increment** (change from year 1 to year 2)	**Fiscal Year 3** Budget Yr. 3	**Increment** (change from year 2 to year 3)	**Fiscal Year 4** Budget Yr. 4	**Increment** (change from year 3 to year 4)	**Ongoing Program Funding**
CAPITAL INFORMATON										
Major Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Vehicles		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Renovations		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Furniture		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Capital (C)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Revenue less Expenditures and Capital (A-(B+C))	**$ -**	**$ (0)**	**$ (0)**	**$ 0**	**$ 1**	**$ (0)**	**$ (1)**	**$ 0**	**$ 0**	**$ 0**
Funding Request		**$ -**		**$ -**		**$ -**		**$ -**		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)

New Program Approval - Financial Form

FACULTY / SCHOOL Asper School of Business

PROGRAM Master of Supply Chain Management & Logistics

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	0.13	0.75	1.25	1.25	1.25
New Professional and Support Positions (FTE) (Appendix A)	0.33	0.33	0.33	0.33	0.33
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	0	1	2	2	2

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	$ 7,200	$ 44,712	$ 171,426	$ 177,426	$ 183,635
Existing Academic Salaries (incl bpl) (Appendix A)	-	7,200	14,904	23,138	23,948
New Professional/Support Salaries (incl bpl) (Appendix A)	24,233	25,081	25,959	26,867	27,808
Existing Professional/Support Salaries (incl bpl) (Appendix A)	22,857	23,657	24,485	25,342	26,229
Operating Expenses (Appendix B)	65,480	187,559	197,182	210,416	217,740
Student (Graduate/Undergraduate) Support (Appendix C)	5,408	16,515	23,669	29,097	38,549
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	$ 125,177	$ 304,723	$ 457,624	$ 492,286	$ 517,909
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	19,198	52,414	73,629	90,208	120,769
Administrative Overhead	10,816	29,529	41,481	50,821	68,039
Subtotal Indirect Program Costs	$ 30,014	$ 81,944	$ 115,111	$ 141,029	$ 188,808
Total Program Costs (Direct & Indirect)	**$ 155,191**	**$ 386,667**	**$ 572,735**	**$ 633,315**	**$ 706,717**

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	7	18	24	28	35
Expected Enrolment (credit hours)	-	-	-	-	-

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)	$ -	$ -	$ -	$ -	$ -
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	108,158	295,293	414,813	508,213	680,389
• Program/Course Specific Fees	-	35,000	58,575	73,725	90,596
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
Total Program Revenue	$ 108,158	$ 330,293	$ 473,388	$ 581,938	$ 770,985

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	$ -	$ 7,200	$ 14,904	$ 23,138	$ 23,948
Professional and Support Salaries (Appendix A)	22,857	23,657	24,485	25,342	26,229
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)	24,176	25,518	59,958	2,897	(114,445)
From Other Sources:					
Subtotal Existing Resources	$ 47,033	$ 56,375	$ 99,347	$ 51,377	$ (64,268)

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

January 3, 2019

Submitted by Faculty/School Budget Officer (signature) Rick Pelletier **Date**

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

Chester Wojciechowski Jan. 3/19

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

NEW	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	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	1.00	130,000	1.00	134,550	1.00	139,259
Lecturer/Instructor/Sessionals	0.125	6,000	0.750	37,260	0.250	12,855	0.250	13,305	0.250	13,770
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	**0.13**	**6,000**	**0.75**	**37,260**	**1.25**	**142,855**	**1.25**	**147,855**	**1.25**	**153,030**
Benefits and Pay Levy		1,200		7,452		28,571		29,571		30,606
Total New Academic Salaries (including BPL)	**0.13**	**$ 7,200**	**0.75**	**$ 44,712**	**1.25**	**$ 171,426**	**1.25**	**$ 177,426**	**1.25**	**$ 183,635**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	0.33	20,194	0.33	20,901	0.33	21,632	0.33	22,389	0.33	23,173
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	**0.33**	**20,194**	**0.33**	**20,901**	**0.33**	**21,632**	**0.33**	**22,389**	**0.33**	**23,173**
Benefits and Pay Levy		4,039		4,180		4,326		4,478		4,635
Total New Professional and Support Staff (incl. BPL)	**0.33**	**$ 24,233**	**0.33**	**$ 25,081**	**0.33**	**$ 25,959**	**0.33**	**$ 26,867**	**0.33**	**$ 27,808**
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		**$ 31,433**		**$ 69,793**		**$ 197,384**		**$ 204,293**		**$ 211,443**

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	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	0.13	6,000	0.25	12,420	0.38	19,282	0.38	19,957
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	**-**	**-**	**0.13**	**6,000**	**0.25**	**12,420**	**0.38**	**19,282**	**0.38**	**19,957**
Benefits and Pay Levy		-		1,200		2,484		3,856		3,991
Total Existing Academic Salaries (including BPL)	**-**	**$ -**	**0.13**	**$ 7,200**	**0.25**	**$ 14,904**	**0.38**	**$ 23,138**	**0.38**	**$ 23,948**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	0.15	19,047	0.15	19,714	0.15	20,404	0.15	21,118	0.15	21,857
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	**0.15**	**19,047**	**0.15**	**19,714**	**0.15**	**20,404**	**0.15**	**21,118**	**0.15**	**21,857**
Benefits and Pay Levy		3,809		3,943		4,081		4,224		4,371
Total Existing Professional and Support Staff (incl. BPL)	**0.15**	**$ 22,857**	**0.15**	**$ 23,657**	**0.15**	**$ 24,485**	**0.15**	**$ 25,342**	**0.15**	**$ 26,229**
Indirect Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total Existing Indirect Staff (including BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Total Existing Staff		**$ 22,857**		**$ 30,857**		**$ 39,389**		**$ 48,480**		**$ 50,177**
GRAND TOTAL		**$ 54,289**		**$ 100,649**		**$ 236,773**		**$ 252,773**		**$ 261,620**

Appendix B - Operating Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	$ 42,500	$ 70,507	$ 76,211	$ 85,813	$ 89,415
701BGT	Hospitality - Budget	$ -	$ 42	$ 66	$ 78	$ 90
704BGT	Printing and Duplicating - Budget	$ 1,050	$ 3,750	$ 5,250	$ 6,750	$ 8,250
706BGT	Consumable Materials/Supplies Budget (includes computers)	$ -	$ -	$ -	$ -	$ -
708BGT	Telecommunications - Budget	$ -	$ -	$ -	$ -	$ -
710BGT	Other Expenses (Nonconsumble) Budget	$ 21,930	$ 113,260	$ 115,655	$ 117,775	$ 119,985
713BGT	Insurance - Budget	$ -	$ -	$ -	$ -	$ -
716BGT	Externally Contracted Serv - Budget	$ -	$ -	$ -	$ -	$ -
718BGT	Professional Fees - Budget	$ -	$ -	$ -	$ -	$ -
740BGT	Repairs and Maintenance - Budget	$ -	$ -	$ -	$ -	$ -
	Subtotal Direct Operating	**$ 65,480**	**$ 187,559**	**$ 197,182**	**$ 210,416**	**$ 217,740**

Appendix C - Student Support

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Graduate / Undergraduate Support Expense		Year 1	Year 2	Year 3	Year 4	Year 5	
7700	Scholarships	$ -	$ -	$ -	$ -	$ -	
7710	Bursaries	$ 5,408	$ 16,515	$ 23,669	$ 29,097	$ 38,549	5% of the total tuition revenue allocated to the Faculty will be reverted to bursaries
7720	Awards						
	Subtotal Operating	**$ 5,408**	**$ 16,515**	**$ 23,669**	**$ 29,097**	**$ 38,549**	

Appendix D - Capital Costs

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Year 1			Year 2			Year 3			Year 4			Year 5		
Capital Item	**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 (*list*)			-			-			-			-			-
…															
Subtotal Operating			**$ -**			**$ -**			**$ -**			**$ -**			**$ -**

Appendix E - Tuition Fee Increase 6.5%

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	-	-	-	-	-
Graduate - Domestic (1/2 year x + 1/2 year x+1)	5	13	18	22	27
Graduate - International (1/2 year t + 1/2 year t+1)	2	5	6	6	8
Graduate (continuing only)					
Credit Hours					
Undergraduate	-	-	-	-	-
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	$ -	$ -	$ -	$ -	$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based Dom - (enter annual program fee in yr 1)	$ 13,750	$ 14,644	$ 15,596	$ 16,609	$ 17,689
• Program Based Int'l - (enter annual program fee in yr 1)	$ 19,704	$ 20,985	$ 22,349	$ 23,801	$ 25,349
Undergraduate	-	-	-	-	-
Graduate	108,158	295,293	414,813	508,213	680,389
Total Tuition Fees	**$ 108,158**	**$ 295,293**	**$ 414,813**	**$ 508,213**	**$ 680,389**
• Continuing Fee - (enter annual continuing fee in yr 2)		$ -	$ -	$ -	$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Co-op Term Fee - $5,000) - 2nd year of program		30,000	47,925	56,711	72,477
(Applied Project Fee - $5,000) - 2nd year of program		5,000	10,650	17,013	18,119
….. (add as required)…					
Total Program/Course Specific Fees	**$ -**	**$ 35,000**	**$ 58,575**	**$ 73,725**	**$ 90,596**

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	**$ 108,158**	**$ 330,293**	**$ 473,388**	**$ 581,938**	**$ 770,985**

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	108,158	295,293	414,813	508,213	680,389
• Program/Course Specific Fees	-	35,000	58,575	73,725	90,596
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	**$ 108,158**	**$ 330,293**	**$ 473,388**	**$ 581,938**	**$ 770,985**

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5	
700BGT	**Travel and Conferences**	**$ 42,500**	**$ 70,549**	**$ 76,277**	**$ 85,891**	**$ 89,505**	
7001	Travel Academic	2,500	2,600	2,700	3,900	4,000	-> Case competitions within / outside Canada -> $1,250 / student advisor / competition x 2 competitions / annum (flights, accomodations, taxis, meals); increase to 3 competitions in years 4 & 5 when new academic is hired
7002	Travel Administration						
7003	Relocation						
7004	Staff Recruitment						
7005	Field Trips						
7006	Team Travel	10,000	10,200	10,400	15,600	15,900	-> Case competitions within / outside Canada -> $1,250 / student / competition x 4 students x 2 competitions / annum (flights, accomodations, taxis, meals); increase to 3 competitions in years 4 & 5 when new academic is hired
7007	Local Travel						
7009	Student Recruitment	30,000	50,000	51,000	52,000	53,000	-> $30,000 in advertising in year 1; then $50,000 / annum plus inflation at 2% / annum
7010	Student Travel						
7130	Airfare	-	350	550	650	750	-> Coop and Applied Project Site visits outside the province -> estimate $500/flight x 1 site visit per term x 10% of students in out of province / annum)
7131	Accommodation	-	175	275	325	375	-> Coop and Applied Project Site visits outside the province -> estimate $250/night x 1 site visit per term x 10% of students in out of province / annum)
7132	Meals (Per Diem-No receipts)	-	42	66	78	90	-> Coop and Applied Project Site visits outside the province -> estimate $60/day x 1 site visit per term x 10% of students in out of province / annum)
7133	Meals (with receipts)						
7134	Mileage (Km's)	-	6,300	9,900	11,700	13,500	-> Coop and Applied Project Site visits within the province -> based on $1,000 per student / annum x 90% of students in the province / annum
7135	Parking	-	630	990	1,170	1,350	-> Coop and Applied Project Site visits -> based on $100 parking per student / annum x 90% of students in the province / annum
7136	Car Rental						
7137	Conference Registration						
7138	Taxis	-	210	330	390	450	-> Coop and Applied Project Site visits outside the province -> estimate $300/trip (to/from airport in both cities + within site visit city) x 1 site visit per term x 10% of students in out of province / annum)
7139	Misc Travel/Incidentals	-	42	66	78	90	-> Coop and Applied Project Site visits outside the province -> estimate $60/trip (to/return - baggage) x 1 site visit per term x 10% of students in out of province / annum)
7676	Hospitality						
704BGT	**Printing and Duplicating - Budget**	**$ 1,050**	**$ 3,750**	**$ 5,250**	**$ 6,750**	**$ 8,250**	
7040	Printing	700	2,500	3,500	4,500	5,500	-> course specific printing; $100 / student / annum
7041	Copying	350	1,250	1,750	2,250	2,750	-> course specific copying; $50 / student / annum
706BGT	**Consumable Materials/Supplies Budgt**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
7060	Office Supplies						
7061	Lab Supplies						
7062	Audio Visual Supplies						
7063	Agricultural Supplies						
7064	Safety Supplies						
7065	Sports and Athletic Supplies						
7066	Books and Subscriptions						
7067	Other Supplies						
7068	Computing Supplies						
7069	Maintenance and Cleaning Supplies						
7070	Dental Supplies						
7071	Equipment Foreign Operations						
7072	Supplies Foreign Operations						
708BGT	**Telecommunications - Budget**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
7080	IST Telecommunications						
7082	Physical Plant Postage						
7085	Departmental Communications						

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5	
710BGT	**Other Expenses (Nonconsumble) Budgt**	**$ 21,930**	**$ 113,260**	**$ 115,655**	**$ 117,775**	**$ 119,985**	
7100	Affiliated Personnel Costs						
7101	Professional Development						
7102	Professional Memberships	1,930	2,260	2,655	2,775	2,985	-> Supply Management Association of MB annual fees -> estimate $215 / faculty / annum x 8 faculty + $30 / student / annum x # of students
7103	Conferences/Events Hosted by U of M						
7104	Other Services						
7106	Bad Debts						
7107	Advertising and Promotion	20,000	50,000	51,000	52,000	53,000	-> $20,000 in advertising in year 1; then $50,000 / annum plus inflation at 2% / annum
7108	Licenses and Permits	-	61,000	62,000	63,000	64,000	-> In 2nd year adding Supply Chain related databases + percentage of Bloomberg costs (20%) (currently $180,000 / annum) x 2% inflation / annum
7109	Software Maintenance						
7110	Staff Benefits						
7111	Other Non-Consumable Expenses						
7114	Internal Financing Expense						
7116	Internal Services Expense						
718BGT	**Professional and External Services**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
7160	Externally Contracted Services						
7180	Professional Fees						
7185	Investment Management Expenses						
740BGT	**Repairs and Maintenance**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
7400	Equipment Repairs & Maintenance						
7401	Building Repairs & Maintenance						
7402	Equipment Rental						
7403	Grounds Maintenance						

Student & Staffing Forecasts

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Student Numbers:					
Graduate - Domestic	5	8	10	12	15
Graduate - International	2	3	3	3	5
Total	**7**	**11**	**13**	**15**	**20**
Total Co-Op Students	**6**	**9**	**10**	**12**	**15**
Total Applied Project Students	**1**	**2**	**3**	**3**	**5**
SCM Staffing Levels	**8**	**8**	**9**	**9**	**9**

University of Manitoba Libraries

Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7040
Course Name	Logistics Management

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

In cases where a resource not held by the Libraries is required, it can be requested though document delivery or the Librarian will assist in identifying alternative resources.

The Libraries will support students in this course by providing information services which may include instruction, reference assistance, and individual consultation.

Donna Sikorsky
Acting Head, Albert D. Cohen Management Library

Kristen Kruse

Kristen Kruse
Acting Coordinator, Collections Management

13 Nov/18
Date

pp L. O'Hara

Lisa Hanson O'Hara
Acting University Librarian

University of Manitoba Libraries

Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA
Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7042
Course Name	Purchasing and Procurement in Supply Chains

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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Donna Sikorsky
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Kristen Kruse
Kristen Kruse
Acting Coordinator, Collections Management

N Hanson O'Hara for L. O'Hara
Lisa Hanson O'Hara
Acting University Librarian

13 Nov/18
Date

University of Manitoba Libraries

Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA
Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7044
Course Name	Supply Relationship Management

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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Acting Head, Albert D. Cohen Management Library

Kristen Kruse

Kristen Kruse
Acting Coordinator, Collections Management

13 Nov/18
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L. O'Hara

Lisa Hamson O'Hara
Acting University Librarian

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Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA
Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7046
Course Name	Sustainable Supply Chain Management

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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13 Nov/18
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for L. O'Hara

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Acting University Librarian

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Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA
Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7048
Course Name	Advanced Supply Chain Management

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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Kristen Kruse

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13 Nov/18
Date

for L. O'Hara

Lisa Hanson O'Hara
Acting University Librarian

University of Manitoba Libraries

Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7050
Course Name	Co-op in Supply Chain Management and Logistics

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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Statement for Graduate Curriculum Change

UNIVERSITY OF MANITOBA
Libraries

Faculty	Asper School of Business
Department	Supply Chain Management
Course #	SCM 7052
Course Name	Applied Project in Supply Chain Management and Logistics

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

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

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Faculty of Graduate Studies

Name of Unit: Master in Supply Chain Management and Logistics (Asper School of Business)

Faculty of Graduate Studies Regulation	Supplemental Regulation
The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein. All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office. For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.) **PREFACE** The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies. **Definitions** The "Dean of the Faculty of Graduate Studies" shall be taken to mean the Dean of the Faculty of Graduate Studies or designate. "Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the *de facto* Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the *de facto* Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.	
1.1 APPLICATION AND ADMISSION PROCEDURES	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. Applicants should contact the department/unit to which they are applying for the procedures and, requirements of that department/unit. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html. **1.1.1 Process:** 1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system. **NOTE:** International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details). 1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities. 1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.	Application questions should be directed to the Asper School of Business Graduate Program Office. See 4.3.1 for Master in Supply Chain Management and Logistics Admission requirements and admission procedures. Graduates of the Asper School of Business MBA program within the last 5 years with a Supply Chain Management concentration are not eligible to enroll in the Asper School of Business Master in Supply Chain Management and Logistics program.
1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies) The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units. **Session** / **Start Date** / **Canadian/US** / **International** FALL / September / July 1 / April 1 WINTER / January / November 1 / August 1 SUMMER / May / March 1 / December 1 **IMPORTANT:** These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; Deadlines can be found on the applicable program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html . The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.	New students are accepted only for Fall term (August) start each year. Application deadlines: - March 1 for international applicants - May 1 for domestic applicants Applications will be received throughout the year, and reviewed and considered by the Admissions Committee. However, deadlines do exist for Fall program commencement purposes, and applications received after the specified submission deadline dates will be considered for the next Fall admission period.
1.1.3 Application Fee	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
A $100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants. If submitting a paper application, a $120.00 (CDN) fee must accompany the admission application.	
1.1.4 Transcripts Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants **must** arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of date on the admission letter. **All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable).** For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.	
1.1.5 Transcripts: International Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records**.** To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.	
1.1.6 Transcripts: University of Manitoba University of Manitoba students are not required to submit University of Manitoba transcripts.	
1.1.7 Proficiency in English A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. **Please note:** In all cases, test scores older than two (2) years are invalid. Thresholds required for successful completion are indicated in parentheses. • University of Michigan English Language Examination Assessment Battery (MELAB) (80%) • Test of English as a Foreign Language (TOEFL)– Paper-based test (567); Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories) • Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS) (6.5) • Academic English Program for University and College Entrance (AEPUCE) (65%)	Applicants submitting an IELTS score must have a minimum score of 6.0 on the Speaking band of the test. The Asper School of Business reserves the right to conduct interviews with applicants to verify their English language proficiency.

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
• Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset) • PTE Academic (61% overall) **Note:** In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some departments/units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.	
1.1.8 English Language Proficiency Test Exemption List Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.html .	
1.1.9 Letters of Recommendation Letters of Recommendation are to be completed via UMGradConnect, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification. Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage: http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html	Each applicant will submit two (2) academic reference letters written by past professors, not professionals, who are familiar with the applicant's academic performance.
1.1.10 Admission Tests Some departments/units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.	For admission to the Master in Supply Chain Management and Logistics program, applicants must provide results of a graduate aptitude test, preferably the Graduate Management Admissions Test (GMAT), with a minimum score of 550. The GRE will be accepted with a percentile score across its components similar to the current acceptable percentile level of the GMAT. The percentile score on the quantitative section of the GMAT or GRE examinations must be at the 60th percentile or higher. GMAT and GRE scores must not be more than five years old. GMAT or GRE scores are not required for those applicants who have successfully completed a bachelor degree in any field of study from the University of Manitoba with a minimum 3.25 GPA and who have also:

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
	• Achieved an average 3.5 GPA across the four Asper School of Business supply chain management courses counting toward the supply chain major requirements, with all four courses having been completed within the last five years from the term of admission
1.1.11 Entrance Requirements The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours). **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	See section 4.3.1 for Master in Supply Chain Management and Logistics admission requirements and admission procedures.
1.1.12 Eligibility of University of Manitoba Staff Members A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.	
1.2 Registration Procedures **1.2.1 Registration** Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below: • Undergraduate students must obtain permission from the Department/Unit head and course instructor before registering for a graduate course. • Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. • Undergraduate students are not eligible for admission to be admitted to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. • Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. • Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program.	Course registration is administered by the Asper School of Business Graduate Program Office. Master in Supply Chain Management and Logistics students do not have access to their own online registration.

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below: • No more than 50% of the course-work required in a graduate program may be imported. • Only courses for in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, is achieved are eligible to be considered to be used toward may be applied to meeting the requirements of any graduate program. • Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program. • Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., C+ or higher) may not be repeated should the student later gain admission to a graduate program. **All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar**. Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the department/unit, a student may defer registration for up to one (1) term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the department/unit, for up to one (1) year following acceptance. **All programs must be approved by the Head of the major department/unit or designate.** Approval to take courses from departments/units outside the major department/unit must be obtained from the outside department/unit. The approval or denial of admission and registration to two (2) programs rests with the Dean of the Faculty of Graduate Studies in consultation with the department/unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) Where a student does register in two (2) programs,it is important to note that dual registration may affect funding, and that completing a graduate program as a part-time student will affect eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.	
1.2.2 Re-Registration All students must re-register in all Fall, Winter and Summer terms of his/her program until a degree is obtained (with the exception of pre-Master's students). **Failure to re-register will result in the student being discontinued from his/her graduate program.** A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed**.** The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students, or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).	The Asper School of Business Graduate Program Office administers Master in Supply Chain Management and Logistics re-registration. It is the responsibility of the Asper Graduate Program Office to facilitate the student's registration process and to update the student's records as required.

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Faculty of Graduate Studies Regulation	Supplemental Regulation
The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.	
1.2.3 Registration Revisions For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar. **Note:** Graduate students are not permitted to withdraw from courses without written permission from their Department/unit Head on recommendation from their advisor/co-advisor (and/or advisory committee). The notation "Required to Withdraw" may be placed on the academic record of any graduate student who has withdrawn from courses without such approval.	Master in Supply Chain Management and Logistics students can withdraw from courses prior to the program's published voluntary withdrawal dates by submitting in writing a request for approval to do so to the Asper School of Business Graduate Program Office.
1.2.4 Advisor Student Guidelines All students in thesis/practicum programs, in consultation with their advisor/co-advisor, are required to complete the Advisor Student Guidelines as soon as possible after registration but no later than at the time of submission of the first Progress Report. The Advisor Student Guidelines form is available through JUMP.	Not applicable in the Master in Supply Chain Management and Logistics program as it is a coursework-based degree program.
1.2.5. Western Deans' Agreement This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions. A list of the participating Universities can be found at http://wcdgs.ca/ **1.2.5.1** The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution. **1.2.5.2** Only degree level courses from recognized post-secondary institutions will be considered; courses that are part of certificate or diploma programs will not be approved. **1.2.5.3** Program fees are always to be paid to the home institution, regardless of coursework taken at another institution. Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived. **1.2.5.4** Students will qualify for the fee waiver if they: a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the department/unit Head or advisor/co-advisor of a participating Western institution at least one (1) month prior to the start of	See section 4.4.6 for inter-university course transfers. The Western Dean's Agreement does not normally apply to Master in Supply Chain Management and Logistics students (both those at University of Manitoba and visiting students).

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Faculty of Graduate Studies Regulation	Supplemental Regulation
term, specifying the courses to be taken for credit toward a graduate degree program at their home institution; b) are in good standing in a graduate program at the home institution; c) do not owe tuition and/or fees at the home institution. **1.2.5.5** Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites. **1.2.5.6** Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses. **1.2.5.7** Students must have the Authorization Form approved by the relevant department/unit Head and the Faculty of Graduate Studies at the host institution at least one (1) month prior to the commencement of the course(s) requested. The fee waiver is not available retroactively. **1.2.5.8** Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected. **1.2.5.9** Students must send confirmation of registration and notice of any change to the Registrar's Office of the home institution at the time of registration or course change is completed. **1.2.5.10** Students may not claim fee waivers under the terms of this Agreement for a period of more than twelve (12) months in total. **1.2.5.11** Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at http://wcdgs.ca/	
1.3 Course Classifications **1.3.1 General Classifications** Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the department/unit Head or designate. Students registering through Aurora Student should add only those courses that are a Major (Standard "S") course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the department/unit. "X" Auxiliary course: Course is not a major requirement of the program but is required/recommended by the student's advisor/co-advisor.** Extra courses that are not part of the Master's or Ph.D. program but which are specified and required/recommended by the student's advisor/co-advisor, may be classified as X (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, X course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for X coursework by the department/unit. (Please consult the individual department/unit's supplemental regulations.) Additionally, X courses are used in the calculation of the	The Asper School of Business MSCM has three regularly offered pass/fail auxiliary courses (X): • MSCI 5110 Basic Quantitative Analysis for Management • MIS 5120 Spreadsheet Skills for Management • IDM 5120 Career Development Seminar MSCM students are required to complete these courses as part of their program. Exemptions only apply to students who have passed the challenge exams in MSCI 5110 and MIS 5120. An exam pass must equal or exceed 65%. The exam is administered and graded by the course instructor. The Graduate Program Manager then grants the exemption upon successful completion of a challenge exam as indicated by the course instructor. Exemptions are not available for IDM 5120.

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GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship [UMGF] and International Graduate Student Scholarship [IGSS] use X courses in the calculation of the GPA.) The student's advisor/co-advisor and department/unit Head must determine if there is a valid need for the registration in courses under the X classification. A maximum of twelve (12) credit hours under the X course classification is permitted while registered in a given program. "A" Audit course: Course is not taken for credit. No grade is recorded. Additional fees will be assessed. "O" Occasional course: Course is not a requirement of the program. Additional fees will be assessed. **** Note:** Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the "Registration Revision" section 1.2.3 of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the *Calendar*.	
1.3.2 Continuing Courses (CO) For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s). In the absence of an assigned mark of "CO", the student may receive a mark of "F" in that term. **Note:** A CO will normally not be permitted longer than twelve (12) months. In exceptional circumstances, where a CO grade is requested for a second twelve (12) months, at the time the CO grade is submitted, the instructor and department/unit Head must also submit the "Recommendation for Continuing Status of a Course" form stating the reason for the CO and the deadline by which the course must be completed.	
1.3.3 Incomplete Courses Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final examination if one is scheduled for the course. Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work. Normally, the following maximum extensions are allowed: • August 1st for courses terminated in April • December 1st for courses terminated in August • April 1st for courses terminated in December If a final grade is not reported within one (1) month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
1.3.4 Cross-Listed Courses Cross-listed courses are defined as courses taught at the same time and in the same location. The regulations below place limits on the extent to which cross-listed courses may be used to meet graduate program requirements: 1. In order to receive credit for any 7000-level course that is cross-listed with a 3000- or 4000-level undergraduate course, the 7000-level course it must have a distinct syllabus, and the course content and evaluation methods must be at the graduate-level. Significantly different readings and evaluation methods from the undergraduate course. 2. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a 1000- or 2000-level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. 3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course.	
1.4 Student Status/Categories of Students **1.4.1 Full-Time And Part-Time Students** Graduate students are initially admitted with full time status unless a "Part-Time Status form" (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) has been received. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students. Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Part-Time Status form" (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies. Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term. For every full year (12 months) a Master's student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master's student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.	All students admitted to the program will automatically be considered full-time. At the start of their first term, they will be able to declare themselves as part-time students (as per the Faculty of Graduate Studies process) if they plan to take longer than two years to complete the program. Part–time enrollment will be defined as 13.5 or less credit hours over the fall, winter, and summer terms.

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1.4.2 Pre-Master's Or Qualifying Students In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study. The pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.	
1.4.3 Occasional Students A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category. **1.4.3.1 Undergraduate Students** **Note:** 1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program on the "Advance Credit – Transfer of Credit" form (http:/umanitoba.ca/faculties/graduate_studies/forms/index.html) 2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program. 3. Registration in the occasional student category can be for no more than one (1) academic year (September 1 – August 31 without reapplication). 4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student.	The Master in Supply Chain Management and Logistics does not accept Occasional Students.
1.4.4 Joint Masters (With the University of Winnipeg) The University of Manitoba and the University of Winnipeg offer four (4) joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master's qualifying work for these programs register at the university where the courses are being taken.	
1.4.5 Visiting Students Visiting students are students who are registered at another institution who are taking one (1) or more courses at The University of Manitoba on a Letter of Permission from	The Master in Supply Chain Management and Logistics does not accept Visiting Students.

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their home university. Visiting students must submit an online application, along with a $100.00 (CDN) application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study. **Note:** 1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program. 2. Registration in the visiting student category can be for no more than one (1) academic year (September 1 – August 31) without reapplication. 3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student.	
1.5. Student Accessibility See Student Accessibility Procedure: http://umanitoba.ca/admin/governance/governing_documents/students/280.html	
SECTION 2: Academic Performance - General **2.1 General Note** **Students are responsible for ensuring that they meet all degree and program requirements.** The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate. Departments/units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units: • The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s); • The department/unit must notify the student of the deficiency and of its recommendation. If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies. **Note:** When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".	

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A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies. Voluntary withdrawal from a program is only permitted if the student is in good academic standing. Recommendations of departments/units will supersede student requests for voluntary withdrawal.	

2.2 BONAFIDE ACADEMIC REQUIREMENTS (BFAR)

The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills. Students must also meet additional requirements that may be specified for their program.

Students must meet requirements as outlined in both BFARs and Supplementary Regulation documents as approved by Senate.

Unless otherwise indicated, students may elect to complete any/all of the following requirements with or without appropriate and authorized assistive technology/aids. Students must consult Student Accessibility Services (SAS) regarding authorization for these procedures.

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining/Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student in doctoral program must complete a	GRAD 8010	GRAD 8010

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candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.			
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500	
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non- maleficence in the work that they conduct.	GRAD 7300	GRAD 7300	
Student must complete coursework as required by their program.			

2.3 Academic Performance

Student progress shall be reported ***at least*** annually, (but not to exceed once every four months, to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.

2.4 Performance in Coursework

A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. Each failed course may be repeated or replaced only once, to a maximum of 6 credit hours of coursework. If a course is

In general, supplemental exams are not permitted. However, where a "C" grade has been obtained and the situation warrants, a supplemental examination may be sanctioned by the Master in Supply Chain Management and Logistics Graduate Program Chair (Associate Dean Professional Programs), as a one-time-only remedial action per student in the Master in Supply Chain Management and Logistics program. A supplemental exam is a rewriting of a cumulative final examination for the course (i.e.,

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repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than 6 credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations. Graduate students are not permitted to repeat a previously passed course. **Note:** In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above. Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations. A summary of all actions taken administratively are to be reported to the Faculty of Graduate Studies Executive Committee.	content from the whole course is examinable). The impact of a supplemental examination on the final grade will be such that it counts for 100% of the final grade for the course, subject to the final grade being a maximum of C+. All actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies. A supplemental examination will be graded by the course instructor. Processes and procedures will be monitored by the Master in Supply Chain Management and Logistics Graduate Program Chair (Associate Dean Professional Programs). Students granted permission to write a supplemental exam by the Associate Dean Professional Programs must apply for Special Exam Privileges via the Registrar's Office and pay the accompanying fee.
2.5 Mandatory Academic Integrity Course All students, including those in a pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration. **Notes:** Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Masters level are not required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program. Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program. Students on an exceptional/parental/regular leave of absence must register in GRAD 7500 upon return from leave if it has not already been completed. Visiting and Occasional students are expected to complete GRAD 7500 prior to commencing a course at The University of Manitoba. (see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html)	
SECTION 3: General Regulations: Pre-Master's **3.1 Admission and Program Requirements** Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/units may specify higher or additional criteria. Admission to a pre-Master's program does not guarantee future admission to a Master's program.	

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As 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, departments/units should assign to students, as part of their pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.	
3.2 Academic Performance **3.2.1.** The department/unit Head is responsible for assigning the courses and monitoring the progress of each student. **3.2.2.** A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies. **3.2.3.** Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained. **3.2.4.** Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses. **Note:** In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies. A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only a maximum of once for each course to a maximum of nine (9) credit hours of coursework. If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA. The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements. A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.	
SECTION 4: General Regulations: Master's **4.1 General** Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such	Program oversight is provided by the Asper School of Business Professional Graduate Programs Committee which is a standing committee of the Faculty Council of the I.H. Asper School of Business. It is the policy making body for the Asper School of Business MSCM program

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supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), published, available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html) , and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following programs: • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional.	and meets as needed to decide curriculum related issues, to review the administration of the Asper School of Business MSCM Program, to consider student requests and appeals, and to process students into and out of the program. The Committee comprises the following: -Associate Dean responsible for the Professional Graduate Programs -coordinators (six faculty members) from each professional graduate program chosen as follows: 1) one coordinator from each program chosen from faculty members who typically teach in that program 2) remaining number chosen from faculty at large who typically teach in one or more of the professional gradaute programs – these members at large should not teach in the same sets of programs 3) one student representative who is a current student in a professional graduate program 4) Graduate Program Manager or designate (non-voting recording secretary) The Chair of the Committee (two-year term) will be elected by the members every two years. In cases where confidential/sensitive student academic issues are being discussed, the student member may be asked to step out of the meeting. As it is often necessary to have the advice of administrators and Department Heads concerning student qualifications, student histories etc., the chairperson of the Professional Graduate Programs Committee may invite individuals in those positions to attend the Committee's meetings for consultation. The Consulting Members of the Committee are: • The Graduate Program Manager in charge of daily administrative procedures; • Department Heads of the I.H. Asper School of Business or eligible Faculty Members delegated by them; and • Representatives from the office of the Dean of the Faculty of Graduate Studies. The Graduate Program Manager acts as the Secretary of the Committee and attends the Committee's meetings regularly. As the policy-making body for the Asper School of Business MSCM Program, the committee meets

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	regularly to consider and, if appropriate, recommend to the Faculty of Graduate Studies, on a wide range of matters, including: a. Curriculum review and revision; b. Review and revision of all program policies and practices; c. Student requests, reading/research course approval; d. Admission decisions in borderline cases (i.e. those not handled by the MSCM Admissions Committee); e. Scholarships and bursaries; f. Recommendation of remedial action for students with deficient grades or in academic difficulty; g. Confirmation that applicants for graduation have met academic requirements and are qualified to receive the MSCM degree; h.Confirmation of honour list students and award recipients; and, i. Other matters as required.
4.2 Diploma Programs The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.	
4.3 Admission **4.3.1 General Criteria** Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include: • Graduates of four (4) year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies; • Graduates from first-cycle Bologna compliant degrees; • Students who have completed a pre-Master's program from: o The University of Manitoba; o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	The Master in Supply Chain Management and Logistics is 48 credit hour course-based Master's degree, which includes a four-month Co-op component or an Applied Project that is equivalent to three (3) credit hours. Admission to the Master in Supply Chain Management and Logistics program will be based on the following criteria: • At minimum, a three-year Bachelor degree from a recognized postsecondary educational institution (in any discipline); • Admission test, as stated in 1.1.10 • Language Proficiency test, as stated in 1.1.7. Admission oversight and applicant review is the responsibility of the Master in Supply Chain Management and Logistics Admissions Committee, which is a sub-committee of the Master in Supply Chain Management and Logistics Program Committee. This committee reviews complete applications and recommends admission or rejection of candidates to the Faculty of Graduate Studies. The Master in Supply Chain Management and Logistics Admissions Committee consists of at least two of the following three members: Master

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	in Supply Chain Management and Logistics Program Chair (Associate Dean Professional Programs), the Graduate Program Manager, or a faculty member from the Master in Supply Chain Management and Logistics Program Committee. The decisions of the Master in Supply Chain Management and Logistics Admissions Committee will be made by majority vote (or unanimous vote if only two members are present). The Associate Dean Professional Programs, or designate, may require an applicant to participate in an interview if deemed necessary. Applicants who exceed all admission criteria may be recommended for admission to the program by the Associate Dean Professional Programs without further committee consideration. Admission is competitive and the Asper School of Business reserves the right to refuse admission to some qualified students.
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.	

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4.4.2 Course-based/Comprehensive Examination Route A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	The Master in Supply Chain Management and Logistics is a 48-credit hour program that includes the following mandatory courses: 1 - GMGT7220 - Managing People in Organizations (3 credit hours) 2 - IDM7120 - Executive Leadership and Responsibilities (3 credit hours) 3 - GMGT7350 - Negotiations (3 credit hours) 4 - MSCI 7140 - Quantitative Analysis (3 credit hours) 5 - OPM 7300 - Business Processes Management (3 credit hours) 6 - OPM 7170 - Project Management (3 credit hours) 7 - OPM 7120 - Operations and Supply Chain Management (3 credit hours) 8 – SCM 7012 - Global Transportation Principles (3 credit hours) 9 - OPM 7180 - Sustainable Lean Management (3 credit hours) 10 - SCM 7040 - Logistics Management (3 credit hours) 11 - SCM 7042 - Purchasing and Procurement in Supply Chains (3 credit hours) 12 - SCM 7044 - Supply Relationship Management (3 credit hours) 13 – OPM 7300 - Recent Development in Supply Chain Management (3 credit hours) 14 - SCM 7046 - Sustainable Supply Chain Management (3 credit hours) 15 - SCM 7048 - Advanced Supply Chain Management (3 credit hours) 16A - SCM 7050 - Co-op in Supply Chain Management and Logistics (3 credit hours) **OR** 16B - SCM 7052 - Applied Project in Supply Chain Management and Logistics (3 credit hours) Master in Supply Chain Management and Logistics students will take either SCM7050 (Co-op Option) or SCM7052 (Applied Project Option). Students will receive individualized mentoring from expert Faculty members within the subject matter (i.e., Department of Supply Chain Management) during their entire Co-op and Applied Project courses. The Co-op work term (SCM 7050) will usually take place after the student has completed 24 credit hours of courses. However, students who wish to take the course sooner may apply to do so after successfully completing 12 credit hours of courses. Students can apply to the Co-op work

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	term (SCM 7050) at the Asper School of Business Co-operative Education Program's online portal. Entrance into the Co-op stream is competitive and not all applicants are guaranteed to participate. Criteria for admission to the Co-op stream include GPA (minimum 3.25), and evaluation of a written application and interview to ensure applicants possess motivation, communication skills, commitment, and the potential to represent the Asper School of Business in a mature and professional manner. If a Co-op student is unsuccessful in securing a job, the student's contribution to and continuance in the Co-op Program will be discussed on an individual basis between the student and the Co-op Program Director. All courses are required, unless the student is eligible for an exemption as per the exemption policy below. This determination is made by the Associate Dean Professional Programs after consultation with relevant faculty. Exemptions are available only to students who have graduated from the Asper B.Comm. (Hons.) program and/or the Asper MBA program. A maximum of six (6) credit hours of exemptions are possible for the following courses if the equivalent course(s) were completed with a grade of B+ or higher in the Asper B.Comm. (Hons.) program within five years of starting the Master in Supply Chain Management and Logistics program: -SCM 4250 (Advanced Issues in SCM – 3 credit hours) equivalent to MSCI 7140 (Quantitative Analysis – 3 credit hours) -SCM 3360 (Supply Chain Logistics – 3 credit hours) equivalent to SCM 7040 (Logistics Management – 3 credit hours) Asper School of Business MBA program graduates with a non-Supply Chain major are eligible for a maximum of nine (9) credit hours of exemptions for the following courses if completed with a grade of B or higher within five years of starting the Master in Supply Chain Management and Logistics program: -GMGT7220 (Managing People in Organizations – 3 credit hours) -IDM7120 (Exec. Leadership and Responsibilities – 3 credit hours) -GMGT7350 (Negotiations – 3 credit hours)

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	Master in Supply Chain Management and Logistics students who choose to take additional courses outside of their program must register for them as an occasional student (OS) and pay the assessed fees. These OS courses will not be counted for credit towards the completion of the Master in Supply Chain Management and Logistics.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements Some departments/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.	Not required.
4.4.5 Advanced Credit Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the " Advance Credit -Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Note: • Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency); • No more than half of the required coursework for the program can be given advance credit; • A course may not be used for credit toward more than one (1) degree, diploma, or certificate; and • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. Regardless of the extent of advanced credit granted, all students are required to pay applicable program fees.	See Section 4.4.2 on exemption regulations.
4.4.6 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; and	

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• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office: (http://umanitoba.ca/student/records/leave_return/710.html). An original transcript and course equivalency must be provided.	
4.4.7 Time in Program The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements. The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual departments/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request Form" http://umanitoba.ca/faculties/graduate_studies/forms/index.html **at least three (3) , but no more than four (4), months** prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	
4.5 Student's Advisor/Co-Advisor Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must: • hold at least a Master's degree or equivalent; • be a member of the Faculty of Graduate Studies*; • have expertise in a discipline related to the student's program; and • hold an appointment in the student's department/unit. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis. In departments/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit	As a course-based Master's degree, students in the Master in Supply Chain Management and Logistics program do not have individual advisors. The Asper School of Business Graduate Program Office in consultation with the Master in Supply Chain Management and Logistics Program Chair (Associate Dean Professional Programs) provides program advice and oversight for all students in the Master in Supply Chain Management and Logistics program.

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Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen. In special circumstances, an advisor and a maximum of one (1) co-advisor, upon approval of the department/unit Head, may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required. The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, Head of the department/unit, or the Dean of the Faculty of Graduate Studies. Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.	
4.6 Advisory Committee **4.6.1 Thesis/Practicum Route** Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her research program. The advisory committee must consist of a minimum of three (3) members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html), one (1) of whom must hold a primary appointment from within the department/unit and one (1) of whom must hold no appointment within the department/unit. It is expected, under normal circumstances, that Advisory Committee members have a Master's degree or equivalent. Advisory committees may include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.	

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A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. Graduate students may not serve on graduate student advisory committees. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.	
4.6.2 Course-based or Comprehensive Examination Route Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.6.3 Accredited professional programs Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.	
4.7 Courses and Performance **4.7.1 Course or Program Changes** Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	The course registration process and changes in course registration (adding, deleting, voluntary withdrawals) are administered by the Asper School of Business Graduate Program Office. The Graduate Program Office will ensure that individual student progress is regularly monitored and updated, and will provide advice regarding the course registration process. Approval of changes in course registration rests with the Graduate Program Chair (Associate Dean Professional Programs).
4.7.2 Lapse of Credit of Courses Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department or unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case–by–case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content. Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree. In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate,	

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and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.	
4.7.3 Academic Performance Student progress shall be reported ***at least*** annually, but no more than once every four (4) months, to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	A consolidated student progress list will be submitted annually to the Faculty of Graduate Studies. Individual annual progress report forms will be submitted only for students encountering program difficulties (e.g., unsatisfactory progress). The Master in Supply Chain Management and Logistics Graduate Program Chair (Associate Dean Professional Programs) or designate is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in coursework (i.e., recommendation to deal with failed grades and notifying the student of the deficiency and actions to follow). The Master in Supply Chain Management and Logistics Graduate Program Chair (Associate Dean Professional Programs) or designated academic faculty is responsible for reviewing unsatisfactory progress reports and making recommendation(s) on remedial action(s) or program withdrawal to the Faculty of Graduate Studies.
4.7.4 Performance in Coursework A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	Please refer to section 2.3.
4.7.5 Performance not related to Coursework In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.	

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4.8 Requirements for Graduation All students must: • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. Individual departments/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.	
4.8.1 Thesis/Practicum Route **4.8.1.1 Thesis vs. Practicum** Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. The thesis is developed under the mentorship of the advisor/co-advisor. Individual departments/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and/or department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.	
4.8.1.2 Examining Committee The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis. Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplemental regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies, one (1) of whom must hold an appointment from within the	

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department/unit, and one (1) of whom must hold no appointment within the department/unit. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual departments/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements. The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories: • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.	
4.8.1.3 Oral Examination For departments/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation. All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-Advisor participate electronically. No recording devices will be permitted. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies. Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum. The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.	

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The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms “approved” or “not approved” on the “Thesis/practicum final report” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence. The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.	
4.8.1.4 Failure In the case of a failure of the thesis/practicum at the Master’s level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor. A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where: • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. The examining process should be completed within one (1) month of distribution of the thesis/practicum.	
4.8.2 Course-based/Comprehensive Examination Route Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/units’ supplemental regulations. Students should consult the department/unit’s supplemental regulations for specific requirements. In those departments/units where comprehensive examinations are required, students should consult the department/unit’s supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the “Report on comprehensive examination” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.	
4.9 Style and Format The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).	
4.10 Deadlines for Graduation	

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The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum); comprehensive examination; M.Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a Culminating exercise (i.e.: thesis/practicum/comprehensive examination/M.Eng. project/Design thesis), the department/unit must forward potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.	
4.11 Details for Submission of the Final Copy Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows: • One digital version submitted as an e-thesis/practicum at the MSpace website; (http://mspace.lib.umanitoba.ca/xmlui/login) • Thesis/Practicum final report; • Copyright License Declaration form.	
4.12 Publication and Circulation of Thesis/Practicum Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program. **Note:** This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author. The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully understood and appreciated. Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included. **Notes:** **Patents –**Refer to section 6 "Policy of Withholding Theses Pending Patent Applications" in this Guide. **Restriction of Thesis/Practicum for Publication** – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after	

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submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted. **Library and Archives Canada –** Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.	
SECTION 5: Doctor of Philosophy General Regulations The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study. Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html) , and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion.	
5.1 Admission **5.1.1 General criteria** Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters' programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some departments/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.	
5.1.2 Direct Admission from the Bachelor's Honours or equivalent With special recommendation of the department/unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two (2) full years of undergraduate study). **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the	*If direct admission is considered, specify conditions*

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individual department/unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years.	
5.1.3 Transfer from the Master's to the Ph.D. program Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within 16 months or four (4) terms (including Summer term) from the start of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise. The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: • The online Application for Admission indicating a request for transfer; • If the transfer is made within one (1) year, no additional application fee must be paid; and • In the case where the student does not hold a Master's degree, a letter of recommendation from the Head of the department/unit is also required. If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration. Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.	*Note: Transfer from Master's to PhD within a unit must now be completed within the first **18 months** in the Master's program.*
5.1.4 Provisional Admission to the Ph.D. Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
Studies to complete dual registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.	
5.1.5 English Language Proficiency See section 1.1.7. Some departments/units specify an additional language requirement for the Ph.D. degree. Students should check department/unit supplemental regulations regarding this requirement.	
5.1.6 Students with Disabilities See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html	
5.2 Student Advisor, Co-advisor and Advisory Committee **5.2.1 Student Advisor** Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at The University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. The advisor is directly responsible for the supervision of the student's graduate program. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit, and the Faculty of Graduate Studies. The advisor must: • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; and • hold an appointment in the student's department/unit. *(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html) **Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.	*Note: See revised criteria for advisor/co-advisor.* *Must there be an advisor in place at admission? (Details of composition of advisory committee go in section 5.2.3)*

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Faculty of Graduate Studies Regulation	Supplemental Regulation
Usually the student and the advisor choose to work together by mutual agreement. In departments/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen months after entry in to the program before a permanent advisor is chosen. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies.	
5.2.2 Co-advisor In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. The co-advisor will usually be identified either: A) at the beginning of a student's program in situations where: 1. the student desires to draw equally upon the expertise of two (2) individuals; or 2. the project is interdisciplinary in nature and requires the expertise of two (2) advisors from their respective disciplines. or B) mid-way through a student's program due to: 1. the student's project develops in such a way that he/she requires an additional advisor from a different discipline; or 2. the department/unit introduction of a new Faculty member, to the standards of the department/unit, whose expertise facilitates the student's project. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.	*Specify composition of advisory committee, at what point the advisory committee is structured, and who assembles advisory committee*

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Faculty of Graduate Studies Regulation	Supplemental Regulation
A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. In all instances the Faculty of Graduate Studies must be informed of, and approve, the co-assignment.	
5.2.3 Advisory Committee The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html), one (1) of whom must hold a primary appointment from within the department/unit and one (1) of whom must hold no appointment within the department/unit. Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students may not serve on graduate student advisory committees. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) . The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.	
5.3 Program of Study As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include: • information about the minimum or expected time for completion of the degree; • coursework to be taken; • any language requirement; and • the research area in which the thesis will be written. The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.	*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*

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Faculty of Graduate Studies Regulation	Supplemental Regulation
5.4 Program Requirements All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations: • Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. *Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.	*Indicate if (or if not) required*
5.4.1 Language Reading Requirements Some departments/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.	
5.4.2 Advance Credit Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit -Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Note: • Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency); • No more than half of the required coursework for the program can be given advance credit; • A course may not be used for credit toward more than one degree, diploma or certificate; and • The student must register at The University of Manitoba for at least two (2) consecutive terms and must also complete the thesis and candidacy examination at The University of Manitoba. Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
5.4.3 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office: (http://umanitoba.ca/student/records/leave_return/710.html). An original transcript, and course equivalency must be provided.	*Note: Lapse of course credit is now **7 years.***
5.4.4 Lapse of Credit of Courses Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department or unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case–by–case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content. Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree. In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.	*Note: Maximum time in the Ph.D. is now **6 years.***
5.5 Time Limits **5.5.1 Minimum Time Limit** The minimum time requirement for the program of study for a Ph.D. degree will normally be two (2) years of study beyond the level of the Master's degree, or three (3) years beyond the level of a Bachelor's degree. The student may be permitted to spend one (1) of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of the Faculty of Graduate Studies on the recommendation of the student's advisory committee. **5.5.2 Maximum Time Limit** A student's candidature shall lapse if he/she fails to complete the degree within six (6) years following initial registration in the Ph.D. program. For those students who transfer	*Is a reference to section 2.1 necessary?*

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Faculty of Graduate Studies Regulation	Supplemental Regulation
from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program. Ph.D. students who are declared as part-time will receive an additional four (4) months in time to complete their program for every two (2) years (24 months) they are declared as part time (see section 1.4.1) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies "Time Extension Request Form" (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) **at least three(3) , but no more than four (4) , months** prior to expiration of the respective maximum time limit. A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".	
5.6 Academic Performance Student progress shall be reported ***at least*** annually (but no more than once every four months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.	*Is a reference to section 2.3 necessary?*
5.6.1 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	*Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes.*
5.6.2 Performance Not Related to Coursework Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
5.7 Academic Requirement for Graduation A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.	*Provide details of examination structure and format, content, duration, examining committee composition, timeline for completion within the program, and any other regulatory procedural details.*
5.8 Candidacy Examination The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from department/unit to department/unit. The purposes of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth. At the time specified by the advisory committee - normally within the first year after the completion of the Ph.D. program coursework but in no case later than one (1) year prior to expected graduation - the student must successfully complete the formal candidacy examination. The examination is conducted according to a procedure established by the department/unit and approved by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see the department/unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba. This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. The structure of the exam must be made known to students well in advance of the exam. In the case where there is a required oral component, the student must be physically present. A pass decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail. The Dean of the Faculty of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination on the “Report on Ph.D. Candidacy Examination” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies. On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.	*Provide details of format, page limits, other guidelines, evaluation procedures, timeline for completion within the program, and any other regulatory procedural details.*
5.9 Thesis Proposal Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplemental regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.	
5.10 Thesis An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors). The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html	*Note: There is now an internal distribution of the thesis*
5.11 Thesis Examination Procedures The final examination for the Ph.D. degree proceeds in two (2) stages: 1. Examination of the candidate's thesis by an internal and external examiner; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.	
5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal) Examiners The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. One (1) member must hold an appointment within the department/unit and one (1) member must hold no appointment within the department/unit. All internal examiners must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that Examining Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.	
5.11.2 Formation of the Examining Committee II - External Examiner The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three (3) distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the	

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recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. No contact should be made with any of the prospective external examiners. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation. The external examiner must: • hold a Ph.D. or equivalent; • hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university; • have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to The University of Manitoba; and • have a demonstrated record of supervising Ph.D. students to completion, and significant recent experience with the supervision and/or examination of Ph.D. students. The external examiner must not: • have acted as an external examiner for a student of the same Ph.D. advisor within the previous two (2) years; • have been associated with the candidate at any time or in any significant way in the past five (5) years, present or reasonably foreseeable future (advisor/co-advisor, colleague, teacher, co-author of published material, family member *etc*.); or • be associated with the candidate's advisor/co-advisor in any of the following ways: o former student; o research advisor/co-advisor; o research collaborator within the last five (5) years; o co-author of published material within the last five (5) years; or o have had a significant academic disagreement with the candidate, the advisor/co-advisor or any member of the advisory committee. The Dean of the Faculty of Graduate Studies will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external examiner. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until their report has been submitted.	
5.11.3 Changes in the Examining Committee The Dean of the Faculty of Graduate Studies must approve changes in the membership of the examining committee. No changes shall be made in the examining committee after the thesis is submitted to the Faculty of Graduate Studies. Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and the process shall revert to 5.11.1 above.	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
5.11.4 Distribution of the Thesis for Examination Ph.D. candidates must submit their thesis for distribution electronically through JUMP. Consult this link for pertinent instructions: http://umanitoba.ca/faculties/graduate_studies/media/Thesis_Distribution_Portal.pdf. It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Faculty of Graduate Studies shall attempt to ensure that the thesis is distributed to examiners as soon as possible after the submission of all required documentation. The Faculty of Graduate Studies website (umanitoba.ca/faculties/graduate_studies/deadlines/index.html) should be consulted regarding dates by which theses must be submitted. Once the thesis has been submitted to the Faculty of Graduate Studies, neither the candidate nor the advisor/co-advisor shall have any communication with the examining committee regarding the thesis. However, should the need arise, the external examiner may contact the Dean of the Faculty of Graduate Studies to discuss any issues related to the thesis.	
5.11.5 Responsibilities of the Examiners In general, the examiners are responsible for: • ensuring that the thesis and the candidate meet recognized scholarly standards for a Ph.D.; • appraising the underlying assumptions, methodology, findings, and scholarly significance of the findings of the thesis; • ensuring that the thesis is organized, presents data and uses accepted conventions for addressing the scholarly literature in an acceptable manner; and • evaluating that the candidate has the ability to present their findings orally and demonstrate their scholarship by responding to questions and defending the thesis. **Notes:** 1. Any potential breach of academic integrity should be reported to the Dean of the Faculty of Graduate Studies for investigation by the Vice President (Research and International). 2. Submission of previously published, peer-reviewed material in the thesis does not preclude its critical examination, either as a written document being reviewed by examiners or at the thesis defence.	*Note: There is a possibility of a dissenting voice among the internal examiners.*
5.11.6 Process **<u>Examination of the Written Thesis</u>** Support of the candidate's advisor/co-advisors, advisory committee, and department/unit is required before the thesis is eligible for examination. Such support must be provided to the Faculty of Graduate Studies through submission by the Department/Unit head of a completed *Approval to Proceed to Examination* form. The	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
thesis will be eligible for distribution to Internal and External examiners only once this form is received by Faculty of Graduate Studies. The Dean of the Faculty of Graduate Studies will request the Internal and External examiners to give, within three (3) weeks of the distribution of the thesis, a detailed written report of the thesis. The Internal and External examiners will be asked to place the thesis into one of the following categories: 1. The thesis represents a distinct contribution to the candidate's field of research and is acceptable as it stands. Minor revisions to content, structure, or writing style may be required. The thesis may proceed to oral examination; 2. The thesis has merit and makes a contribution to the candidate's field; however, there are research-related concerns that have the potential to be addressed in the oral defence. The structure and writing style are acceptable or require only minor revisions. The thesis may proceed to oral examination; 3. The thesis has some merit, but is not acceptable in its current state and requires major revisions to one or more of its core components, such as research content, structure or writing style. The thesis should not proceed to oral examination; or 4. The thesis is unacceptable with respect to its core components, such as research content, structure, and writing style. The thesis should not proceed to oral examination. The candidate's advisor (and, if appropriate, co-advisor) may also wish to submit a report. If none or one (the dissenting voice) of the Internal examiners fails the thesis (i.e. places it in categories 3 or 4 above), then the thesis may still proceed to oral defence if a passing grade is received from the External examiner. If two or more members of the Internal examining committee fail the thesis (i.e. places the thesis in categories 3 or 4 above), then the thesis fails. If the External examiner passes the thesis (i.e., places the thesis in category 1 or 2 above), then the student can proceed to oral examination so long as not more than 1 of the Internal examiners fails the thesis (i.e., places the thesis in category 3 or 4 above). If more than one Internal examiner fails the thesis (i.e., places the thesis in category 3 or 4 above), then the candidate fails the examination. If the External examiner fails the thesis (i.e., places the thesis in category 3 or 4 above), then the candidate fails the examination. The awarding of a passing grade by an Internal or External examiner does not preclude them from awarding a failing grade at a subsequent stage in the examination process. In the event of a first failure, the candidate may, on support of their home department/unit, be allowed to have the thesis evaluated a second time. In this case, the Department/Unit Head shall convene a meeting of the Internal members of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances, this will involve additional scholarly work which the Department/Unit Head will describe, in writing, to the advisor/co- advisor, the candidate, and the Dean of the Faculty of Graduate Studies. Support of the candidate's advisor/co-advisors, advisory committee, and department/unit is required before the thesis is eligible for re-examination. Such support	

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Faculty of Graduate Studies Regulation	Supplemental Regulation
must be provided to the Faculty of Graduate Studies through submission by the Department/Unit Head of a new completed *Approval to Proceed to Examination* form, accompanied by a detailed summary of the changes made to improve the thesis, if any. The thesis will be eligible for second distribution to Internal and External examiners only once this is received by the Faculty of Graduate Studies. Two failures at any combination of written review and/or oral examination stage will result in the candidate being required to withdrawn from the Faculty of Graduate Studies. **Reports** The Dean of the Faculty of Graduate Studies shall provide electronic copies of all reports to each of the advisor/co-advisor, examiners and Head of the department/unit.	
5.12 The Oral Examination **5.12.1 Scheduling** Departments/units cannot proceed with scheduling the oral examination prior to receiving the approved Internal and External examiners report from the Faculty of Graduate Studies. The examination must be held at The University of Manitoba normally during regular business hours. It is the responsibility of the unit to ensure that all room booking arrangements are made and appropriate facilities meet minimum standards expected for a Ph.D. defence. In addition, the candidate must submit, in electronic format biographical information and an abstract of the thesis to the Faculty of Graduate Studies at least two (2) weeks in advance of the date of the oral examination.	
5.12.2 Attendance The Dean of the Faculty of Graduate Studies or designate shall act as Chair of the examination committee. The attendance of the external examiner in person at the candidate's oral examination is encouraged. If the external examiner will not be present in person, his/her participation electronically is expected. If the external examiner cannot participate electronically, he/she will be asked to provide questions in advance. These questions will be read to the candidate at the defence by the Chair. All internal members of the examining committee are required to be present at the defence, unless exceptional circumstances prevent this. Under such circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) internal member may participate electronically . Consequently, no more than one (1) Internal member and the External examiner may participate electronically. The candidate must be present in person at the examination. Under no circumstances can the candidate participate electronically or by telephone. Normally, the oral examination shall be open to all members of The University of Manitoba community and the general public. In exceptional cases the final oral examination may be closed; for example, when the results of the thesis research must be kept confidential for a period of time. In such cases, the examination committee and Head of the unit shall request prior approval in writing from the Dean of the Faculty of	

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Graduate Studies. If approved, the final oral examination shall be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies or designate. Regardless of open or closed status, no recording devices will be permitted.	
5.12.3 Format of the Examination The first part of the oral examination shall consist of an oral presentation by the candidate. This is followed by examination of the candidate by the examination committee. If time permits the Chair, at their discretion, may allow questions from members of the audience.	
5.12.4 Procedures for the Conduct of the Examination The Chair should discuss the examination procedures with the examiners in camera prior to the beginning of the formal examination. The Chair will introduce the candidate and request him/her to give a concise (20 to 25 minute) oral presentation of the thesis to include a summary of the problem addressed, the results obtained, and the conclusions drawn from the study. Following the presentation, the Chair will invite questions from each member of the examining committee, taking care to ensure that each examiner has approximately equal time for questions. The total time for questions by the examining committee must not exceed two (2) hours. The Chair may exercise his/her discretion in allowing questions from the audience following completion of the formal examination. Once assuming the role of Chair, he/she foregoes the right to comment on the merits of the thesis whether or not he/she is an expert in the field.	
5.12.5 Decision of the Committee: Following completion of the formal examination, the candidate and audience must leave the examination room. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it. The performance of the candidate at the oral examination may reveal problems of comprehension or explanation, and the examining committee may require revisions be made to the written thesis to address these problems prior to granting final approval. The judgement of the examiners shall be reported by the Chair to the Faculty of Graduate Studies in the qualitative terms “pass” or “fail” on the “Final Examination of the Ph.D. Thesis” form. • **Pass:** the candidate has satisfactorily presented the thesis rationale, methodology, findings, and conclusions to the general satisfaction of the examining committee. Notwithstanding this, stylistic, grammatical, and content revisions to the thesis may be required. Normally, the advisor/co-advisor is charged with ensuring that any revisions are satisfactorily completed. Under some circumstances, the entire examining committee may wish to ensure any required revisions are completed satisfactorily.	

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Regardless, those examiners in agreement must indicate, by their signatures, concurrence with the passing grade. • **Fail:** the candidate has failed to adequately orally present the thesis rationale, methodology, findings, and/or conclusions, or to satisfactorily respond to questions posed related to the thesis. Failure may also arise because of defects in conception, methodology, or context. Those examiners in agreement must indicate, by his/her signature, concurrence with the failing grade. If either the external examiner **or** two (2) or more internal examiners indicate a fail, the candidate fails the examination. In this case, the Chair must submit of a copy of the report, including written detailed reasons for the decision, to the candidate, all members of the examining committee, and the Dean of the Faculty of Graduate Studies. In the case of a first failure of the oral defence, the candidate may, on support of their home department/unit, be allowed to have the thesis evaluated a second time. In this case, the Department/Unit Head shall convene a meeting of the Internal members of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances this will involve additional scholarly work which the Department/Unit Head will describe, in writing, to the advisor/co-advisor, the candidate, and the Dean of the Faculty of Graduate Studies. Support of the candidate's advisor/co-advisor, advisory committee, and department/unit is required before the thesis is eligible for re-examination. Such support must be provided to the Faculty of Graduate Studies through submission by the Department/Unit Head of a new completed *Approval to Proceed to Examination* form, accompanied by a detailed summary of the changes made to improve the thesis, if any. The thesis will be eligible for second distribution to Internal and External examiners only once this is received by the Faculty of Graduate Studies. Candidates whose thesis is failed twice at the written review and/or oral examination stage will be withdrawn from the Faculty of Graduate Studies.	
5.13 Candidate Awards The examination committee may recommend in writing to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.	
5.14 Graduation The candidate will be recommended for the Ph.D. degree upon receipt by the Faculty of Graduate Studies of favourable reports by the thesis examining committee, a corrected copy of the electronic version of the thesis submitted to MSpace, final approval and release forms, and providing all other degree requirements have been satisfied. **Patents:** Refer to section 6 "Policy of Withholding Theses Pending Patent Applications" in this Guide. **Restriction of Theses for Publication**: In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor	

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may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after the submission of the digital version of a thesis to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted. **Library and Archives Canada:** Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.	
5.15 Student Withdrawal A student will be required to withdraw when the Ph.D. thesis has been rejected twice at the stage where: a) The internal examining committee reports on the merits of the written thesis; b) The external examiner reports on the merits of the written thesis; c) The oral examination; or d) A combination of any of these stages.	
SECTION 6: Policy of Withholding Thesis Pending Patent Applications Content or Manuscript Submission In 1970, The University of Manitoba Board of Governors and Senate approved a policy on accepting research grants from outside agencies. This policy defined the right of agencies to defer release of information and thus ensure freedom of publications for research findings of University personnel. Occasionally, the University may also wish to restrict the release of a thesis pending patent application. For additional details, see The University of Manitoba governing document: http://umanitoba.ca/admin/governance/governing_documents/community/235.html This situation may arise in the two (2) circumstances defined below, both of which are governed by the same set of regulations: 1. Where a research project is known to contain patentable items as defined in the research contract, then it is the responsibility of the advisor/co-advisor to give written information of the restrictions on publication to the student prior to the start of the thesis research. If the student agrees to carry out the research, then the regulation given below will apply; or 2. Where a patentable item is found during the course of research, then the advisor/co-advisor and the student may make application for patent rights through the University Patent Committee, and the following regulation will apply concerning the release of the thesis. **Regulations Concerning Release of a Thesis during Application and Negotiation for Patents:** The Dean of the Faculty of Graduate Studies will receive the approved thesis. On written joint request of the advisor/co-advisor and the student, the Dean will retain the thesis for a period up to one year. **Regulations Concerning Release of Thesis Pending Manuscript Submission:** The Dean of the Faculty of Graduate Studies will receive the approved thesis. On written joint request of the advisor and the student, the Dean will retain the thesis for a period up to one (1) year.	

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In exceptional cases, not covered by the regulation concerning patents, where adequate causes can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.	
SECTION 7: Extension of Time to Complete Program of Study Content All requests for extensions will normally be dealt with administratively and reported, in summary form, to the Executive Committee of Graduate Studies for information. The student must complete the "Time Extension Request Form" http://umanitoba.ca/faculties/graduate_studies/forms/index.html and submit it to his/her major department/unit for recommendation to the Faculty of Graduate Studies **at least (3) three, but no more than four (4) , months** prior to expiration of the respective maximum time limit. Requests for an extension are reviewed by the Faculty of Graduate Studies on a case by case basis. Requests for extension must be accompanied by a realistic detailed timeline that has been agreed to by the student and advisor/co-advisor and endorsed by the department/unit Head. The extension time requested must closely reflect the time required to complete the program. The normal time granted for extensions is four to eight months. More than one extension period may be granted. However the total approved for all extensions will not normally exceed one (1) year.	
Section 8: Leaves of Absence **8.1 Regular Leave** A regular leave is intended to allow students to meet responsibilities/plans related to family, travel or employment and circumstances not covered by the parental or exceptional leaves. At the student's request, the Head of the department/unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted a leave of absence for a period of time not to exceed one (1) year. While on a regular leave of absence, a student is not expected to be actively engaged in their program of study or thesis research work. A student on a regular leave of absence is required to maintain continuous registration. A student on a regular leave of absence will not be assessed program fees, if any are owing, during the period of the leave; however, the appropriate continuing fee will be assessed* Any program fees deferred as a result of a regular leave will be assessed when the student returns from leave. A regular leave of absence status does not extend time limits as outlined in Faculty of Graduate Studies regulations. **Note:** At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated. ***Program Fees:** The continuing fee in effect at the time of the granting of the leave will be levied. However, if the student returns from leave in January, the normal tuition fee will be levied less the continuing fee is already paid.	

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8.2 Exceptional Leave In exceptional circumstances for medical or compassionate reasons (e.g. the need to care for an ailing family member), at the request of the student, the Head of the department/unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted an exceptional leave of absence for a period of time not to exceed one (1) year. Supplemental documentation should support the requested dates of the leave. Exceptional leaves must correspond with the start and end of (an) academic term(s). While on an exceptional leave of absence, a student is not permitted to be engaged in their program of study thesis research work, and would not be required to maintain continuous registration or pay tuition fees. In addition, the leave period would not be included in the time period allowed for the completion of the degree. This leave is not intended to cover circumstances related to travel, employment, or financial concerns. **Note:** At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated.	
8.2.1 Fees Students are not expected to pay fees for the term in which they have been granted an exceptional leave. Upon return from the exceptional leave, students will be assessed fees as determined by the Registrar's Office.	
8.3 Parental Leave A graduate student who is expecting a child or who has primary responsibility for the care of an infant or young child immediately following a birth or adoption of a child is eligible for parental leave. The request for a parental leave should be made through the department/unit, to the Faculty of Graduate Studies for a period of time not to exceed one (1) year. Supplemental documentation should support the requested dates of the leave. Parental leaves must correspond with the start and end of (an) academic term(s). While on leave of absence for parental reasons, a student is not permitted to be engaged in their program of study or thesis research work. The leave period is not included in the time period allowed for completion of the degree. **Note:** At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated.	
8.3.1 Fees Students are not expected to pay fees for the term(s) in which they have been granted a parental leave. Upon return from the parental leave students will be assessed fees as determined by the Registrar's Office. All applications for Leaves of Absence must be submitted on the "Leave of Absence Form" available at: http://umanitoba.ca/faculties/graduate_studies/forms/index.html	

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8.4 Awards and Leave of Absence Students granted an exceptional or a parental leave will retain the full value of a University of Manitoba Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such an award will be suspended at the onset of the leave and reinstated at the termination of the leave period (4 to 12 months) provided that the student returns to full time study at that time. **Note:** Other awards will be paid according to the conditions established by the donor or granting agency.	
8.5 Graduate Student Vacation Entitlement Students are entitled to three (3) weeks of vacation over a twelve (12) month period.	
SECTION 9: Appeals – Procedures and Guidelines **9.1 General** Students who disagree with a decision have access to appeal routes as laid out by various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as by the time limitations for submission of appeals. A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of The University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean of the Faculty of Graduate Studies. Students are referred to the appeals section of The University of Manitoba Governing Documents (http://umanitoba.ca/admin/governance/governing_documents/index.html) for further details. For students registered in Joint Master's Programs (University of Manitoba and University of Winnipeg) there is a different process for handling appeals and academic dishonesty cases than for University of Manitoba students in regular programs (not Joint Programs). This process is outlined in the Joint Master's Program Governing Documents available at http://umanitoba.ca/faculties/graduate_studies/media/JMP_Regulations2017.pdf	
9.2 Definitions • "Appellant" – the graduate student appealing a decision affecting the student's own admission to, academic standing in, awards from, or disciplinary action by a department/unit or the Faculty of Graduate Studies; • "Appeal Panel" – a panel convened from the members of the Faculty of Graduate Studies Appeals Committee by the Executive Committee of the Faculty of Graduate Studies empowered to deal with appeals stemming from decisions of departments/units or the Faculty of Graduate Studies, or individuals designated to make such decisions;	

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• "Unit" – the department/unit council, or appeal body, whose decision is being appealed. This is understood to include decisions taken by individuals or committees acting in the name of the department/unit and also to the supplementary regulations pertinent to a department/unit's operation which have been approved by the Faculty of Graduate Studies; • "Respondent" – a representative of the department/unit or the Faculty of Graduate Studies designated by the department/unit Head/Dean of the Faculty of Graduate Studies to represent the department/unit or Faculty of Graduate Studies.	
9.3 Types of Appeal There are several areas of appeal which are open to appellants: • admission; • academic; • discipline; • administration (e.g. Fee appeals). In all cases, appeals should be directed to the Dean of the Faculty of Graduate Studies. A decision of the Faculty of Graduate Studies Appeal Panel is appealable only to the Senate Committee on Appeals or the University Discipline Committee, as appropriate. In all cases an appellant shall have the option of being registered in, and undertaking the responsibilities of, his/her program, until such time as he/she has exhausted the university appeal process or the appellant decides not to appeal further, whichever comes first.	
9.4 Admission Appeals Please refer to University of Manitoba Governing Documents: Students: Policy: Admission Appeals Procedures and Guidelines http://umanitoba.ca/admin/governance/governing_documents/students/280.html	
9.5 Academic Appeals **9.5.1 Composition** Faculty members or students are disqualified from participating on an Appeals Panel if he/she: • holds any academic appointment in the department/unit in which the appellant is registered; • is/was a student in the department/unit in which the appellant is registered; or • was, as an individual, or as a member of a committee or board, responsible for making the decision being appealed. **Note:** All members of an Appeal Panel shall participate in all of the deliberations essential for the determination of the matter in dispute. If, in the course of hearing an appeal, a member is not present at the commencement of the hearing or a member cannot continue, the Panel may elect to proceed in the absence of that member. If more	

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than one (1) member is not present at the commencement or cannot continue, the Appeal Panel must adjourn.	
9.5.2 Consideration Appeal Panels will consider appeals: • stemming from a decision of a department/unit on academic matters (e.g. failure in a course) only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as is outlined in its supplementary regulations; • stemming from a decision of the Faculty of Graduate Studies following the recommended action of a department/unit (e.g., qualifying examinations, candidacy examinations, thesis proposals, thesis examinations), only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as outlined in its supplementary regulations; or • stemming from a decision of the Faculty of Graduate Studies. In all cases, appeals should be directed to the Dean of the Faculty of Graduate Studies. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals. See: http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html	
9.5.3 Grounds for an Academic Appeal The Appeal Panel shall only consider an appeal if there is some evidence that: • the department/unit or the Faculty of Graduate Studies failed to follow the rules of natural justice; • the department/unit or the Faculty of Graduate Studies failed to follow procedures; • a department/unit or Faculty of Graduate Studies regulation has been unfairly or improperly applied, or has become inapplicable through lapse of time; • there are documented mitigating circumstances (e.g. medical, compassionate); or • there is apparent conflict between a Senate Regulation, a Faculty of Graduate Studies policy and/or a department/unit regulation. **Note:** It shall be the responsibility of the appellant to indicate clearly and specifically the grounds warranting consideration of the appeal.	
9.5.4 Academic Appeal Deadlines **9.5.4.1 Appeal of Term Work:** Students are encouraged to discuss matters relating to grading of term work with their instructor in the first instance. Further appeals of grades on academic term work shall be directed, by the appellant, to the department/unit responsible for the course within	

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ten (10) working days after the grades for term work have been communicated to students. Following receipt of the appropriate appeal form and evidence of payment of the refundable appeal fee, the department/unit shall consider the appeal and provide a decision within fifteen (15) working days.	
9.5.4.2 Appeal of Faculty of Graduate Studies Decision: An appeal of action taken by any department/unit, committee, administrator or faculty member within the Faculty of Graduate Studies must be submitted in writing by the appellant to the Dean of the Faculty of Graduate Studies within fifteen (15) working days from the date that the appellant was informed in writing of the action to be appealed.	
9.5.4.3 Appeals to Senate: As per The University of Manitoba Governing Documents: Students: Policy: Appeals Procedures and Guidelines http://umanitoba.ca/admin/governance/media/Senate_Committee_on_Appeals_Policy_-_2016_02_03.pdf appeals to the Senate Committee on Appeals shall be filed with the University Secretary within twenty (20) working days after the mailing of the notice of decision from which the appeal is made.	
9.5.5 Academic Appeals Process **9.5.5.1 Documentation** Upon receipt of a formal appeal the Dean of the Faculty of Graduate Studies may, at his/her discretion, consider the appeal or forward it to an Appeal Panel. If the Dean considers the appeal, the student shall be informed of the outcome, in writing. The appellant may appeal the Dean's decision to the Faculty of Graduate Studies Appeals Committee, within fifteen (15) working days of the date of the letter of decision. An Appeal Panel will be struck, and a meeting set, by the Faculty of Graduate Studies to determine whether the appellant has grounds to proceed to a Hearing. If the Appeals Panel determines that there are no grounds, a Hearing will not take place and the appellant will be notified in writing. If the Appeals Panel determines that there are grounds, the appellant will be notified and a Hearing will be scheduled. If the Appeals Panel determines that there are grounds, the Faculty of Graduate Studies shall inform the appropriate department/unit head (or designate) of the nature of the appeal and request that he/she be available to respond, along with the Faculty of Graduate Studies Associate Dean, at the Hearing. The respondent(s) will be requested to provide a single letter to the Chair of the Appeals Panel no later than ten (10) working days prior to the hearing in response to the appellant's appeal.	

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All documentation that the Appeal Panel will consider shall be made available through the Faculty of Graduate Studies to both the appellant and the respondent(s) at least one (1) week in advance of the hearing with notification of the specific time and location of the hearing. No additional materials should be presented at the time of the hearing. In the case where a request is made to submit additional materials, the Chair may postpone the hearing and allow no more than ten (10) working days for the other party to respond to the new materials.	
9.5.5.2 Hearing The appellant and respondent shall have the right to appear before the Appeal Panel and to call witnesses that he/she wishes to appear before the panel. It is the responsibility of the party calling witnesses to ensure that the witnesses are informed of the date and time of the hearing. The Dean of the Faculty of Graduate Studies shall be notified not less than four (4) working days prior to the hearing of the names of all witnesses that are to be called and shall inform the other party. The appellant shall be advised by the Dean of the Faculty of Graduate Studies of the right to appear in person or to be represented by the student advocate, a fellow student or other full-time member of the University community not receiving payment for appearing, or working for legal aid. In addition, if the appellant wishes, one (1) member of his/her immediate family, and a lawyer, may be present, but only as observers who do not participate. The Dean of the Faculty of Graduate Studies must be notified of any persons to be accompanying the appellant at least four (4) working days prior to the hearing. Hearings shall be held in closed session unless at least one (1) party requests an open hearing and all parties to the appeal agree to the request. During the hearing, the appellant or the respondent may request a change in the open or closed nature of the hearing, at which time the Appeal Panel shall determine its procedures. As the first item of business in dealing with any appeal, the Appeal Panel shall convene (in closed session) to consider whether: • the Hearing should be an open or closed session; • whether there are sufficient grounds to proceed with the Hearing; and • whether the Panel has jurisdiction to determine the matter at hand. If necessary, the Appeal Panel may hear submissions from either party on any of these points. Normally, the appellant and the respondent will be present during the presentation of the other's case. When an Appeal Panel determines that there are insufficient grounds or that it lacks the jurisdiction to proceed with an appeal hearing, it shall report its reasons to the Dean of the Faculty of Graduate Studies. Both the appellant (and/or representative) and respondent(s) (and/or representative) will be invited to make opening statements, including calling any witnesses. These statements will be subject to questioning by members of the Appeal Panel and cross-examination by the other party. Both the appellant (and/or representative) and	

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respondent(s) (and/or representative) will be invited to make closing statements at which point no new information may be introduced. The Appeal Panel may request either the appellant or the respondent(s) to provide additional information, or of its own volition call additional witnesses, before reaching a decision. This should be accompanied by a statement that the parties have a right to be made aware of the Panel's request for information and the results thereof. All parts of the meeting required by the Appeal Panel to deliberate or determine resolution of the appeal shall be held in camera.	
9.5.5.3 Disposition The Chair of the Appeal Panel shall inform the Dean of the Faculty of Graduate Studies in writing of the disposition of the appeal, the reasons for the decision, and any actions that may result. The Dean of the Faculty of Graduate Studies shall, in turn, inform the appellant and the department/unit in writing of the disposition of the appeal, the reasons for the decision and any actions that may result. The further right of appeal to the Senate Committee on Appeals should be acknowledged, along with any relevant time limits. The Dean of the Faculty of Graduate Studies may inform the department/unit of any recommendations brought forward by the Appeal Panel.	
9.6 Discipline Appeals The specific jurisdiction of each of the Disciplinary Authorities is outlined in: Table 1: Jurisdiction of Disciplinary Authorities for Student Academic Misconduct Table 2: Jurisdiction of Disciplinary Authorities for Student Non-Academic Misconduct Table 3: Disciplinary Actions and Disciplinary Authorities (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) If the appeal is from a decision of the Dean of the Faculty of Graduate Studies the appeal statement shall be delivered to the Dean of the Faculty of Graduate Studies on behalf of the Local Discipline Committee (also commonly referred to as the "L.D.C.") If the appeal is from a decision of the L.D.C., the official statement shall be delivered to the Secretary of the University Discipline Committee (U.D.C.) with a copy to the Dean of the Faculty of Graduate Studies.	
9.6.1 Discipline Appeal Deadlines If a student wishes to appeal a decision, the notice of appeal must be delivered in writing to the appropriate person(s) within ten (10) working days of the student being notified of the decision the student intends to appeal.	
9.6.2 Appeal of Violation/Penalty	

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When the appeal is against a disciplinary decision made by the Faculty of Graduate Studies, the appeal routes and procedures as outlined in the following shall prevail: Student Discipline Appeal Procedure (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) The student shall clearly indicate in the notice of appeal whether they are appealing the decision on: a) the finding of facts; b) the disposition determined by the disciplinary authority; or c) both (a) and (b).	
9.7 Fee Appeals Please refer to the Registrar's Office webpage on fee appeals: http://umanitoba.ca/student/records/fees/830.html. To initiate the Fee Appeal procedure, the student completes a Fee Appeal form, available online or in the Registrar's Office, 400 University Centre.	
9.8 Grade Appeals Please refer to the Registrar's Office webpage on grade appeals: http://umanitoba.ca/student/records/exams_grades_hub.html. To initiate the Grade Appeal procedure, the student completes a Grade Appeal form, available online or in the Registrar's Office, 400 University Centre.	
9.9 Assistance with Appeals The Office of Student Advocacy, 520 University Centre: http://umanitoba.ca/student/advocacy/, provides information and assistance to students regarding all appeal processes. It is strongly recommended that students contact the Office of Student Advocacy to assist them with any appeal they are considering.	
APPENDIX 1: Thesis/Practicum Types A student/candidate may present a thesis/practicum in one of two acceptable formats: • Regular style; or • Manuscript/grouped manuscript style The type of thesis/practicum must be approved by the advisory committee and comply with all regulations of the Faculty of Graduate Studies and any supplemental regulations of the unit. **1.0 Regular Style** **1.1 Prefatory Pages** **1.1.1 Title Page** The title page should contain the following information:	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

• the title of the thesis/practicum; • the name of the University; • the degree for which the thesis/practicum is submitted; • the name of the department/unit; • the full name of the author; and • the copyright notation ©. The title must be a meaningful description of the content of the research. The author's name should be in full, identical to the name under which they are registered and be consistent on all other documents. A sample title page can be found at: http://umanitoba.ca/faculties/graduate_studies/media/ThesisSampleTitlePage.pdf.	
1.1.2 Abstract The abstract is expected to provide a concise, accurate account of the thesis/practicum. Abstract maximum length is 150 words for a Master's and 350 words for a Ph.D. An abstract should contain a statement of the problem, methods, results, and conclusions.	
1.1.3 Acknowledgements The content of this single page is left to the discretion of the author. For example, the page may make reference to the student/candidate's advisor/co-advisor and advisory committee, to other individuals who have provided invaluable assistance to the development of the thesis/practicum, and to sources of financial assistance or other support.	
1.1.4 Dedication A single page pertaining to a dedication is allowed.	
1.1.5 Table of Contents This must list and provide page references to all elements of the thesis/practicum. The numbering and formatting must be identical to the way the material appears in the text. Page numbers should be right justified.	
1.1.6 List of Tables This should immediately follow the Table of Contents and be of the same format. The list must include the number, name and page number of each table.	
1.1.7 List of Figures This should immediately follow the List of Tables and be of the same format as the Table of Contents. The list must include the number, name and page number of each figure.	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
1.1.8 List of Copyrighted Material On occasion students/candidates include images, figures, photos and other materials from copyrighted sources. Written permission from the copyright holder is required. This should follow the List of Tables and follow the same format as the Table of Contents. For further information on copyright see: http://umanitoba.ca/faculties/graduate_studies/thesis/copyright_permission.html.	
1.2 Format **1.2.1 Styles** The thesis/practicum should be written in a standard style manual that has been recommended by the department/unit. Manuals recommended by the Faculty of Graduate Studies include but are not limited to: • American Psychological Association, Publication Manual of the American Psychological Association; • Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations; • The Modern Language Association of America, MLA Handbook for Writers of Research Papers; and • University of Chicago Press, The Chicago Manual of Style; Students should always use the latest edition available. If there is a conflict between the instructions in this booklet and the style manual chosen, the former should be followed.	
1.2.2 Spelling Canadian, British or American spelling is acceptable, but one style must be used consistently throughout the document.	
1.2.3 Format Double space all text material; footnotes and long quotations may be single spaced. The entire thesis/practicum must be in the same text font, style, and size. Font size should be no less than 12 pt Times Roman. Full justification of the text is not required.	
1.2.4 Margins It is imperative that the specified margins be observed throughout the thesis/practicum. Leave at least a one inch (1.0") margin from the top, bottom, left, and right hand edges of the paper. These margins apply to all material, including appendices, diagrams, maps, photographs, charts, tables, etc.	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
1.2.5 Page Numbers Each page in the thesis/practicum must be numbered consecutively. Illustrative pages and appendices must also be numbered. Roman numerals should be used for the prefatory pages. The remaining pages of the thesis/practicum, beginning with the introduction (Chapter One) should be numbered consecutively in Arabic numerals.	
1.3 Footnotes, References and Appendices Instructions in the style manual recommended by the department/unit should be followed. Regardless of which style manual is used, format selected must be consistent.	
1.4 Figures, Illustrations, Photographs and Design Drawings **1.4.1 Illustrative Material** All illustrative material must be consistent throughout the thesis/practicum. All figures, illustrations, photographs and drawings must be numbered consecutively in Arabic numerals and accompanied with a title. The material should appear as soon as possible after as it is mentioned in the text. All original materials should be of high quality, with sharp and clear images. **1.4.2 Layout of Tables and Figures** Each table and figure must have a number and title. The number and title should appear at the top of the table or figure. The title of the table or figure should be as short as possible and indicate the major focus of the material within the table or figure.	
1.5 Additional Materials **1.5.1 Consent and Access to Information Forms** Sample copies of consent forms that were used to obtain consent from participants to take part in the information gathering procedures for the thesis/practicum must be included in an Appendix. Any personal information must be omitted from the submitted form. In some cases, approval from an agency, institution or corporation may have been required before the information gathering procedures could proceed. The original approval form for access should be retained by the student with a copy provided to the Faculty of Graduate Studies upon completion of the thesis/practicum.	
1.5.2 Use of Copyrighted Material	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
If the thesis/practicum includes copyrighted material (images or more than a reasonable extract (according to the Copyright Act) of another person's work), permission must be obtained from the copyright holder. A "Sample Permission Letter" is available on the Copyright Office website (http://umanitoba.ca/copyright/copyright_basics.html), In some cases, copyright holders prefer to use their own permission forms and/or will provide their permission electronically. Both of these are acceptable by the Faculty of Graduate Studies. Note that obtaining permission may take a considerable amount of time and this must be taken into consideration when meeting a thesis/practicum submission deadline. A reference to written permission having been obtained must be included under the image or text. The reference should also include the date the permission was granted, and the name/title of the copyright holder(s). The original form(s) signed by the copyright holders should be retained by the student with a copy provided to the Faculty of Graduate Studies at the completion of the thesis/practicum. The thesis/practicum cannot be accepted by the Faculty of Graduate Studies if permission has not been obtained. It is important that the student and their advisor(s) ensure that the permission has been granted. In some cases, the copyright holder cannot be located or the cost is prohibitive to using the text or image. In these situations, the text or image may have to be omitted from the thesis/practicum. Subsequently, information on where the reader can locate the image or text should be included, such as the URL, title of book/journal, volume and issue number, page number, publisher, and date of publication. A description of the purpose or significance of the text or image should be provided. For further information on copyright see: http://umanitoba.ca/admin/vp_admin/ofp/copyright/index.html	
2.0 Manuscript/Grouped Manuscript Style A thesis/practicum may comprise a paper, or collection of papers, which are, or are about to be, published. The number of papers that comprise this style of thesis/practicum will be determined between the student and the advisory committee. The formatting of the thesis/practicum must be consistent throughout the thesis/practicum and the thesis/practicum cannot merely consist of several papers or articles bound within the one document. Publication, or acceptance for publication, of research results prior to the presentation of the thesis/practicum does not supersede the evaluation of the work by the examination committee (*i.e.* does not guarantee that the thesis/practicum will be found acceptable). Examiners may specify revisions regardless of the publication status. The thesis/practicum must follow the same prefatory information (1.1), spelling, formatting margin requirements, page numbering (1.2), footnotes and appendices (1.3), figures, illustrations photographs and drawings (1.4) and any additional material (1.5) as those outlined above. There must be an introductory chapter to the entire thesis/practicum which includes its own bibliography. The collection of papers or articles must contribute toward the overall theme that represents the thesis/practicum work and must be smoothly integrated into the flow of the thesis/practicum to produce a unified document. This may require changes or additions to, and re-writing of, any work which has been previously published.	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
The thesis/practicum must contain connecting text between the different chapters providing logical links to allow the integration of the information. **These connecting sections are mandatory**. Not including these sections may compromise the ability of the examiners to evaluate the thesis/practicum and accordingly there may be subsequent potential consequences. The thesis/practicum must contain a concluding chapter that includes a discussion on how the thesis/practicum, with its findings, provides a distinct contribution to knowledge in the research area. In the case of multi-authored papers, the nature and extent of the student/candidate's contribution, and those of the other authors, must be explicitly specified in a section entitled "Contributions of Authors" in the "Preface" of the thesis/practicum. The advisor/co-advisor, by signing the thesis/practicum submission form, attests to the accuracy of these statements and will be asked to reaffirm at the oral defence in the case of a doctoral thesis.	

Note:
Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

APICS Winnipeg Chapter

21 November 2018

Bruno S. Silvestre, PhD
Director, Transport Institute
Associate Professor in Supply Chain Management
Asper School of Business
University of Manitoba

Dear Dr. Silvestre

The Winnipeg Chapter of APICS is very excited to learn about the plans to commence a 'Master in Supply Chain Management and Logistics' program at the Asper School of Business. As the local Chapter of the premier Supply Chain Association in North America, we are acutely aware of the dearth of superiorly qualified supply management professionals in the region. We believe this course will effectively fill the void. The unique 'co-op' option will make graduates of this program more industry ready and sought after. I congratulate your team on taking the lead to develop this program.

APICS is transitioning to ASCM – The Association for Supply Chain Management. Our focus for over 60 years has been to provide industry leading globally recognized certifications in supply chain management. We would welcome the opportunity to partner with you in this endeavor.

On behalf of my Board, I extend to you our best wishes and total support in the development of this educational offering. Please do not hesitate to contact me if you have any questions or comments

Regards

Manohar Menon, CPIM, CSCP, CLTD
President, Instructor – APICS Winnipeg Chapter Inc.
mmapics7@gmail.com
204.292.6898

Recruiting:
800.GO.BISON
recruit@BisonTransport.com

Head Office:
1001 Sherwin Road
Winnipeg, Manitoba
Canada R3H 0T8
204.833.0000 P
204.833.0112 F
800.668.4321

Mississauga:
5840 Shawson Drive
Mississauga, Ontario
Canada L4W 3W5
905.364.4401 P
905.564.5827 F

Calgary:
234090 Wrangler Road
Rocky View, Alberta
Canada T1X 0K2
403.444.0556 P
403.203.5707 F

Edmonton:
80 Liberty Road
Sherwood Park, Alberta
Canada T8H 2J6
780.416.7736 P
780.416.0961 F

Langley:
9818 - 198B Street
Langley, British Columbia
Canada V1M 2X5
778.298.4605 P
778.298.4607 F

Dean Gady Jacoby
Asper School of Business
181 Freedman Crescent
University of Manitoba
Winnipeg, MB R3T 5V4 Canada

November 27, 2018

Re: Proposal for a New Master of Supply Chain Management & Logistics (MSCM)

Dear Sir,

I have received and read the Proposal for a New Master of Supply Chain Management & Logistics (MSCM) and am writing today to provide my support for this new program.

Manitoba is home to several of Canada's largest trucking companies which form a cornerstone to the supply chain within Canada as well as trade between Canada and the USA. As such, we are always looking to hire trained professionals to work within our business in all areas of capacity.

Having grown in the last 25 years from 35 employees to over 2700, we have hired many graduates from the Asper School and always appreciate their contributions to our business. We have also hosted on many occasions, classes from Asper who come out to see in real time the operation of a significant trucking company and get exposed to the many career potentials for them to stay within Manitoba and have a successful growing career. We are proud of our success but recognize it is a direct result of our people.

I believe the expansion of program offerings will enhance the growth and sustainability of your program for many years to come as it continues to grow in National stature and leadership.

On behalf of all of our team at Bison Transport we wish you much continued success.

Regards,

Don Streuber
Executive Chairman

CENTREPORT
CANADA

Canada's Centre for Global Trade
WINNIPEG, MANITOBA

November 20, 2018

Bruno S. Silvestre, PhD
Director, Transport Institute
Associate Professor in Supply Chain Management
Asper School of Business
University of Manitoba

614 Drake Centre
181 Freedman Crescent
Winnipeg, MB, R3T 5V4, Canada

Dear Dr. Bruno Silvestre,

I am writing in support of the creation of a new Master in Supply Chain Management and Logistics (MSCM) Program in the Department of Supply Chain Management, within the Asper School of Business at the University of Manitoba.

CentrePort Canada Inc. is North America's largest inland port development. At 20,000 acres, it supports the attraction of trade oriented businesses that use multiple modes of transportation to manage their supply chains effectively. Since its inception, CentrePort has become a magnet for new company location with almost 60 facilities being constructed on site and many more to come. The companies locating at CentrePort wish to take advantage of the close proximity of road, airport and rail infrastructure, fast-tracked land development approvals, and the Foreign Trade Zone programming. Fully serviced industrial projects that have been introduced to the market in the past few months have quickly sold out. In addition, in the past twelve months, developers or large companies have acquired over 1,200 acres of land for additional industrial projects within the footprint. When you take into account the Winnipeg Airports Authority's plans for a new west-side campus development and the future CentrePort Canada Rail Park, there is much more development to come.

The attraction of new companies to our footprint is ultimately about job creation. Companies look for highly skilled and motivated employees, which are a critical component to the site selection decision-making process. I would argue that we require a professional Masters-level program in Manitoba, ideally with a heavy practical component, to give students the skills and knowledge required by the supply chain management and logistics sector in support of the companies that locate and grow their companies here.

I sincerely hope that the University of Manitoba will support the creation of a new MSCM to be a key component in the continued growth of our economy and the development of Manitoba's inland port. Should you wish to discuss the position of CentrePort Canada Inc. in detail, please don't hesitate to contact me directly.

Yours truly,

Diane Gray
President and CEO

Suite 100 - 259 Portage Avenue, Winnipeg MB, Canada, R3B 3P4
Tel: (204) 984-1400 Fax: (204) 984-1404
www.centreportcanada.ca

ASPER SCHOOL OF BUSINESS
COMMERCE STUDENTS' ASSOCIATION
CREATE YOUR LEGACY

November 26, 2018

To Whom It May Concern,

On behalf of the Commerce Students Association, I would like to voice my support for the addition of a Master of Supply Chain & Logistics (MSCM) program here at the Asper School of Business. I believe that the school can greatly benefit in being one of the first business schools in Canada to offer a program of this kind.

In the undergraduate program, the Supply Chain & Logistics major is the third-most popular major amongst students. Students see the value in gaining more knowledge on this topic, especially being in Manitoba. We are located at the continental hub for transporation and logistics, with the job market continuing to grow every year. Having a background in supply chain is increasingly valued among employers and companies domestically and internationally.

This two-year, full-time program sets students up to be leaders in the industry, ready to take on the intricacies and challenges of supply chain management. The MSCM is a more focused program than the MBA, which will appeal to people that value more specialization in their studies.

As mentioned in the program proposal, only three Master of Supply Chain programs currently exist in Canada. All three of these programs exist in the east. As a western school, we have an opportunity to be a first mover. We can increase our school's recognition and enhance our reputation as trailblazers in business education.

In reviewing the resources required to implement this course, only five new courses will need to be created. The majority of resources required to implement this program already exist. In addition, it does not appear that any financial burden will be placed on the school, instead it will be entirely covered by tuition fees.

To summarize, there is immense value in this program. An intensive master's program such as the MSCM will set students up to be confident leaders in the supply chain sector of our country.

Sincerely,

Shona Grewar

President

I.H. Asper School of Business | 144-181 Freedman Crescent | info@aspercsa.com | p. 204.474.7363 | f. 204.269.0861 | aspercsa.com

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November 23, 2018

Bruno S. Silvestre, PhD
Director, Transport Institute
Associate Professor in Supply Chain Management
Asper School of Business
University of Manitoba
614 Drake Centre
181 Freedman Cres.
Winnipeg, MB
R3T 5V4

Dear Bruno:

Gardewine is pleased to provide this letter in support of the creation of a "Masters in Supply Chain Management and Logistics" program.

In recent years, the demand for professionals in logistics and supply chain management roles has increased on both a domestic and global stage.

Some of the advantages Gardewine sees to having this program offered through the University of Manitoba/Asper School of Business are:

- More direct access to graduates and graduate related associations which can benefit Gardewine in future years.
- Manitoba's wide variation of industry sectors provides numerous opportunities for graduates to seek employment and conversely keep the educated and skilled talent within the province.
- More qualified talent in Winnipeg and the surrounding area will help solidify the provinces position as a central North American transportation hub (Centreport).
- Will allow the University of Manitoba to further establish the Transport Institute as a leader in supply chain and logistics education programs.

I personally and professionally support the creation of the Masters in Supply Chain Management and Logistics program. It would be a welcome addition to the University and the business community.

Yours truly,

Darin Downey
President and COO

MAGELLAN
AEROSPACE

Dan Pashniak BSc MBA
Magellan Aerospace, Winnipeg
660 Berry Street
Winnipeg, MB
Canada R3C 2S4

T: 204 788 2919
www.magellan.aero

Bruno S. Silvestre, PhD
Director, Transport Institute
Associate Professor in Supply Chain Management
Asper School of Business University of Manitoba
614 Drake Centre - 181 Freedman Cres.
Winnipeg, MB, R3T 5V4, Canada

November 30, 2018

Subject: The Master in Supply Chain Management & Logistics (MSCM) Program

Dear Dr. Silvestre,

It is my pleasure to provide support and endorsement for a focused Supply Chain Management and Logistics program at the University of Manitoba. Manitoba needs to be competitive as global competition increases. A program like this is long overdue in the Province.

Manufacturing in Manitoba relies heavily on importing (and exporting) to compete in the global economy. With that, the demand for qualified professionals with formal training in Supply Chain Management and Logistics has never been greater in Manitoba.

Companies like Magellan, which employ over 600 people in the Province, have a presence on a global scale. We bring in Raw Material from around the world, convert it to finished product at very high standards, and ship finished product worldwide all under very tight lead times with a strong focus on JIT and lean manufacturing. JIT and Lean demand skilled professionals to ensure we remain competitive through balancing managing our supply chain. Without these professionals, Magellan would have a difficult time competing.

The talent pool in Manitoba is thinning when it comes to highly trained Supply Chain professionals. The Master in Supply Chain Management & Logistics program at the University of Manitoba would provide focused and much needed education to allow these professionals to work in any sector and thereby contribute directly the growth of the Manitoba economy. In my own experience, my Supply Chain background is quite diverse, coming from several sectors. I have been able to take the good elements from one sector and successfully apply them to another. This program will help formalize that ability.

In closing, as an alumni of the University of Manitoba (BSc 1991) and Asper School (MBA 2012 – magna cum laude), I wish this program was around when I started my second university career. I would have most certainly taken the MSCM program to complement my MBA (focus on supply chain). I strongly endorse the need for the creation of the program for the success of Manitoba. I would most definitely recommend it to future leaders.

Sincerely,

Daniel Pashniak BSc MBA
General Manager
Magellan Aerospace, Limited – Winnipeg

NFI Group Inc.

November 23, 2018

Subject: Support for Master in Supply Chain Management and Logistics (MSCM)

Dear Prof. Gady Jacoby, Dean, Asper School of Business:

I have been in contact with Bruno Silvestre the Director of the Transport Institute and an Associate Professor in the Department of Supply Chain Management about a very important initiative at the Asper School of Business, University of Manitoba. The Department of Supply Chain Management, in coordination with the Dean's Office at Asper School of Business, is proposing a new professional/applied master program called Master in Supply Chain Management and Logistics (MSCM).

With over 6,000 team members, operating from 31 facilities across Canada and the United States, NFI Group is North America's largest manufacturer of transit buses (New Flyer Industries), motor coach (Motor Coach Industries) and low-floor cutaway vehicles (ARBOC Specialty Vehicles) and the largest aftermarket parts distributor (NFI Parts). We view the enhanced development of the logistics and supply chain management profession as critical to the future of our business and overall competitiveness.

As a leading manufacturing company that has hundreds of suppliers we rely heavily on critical supply chain management and logistics expertise to ensure delivery of over $1.5 billion of parts, components and material to our production lines.

This professional master program, unique to Manitoba, and with a heavy practical component, will provide students with the skills and knowledge required by the rapidly changing supply chain management and logistics sector. The supply chain management and logistics sector is highly relevant to the Province of Manitoba give our physical location relative to both supplier and end markets and the MSCM program will strengthen the labour force to boost the sector and the local economy.

I have discussed this program with Janice Harper our Executive Vice President of Human Resources and David White our Executive Vice President Supply, both of which enthusiastically support the MSCM. If you require further information or would like to discuss, please don't hesitate to contact us.

Sincerely,

Paul Soubry
President & CEO

NEW FLYER MCI nfiparts ARBOC

711 Kernaghan Ave. Winnipeg, Manitoba R2C 3T4

price

Price Industries Limited
pricesindustries.com

638 Raleigh Street, Winnipeg, MB R2K 3Z9 CAN
Phone: (204) 669.4220 | Fax: (204) 663.2715

November 15, 2018

Bruno S. Silvestre, PhD
Director, Transport Institute
Associate Professor in Supply Chain Management
Asper School of Business
University of Manitoba
614 Drake Centre – 181 Freedman Cres.
Winnipeg, MB, R3T 5V4

Dear Bruno:

Re: Letter of Support for a new Master in Supply Chain & Logistics (MSCM) at the Asper School of Business, University of Manitoba

Supply chain knowhow and expertise is strategic and important to our success as a manufacturer, given our multiple manufacturing facilities in North America supplying products to the US, Canada and a growing international customer base. Accordingly, we at Price Industries Limited are pleased to support and encourage the launch of a new Master in Supply Chain Management and Logistics (MSCM) program at the Asper School of Business, University of Manitoba.

In Manitoba it is challenging to find skilled Supply Chain professionals because the programs currently offered in province are operationally focused and do not prepare students for more senior strategic positions. In the Asper MBA program, supply chain courses do not get deep into the details; associations such as the SCMA (Supply Chain Management Association) or CITT (Canadian Institute of Traffic and Transportation), provide focused operational training without a focus on strategy.

Accordingly, we feel that the MSCM program is an excellent new initiative and we are very pleased that Asper is considering the launch of such a program.

Sincerely,

G.V. Price, FCAE, P.Eng., Ph.D.
Chairman and Chief Executive Officer
Price Industries Limited

PRINCESS AUTO

P.O. Box 1005
475 Panet Rd
Winnipeg, MB, R3C 2W7
(204) 667-4630
www.princessauto.com

November 20th, 2018

Re: Master in Supply Chain Management and Logistics (MSCM)

To whom it may concern,

Across many industries, the pressure for both improved operating performance and serving increasing customer expectations is critical to a company's long term success. A company's Brand is a promise delivered, and this can only be done when a company is aligned and capable of consistently delivering on its promise to customers.

The Supply Chain is a core, often strategic, discipline to delivering both the operating performance and service elements that are key to the promise made. The Master of Supply Chain Management & Logistics (MSCM) program is an excellent opportunity for people who are interested in a great career that offers real opportunity to continually learn and be challenged while adding real value for people. The MSCM program will give you a great framework that helps to understand the various roles within a Supply Chain, as well as how the Supply Chain fits into a company's broader mission.

I wish I had this 30 years ago,

Geoff Frodsham, HBA, MBA, ICD.D, FSCMA
President & CEO
Princess Auto Ltd.

SCMA™ MANITOBA

Supply Chain Management Association Manitoba
Suite 200 - 5 Donald St.
Winnipeg, MB R3L 2T4
T 204.231.0965 | 1.877.231.0965
F 204.233.1250 | info@scmamb.ca | scmamb.ca

November 28th, 2018

Bruno Silvestre, PhD
614 Drake Centre – 181 Freedman Crescent
Winnipeg, MB
R3T 5V4

RE: University of Manitoba Master of Supply Chain Management & Logistics Program

Bruno,

SCMA Manitoba is pleased to support the development of the Master of Supply Chain Management & Logistics Program at the University of Manitoba. SCMA believes in expanding learning initiatives to accelerate transformation and growth of the profession. SCMA also seeks to collaborate with industry, and educational, partners to lead supply chain innovation. We believe this program will help achieve these goals.

With over 6,500 members across Canada, SCMA is the largest supply chain association in the country. SCMA's Supply Chain Management Professional (SCMP) Designation is Canada's most sought-after and widely held designation in supply chain management.

Sincerely,

Richard Reid
Executive Director
SCMA Manitoba

November 20th, 2018

Professor Bruno Silvestre
181 Freedman Crescent
Winnipeg, MB, R3T 54V

Dear Professor Silvestre,

The University of Manitoba Supply Chain Organization (UMSCO) has carefully reviewed the Master in Supply Chain Management and Logistics (MSCM) program. We are pleased to fully endorse the introduction of this program to the Asper School of Business. Our endorsement is primarily based off three key factors: world demand for highly-trained Supply Chain professionals, degree requirements/boot camps, and global implications.

The proposed MSCM program works towards filling the increasingly wide gap between demand for skilled Supply Chain knowledge workers and the supply. Across Canada, only three similar Master of Supply Chain programs exists. However, none of these contain as broad of a curriculum nor an integrated co-op program. The proposed MSCM program is the lengthiest of its kind in Canada, ensuring students are exposed to the necessary amount of education to complement the complexity of the industry.

We found that the inclusion of mandatory boot camps for math and IT skills to be extremely pertinent. Their usefulness in the industry cannot be understated. Requiring students to pass courses in these given areas is a very well thought-out inclusion to the program. The development of six new courses, along with the nine pre-existing courses, provides an excellent vision of what Supply Chain Management encompasses.

The robust MSCM program will attract those from across the globe to gain knowledge in the Supply Chain industry in a non-metropolitan environment. Simply put, not all students yearn for the big city. It is essential to consider the different tastes of students from across the globe. We feel International students will be quite comfortable with the MSCM program the Asper School of Business is proposing, as some may not be as comfortable searching for post-graduate jobs. The built-in co-op program is a fantastic way to ensure the link between real-world applicability and theoretical concepts for all students.

In conclusion, we give our full support to the introduction of the MSCM program to the Asper School of Business. The MSCM program would greatly benefit all stakeholders involved, and bring more eyes to our great city, province, and country.

Best regards,
Max Block and Kyra Fanning
President and Vice President

UMSCO

Review of the Master in Supply Chain Management and Logistics (MSCM) at the Asper School of Business, University of Manitoba

The Report of the External Review Team

By

Dr. Ian P. McCarthy
Beedie School of Business,
Simon Fraser University

and

Dr. Giovani da Silveira
Haskayne School of Business
University of Calgary.

9th May 2019

1. INTRODUCTION

The external review team (Dr. Ian McCarthy and Giovani da Silveira) visited the University of Manitoba on the 7th and 8th of May 2019. The schedule of meetings and list of participants are attached as Appendix A. We are grateful for the candor and helpfulness of those with whom we met. We are especially grateful to Dallas Hull who was an excellent coordinator and host for the visit.

The Review focused on the proposal to start a new professional graduate program (Master in Supply Chain Management and Logistics - MSCM) at the Asper School of Business, University of Manitoba, in September 2020. It is important to note that we had probing, useful and open discussions with all those we met, and we did not sense any concerns or disparity in the answers and views around the issues we explored. Based, on these discussions, our knowledge of supply chain management and logistics education, and our awareness of the capabilities and capacity of the School, our review revealed that the University has a proposal that is sensible and desirable in terms of internal fit (i.e. aligns with the School's capabilities and mission) and external fit (i.e., aligns with local and global need for such graduates). We saw no evidence of any significant concerns in terms of the type of courses offered, the content of the courses, or the capacity and desire to teach these courses. In fact, feedback from faculty and staff was very positive in these areas. The faculty who will lead and teach on these courses have appropriate expertise and capabilities, and the staff involved in the admissions, program delivery and student placement aspects of the program expressed that they were happy with the proposed program.

In sum, our Review is very supportive of the proposal and the observations and minor recommendations that follow are provided as optional things to consider in the launch and delivery of this new program.

2. OBSERVATIONS

In this section we outline our core observations. These focus on the schedule and and people we met. The observations provide the context for a number of minor and optional recommendations to be considered.

- ***Societal Need***

The proposed MSCM program will attract and develop students for management roles in building, managing and changing supply chains and associated logistics. Given the continued trends in global trade and outsourcing, and that the economies of Winnipeg, Canada and many other countries are tied to such trends, the program will develop graduates with needed analytical and managerial skills. In our view, there is a healthy demand for supply chain professionals in the areas of logistics, purchasing, operations, modelling, risk management and negotiations. The program is intended to help develop such professionals.

While we are confident there is strong need for the program and Asper is well placed to provide it, ultimately the best way to test and confirm such need is to launch the program. Once launched the School should monitor and learn how well the market reacts to the program, and make adjustments as needed.

- ***Strategic Support***

From our meeting with the Dean and Associate Dean at Asper, and the Associate Dean of Faculty of Graduate Studies, it is clear they are very supportive of the program. Not only will this program reduce the School's dependence on the MBA program, it clearly fits with the School's mission. The program courses and associated research will be at the forefront of knowledge creation and so as to help educate innovative business leaders who will contribute to the social and economic well-being of Manitoba, Canada and the world.

- ***Faculty Capability and Capacity***

The faculty, in our view, has ample capability and capacity to launch this program. The Supply Chain Department includes eight professors with active research programs in inventory models, transportation and logistics, sustainability and transportation economics, among other fields. Most of the faculty have teaching experience in graduate programs at the University of Manitoba and elsewhere. They also have a significant record of work with or in industry, which includes profit and non-profit sectors.

Since expectations for initial student intake are modest, there should be enough teaching capacity in existing graduate (MBA) courses to accommodate the MSCM intake. Otherwise, there appears to be sufficient support and resources in the School to deliver the five new courses in the program, and for eventual new sections in existing courses as required, for two main reasons. First, the full-time professorial faculty demonstrates willingness and ability to be involved in this program by delivering specific courses according to their expertise. Second, there appears to be available "cushion" in the program vis-a-vis accreditation requirements to hire new sessional Instructors as needed in areas of urgency.

Our positive recommendation is based also on the understanding that no minimal capacity requirements will be placed on required courses whenever a new cohort is admitted in the program. For example, if as planned seven students are admitted in the first year, program-specific courses such as SCM 7040, SCM 7042, etc will be still offered regardless of the number of students registered in each section.

- ***Library Services and Resources***

The Albert D. Cohen Management Library provides resources and services to support the program and students. This includes a large collection of books and periodicals, and electronic records. Industry databases include Passport and Mergent, among others. The library provides 24/7 virtual access to electronic resources. The facility is open 70 hours/week (including weekends) during the Fall and Winter terms, and 40 hours/week in the Summer term.

Student support is facilitated by an online booking system for one-to-one meetings with librarians. Library staff should participate in the program orientation week held in late August/early September. We anticipate no issues regarding library resources, services or support to the program. However, we recommend to keep one copy of each required course textbook in reserve to facilitate access by students in the program.

- ***Program Admissions, Management and Student Placement***

We asked about the ability of graduate program support staff to provide adequate support to the program (including registration, analysis, reporting, etc.) by working only at 15% allocation. We are satisfied this allocation may be adequate on the first year if the actual student hiring

meets the target (*n* = 7). However, we also understand the school will provide additional staff assistance should the needs of program and students exceed the projected demand.

We also enquired further about the school ability to find co-op placement for students (SCM 7050) particularly as this option may be more popular than the applied project alternative (SCM 7052). Even considering the challenge of placing graduate students in "higher" positions in industry, we anticipate no major issues in this area as the school has a well-established Career Centre, which currently delivers a certified Co-op program with about 350 placements per year for undergraduate students. As indicated in the recommendations below, we follow on the Career Centre Director recommendation that the Co-op would be more effective (and certifiable) if it occurred in the middle rather than end of the program.

- ***IT Resources and Services***

There appears to be good availability of IT resources and services to faculty and students in the proposed program. The school hosts two IT labs. The general lab includes 72 workstations and has been renovated in 2017 to facilitate collaboration and teaching. The Bloomberg lab includes 23 stations that are also offer general workstation programs that are available to all students.

The workstations include a Windows 10 platform with MS Office. Specialized software includes SPSS 25 and R-base for statistical analysis. There appears to be no availability of further applications for SCM teaching and research such as simulation and optimization modeling, and qualitative (content) analysis. However, the IT staff indicated additional specialized software can be licensed and installed upon faculty request.

There appears to be ample access to printers. Students get a predefined printing "quota" which can be increased upon request. There is IT support to connectivity, even for personal computers. The university central IT appears to have robust systems to minimize network fraud and security breaches. In the future, students and faculty may be required to encrypt all data stored even in personal computers used on campus.

3.0 RECOMMENDATIONS

It will be evident from the preceding discussion that while we are very supportive of the proposed program, there are opportunities to consider. These are listed below as recommendations, and could likely involve some trade-offs. The appeal and feasibility of these recommendations should be guided by the mandate and strategic priorities of the University and the School, plus the availability of sufficient resources.

- ***An introductory course on supply chain and logistics in the first semester.***

As currently proposed, the program does not offer a course on supply chain management or logistics until the third semester (Summer 1). Given that this is a specialized master's program focused on supply chain management and logistics, it seems odd and inappropriate not to have an introductory course about the program in the first semester. As all the courses delivered in the first two semesters will be done so for a number of different programs it is unlikely these courses, even the OPM ones would have a sufficient focus on supply chain management and logistics.

- ***A capstone simulation near the end of the program for AACSB Assurance of Learning Requirements.***

For accreditation purposes and particularly satisfying Assurance of Learning (AOL) requirements, the program may wish to incorporate into one of the existing courses in Fall 2 and Winter 2 one or two comprehensive simulations that could could provide learning and testing of learning for AOL. The Harvard Business School Global Supply Chain Management Simulation is one possible simulation.

- ***Change SCM 7050 placement in MSCM schedule.***

We support the recommendation suggested by the Director of the Career Development Centre to move the SCM 7050 (co-op) component from the final term to earlier (e.g. Summer 1) in the program. The rationale for this recommendation includes: (i) the possibility of obtaining certification of the graduate co-op if student placement is moved to earlier in program and (ii) the opportunity to use the the co-op experience to better leverage effective learning, particularly in the Fall 2 or Winter 2 terms when all courses will be focused on SCM issues of great practical relevance. The latter argument may apply even more in the case of international students without professional experience in Canadian industry.

- ***Consider the demand and size of the program.***

Forecasted enrollments seem conservative and modest, despite the comment below. We suggest to be prepared for enrollments that far exceed the forecast.

- ***Program recruitment.***

It was not clear how the program would be marketed and students recruited. We did not meet any staff who would lead the recruitment, and thus cannot comment on the recruitment channels, the recruitment budget, and who these will be managed by.

- ***Admissions.***

In addition to academic requirements we suggest you define what the ideal student and student intake profile will be in terms student age, amount and type of work experience, gender, nationality, and even mindset. During our discussions with faculty and staff it seems that the program would accept almost anyone with the right GPA, regardless of differences in age and work experience. For a non-cohort based program this is less of an issue, but still there can be collaboration and learning costs if the differences between students in the same program are too great. For example, consider the group and learning experience mismatch if part of the intake are straight from UG, with an average age of 22 and little or no work experience, and the other part of the intake are mid 30s in age, straight from industry and have 10 years of work experience

- ***Course distinction.***

The MSCM will include various courses with in-depth analysis of supply chain management themes. Because of the high level of integration between those themes, there is a risk of unwanted overlap on problems, methods, and even materials covered in different courses. Thus we recommend to implement a periodic (e.g. annual) review process to compare course outlines and content, and minimize redundancy.

- ***Learning objectives.***

We suggest members of the faculty develop a “quality function deployment” matrix correlating the learning outcomes listed on p.4 of the proposal with the course offerings on p.6. This allows to identify whether all learning objectives can be adequately met by the program courses, as whether specific overlaps should be promoted or avoided.

- ***Envision program success****.*

Go beyond listing the number of students who will enroll and the graduates who complete, to specify other desired outcomes such as where graduates will be placed (local vs global, job roles, average exist salaries, etc.). What does program success look like? What does co-op/internship success look like?

- ***An industrial/business advisory board.***

Given the specialism of the program and how it fits with local industry activity, and the letters of support from business leaders that accompany the proposal, we suggest establishing an advisory board for the program. This board would not only advise on the content and delivery of the program, but could be asked to provide guest speakers, projects, co-op/internship opportunities, employment opportunities, scholarships and other forms of funding.

- ***Program blending****.*

The students for the MSCM will not be a standalone cohort. They will blend with students from other programs and take existing courses on other existing programs for the first two semesters. The new program courses will also be offered to students on other programs. This blending of programs can present a number risks. First, a lack of cohort and program identity. With program cohorts, students have better shared interests and goals who progress through an educational experience together. Also, compared to non-cohort programs where intakes are based on mixing and blending students from different programs, cohort programs have better completion rates, typically have greater student participation and creativity, and a stronger sense of community and alumni engagement. Second, the School and University should be aware of the risks of cost disparity when students from different programs take the same course but pay different costs for this same course.

- ***Review terminology associated with SCM 7050***.

The term “co-op” in post-secondary education may have a meaning that is either not well understood or is associated with undergraduate programs by international and even national students. We suggest to adopt specific terminology to distinguish the co-op offering (SCM 7050) from other post-secondary initiatives. For example, school faculty and staff could consistently use terms such as “Graduate Co-op” or “Internship” in formal and informal communications with employers and students.

- ***Scholarships for students.***

In line with the strategy and criteria you have for offering scholarships to students across Asper programs, we would suggest detailing a plan for how much funding would be allocated to this program for scholarships over time, and how it might vary from start-up phases to established phases during the program life-cycle.

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February 18, 2020

Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Graduate Studies.

Observations

1. The **Faculty of Graduate Studies** proposes a Graduate Focus on Aging Concentration (GFAC). (See attach.) This concentration would be available to any graduate student who wants to attain an additional credential related to aging regardless of their academic program. Previously, the Faculty of Graduate Studies was overseeing an informally approved Graduate Specialization in Aging, which was received by 33 Master's and PhD students from several different units from 2009 to 2018. Therefore, there is demand for this program. As an Age-friendly University, it is important that the University of Manitoba provides opportunities for graduate students to learn about aging, as well as gain research expertise in this area. While the University has an Option on Aging at the undergraduate level, there are no aging-based academic programs at the graduate level at the University of Manitoba, or in the province of Manitoba. The proposed GFAC provides a structure as well as flexibility for students in terms of how they focus on aging. The requirements of this concentration include:

    a. Six (6) credit hours of graduate (7000 level or higher) courses that focus on aging;
    b. A thesis/practicum on an aging-related topic;
    c. Having at least one committee member who is officially affiliated with the Centre on Aging as a Research Affiliate; and
    d. Participating in the annual Spring Research Symposium of the Centre on Aging at least once as a poster presenter.

    This will be the Faculty of Graduate Studies' first faculty-level concentration. The regulations pertaining to the Graduate Focus on Aging Concentration are forthcoming to Senate later this spring in the proposed 2020/21 Academic Guide.

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

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

University of Manitoba

Faculty of Graduate Studies
500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: (204) 474-9887
Fax: (204) 474-7553

To: **The UM Senate**
From: **Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies**
Date: **November 22, 2019**
Re: **Proposal for a concentration entitled "Graduate Focus on Aging Concentration"**

The Faculty of Graduate Studies is submitting a proposal to create a Graduate Focus on Aging Concentration (GFAC). This concentration would be available to any graduate student who wants to attain an additional credential related to aging regardless of their academic program.

Previously, the Faculty of Graduate Studies was overseeing an informally approved Graduate Specialization in Aging, which was received by 33 Master's and PhD students from several different units from 2009 to 2018. Therefore, there is demand for this program.

As an Age-friendly University, it is important that the University of Manitoba provides opportunities for graduate students to learn about aging, as well as gain research expertise in this area. While the University has an Option on Aging at the undergraduate level, there are no aging-based academic programs at the graduate level at the University of Manitoba, or in the province of Manitoba.

The proposed GFAC provides a structure as well as flexibility for students in terms of how they focus on aging. The requirements include non-course based elements as well as 6 credit hours of 7000 or higher graduate courses. These course requirements could often be attained without any additional courses being taken beyond the requirements of the student's degree program.

The ***Proposal for New Academic Minor or Concentration*** document is attached along with administrative forms that would be used by students and the Faculty of Graduate Studies to ensure appropriate progress through the GFAC.

Thank you for considering this proposal.

UNIVERSITY OF MANITOBA

Office of the Provost and Vice-President (Academic)

PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

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

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

Date:

Faculty: Faculty of Graduate Studies
Department: N/A

Section 1: **Program Overview**

1. Program type: Minor: ☐ Concentration: ☒

2. Proposed program name: Graduate Focus on Aging Concentration

3. Length of program: *Indicate the required number of credit hours including associated pre-requisite requirements.*
Master's or Doctoral students will be required to complete the requirements of the program to which they have been admitted and the requirements of the Graduate Focus on Aging Concentration (6 credit hours of courses on aging at the graduate level (e.g., 7000)).

Additional credit hours may be required in a student's program of study and may affect a student's time to complete their degree. However, many students may be able to attain their 6 credit hours of courses within the requirements of their degree program. Students who transfer from a Master's program to a Ph.D. and who have already completed the 6 credit hours requirement as part of their Masters do not have to take an additional 6 credit hours on aging.

4. Proposed start of program:
September 2020

Section 2: **Program Details**

5. Description of program: *Provide a brief outline of the program, its objectives and how it will benefit student.*
The Graduate Focus on Aging Concentration will allow registered graduate students attending the University of Manitoba at either the Masters or Doctoral level (from any program) to gain official recognition for having concentrated their studies on aging. This program will be helpful in ensuring that the University of Manitoba is meeting its commitments associated with endorsing the principles of an Age-friendly University.

Program requirements would include:

1. Six (6) credit hours of graduate (7000 level or higher) courses that focus on aging;
2. A thesis/practicum on an aging-related topic;
3. Having at least one committee member who is officially affiliated with the Centre on Aging as a Research Affiliate[a]; and
4. Participating in the annual Spring Research Symposium of the Centre on Aging at least once as a poster presenter.

[a]The Centre on Aging has over 80 affiliates, 75 of whom are University of Manitoba faculty members from a wide range of disciplines. To obtain an affiliation with the Centre, faculty require a background in aging or a desire to proceed with research in aging.

This concentration could be helpful for students seeking future employment in aging-related fields, furthering their studies or training in aging-related fields, and pursuing subsequent degrees or post-doctoral training.

It is requested that students received a notation on their transcript upon completion of the Graduate Focus on Aging Concentration.

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

To receive the Graduate Focus on Aging Concentration, students would be required to take 6 credit hours of courses that focus on aging.

The following courses have been identified as being applicable for this concentration*:

CHSC 7710 Social Aspects of Aging (3 credit hours)

CHSC 7720 Health and Aging (3 credit hours)

EDUA 7404 Lifelong Learning in Educational Settings

PSYC 7192 Psychology of Health and Aging

PSYC 8040 Psychology of Aging

REHB 7060 Gerontology (3 credit hours)

*Additionally, special topics and readings courses could be included on a case-by-case basis. These need to be pre-approved by the Dean of the Faculty of Graduate Studies (or designate) in consultation with the Teaching and Learning Committee of the Centre on Aging.

The list of applicable courses may change from time to time and will be made available on the Faculty of Graduate Studies website as well as the Centre on Aging's website.

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

The Graduate Focus on Aging Concentration is available to any interested student who is enrolled in the Faculty of Graduate Studies and the student's graduate work is concentrated in aging. A letter of intent indicating that the student intends to complete the Graduate Focus on Aging Concentration must be submitted to the Faculty of Graduate Studies and appended to their Graduate Studies Progress Report.

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

This section is not applicable, because the Graduate Focus on Aging Concentration would only be for students who have already been admitted to a graduate program at the University.

Section 3: **Program Demand**

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

The Graduate Focus on Aging Concentration fits with the University's strategic priorities of Inspiring Minds, Driving Discovery and Insight, and Building Community. Furthermore, the Graduate Focus on Aging Concentration enhances the University's ability to meet its commitments related to endorsing the principles of an Age-friendly University. Two of the 10 principles are particularly relevant to this proposal:

> "To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society"

"To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults"

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

We can provide some specific numbers related to demand because the proposed Graduate Focus on Aging Concentration is meant to replace the former Graduate Specialization in Aging, which did not go through a Senate-based approval process. In 2007, an informal agreement was made between the Vice-President (Academic), the Dean of the Faculty of Graduate Studies, and the Centre on Aging to provide students with an opportunity to receive an informal recognition of the fact that they specialized in aging at the graduate level. Students received a paper certificate acknowledging that they met the requirements of the Graduate Specialization in Aging. The certificate was signed by the Dean of the Faculty of Graduate Studies, and the Director of the Centre on Aging. No formal recognition was given (i.e., they did not have a notation on their transcript).

Program requirements included: 1) two (2) required courses from Community Health Sciences; 2) a thesis, project or practicum focused on aging; 3) a public presentation (could be a thesis defense); and 4) one committee member who was a Research Affiliate of the Centre on Aging.

From 2009–2018, 33 students were recognized with the Graduate Specialization in Aging. These graduate students came from the following units (since 2009):

Unit	Number of students
Social Work	9
Community Health Sciences	7
Human Nutritional Sciences	5
Physical Therapy	2
Psychology	2
Anthropology	1
City Planning	1
Interior Design	1
Political Science	1
Nursing	1
Interdisciplinary Program in Disability Studies	1
Education	1
Family Social Sciences	1

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

Based on past experience with the Graduate Specialization in Aging, we anticipate that there will be 6 to 10 students annually who will be interested in the Graduate Focus on Aging Concentration. This would be about 2 to 4 students per graduating cohort.

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

As this is a concentration and students complete their degree in their home unit, there are no anticipated negative effects on other programs.

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

While gerontology related courses are offered at varying post-secondary institutions across the country, there is no graduate gerontology program within the Province.

The University of Manitoba currently offers a minor for undergraduate students (Option in Aging) for some degree programs. Undergraduate students take two core course: Health and Physical Aspects of Aging and Social Aspects of Aging. They must also take 12 credit hours of aging-related course work.

The University of Manitoba no longer offers the Certificate in Gerontology program that was available to post graduates and was offered through Extended Education in the mid 2000s.

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

The Faculty of Graduate Studies has consulted with the Centre on Aging who then consulted with their Teaching and Learning Committee of the Age-friendly University Committee, as well as the Centre on Aging Advisory Board. The Teaching and Learning Committee has students and Research Affiliates of the Centre on Aging as members. The membership of the Advisory Board of the Centre on Aging includes Research Affiliates, as well as community and provincial government officials.

An email was sent to all Faculties asking them to provide information on courses in their units that have an aging focus. Only two faculties responded by saying that they did not offer any courses that focused on aging.

Section 4: **Resource Requirements**

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

N/A

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

While it is not anticipated that any new courses would need to be offered for this concentration, the Faculty of Graduate Studies is working with the Teaching and Learning working group committee of the Age-friendly University Committee to encourage various units to potentially offer new courses to ensure that the University is fulfilling several principles of an Age-friendly University.

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

The Faculty of Graduate Studies will be promoted the Graduate Focus on Aging Concentration through the Faculty of Graduate Studies website. Furthermore, in collaboration with the Centre on Aging, the Graduate Focus on Aging Concentration will be promoted via the Students Targeting Aging Research (STAR) group, the Research Affiliates, as well as University events (e.g., Careers in Aging Week). The Graduate Focus on Aging Concentration checks will be done by the Faculty of Graduate Studies via the student's graduate program advisory committee with oversight by the committee member who is a research affiliate of the Centre on Aging. Completion of the Graduate Focus on Aging program requirements will be tracked yearly via the student's Progress Report form.

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

There is no additional infrastructure/equipment required beyond what a graduate student requires to complete their program of studies as part of their thesis/practicum.

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

Library resources would include existing resources that graduate students would require to complete their program of studies as part of their thesis/advanced placement work. As gerontology is a multidisciplinary area, students would be able to access existing library resources within their area of concentration. The University of Manitoba libraries already provides access to many peer reviewed gerontology journals, etc., to align with existing undergraduate and graduate course offerings (e.g., Option in Aging).

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

No additional funds are required for this concentration.

Section 5: **Approvals**

Faculty Approvals:

Department/Program Head: _____

Dean/Director: _____

Faculty/School Council: _____

Institutional Approvals:

Senate Committee on Curriculum & Course Changes:

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

Senate Approval:

Provost Approval: _____

DEPARTMENT OF COMMUNITY HEALTH SCIENCES
MAX RADY COLLEGE OF MEDICINE, RADY FACULTY OF HEALTH SCIENCES

S113-750 Bannatyne Avenue
Winnipeg, Manitoba R3E 0W3

Tel: (204) 789-3434
Fax: (204) 789-3905
Email: Stephen.Moses@umanitoba.ca

August 12, 2019

Dr. Louise Simard
Acting Dean, Faculty of Graduate Studies
University of Manitoba
500 University Centre
Winnipeg, Manitoba R3T 2N2

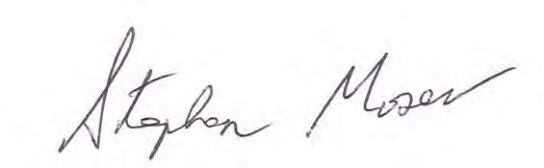
Dear Louise,

Letter of Support from CHS for Graduate Focus on Aging

The Department of Community Health Sciences (CHS) has been a strong supporter of a graduate focus on aging since the previous version of the current initiative (the Graduate Specialization in Aging, GSA) was established. Dr. Verena Menec, a professor in CHS, established the GSA in 2007, with approval from the then VP Academic and Dean of Graduate Studies. The two required courses of the GSA have been offered in CHS each year since then. These courses will likely continue to be offered to students from any department or faculty in the future.

CHS continues to strongly support a graduate focus on aging, and as such, supports the current initiative for a Graduate Focus on Aging.

Yours sincerely,



Stephen Moses, MD, MPH
Professor and Head of Department

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

August 13, 2019

Dr. Louise Simard
Acting Dean, Faculty of Graduate Studies
University of Manitoba

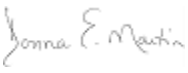
Dear Dr. Simard,

Re: Support from College of Nursing for Proposal: Graduate Focus on Aging

Thank you for the opportunity to review the proposal for Graduate Focus on Aging. This proposed concentration fits perfectly with the University of Manitoba's strategic priorities to ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied needs of older adults. This proposed concentration also fits with the College of Nursing's strategic plan to advance innovation and collaboration through research and scholarship as well as strengthen collaboration across the university (http://umanitoba.ca/faculties/nursing/media/College-of-Nursing-Strategic-Plan-2018-2023.pdf).

The requirements of the Graduate Focus on Aging concentration are extremely relevant and feasible for graduate students and graduate faculty. Based on the above, the College of Nursing fully supports the Graduate Focus on Aging.

Yours truly,



Donna E. Martin, RN, PhD
Associate Professor
Associate Dean, Graduate Programs

UNIVERSITY OF MANITOBA | Department of Psychology

190 Dysart Road
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204. 474. 9338

August 23, 2019

To Whom It May Concern,

I am writing on behalf of the Department of Psychology to express our strong support for proposed Graduate Focus on Aging.

This formal recognition by the University of Manitoba would benefit graduate and post graduate students in our department across our various program areas (e.g., Developmental Psychology, Social Psychology, Brain and Cognitive Sciences, Clinical Psychology). Many of our students would meet the requirements of a concentration in Aging that includes a required course we offer (Psychology of Health and Aging). Because nine faculty members in our Department are active Centre on Aging Research Affiliates and participate annually in the Spring Research Symposium, current and future students would also have ample opportunities to conduct and showcase their research on aging. This level of involvement by the Psychology Department underscores the breadth of opportunities for our students to develop an expertise in aging.

Past graduate and post-graduate students who have trained with our faculty members in Psychology have received prestigious CIHR prizes, including a *Recognition Prize* that "honors our brightest rising stars," and *Age-Plus Awards* to recognize the best published paper that demonstrates "excellence in research carried out in Canada". Numerous graduate students in our department have also been successful applicants to CIHR's annual Summer Program in Aging that provides advanced intensive training. These accomplishments highlight the existing opportunities and successes of our graduate students. A formal recognition of a concentration in aging by the University of Manitoba would make our students even more competitive for these types of academic awards.

Sincerely,

Melanie Soderstrom
Associate Head, Graduate
Department of Psychology

RECEIVED
AUG 28 2019
FACULTY OF GRADUATE STUDIES

UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

College of Rehabilitation Sciences
Department of Physical Therapy
106-771 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-977-5638
Fax: 204-789-3927

August 28, 2019

Andrea J. Kailer
Confidential Assistant to the Associate Deans & Programs Coordinator
Faculty of Graduate Studies
500 University Centre
Winnipeg, Manitoba R3T 2N2

Re: Letter of support
Proposal to establish a Graduate Focus on Aging

I am writing this letter in support of this proposal. Graduates from the physical therapy unit have been recognized in the past with the previous graduate specialization on Aging. The new concentration could be helpful for students for future employment in aging-related fields, as well as furthering their studies or training in aging-related fields, with subsequent degrees or post-doctoral training.

Sincerely

Barbara Shay

Barbara Shay
Dept. Head and Associate Professor

Université de
Saint-Boniface
Une éducation supérieure depuis 1818

August 27, 2019

Dr. Louise Simard
Dean, Faculty of Graduate Studies
University of Manitoba (UM)
500 University Centre
Winnipeg (Manitoba) R3T 2N2

Dear Dr. Simard:

Université de Saint-Boniface (USB) supports the Faculty of Graduate Studies' (UM) proposal to establish a Graduate concentration on Aging at either the Masters or Doctoral level. We wholeheartedly agree that this concentration would be very helpful for students for future employment in aging-related fields. In doing so, UM would be meeting its commitments regarding endorsing the principles of an Age-friendly University.

We reiterate that *Université de Saint-Boniface* supports this proposal. Should you have any questions, please do not hesitate to contact me at 204-237-1818, ext. 496.

Sincerely,

Stéfan Delaquis
Dean
Faculty of Education and Professional Studies
Université de Saint-Boniface

c. c. Peter Dorrington, Vice-president, Academic and Research (USB)
Claudine Lupien, Associate Dean, Faculty of Education (USB)

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

March 17, 2020

Report of the Senate Committee on Curriculum and Course Changes RE: Major Curriculum Revisions, Department of Chemistry, Faculty of Science

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."

   The terms of reference also specify that: "Recommendations of the Committee on Curriculum and Course Changes which involve substantive additional costs or affect long-range planning shall be referred to the Senate Planning and Priorities Committee in order that they may comment on the proposal when it is introduced for discussion in Senate."

2. At its meetings on October 10, 29, and 30, 2019, and March 17, 2020, the SCCCC considered curriculum and course changes proposed by the Department of Chemistry, Faculty of Science.

3. The curriculum and course changes were endorsed by the Faculty Council of the Faculty of Science at its meeting on September 6, 2019 and January 24, 2020.

4. Based on a referral from the SCCCC, the Senate Planning and Priorities Committee considered the resource implications of the proposal, at its meeting on March 30, 2020.

Observations

1. The Department of Chemistry is proposing the deletion of thirty (30) courses, the introduction of thirty-four (34) courses, and the modification of ten (10) courses. The overall number of credit hours offered by the Department would increase by 3 credit hours.

2. The Department is proposing modifications to the following programs:

   - Bachelor of Science (General), with a focus in Chemistry
   - Bachelor of Science (Major) in Chemistry
   - Bachelor of Science (Major) in Chemistry, Co-operative Option
   - Bachelor of Science (Honours) in Chemistry
   - Bachelor of Science (Honours) in Chemistry, Co-operative Option
   - Minor in Chemistry
   - Bachelor of Science (Joint Honours) in Chemistry and Physics and Astronomy

3. The department is proposing the closure of the Chemistry Program Focus Areas (Concentrations) listed below.

   - Bioanalytical
   - Biopharmaceutical
   - Biophysical
   - Environmental
   - Inorganic
   - Materials Science
   - Organic
   - Physical
   - Quantum/Computational

4. The course and curriculum changes respond to recommendations made in an accreditation review completed in 2015. Requirements of four-year degree programs will be streamlined by creating a common core, with structured prerequisites and course sequencing, and by eliminating the Chemistry Program Focus Areas (Concentrations). Also, the revised Chemistry programs would continue to meet the accreditation requirements of the Canadian Society for Chemistry, including at least 400 contact hours in laboratories.

5. The Department is proposing to eliminate 1000- , 2000-, and most 3000- level courses with embedded laboratories and to introduce for-credit, laboratory courses. The objectives are to: (i) deliver chemistry programs that emphasize and better integrate practical and deliberate laboratory training, and underscore the importance of this training; (ii) give students credit for the academic work completed in the laboratories; (iii) address bottlenecks in existing courses with embedded laboratories that are oversubscribed due to physical limits on laboratory spaces, including, in particular, the first half of the organic chemistry and biochemistry courses.

6. The separation of laboratories from lectures would make it feasible for the Department to offer high enrolment laboratory and lecture courses more frequently, including in both the Fall and Winter Terms, which would give students greater flexibility to fit Chemistry laboratories into their schedules.

7. The Department has developed transition plans for continuing students, as detailed in the proposal. Students would complete the current requirements for their degree program, including the Chemistry Program Focus Areas, using equivalent course introductions, as described in the transition plans. Students will be asked to meet with an advisor in the Department to identify the specific courses they would require.

8. The Department has advised Chemistry programs at other postsecondary institutions in the province, including the Universities of Brandon and Winnipeg and the Université de Saint-Boniface, of the proposed course changes. It has identified equivalencies for transfer credit, for 1000- level Chemistry courses offered at those institutions, as detailed in the proposal.

9. Over the previous 2.5 years, the Department has consulted with academic units across the University that require Chemistry courses as program or admission requirements, including several professional programs.

10. Based on its initial review of the Chemistry proposal, in October 2019, the SCCCC had requested that the Department continue discussions with several units, including the Faculty of Agricultural and Food Sciences and the Université de Saint-Boniface (USB), to resolve particular concerns about the proposal to separate laboratories from lectures. The USB had raised a concern that students could potentially complete the revised B.Sc.(Gen.), with a focus in Chemistry, with only one laboratory course, which could potentially undermine a distinguishing feature of the Chemistry programs at USB, which was the hands-on activity in the laboratories. The Department has responded with the current proposal, which would require at least 18 credit hours of CHEM courses at the 2000 level or higher, including at least 6 credit hours of laboratory courses.

    The Faculty of Agricultural and Food Sciences has concerns about impacts on the B.Sc. in Agriculture (Plant Biotechnology) and the Pre-Veterinary Program. The latter “program” addresses course requirements for admission to the Western College of Veterinary Medicine (WCVM), Saskatoon, SK. The Department acknowledges that applicants to the WCVM would need to complete an additional 3 credit hours of Chemistry courses, as CHEM 1310 - University 1 Chemistry: An Introduction to Physical

Chemistry (3) would be replaced by CHEM 1110 - Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties (3) and CHEM 1120 - Introduction to Chemical Techniques (3).

With respect to the B.Sc. in Agriculture, the Chemistry Department did respond to specific needs identified by the Faculty of Agricultural and Food Sciences, including to adjust the content of CHEM 2740 – Introduction to the Biochemistry Laboratory and CHEM 2750 – Elements of Biochemistry 2, as most students who would use these courses would be registered in programs offered by that Faculty, including the B.Sc. in Agriculture (Plant Biotechnology). With the exception of the Department of Plant Science, which would prefer that CHEM 1320 - University 1 Chemistry: An Introduction to Organic Chemistry (3) be retained, other units in the Faculty have indicated they would not require both CHEM 2740 - Introduction to the Biochemistry Laboratory (3) and CHEM 2750 - Elements of Biochemistry 2, in order to avoid adding 9 credit hours of courses to their degrees. The Department of Chemistry has committed to continuing discussions with the Department of Plant Science.

11. In its initial review in October, the SCCCC had raised concerns about proposals for two 1.5 credit hour laboratory courses for Engineering programs (CHEM 1122 and CHEM 1126) and several 2 credit hour laboratory courses. The courses would be offered over six and ten weeks, respectively, rather than usual thirteen weeks. The committee had anticipated that it would be necessary to offer the courses in an irregular term. One consequence, if this was the case, would be that some processes, including voluntary withdrawals and tuition refunds, could not be automated in Aurora INB and would need to be completed manually. This would require significant human resources in the Faculty of Science and the Registrar's Office. The Department was asked to consult with the Registrar's Office on this matter. Based on those consultations, Mr. Marnoch, Registrar, has provided a letter (dated December 20, 2019) confirming it will be possible to support most courses within the standard term registration and grading time periods. The two 1.5 credit hour courses can be supported with a minor change to the scheduling terms.

12. The Department has indicated that additional resources are not required to support the changes. It anticipates that the number of laboratory sessions would either remain the same or would decrease if other faculties/colleges/departments would elect not to require the new laboratory courses in their programs. With respect to teaching resources, Instructors who currently teach embedded laboratory sections would run the laboratories and might have opportunities to teach some laboratory courses.

13. The University Libraries have indicated that its collection can support the proposed course introductions.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve curriculum and course changes proposed by the Department of Chemistry, Faculty of Science, effective September 1, 2021.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

March 30, 2020

Report of the Senate Planning and Priorities Committee RE: Major Curriculum Changes, Department of Chemistry, Faculty of Science

Preamble:

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meeting on March 30, 2020, the Committee received a recommendation from the Senate Committee on Curriculum and Course Changes (SCCCC) that the SPPC consider the resource implications of major curriculum changes proposed by the Department of Chemistry, Faculty of Science.
3. The SCCCC had considered the course and curriculum changes proposed by the Department of Chemistry at its meetings on October 10, 29, and 30, 2019, and March 17, 2020. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCC) stipulate:

   > Recommendations of the Committee on Curriculum and Course Changes which involve substantive additional costs or affect long-range planning shall be referred to the Senate Planning and Priorities Committee in order that they may comment on the proposal when it is introduced for discussion in Senate.

Observations:

1. The Department of Chemistry is proposing the deletion of thirty (30) courses, the introduction of thirty-four (34) courses, and the modification of ten (10) courses. The overall number of credit hours offered by the Department would increase by 3 credit hours.
2. The Department is proposing modifications to the programs listed below, as well as the deletion of the Chemistry Program Focus Areas, as detailed in the proposal:
   - Bachelor of Science (General), with a focus in Chemistry
   - Bachelor of Science (Major) in Chemistry
   - Bachelor of Science (Major) in Chemistry, Co-operative Option
   - Bachelor of Science (Honours) in Chemistry
   - Bachelor of Science (Honours) in Chemistry, Co-operative Option
   - Minor in Chemistry
   - Bachelor of Science (Joint Honours) in Chemistry and Physics and Astronomy
3. In October 2019, the SCCCC recommended that course and curriculum changes proposed by the Department of Chemistry be referred to the SPPC, to consider the resource implications, including in particular, with respect to offering two 1.5 credit hour laboratory courses for Engineering students (CHEM 1122 and CHEM 1126) that would not align with the Academic Schedule. The SCCCC had concerns that, because some automated processes in Aurora INB cannot be applied to courses offered in an irregular term, including course revisions (drop/add), voluntary withdrawals, and tuition fee refunds, there would be significant manual work for the Faculty of Science and the Registrar's Office, particularly if other units sought access to CHEM 1122 and CHEM 1126 or requested a similar solution for their programs. In his memo to Professor

McKenna, Associate Head (Undergraduate), Department of Chemistry (dated December 20, 2019), Mr. Marnoch, Registrar, has subsequently indicated that the Registrar's Office will be able to support the courses in question within the standard term.

4. Department representatives explained that the Chemistry Department was prepared to offer CHEM 1122 – Introduction to Chemical Techniques for Engineering 1 and CHEM 1126 – Introduction to Chemical Techniques for Engineering 2 to Engineering students, in lieu of CHEM 1120 – Introduction to Chemical Techniques. The Faculty of Engineering is able to confirm enrolments well in advance of each term, because the programs have limited enrolments. Knowing what the enrolments in CHEM 1122 and CHEM 1126 would be, will facilitate planning in the Department that is required to deliver the courses in an irregular term. Because this planning would entail additional work for the Department, the Department would not be prepared to offer the same sort of accommodation for programs in other units, which are not able to confirm enrolments well in advance of the start of term.
5. The Department has indicated that it would not require additional resources to support the course and curriculum changes, including teaching resources. Several Instructors in the Department, who currently have responsibility for running the embedded laboratories, would have responsibility for delivering the new laboratory courses. It was noted at the meeting that all of these Instructors hold continuing appointments.
6. The Library has indicated that it can support the new courses with its current collections.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning major curriculum changes proposed by the Department of Chemistry, Faculty of Science, effective September 1, 2021.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

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

DEPARTMENT OF CHEMISTRY
COURSE AND PROGRAM MODIFICATIONS
PROPOSED TO START FALL 2021

I. BACKGROUND

The external review of the undergraduate program of the Department of Chemistry was completed in 2015 and suggested a series of specific recommendations for the department to consider. Following these recommendations, the department developed a proposal for comprehensive review of the undergraduate curriculum which began in 2016 and has resulted in the enclosed proposal. The department has considered the reviews, included improvements directed at the major and honours students in our programs, and considered the important role that our introductory courses play in other programs within the University of Manitoba. We have also compared our program to other Chemistry programs within Canada. Over the past 2.5 years have presented this plan extensively to departments in the Faculty of Science, Associate Deans Undergraduate across the University (including those that use Chemistry courses as part of their degree core/entry requirements), the Registrar's Office, the Admissions office, Vice-President Academic's office, and to L'Université St. Boniface. The major challenges identified relevant to this submission are as follows:

1. All program changes must ensure that the Chemistry programs retain accreditation by the Canadian Society for Chemistry, which have significant hands-on laboratory requirements (minimum 400 hours).

2. Currently each of the first/second year and many third year Chemistry courses have embedded labs (3 hours per week in addition to lectures) that account for only 20-30% of the overall course grade. The practical lab experience is central to Chemistry training, and it is important that this training is emphasized in our programs. Students in courses with embedded labs should be given proper credit for the significant work they are performing in order to reinforce the importance of hands-on training.

3. A number of introductory courses were reaching capacity **in the lab component** of the course due to space and financial limitations. These limitations meant that large enrolment introductory/service courses were typically only offered once per year, resulting in significant scheduling flexibility issues for students.

4. The overall hands-on laboratory training program in the Chemistry programs were not well integrated with each other.

5. The Chemistry programs were overly diffuse in terms of focus (due to a lack of proper prerequisite structure), leading to a number of students who had completed advanced courses in some subdisciplines while leaving core introductory courses until the end of their degree program. The numerous Chemistry "Focus Areas" (suggested course packages for students with different interests) were compounding this problem.

II. CURRENT PROPOSAL

The enclosed proposal we are submitting will address all of the major challenges identified. The key changes are:

1. We propose adopting a model where all courses will be either traditional lecture-based courses or standalone laboratory courses, both of which will be assigned credit hours based on contact hours with students.

   As an example, consider CHEM 1300 (3 cr. hr) and CHEM 1310 (3 cr. hr), which each currently contain an embedded lab. CHEM 1100 (3 cr. hr) and CHEM 1110 (3 cr. hr) would replace the lecture components, respectively, and CHEM 1120 (3 cr. hr) would be introduced as a 1-semester course that includes revamped lab content from both of the previously embedded labs. Laboratory-based courses (as detailed in the course outlines) will become formal courses with evaluation methods and workloads consistent with a traditional course. For example, Laboratory-based courses will have scheduled final examinations to reinforce material learned in a practical setting. The concept of the laboratory-based courses is not simply to run the labs that are currently being offered but for credit; instead we have spent multiple years as a Department developing innovative practical courses that will offer a substantial improvement over embedded laboratories typically worth less than 30% of a course.

2. High enrolment lecture and lab courses can now be offered in both the Fall and Winter semesters (as opposed to only one semester), significantly increasing student scheduling flexibility. For large enrolment courses we intend on initially offering options in the summer session until capacity/need is understood.

3. Programs, and students, across campus can now tailor their programs to their needs in terms of the lab offerings.

4. The overall prerequisite structure and sequencing of courses in parallel with the elimination of the Chemistry “Focus Areas” creates a straightforward core program for students in Chemistry programs. Moving all Chemistry options in the program to the 4000 level provides students with a clear path to program completion.

5. The introduction of CHEM 3820 and CHEM 3840 (third year integrated laboratories) in the context of revamping the lab offerings in the department will provide students with a more cohesive hands-on training program.

III. OVERALL CHANGES

The results of these changes and the accompanying course changes are:

1. New program charts for the Chemistry Honours (including Co-op option), Chemistry Major (including Co-op), Chemistry General Degree, Chemistry Minor, and the Chemistry-Physics joint Honours.

2. Deletion of 90 credit hours and addition of 93 credit hours, for a net increase of 3 credit hours.

3. Modifications in prerequisite structure to 10 courses, with no changes in credit hours due to these modifications.

IV. Chemistry Courses Deleted and not Replaced

Deleted (24 credit hours)	Reason
CHEM 1000 (3). Understanding the World through Chemistry	Course has not been recently offered by the Department of Chemistry.
CHEM 1030 (3). Carbon Chemistry in Nature and Society	Course has not been recently offered by the Department of Chemistry.
CHEM 4640 (3). Spectroscopy, Relaxation, and Structure.	Course been deleted in context of new curriculum.
CHEM 4650 (3). Molecular States and Processes	Course has not been recently offered by the Department of Chemistry.
CHEM 3580 (3). Methods in Physical Organic Chemistry.	Course been deleted in context of new curriculum.
CHEM 2550 (3). Environmental Chemistry	Course has always been run as joint offering with ENVR 2550 by instructor in that Faculty.
CHEM 4550 (3). Aquatic Chemistry	Course has always been run as joint offering with ENVR 4550 by instructor in that Faculty.
CHEM 2860 (3). Chemistry of Biomolecules.	Course has not been recently offered by the Department of Chemistry.

V. Chemistry Courses Deleted and Replaced in Proposed Program

Added (93 credit hours)	Deleted (66 credit hours)
CHEM 1100 (3). Introductory Chemistry 1: Atomic and Molecular Structure and Energetics	CHEM 1300 (3). University 1 Chemistry: Structure and Modelling in Chemistry
CHEM 1110 (3). Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties	CHEM 1310 (3). University 1 Chemistry: An Introduction to Physical Chemistry
CHEM 1120 (3, lab). Introduction to Chemical Techniques	
CHEM 1130 (3). Introduction to Organic Chemistry	CHEM 1320 (3). University 1 Chemistry: An Introduction to Organic Chemistry
CHEM 1122 (1.5, lab). Introduction to Chemical Techniques for Engineering 1	
CHEM 1126 (1.5, lab). Introduction to Chemical Techniques for Engineering 2	
CHEM 2100 (3). Organic Chemistry 1: Foundations of Organic Chemistry	CHEM 2210 (3). Introductory Organic Chemistry 1: Structure and Function
CHEM 2110 (3). Organic Chemistry 2: Foundations of Organic Synthesis	CHEM 2220 (3). Introductory Organic Chemistry 2: Reactivity and Synthesis
CHEM 2122 (3, lab). Experimental Organic Chemistry	
CHEM 2300 (3). Inorganic Chemistry 1: Structure and Applications.	CHEM 2400 (3). Inorganic Chemistry Structure and Applications.
CHEM 2510 (3). Introduction to Analytical Chemistry	CHEM 2470 (3). Introductory Analytical Chemistry.
CHEM 2520 (2, lab). Introduction to Analytical Chemistry Techniques.	

CHEM 2600 (3). Physical Chemistry 1	CHEM 2260 (3). Introduction to Spectroscopy
CHEM/MBIO 2700 (3). Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy	CHEM/MBIO 2360 (3). Biochemistry I: Biomolecules and an Introduction to Metabolic Energy
CHEM/MBIO 2710 (3). Biochemistry 2: Catabolism, Synthesis, and Information Pathways	CHEM/MBIO 2370 (3). Biochemistry II: Catabolism, Synthesis, and Information Pathways
CHEM 2720 (3, lab). Principles and Practices of the Modern Biochemistry Laboratory.	
CHEM/MBIO 2730 (3). Elements of Biochemistry 1	CHEM/MBIO 2770 (3). Elements of Biochemistry I
CHEM 2740 (3, lab). Introduction to the Biochemistry Laboratory.	
CHEM/MBIO 2750 (3). Elements of Biochemistry 2	CHEM/MBIO 2780 (3). Elements of Biochemistry II
CHEM 3100 (3). Organic Chemistry 3I: Advanced Organic Synthesis	CHEM 3390 (3). Structural Transformations in Organic Chemistry.
CHEM 3120 (2, lab). Advanced Organic Chemistry Laboratory Techniques	CHEM 4690 (3). Specific Methods in Organic Synthesis.
CHEM 3300 (3). Inorganic Chemistry 2: Reactivity and Properties	CHEM 3400 (3). Inorganic Chemistry: Reactivity and Properties
CHEM 3320 (2, lab). Inorganic Chemistry Laboratory	
CHEM 3500 (3). Instrumental Analysis	CHEM 3590 (3). Instrumental Analysis
CHEM 3520 (2, lab). Instrumental Analysis Laboratory	
CHEM 3600 (3). Physical Chemistry 2	CHEM 2290 (3). Chemical Energetics and Dynamics: Macroscopic Descriptions.
CHEM 3620 (2, lab). Physical Chemistry Laboratory	
CHEM 3700 (3). Biophysical Chemistry	CHEM 3570 (3). Biophysical Chemistry.
CHEM 3820 (2, lab). Integrated Chemistry Laboratory 1	
CHEM 3840 (3, lab). Integrated Chemistry Laboratory 2	
CHEM 4110 (3). Introduction to Computational Chemistry	CHEM 3260 (3). Introduction to Computational Chemistry
CHEM 4130 (3). Elementary Quantum Chemistry and Molecular Bonding	CHEM 3360 (3). Elementary Quantum Chemistry and Molecular Bonding
CHEM 4150 (3). Symmetry, Spectroscopy, and Structure	CHEM 3370 (3). Symmetry, Spectroscopy, and Structure
CHEM 4170 (3). Introduction to Polymer Chemistry	CHEM 3490 (3). Introduction to Polymers

VI. Chemistry Courses Modified (pre-requisites modification)

Modified	Reason
CHEM 2240 (3). Applied Chemistry for Engineers	PR= CHEM 1100
CHEM 4100 (3). Materials Chemistry	PR= CHEM 3300
CHEM 4360 (3). Signalling and Regulation of Gene Expression	PR= CHEM/MBIO 2710
CHEM 4370 (3). Glycobiology and Protein Activation	PR= CHEM/MBIO 2710
CHEM 4590 (3). Bioanalytical Methods	PR= 3500 (or ENV 3550)
CHEM 4610 (6). Advanced Chemical Techniques	PR= CHEM 3500, CHEM 3300, CHEM 3600
CHEM 4620 (3). Biochemistry of Nucleic Acids	PR= CHEM/MBIO 2710
CHEM 4630 (3). Biochemistry of Proteins	PR= CHEM/MBIO 2710
CHEM 4670 (3). Drug Design and Drug Discovery	PR= CHEM 2110 and CHEM/MBIO 2700
CHEM 4680 (3). Organometallic Chemistry	PR= CHEM 3300 or CHEM 3100

VII. Chemistry Courses Unchanged

CHEM 2560 (3). Water Quality Analysis for Engineers	
CHEM 4570 (3). Topics in Inorganic Chemistry	
CHEM 4580 (3). Topics in Organic Chemistry	
CHEM 4800 (3). Topics in Physical/Theoretical Chemistry	
CHEM 4802 (3). Topics in Analytical Chemistry	
CHEM 4804 (3). Topics in Biochemistry	
CHEM 4700 (3). Advanced Biochemistry Laboratory	
CHEM 4710 (6). Research Project in Chemistry or Biochemistry	

VIII. TRANSITION PLAN

The new courses and programs will all take effect for the Fall 2021 semester simultaneously, most notably the separation of lectures and laboratories. The rationale for this longer time horizon is to allow other programs that depend on Chemistry courses to alter their programs to their respective satisfactions.

New students joining Chemistry programs, on or after that date, will be expected to adopt the new courses and program requirements and will be advised well in advance about the changes to the program through direct communication.

Existing students in Chemistry programs will be asked to speak with an advisor in the Chemistry Department to help them transition into appropriate courses in the proposed program. We acknowledge that the Department of Chemistry may, at times, need to be flexible as the course offerings will have changed significantly. We have carefully considered how the students with old course numbers can move into the new courses. New courses have been proposed in a way to include, both the deleted course numbers, and the new course numbers, as part of the “May Not Hold With” information, and the prerequisite structure of the course. This will allow students and staff to easily recognize the structure, and students can register with ease, even if they are using old course numbers. Note that all students will be required to complete a minimum of 120 credit hours to complete their programs. A transition plan has been devised so that this should happen with ease. In rare cases where the transition does not result in a student attaining 120 credit hours, the student will need to reach 120 credit hours using electives in consultation with the Department of Chemistry.

The following table would help departmental and Faculty of Science advisors direct equivalencies between the current and proposed program for courses that are currently offered. Shading indicates grouping of courses for equivalency purposes. Joint CHEM/MBIO courses are only listed with their CHEM designation to remove clutter.

Completed course in current curriculum	**Will satisfy the program requirement of following course(s) in the new curriculum**	**Comments**
CHEM 1300	CHEM 1100	
CHEM 1310	CHEM 1110, CHEM 1120	By completing CHEM 1310, lab equivalency from CHEM 1300/1310 is transferred to CHEM 1120.
CHEM 1320	CHEM 1130	Note that no lab is present in CHEM 1130. This is largely a service course, and students may opt to take CHEM 1120 lab.
CHEM 2210	CHEM 2100	
CHEM 2220	CHEM 2110, CHEM 2122	By completing CHEM 2220, lab equivalency from CHEM

		2210/2220 is transferred to CHEM 2122
CHEM 2240	Course still offered	
CHEM 2260	CHEM 2600	
CHEM 2290	CHEM 3600, CHEM 3620 (2)	By completing CHEM 2290, lab equivalency from CHEM 2260/2290 is transferred to CHEM 3620
CHEM 2360	CHEM 2700	
CHEM 2370	CHEM 2710, CHEM 2720	By completing CHEM 2370, lab equivalency from CHEM 2360/2370 is transferred to CHEM 2720
CHEM 2400	CHEM 2300	
CHEM 3400	CHEM 3300, CHEM 3320 (2)	By completing CHEM 3400, lab equivalency from CHEM 2400/3400 is transferred to CHEM 3320
CHEM 2470	CHEM 2510, CHEM 2520 (2)	By completing CHEM 2470, lab equivalency from CHEM 2470 is transferred to CHEM 2520
CHEM 2560	Course still offered	
CHEM 2770	CHEM 2730	
CHEM 2780	CHEM 2740, CHEM 2750	By completing CHEM 2780, lab equivalency from CHEM 2770/2780 is transferred to CHEM 2740
CHEM 3360	CHEM 4130	
CHEM 3370	CHEM 4150	
CHEM 3390	CHEM 3100	
CHEM 3490	CHEM 4170	
CHEM 3570	CHEM 3700	
CHEM 3580	CHEM 3120 (2) or 3 cr. hr. of CHEM	
CHEM 3590	CHEM 3500, CHEM 3520	
CHEM 3620	CHEM 4110	
CHEM 4100	Course still offered	
CHEM 4360	Course still offered	
CHEM 4370	Course still offered	
CHEM 4570	Course still offered	
CHEM 4580	Course still offered	
CHEM 4590	Course still offered	
CHEM 4610	Course still offered	
CHEM 4620	Course still offered	
CHEM 4630	Course still offered	

CHEM 4640	Course still offered	
CHEM 4650	Course still offered	
CHEM 4670	Course still offered	
CHEM 4680	Course still offered	
CHEM 4690	CHEM 3120 (2) or 3 cr. hr. of CHEM	
CHEM 4710	Course still offered	
CHEM 4800	Course still offered	
CHEM 4802	Course still offered	
CHEM 4804	Course still offered	

In addition, the Department of Chemistry has considered a specific transition plan for students who have completed their Year 1, Year 2, or Year 3 requirements in their degree program. As an example, we will present program charts for these transitional students in the Chemistry Major degree program. Note that no chart is presented for students who have completed their Year 3 requirements as the required courses to complete their degree under the current regulations are still available. Students intermediate to completing all of a Year's requirements will be handled by referring to the equivalency table above. In the tables below, courses in standard font are from the current course offerings, while those underlined in bold are from the proposed course changes.

Transition after Year 1
Chemistry Major Degree Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
4-YEAR MAJOR[1] (incl. Co-operative Option if selected) 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 (B) PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030)[1] MATH 1500, MATH 1700	**CHEM 2100, CHEM 2110, CHEM 2122, CHEM 2300, CHEM 2510, CHEM 2520 (2), CHEM 2600, CHEM 2720**	**CHEM 3100, CHEM 3120 (2), CHEM 3300, CHEM 3320 (2), CHEM 3500, CHEM 3520 (2), CHEM 3600, CHEM 3620 (2), CHEM 3820 (2), CHEM 3840**	CHEM 4610 (6)
6 credit hours from the Faculty of Arts, which should include the required "W" course 6 credit hours of electives[2]	**6 credit hours of electives**	**6 credit hours of electives.**	**6 credit hours of Chemistry courses at the 4000 level.** **18 credit hours of electives.**
		Work Terms (if Co-op selected): SCI 3980, SCI 3990	Work Terms (if Co-op selected): SCI 4980 and/or SCI 4990
30 Hours	**29 Hours**	**31 Hours**	**30 Hours**

NOTES:

Proposed program chart assuming a student has completed their Year 1 requirements in the program prior to the proposed program being introduced.

Bold underlined requirements (*i.e.* **CHEM 3840**) are from the proposed program, standard font (*i.e.* CHEM 1300) are from the current program.

Under the current program, students are required to complete 60 cr. hr. of CHEM courses in years 2-4. Under the proposed program, students would be required to complete 60 cr. hr. of CHEM courses in years 2-4.

[1] note: in the proposed program, we have increased flexibility so that students are able to take either PHYS 1020 or PHYS 1050 and either PHYS 1030 or PHYS 1070. Students transitioning who have taken either PHYS 1020 or PHYS1030 will be allowed substitution. Those students who have not yet completed this component will also be given the choice of PHYS courses.

[2] note: In current program 3 credit hours from Mathematics, Statistics or Computer Science courses is required in Year 1 or 2. This requirement has been removed in the new program. Students transitioning who have not yet completed this requirement will permitted to replace with an elective.

Transition after Year 2
Chemistry Major Degree Program Chart

YEAR 1	YEAR 2	YEAR 3[3]	YEAR 4
4-YEAR MAJOR[1] (incl. Co-operative Option if selected) 120 CREDIT HOURS			
CHEM 1300, CHEM 1310 (B) PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030)[1] MATH 1500, MATH 1700	CHEM 2210, CHEM 2220, CHEM 2260, CHEM 2290, CHEM 2360, CHEM 2400, CHEM 2470,	**CHEM 3100,** **CHEM 3300,** **CHEM 3320 (2),** **CHEM 3500,** **CHEM 3520 (2),** **CHEM 3820 (2),** **CHEM 3840**	CHEM 4610 (6)
6 credit hours from the Faculty of Arts, which should include the required "W" course 6 credit hours of electives[2]	9 credit hours of electives	**6 credit hours of electives.** 6 credit hours from the 2000, 3000 and 4000 level Chemistry courses not yet taken[4]	**6 credit hours of Chemistry courses at the 4000 level.** **18 credit hours of electives.**
		Work Terms (if Co-op selected): SCI 3980, SCI 3990	Work Terms (if Co-op selected): SCI 4980 and/or SCI 4990
30 Hours	30 Hours	**30 Hours**	**30 Hours**

NOTES:
Proposed program chart assuming a student has completed their Year 2 requirements in the program prior to the proposed program being introduced.

Under the current program, students are required to complete 39 cr. hr. of CHEM courses in years 3-4. Under the proposed program, students would be required to complete 36 cr. hr. of CHEM courses in years 3-4. Students who are transitioning may choose to complete a 3 credit hour elective in place of the 3 credit hours of Chemistry courses.

Bold underlined requirements (*i.e.* **CHEM 3840**) are from the proposed program, standard font (*i.e.* CHEM 1300) are from the current program.

[1] note: in the proposed program, we have increased flexibility so that students are able to take either PHYS 1020 or PHYS 1050 and either PHYS 1030 or PHYS 1070. Students transitioning who have taken either PHYS 1020 or PHYS1030 will be allowed substitution. Those students who have not yet completed this component will also be given the choice of PHYS courses.

[2] In current program 3 credit hours from Mathematics, Statistics or Computer Science courses is required in Year 1 or 2. This requirement has been removed in the new program. Students transitioning who have not yet completed this requirement will permitted to replace with an elective.

[3] Note that the proposed courses CHEM 3600 and CHEM 3620 (2) have been removed from the proposed Year 3 courses as the content is covered in the current CHEM 2290 that students currently take in Year 2 of the program. CHEM 3120 (2) will not be required for transitioning students.

[4] 6 credit hours from the 2000, 3000 and 4000 level Chemistry courses not yet taken has been added to the Year 3 requirements for transitioning students to ensure minimal impact on their progression.

Focus Area Transition Plan

As the Chemistry programs are deleting the Chemistry Focus areas, we will notify all Honours and Major students enrolled in the program that if they wish to declare a focus area they must do so by April 2021. To guide students remaining in a Focus Area through the transition period, we will map equivalent courses in the new program to the suggested courses in the existing calendar descriptions. Please note that the calendar currently states that for the Focus Areas "The below course listings are not meant to be limiting." and therefore the Department of Chemistry routinely substitutes courses to maximize student flexibility. As a result we expect minimal impact on students wishing to complete their degree with a Focus Area.

From the existing calendar (existing text in regular font, suggested equivalent courses in the new program are bold and underlined):

Required Courses for each Chemistry Focus Area (Note: Students are responsible for completing all prerequisite courses required for the completion of a specific Focus Area). The below course listings are not meant to be limiting. Plausible substitutions will be reviewed and approved by the Department of Chemistry on an individual basis.

Bioanalytical: 18 credit hours chosen from: CHEM 2550 **(ENVR 2550, equivalent to former CHEM 2550)**, **CHEM 2700,** CHEM 2370 **(CHEM 2710)**, CHEM 3260 **(CHEM 4110)**, CHEM 3570 **(CHEM 3700)**, CHEM 4550 **(ENVR 4550, equivalent to former CHEM 2550)**, CHEM 4590, CHEM 4630; plus a minimum of 9 credit hours from: BGEN 3020 (6), MBIO 2020, MBIO 3410, PHYS 2600, PHYS 2610, PHYS 2260, STAT 2000.

Biopharmaceutical: Each of: **CHEM 2700,** CHEM 3390 **(CHEM 3100 is equivalent, but now required in major & honours)**, CHEM 3580 **(deleted, no replacement)**, CHEM 4580, CHEM 4590, CHEM 4670, CHEM 4690 **(CHEM 3120 is equivalent, but now required in major & honours) and 6 credit hours of 2000, 3000 or 4000 level Chemistry courses**; plus 9 credit hours chosen from: BIOL 2380, BIOL 2410, BIOL 2420, BIOL 2520, BIOL 3290, BIOL 4470.

Biophysical: 18 credit hours chosen from: CHEM 2370 **(CHEM 2710)**, CHEM 3360 **(CHEM 4130)**, CHEM 3370 **(CHEM 4150)**, CHEM 3490 **(CHEM 4170)**, CHEM 3570 **(CHEM 3700)**, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4640 **(deleted, no replacement)**, CHEM 4700 **(to be deleted by Fall 2021 in Biochemistry Program, no replacement)**; plus 9 credit hours chosen from: BIOL 2500, BIOL 2520, MBIO 1410 or MBIO 3410, MBIO 3460, MBIO 4540.

Environmental: Each of: **(CHEM 2700)**, CHEM 2370 **(CHEM 2710)**, CHEM 2550 **(ENVR 2550, equivalent to former CHEM 2550)**, CHEM 4550 **(ENVR 4550, equivalent to former CHEM 2550)**, CHEM 4590, and 6 **(9)** credit hours of 3000 or

4000 level Chemistry courses; plus at least 9 credit hours chosen from: ENVR 1000, ENVR 2000, ENVR 2180 (BIOL 2380), ENVR 3180, BIOL 4380.

Inorganic: 18 credit hours chosen from: CHEM 3390 **(CHEM 3100 is equivalent, but now required in major & honours)**, CHEM 4680, CHEM 4570 (Topics in Inorganic Chemistry: Catalysis and Small Molecule Activation), CHEM 4570 (Topics in Inorganic Chemistry: Bioinorganic Chemistry), CHEM 4570 (Topics in Inorganic Chemistry: Inorganic Materials), CHEM 4802 (Topics in Analytical Chemistry: Materials Characterization), CHEM 3360 **(CHEM 4130)**; plus 9 credit hours from CHEM 3260 **(CHEM 4110)**, CHEM 3580 **(deleted, no replacement)**, CHEM 4690 **(CHEM 3120 is equivalent, but now required in major & honours)**, CHEM 3370 **(CHEM 4150)**, CHEM 3490 **(CHEM 4170)**, PHYS 2210 or PHYS 2600. (Note: The Inorganic Chemistry Focus Area does not include 9 hours of non-Chemistry courses.)

Materials Science: Each of: CHEM 3360 **(CHEM 4130)**, CHEM 3370 **(CHEM 4150)**, CHEM 3490 **(CHEM 4170)**, CHEM 4570, CHEM 4590, CHEM 4680; plus 9 credit hours from: BIOE 3320, ECE 3600, PHYS 2600, PHYS 2610. (MATH 1300 is highly recommended but does not count toward the 9 credit hour of non-Chemistry requirements).

Organic: 27 credit hours from **21 credit hours from**: **CHEM 2700,** CHEM 3260 **(CHEM 4110)**, CHEM 3390 **(CHEM 3100 is equivalent, but now required in major & honours)**, CHEM 3580 **(deleted, no replacement)**, CHEM 4580, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4670, CHEM 4680, CHEM 4690 **(CHEM 3120 is equivalent, but now required in major & honours) and 6 credit hours of 2000, 3000 or 4000 level Chemistry courses**. (Note: There are no non-Chemistry courses in the Organic Chemistry Focus Area)

Physical: 18 credit hours from: CHEM 3260 **(CHEM 4110)**, CHEM 3360 **(CHEM 4130)**, CHEM 3370 **(CHEM 4150)**, CHEM 3490 **(CHEM 4170)**, CHEM 3570 **(CHEM 3700)**, CHEM 3580 **(deleted, no replacement)**, CHEM 4100, CHEM 4800 (Topics in Physical/Theoretical Chemistry); plus 9 credit hours from: MATH 2090, PHYS 2260, PHYS 2390, PHYS 2490 or PHYS 2496, PHYS 2600, PHYS 2610, the former PHYS 3680 or PHYS 4680. (MATH 1220 or MATH 1300 are highly recommended but will not count toward the 9 credit hours of non- Chemistry requirements.)

Quantum/Computational: Each of: **CHEM 2700,** CHEM 3260 **(CHEM 4110)**, CHEM 3360 **(CHEM 4130)**, CHEM 3370 **(CHEM 4150)**, CHEM 3580 **(deleted, no replacement)**, CHEM 4640 **(deleted, no replacement)**, CHEM 4670 **and 3 credit hours of 2000, 3000 or 4000 level Chemistry courses**.; plus 9 credit hours from: COMP 2160, COMP 2190, MATH 2090, MATH 2160, the former PHYS 2380 or PHYS 2386, PHYS 4250, PHYS 4520.

IX. TRANSFER CREDITS FROM OTHER INSTITUTIONS

We have reached out to other provincial Chemistry programs to make them aware of a potential change. We have carefully considered how transfer credit from these institutions will be accommodated. As an example, please refer to the following table. Note that the credit hours allocated towards a University of Manitoba degree are indicated in brackets. The same approach will be used for existing courses with a similar structure (for example Year 2 Biochemistry and Organic Chemistry course).

Institution	**Completed course(s)**	**Will satisfy the program requirement of following course(s) in the new curriculum**
Winnipeg	CHEM 1111 (3)	CHEM 1100 (3)
Winnipeg	CHEM 1111 (3) & CHEM 1112 (3)	CHEM 1110 (3) & CHEM 1120 (3)
Brandon	18.160 (3)	CHEM 1100 (3)
Brandon	18.160 & 18.170 (3)	CHEM 1110 (3) & CHEM 1120 (3)
USB	CHEM 1301	CHEM 1100 (3)
USB	CHEM 1301 & CHEM 1311	CHEM 1110 (3) & CHEM 1120 (3)

The approach taken would give students direct equivalence for Introductory Chemistry 1 at other institutions for CHEM 1100. This mirrors the credit that current UofM students will be given in a Science program if they have only completed CHEM 1300.

If students have completed Introductory Chemistry 1 & 2 at another institution, they would receive credit for CHEM 1110 and CHEM 1120; these two courses together are the prerequisites for upper year courses. This mirrors the credit that current UofM students will be given in a Science program if they have completed CHEM 1300 and CHEM 1310. This approach means that no Aurora adjustments need be made, but will require the Faculty of Science (or other Faculty offices) to make adjustments in UM Achieve in cases where a degree program requires CHEM 1100. Students in this situation would have to make up 3 cr. hr. of courses with electives, as they would have completed 6 cr. hr. of Introductory Chemistry relative to 9 cr. hr. required by a UofM student.

X. TRANSFER CREDITS FROM Advanced Placement (AP) or International Baccalaureate (IB) programs.

For students transferring from AP or IB programs as the secondary school level, the following table indicates how transfer credit would be handled. A similar approach/rationale was taken as transferring from other institutions in Section IX above. Note that the credit hours allocated towards a University of Manitoba degree are indicated in brackets.

Completed Program	**Will satisfy the program requirement of following course(s) in the new curriculum**
AP Chemistry	CHEM 1110 (3), CHEM 1120 (3) UM Achieve adjustment for CHEM 1100
IB Chemistry - higher	CHEM 1110 (3), CHEM 1120 (3) UM Achieve adjustment for CHEM 1100
IB Chemistry – standard	CHEM 1100 (3)

XI. COMPARISON TO OTHER INSTITUTIONS

A combination of institutions with the largest undergraduate enrolment, U15 institutions, and regionally close universities are included. “Embedded” indicates that the lecture and lab are offered together. “Separate” indicates that either (i) lab instruction is offered as its own course (ii) no lab instruction is offered.

Institution	Intro. Chem	Biochemistry	Organic	Undergrad Enrollment	U15
Toronto	Embedded	Separate	Embedded	65600	Y
York	Embedded (half lab)	Embedded (4 cr. hr. course)	Embedded (half lab)	42900	N
UBC	Separate	Separate	Separate	38417	Y
Waterloo	Separate	Separate	Separate	33100	Y
Ottawa	Embedded	Embedded (first course) Separate (second course)	Embedded (first course) Separate (second course)	31700	N
Alberta	Embedded	Separate	Embedded	29814	Y
McMaster	Embedded	Separate	Embedded	28900	Y
Ryerson	Separate (Life Sci) Embedded (Phys. Sci)	Embedded (half lab)	Embedded (Science) Separate (Service)	28800	N
Calgary	Embedded	Separate	Embedded	26182	Y
Guelph	Embedded (half lab)	Embedded (half lab)	Embedded	24200	N

Western	Embedded	Separate	Embedded (half lab)	24000	Y
McGill	Embedded (4 credit hours)	Separate	Separate (some programs) Embedded (some programs)	23907	Y
Laval	Separate	Separate	Separate	22155	Y
Carleton	Embedded (half lab)	Separate	Embedded	22000	N
Queen's	Embedded	Separate	Separate	21400	Y
Concordia	Embedded	Embedded	Embedded	21278	N
Saskatchewan	Separate & Embedded	Separate	Embedded	16805	Y
Brock	Embedded	Embedded	Embedded	15500	N
Victoria	Separate & Embedded	Separate	Separate	14631	N
Dalhousie	Embedded	Separate	Separate (Life Sci) Embedded (Phys. Sci)	13615	Y
SFU	Separate	Separate	Separate (some programs) Embedded (some programs)	12919	N
Regina	Embedded	Embedded	Embedded	9822	N
Lakehead	Separate	Embedded	Embedded	5900	N

XII. ACADEMIC SCHEDULE CONSIDERATIONS

The introduction of 1.5 and 2 credit hour laboratory-based courses into the standard Academic Schedule requires special consideration. Through consultation with the Registrar's Office (see letter of support enclosed), we proposed the following administrative guidelines in the scheduling of 1.5 and 2 credit hour courses.

2 credit hour courses: CHEM 2520, CHEM 3120, CHEM 3320, CHEM 3520, CHEM 3620, CHEM 3820, CHEM 3840

These courses are laboratory-based and will follow the standard Academic Schedule start and end dates for terms, and therefore will not require any irregular administrative load or confusion for students. These courses will start the first complete week of the semester with an orientation/safety session to ensure that students have the opportunity to make a knowledgeable decision by the standard add/drop/revision date.

1.5 credit hour courses: CHEM 1122, CHEM 1126

These courses are laboratory-based and available only to registered Faculty of Engineering students and were developed specifically after extensive consultation with the Associate Dean (Undergraduate Programs) of Engineering. These courses will run in parallel and in the same lab rooms as CHEM 1120. As these courses run consecutively for 6 weeks each with no gap between them (for students who take both courses in the same semester), these courses will require creation of an irregular schedule. In consultation with the Registrar's Office (see attached letter) we have been assured this is reasonably accommodated. As there is no gap between the courses, special consideration has been given to be able to evaluate students in CHEM 1122 and provide their final grades within 1-2 days of completing their final scheduled laboratory to ensure a smooth transition into CHEM 1126. Note that CHEM 1122 is only available to registered Faculty of Engineering students as there is a consistent, set number of students that the Department of Chemistry can plan for well in advance. Additionally, Faculty of Engineering is able to accommodate irregular credit hour courses into their program. CHEM 1126 is not restricted to students in the Faculty of Engineering to ensure that students that have left the Faculty of Engineering can complete CHEM 1126 to minimize the impact on their new degree progression. There is no ability to accommodate 1.5 credit hours more widely to other programs as the scheduling of lab rooms, teaching assistants, and resources is not currently possible.

XIII. RESOURCE IMPLICATIONS

As mentioned in Section III, there is an overall deletion of 90 credit hours and an introduction of 93 credit hours, resulting in a modest increase in credit hours offered through the Department. These numbers, however, are slightly misleading as we are deleting 12 credit hours of courses that the Department of Chemistry has not offered in recent years (no teaching allocation) and 6 credit hours of courses that have been taught as a cross-listed ENVR course by instructors in the Clayton H. Riddell Faculty of Earth, Environment and Resources (See Section IV). Therefore, if we consider actively-taught courses, we are deleting 74 credit hours and introducing 93 credit hours. However, we do not expect additional funding allocation for this increase, as we

currently allocate dedicated instructors for multiple laboratory courses that are embedded in lecture courses that will now be allocated to the newly separated lab courses that receive credit hours. We plan on offering some of the well-subscribed laboratories more frequently than currently offered, again with no expected increase in teaching allocation required.

Deletions: (*effective Fall 2021*)

CHEM 1000 Understanding the World through Chemistry Cr.Hrs. 3 -3.0
CHEM 1030 Carbon Chemistry in Nature and Society Cr.Hrs. 3 -3.0
CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry Cr.Hrs. 3 -3.0
CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry Cr.Hrs. 3 -3.0
CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry Cr.Hrs. 3 -3.0
CHEM 2210 Introductory Organic Chemistry 1: Structure and Function Cr.Hrs. 3 -3.0
CHEM 2220 Introductory Organic Chemistry 2: Reactivity and Synthesis Cr.Hrs. 3 -3.0
CHEM 2260 Introduction to Spectroscopy Cr.Hrs. 3 -3.0
CHEM 2290 Chemical Energetics and Dynamics: Macroscopic Descriptions Cr.Hrs. 3 -3.0
CHEM 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy Cr.Hrs. 3 -3.0
CHEM 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways Cr.Hrs. 3 -3.0
CHEM 2400 Inorganic Chemistry Structure and Applications Cr.Hrs. 3 -3.0
CHEM 2470 Introductory Analytical Chemistry Cr.Hrs. 3 -3.0
CHEM 2550 Environmental Chemistry Cr.Hrs. 3 -3.0
CHEM 2770 Elements of Biochemistry 1 Cr.Hrs. 3 -3.0
CHEM 2780 Elements of Biochemistry 2 Cr.Hrs. 3 -3.0
CHEM 2860 Chemistry of Biomolecules Cr.Hrs. 3 -3.0
CHEM 3260 Introduction to Computational Chemistry Cr.Hrs. 3 -3.0
CHEM 3360 Elementary Quantum Chemistry and Molecular Bonding Cr.Hrs. 3 -3.0
CHEM 3370 Symmetry, Spectroscopy, and Structure Cr.Hrs. 3 -3.0
CHEM 3390 Structural Transformations in Organic Chemistry Cr.Hrs. 3 -3.0
CHEM 3400 Inorganic Chemistry: Reactivity and Properties Cr.Hrs. 3 -3.0
CHEM 3490 Introduction of Polymers Cr.Hrs. 3 -3.0
CHEM 3570 Biophysical Chemistry Cr.Hrs. 3 -3.0
CHEM 3580 Methods in Physical Organic Chemistry Cr.Hrs. 3 -3.0
CHEM 3590 Instrumental Analysis Cr.Hrs. 3 -3.0
CHEM 4550 Aquatic Chemistry Cr.Hrs. 3 -3.0
CHEM 4640 Spectroscopy, Relaxation, and Structure Cr.Hrs. 3 -3.0
CHEM 4650 Molecular States and Processes Cr.Hrs. 3 -3.0
CHEM 4690 Specific Methods in Organic Synthesis Cr.Hrs. 3 -3.0

Introductions: (*effective Fall 2021*)

CHEM 1100 Introductory Chemistry 1: Atomic and Molecular Structure and Energetics Cr.Hrs. 3 +3.0
This course provides a basic understanding of the fundamentals of chemistry. By the end of this course, students will understand the periodic table, energy in chemistry, atomic and molecular structures, and the concept of chemical reactivity. May not be held with the former CHEM 1300 or CHEM 1301. Prerequisites: [one of Chemistry 40S (50%), CSKL 0100 (P), or the former CHEM 0900 (P)] and [one of Applied Mathematics 40S (50%), Pre-calculus Mathematics 40S (50%), the former Mathematics 40S (300) (50%), or a grade of "C" or better in MSKL 0100].

CHEM 1110 Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties Cr.Hrs. 3 +3.0
This course builds upon students' foundation in chemistry to give them a better understanding of chemical reactivity and physical properties. May not be held with the former CHEM 1310 or CHEM 1311. Prerequisite: one of CHEM 1100, the former CHEM 1300, or CHEM 1301.

CHEM 1120 Introduction to Chemical Techniques Cr.Hrs. 3 +3.0
This course builds understanding in chemistry through active learning in the lab. By performing lab experiments, students will gain skills in making observations, safe handling of chemicals, handling laboratory equipment, quantitative analysis, data processing, and scientific communication. These skills are fundamental for student success in chemistry. In addition, students will be given a broader appreciation of chemistry in the world by introducing them to chemical sustainability, chemical responsibility and chemical applications. May not be held with CHEM 1122, CHEM 1126, the former CHEM 1310 or CHEM 1311. Prerequisites: [70% in Chemistry 40S and (one of 70% in Pre-Calculus Mathematics 40S, 70% in Applied Mathematics 40S, or a "B" or better in MSKL 0100] or [one of CHEM 1100, the former CHEM 1300, CHEM 1301, CSKL 0100 (P), or the former CHEM 0900 (P)].

CHEM 1122 Introduction to Chemical Techniques for Engineering 1 Cr.Hrs. 1.5 +1.5
For Faculty of Engineering students only. This course builds understanding in chemistry through active learning in the lab. By performing lab experiments, students will gain skills in making observations, safe handling of chemicals, handling laboratory equipment, quantitative analysis, data processing, and scientific communication. These skills are fundamental for student success in chemistry. In addition, students will be given a broader appreciation of chemistry in the world by introducing them to chemical sustainability, chemical responsibility and chemical applications. May not be held with CHEM 1120, the former CHEM 1310 or CHEM 1311. Prerequisites: [70% in Chemistry 40S and (one of 70% in Pre-Calculus Mathematics 40S, 70% in Applied Mathematics 40S, or a "B" or better in MSKL 0100)] or [one of CHEM 1100, the former CHEM 1300, CHEM 1301, CSKL 0100 (P), or the former CHEM 0900 (P)].

CHEM 1126 Introduction to Chemical Techniques for Engineering 2 Cr.Hrs. 1.5 +1.5
This course builds understanding in chemistry through active learning in the lab. By performing lab experiments, students will gain skills in making observations, safe handling of chemicals, handling laboratory equipment, quantitative analysis, data processing, and scientific communication. These skills are fundamental for student success in chemistry. In addition, students will be given a broader appreciation of chemistry in the world by introducing them to chemical sustainability, chemical responsibility and chemical applications. May not be held with CHEM 1120, the former CHEM 1310 or CHEM 1311. Pre- or corequisite: CHEM 1122.

CHEM 1130 Introduction to Organic Chemistry Cr.Hrs. 3 +3.0
Structures, properties and reactions of organic molecules. May not be held with the former CHEM 1320, CHEM 2100, the former CHEM 2210, or CHEM 2211. Prerequisite: one of CHEM 1100, the former CHEM 1300, or CHEM 1301.

CHEM 2100 Organic Chemistry 1: Foundations of Organic Chemistry Cr.Hrs. 3 +3.0
An introduction to the concepts of organic reactivity and bonding in organic molecules. Preparation and properties of functionalized organic molecules. May not be held with CHEM 1130, the former CHEM 1320, the former CHEM 2210 or CHEM 2211. Prerequisites: [CHEM 1110 and (one of CHEM 1120 or CHEM 1126)] or the former CHEM 1310 or CHEM 1311.

CHEM 2110 Organic Chemistry 2: Foundations of Organic Synthesis Cr.Hrs. 3 +3.0
An introduction to fundamental concepts of organic reactions and synthetic strategies. The application of functional group interconversions to organic synthesis will be discussed. May not be held with the former CHEM 2220 or CHEM 2221. Prerequisite: one of CHEM 2100 or the former CHEM 2210 or CHEM 2211.

CHEM 2122 Experimental Organic Chemistry Cr.Hrs. 3 +3.0
This course will introduce organic chemistry synthetic methods, purification techniques and product analyses. As well, infrared, 1H and 13C NMR spectroscopy theory and applications as applicable to organic chemistry will be taught. Students will gain experience conveying information through different media as well as chemical literacy skills. May not be held with the former CHEM 2220 or CHEM 2221. Prerequisites: [CHEM 1110 and (one of CHEM 1120 or CHEM 1126)] or the former CHEM 1310 or CHEM 1311.

CHEM 2300 Inorganic Chemistry 1: Structure and Applications Cr.Hrs. 3 +3.0
Overview of chemical bonding, structure and reactivity across the Periodic Table, illustrated by examples highlighting inorganic aspects of materials science and biochemistry. This course will cover an overview of periodic trends and their relationships to some properties of the elements, aspects of chemical bonding, reactivity of some inorganic molecules and materials, with examples of applications of inorganic chemistry in a variety of settings. May not be held with the former CHEM 2380, the former CHEM 2381, the former CHEM 2400 or CHEM 2401. Prerequisites: [CHEM 1110 and (one of CHEM 1120 or CHEM 1126)] or the former CHEM 1310 or CHEM 1311.

CHEM 2510 Introduction to Analytical Chemistry Cr.Hrs. 3 +3.0
This course will introduce students to the theoretical principles on which quantitative analytical methods are based, and will prepare students to plan and perform experimental work and to interpret the results. May not be held with the former CHEM 2470 or CHEM 2471. Prerequisites: [CHEM 1110 and (one of CHEM 1120 or CHEM 1126)] or the former CHEM 1310 or CHEM 1311.

CHEM 2520 Introduction to Analytical Chemistry Techniques Cr.Hrs. 2 +2.0
Practical laboratory designed to introduce students to the art of traditional/classical wet analytical chemistry techniques. Experiments focus on quantitative analytical chemistry determinations using gravimetric, titrimetric and spectrophotometric methods. May not be held with the former CHEM 2470 or CHEM 2471. Prerequisites: [(CHEM 1110 and (one of CHEM 1120 or CHEM 1126)) or (the former CHEM 1310 or CHEM 1311)].

CHEM 2600 Physical Chemistry 1 Cr.Hrs. 3 +3.0
An exploration of the underlying principles of atomic and molecular spectroscopy and the application of such tools to probe chemical and physical properties of matter on a microscopic scale. Aspects of ultraviolet, visible, vibrational, rotational and nuclear magnetic resonance spectroscopies are explored. May not be held with the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281. Prerequisites: [(CHEM 1110 and (one of CHEM 1120 or CHEM 1126)) or (the former CHEM 1310 or CHEM 1311)] and [one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, MATH 1520, the former MATH 1530, or MATH 1690].

CHEM 2700 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy Cr.Hrs. 3 +3.0
An introductory course dealing with the kinds of molecules encountered in biochemistry, and the concept of metabolic energy as a product of catabolism and a requirement for biosynthesis. Also offered as MBIO 2700. May not be held with the former CHEM 2360, CHEM 2361, the former CHEM 2770, CHEM 2730, the former CHEM 2860, the former MBIO 2360, MBIO 2361, MBIO 2700, MBIO 2730, or the former MBIO 2770. Prerequisites: [(CHEM 1110 and (one of CHEM 1120 or CHEM 1126)) or (the former CHEM 1310 or CHEM 1311)] and [BIOL 1030 or BIOL 1031].

CHEM 2710 Biochemistry 2: Catabolism, Synthesis, and Information Pathways Cr.Hrs. 3 +3.0
An introductory course dealing with the basic metabolic processes that occur in living cells, including the production and use of metabolic energy, the breakdown and synthesis of biomolecules; the synthesis of DNA, RNA and proteins; and the regulation of these processes. Also offered as MBIO 2710. May not be held with the former CHEM 2370, CHEM 2371, CHEM 2750, the former CHEM 2780, the former MBIO 2370, MBIO 2371, MBIO 2710, MBIO 2750, or the former MBIO 2780. Prerequisites: [one of CHEM 2700, the former CHEM 2360, CHEM 2361, the former CHEM 2860, MBIO 2700, the former MBIO 2360, or MBIO 2361] and [one of CHEM 2100, the former CHEM 2210, or CHEM 2211].

CHEM 2720 Principles and Practices of the Modern Biochemistry Laboratory Cr.Hrs. +3.0
This course will provide an introduction to the practical and theoretical foundations of the most commonly used techniques in the modern biochemistry laboratory. May not be held with the former CHEM 2370, CHEM 2371, CHEM 2740, the former CHEM 2780, the former MBIO 2370, MBIO 2371, or the former MBIO 2780. Prerequisites: [CHEM 1110 and (one of CHEM 1120 or CHEM 1126)] or the former CHEM 1310 or CHEM 1311. Note: This course may be used in the B.Sc. General Degree towards the Advanced Level Science requirements for either Chemistry or Microbiology.

CHEM 2730 Elements of Biochemistry 1 Cr.Hrs. 3 +3.0
Basic concepts of biochemistry including the properties of biomolecules (amino acids and proteins, enzymes, carbohydrates, lipids, and nucleic acids) and aspects of energy production in cells. Primarily for students in Agricultural and Food Sciences and four-year Biological Sciences programs in Science. May not be used as part of an Honours, Major, General, or Minor program in Chemistry or in Microbiology. Also offered as MBIO 2730. May not be held with the former CHEM 2360, CHEM 2361, CHEM 2700, the former CHEM 2770, the former CHEM 2860, the former MBIO 2360, MBIO 2361, MBIO 2700, MBIO 2730, or the former MBIO 2770. Prerequisites: [one of CHEM 1110, CHEM 1130, the former CHEM 1310, CHEM 1311, or the former CHEM 1320] and six credit hours of university level BIOL courses.

CHEM 2740 Introduction to the Biochemistry Laboratory Cr.Hrs. 3 +3.0
This course is intended primarily for students in Agricultural and Food Sciences and four-year Biological Sciences programs who would benefit from hands-on experience of the most commonly used techniques in the modern biochemistry laboratory. The course will provide practical training in the use of micropipettors and spectrophotometers for the quantitation and analysis of proteins and enzymes, carbohydrates and DNA. Students will learn the application of various chromatographic and centrifugation-based techniques for biomolecule purification and analysis with an emphasis on topics of specific relevance to agriculture and food sciences. May not be used as part of an Honours, Major, General, or Minor program in Chemistry or in Microbiology. May not be held with the former CHEM 2370, CHEM 2371, CHEM 2720, the former CHEM 2780, the former MBIO 2370, MBIO 2371, the former MBIO 2780. Prerequisites: one of CHEM 1110, CHEM 1130, the former CHEM 1310, CHEM 1311, or the former CHEM 1320.

CHEM 2750 Elements of Biochemistry 2 Cr.Hrs. 3 +3.0
This course deals with nitrogen and lipid metabolism, representative biosynthetic pathways, and synthesis and importance of DNA, RNA and proteins. Primarily for students in Agricultural and Food Sciences and four-year Biological Sciences programs in Science. May not be used as part of an Honours, Major, General, or Minor program in Chemistry or Microbiology. Also offered as MBIO 2750. May not be held with the former CHEM 2370, CHEM 2371, CHEM 2710, the former CHEM 2780, the former CHEM 2860, the former MBIO 2370, MBIO 2371, MBIO 2750, or the

former MBIO 2780. Prerequisites: one of CHEM 2730, CHEM 2700, the former CHEM 2770, the former CHEM 2360, CHEM 2361, the former CHEM 2860, MBIO 2730, MBIO 2700, the former MBIO 2770, the former MBIO 2360, or MBIO 2361.

CHEM 3100 Organic Chemistry 3: Advanced Organic Synthesis Cr.Hrs. 3 +3.0
The course consists of a detailed discussion of the reactions that facilitate functional group interconversions in organic synthesis. The opportunity to explore specific topics in considerable detail will develop a solid foundation for strategies in organic synthesis. The concept of retrosynthesis will be used to further develop these strategies. May not be held with the former CHEM 3390. Prerequisite: one of CHEM 2110, the former CHEM 2220, or CHEM 2221.

CHEM 3120 Advanced Organic Chemistry Laboratory Techniques Cr.Hrs. 2 +2.0
This course will develop advanced techniques of organic chemistry synthetic methods as well as introduce advanced physical organic methods in the studying of thermodynamics and/or kinetics of organic reactions. The application of 1H and 13C NMR spectroscopy to the analysis of reaction mixtures and purified products will be taught. Students will further refine their skills in the analysis and accurate reporting of chemical characterization data. May not be held with the former CHEM 3580 or the former CHEM 4690. Prerequisites: one of (CHEM 2110 and CHEM 2122), the former CHEM 2220, or CHEM 2221.

CHEM 3300 Inorganic Chemistry 2: Reactivity and Properties Cr.Hrs. 3 +3.0
Advanced chemistry of the elements with emphasis on chemical reactivity, electronic structure and physical properties of inorganic compounds. May not be held with the former CHEM 3380 or the former CHEM 3400. Prerequisite: one of CHEM 2300, the former CHEM 2380, the former CHEM 2381, the former CHEM 2400, or CHEM 2401.

CHEM 3320 Inorganic Chemistry Laboratory Cr.Hrs. 2 +2.0
Laboratory with focus on synthesis, reactivity and characterization of inorganic compounds. This course will explore a range of inorganic compounds using various synthetic methods, characterization tools and property measurements. Data recording, data analysis and report writing are integral parts of this course. May not be held with the former CHEM 3380 or the former CHEM 3400. Prerequisite: one of CHEM 2300, the former CHEM 2380, the former CHEM 2381, the former CHEM 2400, or CHEM 2401.

CHEM 3500 Instrumental Analysis Cr.Hrs. 3 +3.0
A course dealing with the theory of standard instruments used for chemical and biochemical analyses. An introduction to the interpretation of data obtained from such analyses. May not be held with the former CHEM 3590 or ENVR 3550. Prerequisite: one of (CHEM 2510 and CHEM 2520), the former CHEM 2470, or CHEM 2471.

CHEM 3520 Instrumental Analysis Laboratory Cr.Hrs. 2 +2.0
A course dealing with the practical use of standard instruments used for chemical and biochemical analyses. Students will learn a variety of state-of-the-art analytical techniques that will benefit their training as chemists, and learn the principles of experimental method development. May not be held with the former CHEM 3590 or ENVR 3550. Prerequisite: one of (CHEM 2510 and CHEM 2520), the former CHEM 2470, or CHEM 2471. Pre- or corequisite: CHEM 3500.

CHEM 3600 Physical Chemistry 2 Cr.Hrs. 3 +3.0
This course provides an introduction to thermodynamics and related topics in chemistry. The thermodynamics governing processes will be explored. In particular, the behaviour of real

gases, ideal and non-ideal solutions and reactions involving these materials will be explored from a detailed thermodynamic perspective. May not be held with the former CHEM 2290 or the former CHEM 2291. Prerequisites: [one of CHEM 2600, the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281] and [one of MATH 1700, MATH 1701, MATH 1710, MATH 1690, or MATH 1232].

CHEM 3620 Physical Chemistry Laboratory Cr.Hrs. 2 +2.0
This laboratory course introduces students to a wide range of experimental methods to explore the physical properties of matter and the important thermodynamic and kinetic aspects of reactions. May not be held with the former CHEM 2290 or the former CHEM 2291. Prerequisites: [one of CHEM 2600, the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281] and [one of MATH 1700, MATH 1701, MATH 1710, MATH 1690, or MATH 1232].

CHEM 3700 Biophysical Chemistry Cr.Hrs. 3 +3.0
The application of physical chemistry to biological problems, with an emphasis on quantitative interpretation. Topics include enzyme kinetics, bioenergetics, transport processes and spectroscopy. May not be held with the former CHEM 3570 or CHEM 3571. Prerequisites: [one of CHEM 2700, the former CHEM 2360, CHEM 2361, the former CHEM 2860, MBIO 2700, the former MBIO 2360, or MBIO 2361] and [one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, or MATH 1520].

CHEM 3820 Integrated Chemistry Laboratory 1 Cr.Hrs. 2 +2.0
This course will serve as an introduction to laboratory projects that are designed to be conducted in an independent manner by individual students. This course will provide an opportunity for students to get laboratory experience that is beyond what is typically offered in a discipline-specific undergraduate laboratory course. Prerequisite: [one of CHEM 2122, the former CHEM 2220, or CHEM 2221] and [one of CHEM 2520, the former CHEM 2470, or CHEM 2471] and nine additional credit hours of CHEM courses at the 2000 level or above.

CHEM 3840 Integrated Chemistry Laboratory 2 Cr.Hrs. 3 +3.0
This course will serve as an advanced laboratory project course that is designed for independent study by individual students. This course will provide an opportunity for students to get laboratory experience that is more reflective of a research environment. Prerequisite: CHEM 3820.

CHEM 4110 Introduction to Computational Chemistry Cr.Hrs. 3 +3.0
This course provides an introduction to modern Computational Chemistry and its application to chemical problems, with a strong focus on practical applications. May not be held with the former CHEM 3260 or the former CHEM 4660. Prerequisites: [one of CHEM 2600, the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281] and nine additional credit hours of CHEM courses at the 2000 level or above.

CHEM 4130 Elementary Quantum Chemistry and Molecular Bonding Cr.Hrs. 3 +3.0
Elementary quantum chemistry and its applications to structure and bonding in molecules and solids. May not be held with the former CHEM 3360. Prerequisite: CHEM 2600, the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281.

CHEM 4150 Symmetry, Spectroscopy, and Structure Cr.Hrs. 3 +3.0
Applications of symmetry in chemistry; molecular spectroscopy; structure of solids. May not be held with the former CHEM 3370. Prerequisite: CHEM 2600, the former CHEM 2260, CHEM 2261, the former CHEM 2280, or the former CHEM 2281.

CHEM 4170 Introduction to Polymer Chemistry Cr.Hrs. 3 +3.0
This course will provide a general introduction to important aspects of polymer chemistry. Specifically, students will be introduced to concepts relevant to the synthesis, characterization of physical chemistry and properties of polymers and polymer materials. Additionally, topics such as specialty polymers and advanced applications from contemporary literature will be explored. May not be held with the former CHEM 3490. Prerequisite: CHEM 3600, the former CHEM 2290, or the former CHEM 2291.

Modifications: (*effective Fall 2021*)

CHEM 2240 Applied Chemistry for Engineers Cr.Hrs. 3 0.0
Bonding, surface chemistry, phase rule, electrochemistry, materials and descriptive inorganic chemistry of selected elements. Prerequisite: CHEM 1100, the former CHEM 1300, or CHEM 1301.

CHEM 4100 Materials Chemistry Cr.Hrs. 3 0.0
This course emphasizes the synthesis, structure, properties and applications of a wide variety of materials, providing insight into the chemistry behind many common and high-tech materials and devices. Specific examples include solar cells, fibre optics, batteries, polymer composites, magnetic and multiferroic materials. May not be held with CHEM 4570 when titled "Materials Chemistry". Prerequisite: CHEM 3300, the former CHEM 3400, or the former CHEM 3380.

CHEM 4360 Signalling and Regulation of Gene Expression Cr.Hrs. 3 0.0
The biochemistry of cell response to external stimuli, with emphasis on animals. Cell surface receptors and ligands; signalling to the nucleus; phosphorylation and proteolysis; transcription; gradients in cell patterning. May not be held with CHEM 4361. Prerequisite: one of CHEM 2710, the former CHEM 2370, CHEM 2371, MBIO 2710, the former MBIO 2370, or MBIO 2371.

CHEM 4370 Glycobiology and Protein Activation Cr.Hrs. 3 0.0
The role of carbohydrate containing biomolecules in biochemistry and their importance for understanding some genetic diseases. The importance of limited proteolysis in activation of biomolecules. May not be held with CHEM 4371. Prerequisite: one of CHEM 2710, the former CHEM 2370, CHEM 2371, MBIO 2710, the former MBIO 2370, or MBIO 2371.

CHEM 4590 Bioanalytical Methods Cr.Hrs. 3 0.0
(Lab required) This course introduces different methods used currently for the analysis of biological materials. Qualitative and quantitative aspects are explored. Instrumentation is described and practical methods are designed. Prerequisite: one of CHEM 3500, the former CHEM 3590, or ENVR 3550.

CHEM 4610 Advanced Chemical Techniques Cr.Hrs. 6 0.0
A workshop course consisting of lectures, problem solving, and lab based advanced instrumental techniques. The course is designed to train potential research students in techniques like NMR, mass spectroscopy, and chromatography. This course is required of all

final year Honours students in Chemistry. May not be held with the former CHEM 4600. Prerequisites: [CHEM 3300, the former CHEM 3400, or the former CHEM 3380] and [CHEM 3500 or the former CHEM 3590] and [CHEM 3600, PHYS 3670, the former CHEM 2290, or the former CHEM 2291].

CHEM 4620 Biochemistry of Nucleic Acids Cr.Hrs. 3 0.0
The structure of nucleic acids; synthesis and sequence determination; interaction with drugs and protein. May not be held with CHEM 4621. Prerequisite: one of CHEM 2710, the former CHEM 2370, CHEM 2371, MBIO 2710, the former MBIO 2370, MBIO 2371.

CHEM 4630 Biochemistry of Proteins Cr.Hrs. 3 0.0
The structure and function of proteins, their physical and chemical properties and methods for studying them. May not be held with CHEM 4631. Prerequisite: one of CHEM 2710, the former CHEM 2370, CHEM 2371, MBIO 2710, the former MBIO 2370, or MBIO 2371.

CHEM 4670 Drug Design and Drug Discovery Cr.Hrs. 3 0.0
An understanding of the design, synthesis and interactions of drug molecules. Emphasis will be on novel drug-like molecules in the early stages of drug discovery with special focus on brain diseases and infectious diseases. Prerequisites: [one of CHEM 2110, CHEM 2221, or the former CHEM 2220] and [one of CHEM 2700, the former CHEM 2360, CHEM 2361, MBIO 2700, the former MBIO 2360, MBIO 2361, or the former CHEM 2860].

CHEM 4680 Organometallic Chemistry Cr.Hrs. 3 0.0
Chemistry of organometallic compounds of the transition metals and representative elements. Prerequisite: one of CHEM 3100, CHEM 3300, the former CHEM 3400, the former CHEM 3380, the former CHEM 3390.

NET CHANGE IN CREDIT HOURS: +3.0

Program modifications: (*effective Fall 2021*)

Modifications to the following programs and program closures listed below are outlined on the next 15 pages:

- **Bachelor of Science (General)**
- **Bachelor of Science (Major) in Chemistry**
- **Bachelor of Science (Major) in Chemistry, Cooperative Option**
- **Bachelor of Science (Honours) in Chemistry**
- **Bachelor of Science (Honours) in Chemistry, Cooperative Option**
- **Minor in Chemistry**

- **Bachelor of Science (Joint Honours) in Chemistry and Physics Astronomy**

Program closures: (*effective Fall 2021*)

- **Chemistry Program Focus Areas (Concentrations)**
  - **Bioanalytical**
  - **Biopharmaceutical**
  - **Biophysical**
  - **Environmental**
  - **Inorganic**
  - **Materials Science**
  - **Organic**
  - **Physical**
  - **Quantum/Computational**

4.5.1 Department of Chemistry Program Information

4.5.1 Program Information

Chemistry is the science concerned with the properties of atoms and molecules, of which all matter is composed. Chemistry is important for all aspects of the material world - food production; the manufacture of medicines, textiles, and plastics; energy production; identifying environmental problems and remedies; and understanding the workings of living organisms. The department offers study in analytical, inorganic, organic and physical chemistry, and in biochemistry.

~~**Chemistry Club:** The Chemistry Club is the University of Manitoba Student Chapter of the Chemical Institute of Canada. The aim of the organization is to advance interest in chemistry. All students engaged in chemical studies are eligible for membership in the chapter and are encouraged to apply. Regular meetings, tours, publications, etc., are planned by each year's membership.~~

~~**Scholarships and Awards:** Several scholarships and awards are granted each year to Honours and Major students in Chemistry, Biochemistry, and Biotechnology on the basis of outstanding academic performance. To be eligible for these awards for any regular session, students are normally required to have completed a full program with a minimum of 18 credit hours of Chemistry in that session. They must also be registered for a full program with a minimum of 18 credit hours of Chemistry in the next regular session. Additional information is available from the Chemistry general office.~~

~~The department must approve a student's Honour or Major program each session. Students must also obtain departmental approval for any and all revisions to their program.~~

Honours Requirements

To enter the Honours program in Chemistry, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in ~~CHEM 1310~~**CHEM 1110**. ~~CHEM 1300~~ **CHEM 1100, CHEM 1120**, MATH 1500, MATH 1700, PHYS 1020 (**or** PHYS 1050), and PHYS ~~1070~~ **1030 (or PHYS 1070)** are required courses in this program and students are strongly encouraged to complete these courses in first year.

To continue in the Chemistry Honours program, students must maintain a minimum DGPA of 3.00 and complete a minimum of 9 credit hours during each Fall and Winter Term.

To graduate from the Chemistry Honours program students must achieve a minimum DGPA of 3.00 and obtain a minimum grade of "C" on the courses that make up the 120 credit hours of the degree.

Four Year Major Requirements

To enter the Chemistry Major program a student must have completed at least 24 credit hours with a minimum DGPA of 2.00 and also obtained a minimum grade of "C+ in ~~CHEM 1310~~**CHEM 1110**. ~~CHEM 1300~~**CHEM 1100, CHEM 1120**, MATH 1500, MATH 1700, PHYS 1020 (**or** PHYS 1050), and PHYS ~~1070~~ **1030 (or PHYS 1070)** are required courses in this program and students are strongly encouraged to complete these courses in first year.

To continue in the Major program, a student must have a DGPA of 2.00 at each point of assessment.

To graduate with the Bachelor of Science (Major) in Chemistry, a student must obtain a minimum DGPA of 2.00, and a minimum grade of "C" or better in all required Chemistry ~~and Focus Area~~ courses.

Students who, at the end of Year 1, are undecided between the four year Major and Honours programs should note that the prescription for Honours Year 2 satisfies both the Honours and Major program requirements.

Honours & Major Co-operative Options

A co-operative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.

Honours Co-op

The course, grade requirements and minimum DGPA requirement for entry and continuation in the Co-operative Option are the same as that for regular Honours program.

Students are required to complete 24 credit hours of Chemistry ~~(including CHEM 2470 and either CHEM 2260 (the former CHEM 2280) or CHEM 2290)~~ **(including CHEM 2510, CHEM 2520, and CHEM 2600)** before beginning their first co-op work term.

Major Co-op

The course and minimum grade requirements for entry and continuation in the Co-operative Option are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

Students are required to complete 24 credit hours of Chemistry ~~(including CHEM 2470 and either CHEM 2260 (the former CHEM 2280) or CHEM 2290)~~ **(including CHEM 2510, CHEM 2520, and CHEM 2600)** before beginning their first co-op work term.

~~**Chemistry Program Focus Areas**~~

~~Students may elect to take courses that, in combination, make up a Chemistry focus area. Currently, there are nine Chemistry focus areas. They are: Bioanalytical, Biopharmaceutical, Biophysical, Environmental, Inorganic, Materials Science, Organic, Physical, and Quantum/Computational. Each focus area has specific course requirements that students will satisfy in order to graduate and receive the focus area notation on their transcripts. Other focus areas may be selected with approval from the Department Head.~~

~~**Required Courses for each Chemistry Focus Area (Note: Students are responsible for completing all prerequisite courses required for the completion of a specific Focus Area). The below course listings are not meant to be limiting. Plausible substitutions will be reviewed and approved by the Department of Chemistry on an individual basis.**~~

~~**Bioanalytical:** 18 credit hours chosen from: CHEM 2550, CHEM 2370, CHEM 3260, CHEM 3570, CHEM 4550, CHEM 4590, CHEM 4630; plus a minimum of 9 credit hours from: BGEN 3020 (6), MBIO 2020, MBIO 3410, PHYS 2600, PHYS 2610, PHYS 2260, STAT 2000.~~

~~**Biopharmaceutical:** Each of: CHEM 3390, CHEM 3580, CHEM 4580, CHEM 4590, CHEM 4670, CHEM 4690; plus 9 credit hours chosen from: BIOL 2380, BIOL 2410, BIOL 2420, BIOL 2520, BIOL 3290, BIOL 4470.~~

~~**Biophysical:** 18 credit hours chosen from: CHEM 2370, CHEM 3360, CHEM 3370, CHEM 3490, CHEM 3570, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4640, CHEM 4700; plus 9 credit hours chosen from: BIOL 2500, BIOL 2520, MBIO 1410 or MBIO 3410, MBIO 3460, MBIO 4540.~~

~~**Environmental:** Each of: CHEM 2370, CHEM 2550, CHEM 4550, CHEM 4590, and 6 credit hours of 3000 or 4000 level Chemistry courses; plus at least 9 credit hours chosen from: ENVR 1000, ENVR 2000, ENVR 2180 (BIOL 2380), ENVR 3180, BIOL 4380.~~

~~**Inorganic:** 18 credit hours chosen from: CHEM 3390, CHEM 4680, CHEM 4570 (Topics in Inorganic Chemistry: Catalysis and Small Molecule Activation), CHEM 4570 (Topics in Inorganic Chemistry: Bioinorganic Chemistry), CHEM 4570 (Topics in Inorganic Chemistry: Inorganic Materials), CHEM 4802 (Topics in Analytical Chemistry: Materials Characterization), CHEM 3360; plus 9 credit hours from CHEM 3260, CHEM 3580, CHEM 4690, CHEM 3370, CHEM 3490, PHYS 2210 or PHYS 2600. (Note: The Inorganic Chemistry Focus Area does not include 9 hours of non-Chemistry courses.)~~

~~**Materials Science**: Each of: CHEM 3360, CHEM 3370, CHEM 3490, CHEM 4570, CHEM 4590, CHEM 4680; plus 9 credit hours from: BIOE 3320, ECE 3600, PHYS 2600, PHYS 2610. (MATH 1300 is highly recommended but does not count toward the 9 credit hour of non-Chemistry requirements).~~

~~**Organic:** 27 credit hours from: CHEM 3260, CHEM 3390, CHEM 3580, CHEM 4580, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4670, CHEM 4680, CHEM 4690. **(Note: There are no non-Chemistry courses in the Organic Chemistry Focus Area)**~~

~~**Physical:** 18 credit hours from: CHEM 3260, CHEM 3360, CHEM 3370, CHEM 3490, CHEM 3570, CHEM 3580, CHEM 4100, CHEM 4800 (Topics in Physical/Theoretical Chemistry); plus 9 credit hours from: MATH 2090, PHYS 2260, PHYS 2390, PHYS 2490 or PHYS 2496, PHYS 2600, PHYS 2610, the former PHYS 3680 or PHYS 4680. (MATH 1220 or MATH 1300 are highly recommended but will not count toward the 9 credit hours of non-Chemistry requirements.)~~

~~**Quantum/Computational:** Each of: CHEM 3260, CHEM 3360, CHEM 3370, CHEM 3580, CHEM 4640, CHEM 4670; plus 9 credit hours from: COMP 2160, COMP 2190, MATH 2090, MATH 2160, the former PHYS 2380 or PHYS 2386, PHYS 4250, PHYS 4520.~~

Three Year Requirements

Courses taken as part of a three-year degree program provide an introduction to the major fields of study in Chemistry. Students will have two options for a three year Degree under the Department of Chemistry.

Option A – Three Year General: As prescribed with all other faculty regulations in Section 3.2, students in this program must select 18 credit hours of 2000, 3000, and (or) 4000 level courses from each of **two** Science areas. **Subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level).**~~To satisfy the requirement in the area of Chemistry, students must select a minimum of 18 credit hours from the following list of advanced level courses: CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2360, CHEM 2370, CHEM 2400 (CHEM 2380), CHEM 2470, CHEM 3260 (CHEM 4660), CHEM 3360, CHEM 3370, CHEM 3390, CHEM 3400 (CHEM 3380), CHEM 3570, CHEM 3580, CHEM 3590, CHEM 4100, CHEM 4360, CHEM 4370, CHEM 4570, CHEM 4580, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4640, CHEM 4660, CHEM 4670, CHEM 4680, CHEM 4690 (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level).~~

To satisfy the requirement in the area of Chemistry, students must select a minimum of 18 credit hours of 2000 level or higher CHEM courses, with at least 6 credit hours chosen from CHEM 2122, CHEM 2520, CHEM 2720, CHEM 3120, CHEM 3320, and CHEM 3620.

Courses not allowed for use as advanced level courses in the 3-Year General Degree Option A are: CHEM 2240, the former CHEM 2550 (ENVR 2550), CHEM 2560, CHEM 2730 (MBIO 2730), CHEM 2740, CHEM 2750 (MBIO 2750), the former CHEM 2770 (the former MBIO 2770), the former CHEM 2780 (the former MBIO 2780), CHEM 3980, CHEM 3990, CHEM 4610, CHEM 4710, CHEM 4980 and CHEM 4990.

~~Courses **not allowed** for use as advanced level courses in the 3-Year General Degree are: CHEM 2240, CHEM 2550, CHEM 2560, CHEM 2770, CHEM 2780, CHEM 2860, CHEM 4550, the former CHEM 4600, CHEM 4610 (6), CHEM 4650, CHEM 4700, and CHEM 4710.~~

Option B - Three Year B.Sc. – Chemistry Focus: Students that choose this path for their three-year degree program will follow the program chart below. The 24 credit hours of introductory courses and 36 credit hours of advanced level requirements have been prescribed in such a way so that students that follow the chart can seamlessly transfer to a 4-year Chemistry Honours or Major degree program should they choose to do so after the completion of the 90 credit hours listed in the chart.

Students anticipating a transfer to either the four year Major or Honours program at the end of their second or third year should consult with the Departmental Program Advisor before registering.

Courses not allowed for use as advanced level courses in the 3-Year General Degree Option B are: CHEM 2240, the former CHEM 2550 (ENVR 2550), CHEM 2560, CHEM 2730 (MBIO 2730), CHEM 2740, CHEM 2750 (MBIO 2750), the former CHEM 2770 (the former MBIO 2770), the former CHEM 2780 (the former MBIO 2780), CHEM 3980, CHEM 3990, CHEM 4610, CHEM 4710, CHEM 4980 and CHEM 4990.

~~**Laboratory Exemption Regulations**~~

~~• valid for two calendar years only~~

~~• lab exemption given only one time per course~~

~~• laboratory marks are carried forward to the next course attempt~~

~~• students are responsible for laboratory questions on tests and examinations~~

~~• students must earn a minimum of 60% on the laboratory to be eligible for an exemption.~~

Biochemistry and Biotechnology* Programs

The Department of Chemistry, in conjunction with the Department of Microbiology, offers Joint Honours programs, Joint Honours Cooperative Options, Joint four year Major programs and a Joint four year Major Cooperative Options in Biochemistry and Biotechnology.* See sections 4.2 *Biochemistry Program and* 4.4 *Biotechnology Program** for full details.

*As of Fall 2018, admission to the Biotechnology programs has been temporarily suspended. For further information, see the Faculty of Science office.

Current (Fall 2020):
4.5.2 Chemistry Honours Degree Program Chart

4.5.2 Chemistry Program Charts

<table>
<tr><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td></tr>
<tr><td colspan="4">HONOURS[3] (incl. Co-operative Option if selected) 120 CREDIT HOURS</td></tr>
<tr><td>CHEM 1300, CHEM 1310 (B)

PHYS 1050 (or PHYS 1020), PHYS 1070

MATH 1500[1], MATH 1700[1]</td><td>CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400, CHEM 2470, CHEM 2860(CHEM 2360)</td><td>CHEM 3400, CHEM 3590</td><td>CHEM 4610 (6), CHEM 4710 (6)</td></tr>
<tr><td colspan="2" rowspan="2">In Year 1 or Year 2 the following must be completed:

6 credit hours from the Faculty of Arts, which should include the required “W” course

3 credit hours from Mathematics, Statistics or Computer Science courses[2]

12 credit hours of electives in years one and two</td><td colspan="2">Sufficient credit hours (18) from the 2000, 3000 and 4000 level Chemistry[3] courses not yet taken to total a minimum of 63 credit hours of Chemistry courses at the 1000-4000 level. These credit hours may make up part of a focus area.

9 credit hours of non-Chemistry[5] courses which are part of a designated focus area[3]. If no Focus Area is selected, students must choose 9 credit hours of Chemistry courses.

15 credit hours of electives in years three and four[4]</td></tr>
<tr><td>Co-op Requirements (if selected):

SCI 3980, SCI 3990</td><td>Co-op Requirements (if selected):

SCI 4980 and SCI 4990 (if a 4th work term is selected)</td></tr>
<tr><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td><td>30 Hours</td></tr>
</table>

NOTES:

[1] MATH 1230, MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[2] MATH 1010, MATH 1020, the former MATH 1190, MATH 1191, COMP 1500, COMP 1600, the former COMP 1260 and the former COMP 1270, may not be used to satisfy this requirement.

[3] Students may elect to complete the requirements set out in one of the Chemistry focus areas. If a student opts for one of the focus areas, they should consult with the Department of Chemistry and a Science Academic Advisor for information regarding specific course requirements for each focus area.

[4] Elective courses should be selected in consultation with the Department of Chemistry and/or a Faculty of Science Academic Advisor.

[5] Not all Focus Areas include non-Chemistry courses. Some Focus Areas are all Chemistry courses. Refer to the description of each Focus Area for more information.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

Proposed (Effective Fall 2021): 4.5.2 Chemistry Honours Degree Program Chart

4.5.2 Chemistry Program Charts

YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS[1] **(incl. Co-operative Option if selected)** 120 CREDIT HOURS			
CHEM 1100, CHEM 1110 (B), CHEM 1120[2] PHYS 1020 (or PHYS 1050), PHYS 1030 (or PHYS 1070) MATH 1500[3], MATH 1700[3]	CHEM 2100, CHEM 2110, CHEM 2122, CHEM 2300, CHEM 2510, CHEM 2520 (2), CHEM 2600, CHEM 2720	CHEM 3100, CHEM 3120 (2), CHEM 3300, CHEM 3320 (2), CHEM 3500, CHEM 3520 (2), CHEM 3600, CHEM 3620 (2), CHEM 3820 (2), CHEM 3840	CHEM 4610 (6), CHEM 4710 (6)
6 credit hours from the Faculty of Arts, which should include the required "W" course 3 credit hours of electives	6 credit hours of electives	6 credit hours of electives.	12 credit hours of Chemistry courses of which at least 9 credit hours are at the 4000 level. 6 credit hours of electives.
		Work Terms (if Co-op selected): SCI 3980, SCI 3990	**Work Terms (if Co-op selected):** SCI 4980 and SCI 4990 (if a 4th work term is selected)
30 Hours	29 Hours	31 Hours	30 Hours

NOTES:

[1] IMPORTANT: The four-year Honours program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program.

[2] CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. Note: CHEM 1122 is only available to Faculty of Engineering students.

[3] MATH 1230, MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

(Letters in brackets indicate minimum prerequisite standing for further study. The number x in brackets indicates a x credit hour course, all other courses are 3 credit hours.)

Current (Fall 2020):
4.5.3 Chemistry Major Degree Program Chart

<table>
<tr><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td></tr>
<tr><td colspan="4">4-YEAR MAJOR[3,4] (incl. Co-operative Option if selected) 120 CREDIT HOURS (comprising courses listed in chart below, and electives[5])</td></tr>
<tr><td>CHEM 1300, CHEM 1310 (C+)

PHYS 1050 (or PHYS 1020(C+)), PHYS 1070

MATH 1500[1], MATH 1700[1]</td><td>CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400, CHEM 2470, CHEM 2860(CHEM 2360)</td><td>CHEM 3400, CHEM 3590</td><td>CHEM 4610 (6)</td></tr>
<tr><td colspan="2">In Year 1 or Year 2 the following must be completed:

6 credit hours from the Faculty of Arts, which should include the required “W” course.

3 credit hours from Mathematics, Statistics or Computer Science courses[2]</td><td colspan="2">Sufficient credit hours (18) from the 2000, 3000 and 4000 level Chemistry[3] courses not yet taken to total a minimum of 57 credit hours of Chemistry courses at the 1000-4000 level. These credit hours may make up part of a focus area.

9 credit hours of non-Chemistry courses[6] which are part of a designated focus area[3]. (Note: If no Focus Area is selected, students must choose 9 credit hours of Chemistry courses.)</td></tr>
<tr><td colspan="2"></td><td>Co-op Requirements (if selected):

SCI 3980, SCI 3990</td><td>Co-op Requirements (if selected):

SCI 4980 and SCI 4990 (if a 4th work term is selected)</td></tr>
</table>

NOTES:

[1] MATH 1230, MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[2] MATH 1010, MATH 1020, the former MATH 1190, MATH 1191, COMP 1500, COMP 1600, the former COMP 1260 and the former COMP 1270 may not be used to satisfy this requirement.

[3] Students may elect to complete the requirements set out in one of the Chemistry focus areas. If a student opts for one of the focus areas, they should consult with the Department of Chemistry and a Science Academic Advisor for information regarding specific course requirements for each focus area.

[4] IMPORTANT: The four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program.

[5] Elective courses should be selected in consultation with the Department of Chemistry and/or a Faculty of Science Academic Advisor.

[6] Not all Focus Areas include non-Chemistry courses. Some Focus Areas are all Chemistry courses. Refer to the description of each Focus Area for more information.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

Proposed (Effective Fall 2021):
4.5.3 Chemistry Major Degree Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
4-YEAR MAJOR[1] **(incl. Co-operative Option if selected)** 120 CREDIT HOURS			
CHEM 1100, CHEM 1110 (C+), CHEM 1120[2] PHYS 1020 (or PHYS 1050), PHYS 1030 (or PHYS 1070) MATH 1500[3], MATH 1700[3]	CHEM 2100, CHEM 2110, CHEM 2122, CHEM 2300, CHEM 2510, CHEM 2520 (2), CHEM 2600, CHEM 2720	CHEM 3100, CHEM 3120 (2), CHEM 3300, CHEM 3320 (2), CHEM 3500, CHEM 3520 (2), CHEM 3600, CHEM 3620 (2), CHEM 3820 (2), CHEM 3840	CHEM 4610 (6)
6 credit hours from the Faculty of Arts, which should include the required "W" course 3 credit hours of electives	6 credit hours of electives	6 credit hours of electives.	6 credit hours of Chemistry courses at the 4000 level. 18 credit hours of electives.
		Work Terms (if Co-op selected): SCI 3980, SCI 3990	**Work Terms (if Co-op selected):** SCI 4980 and SCI 4990 (if a 4th work term is selected)
30 Hours	29 Hours	31 Hours	30 Hours

NOTES:

[1] IMPORTANT: The four-year Major program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program.

[2] CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. Note: CHEM 1122 is only available to Faculty of Engineering students.

[3] MATH 1230, MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

(Letters in brackets indicate minimum prerequisite standing for further study. The number x in brackets indicates a x credit hour course all other courses are 3 credit hours.)

Current (Fall 2020):
4.5.4 Chemistry General Degree and Minor Requirements

YEAR 1	YEAR 2	YEAR 3	YEAR 4
THREE YEAR GENERAL – Chemistry Focus 90 CREDIT HOURS			
CHEM 1300, CHEM 1310 (C+) BIOL 1020, BIOL 1030 MATH 1500[1], MATH 1700[1] PHYS 1050[2], PHYS 1070[2] 6 credit hours from the Faculty of Arts. (Should include the student's "W" requirement.)	21 hours of required 2000 level Chemistry courses: CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400 (CHEM 2380), CHEM 2470, CHEM 2360 15 credit hours of 2000 level or higher CHEM: Excluding the Chemistry service courses (CHEM 2240, CHEM 2560, CHEM 2770, CHEM 2780), Co-op courses (CHEM 3980, CHEM 3990, CHEM 4980, CHEM 4990) and specialized courses (CHEM 4610, CHEM 4700, CHEM 4710). A minimum of 6 credit hours must be chosen from the 3000 / 4000 level. 6 credit hours of electives to be chosen from outside the Faculty of Science 18 credit hours of open electives		
THREE YEAR GENERAL 90 CREDIT HOURS			
CHEM 1300, CHEM 1310 (C)	a minimum of 18 credit hours from the following list of advanced level courses: CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2360, CHEM 2370, CHEM 2400 (CHEM 2380), CHEM 2470, CHEM 3260 (CHEM 4660), CHEM 3360, CHEM 3370, CHEM 3400 (CHEM 3380), CHEM 3390, CHEM 3570, CHEM 3580, CHEM 3590, CHEM 4100, CHEM 4360, CHEM 4370, CHEM 4570, CHEM 4580, CHEM 4590, CHEM 4620, CHEM 4630, CHEM 4640, CHEM 4670, CHEM 4680, CHEM 4690 (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level).		
MINOR			
CHEM 1300, CHEM 1310 (C)	Normally CHEM 2210 and CHEM 2220, plus an additional 6 credit hours of Chemistry		

NOTES:

[1] MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[2] PHYS 1020 may be used in place of PHYS 1050; and, in the 3-year degree only - PHYS 1030 may be used in place of PHYS 1070. Students planning on completing a 4-year degree in Chemistry are required to complete PHYS 1070.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

Proposed (Effective Fall 2021): 4.5.4 Chemistry General Degree and Minor Requirements

YEAR 1	YEAR 2	YEAR 3	YEAR 4
THREE YEAR B.Sc. General – Chemistry Focus 90 CREDIT HOURS			
CHEM 1100, CHEM 1110, CHEM 1120[1] BIOL 1020, BIOL 1030 MATH 1500[2], MATH 1700[2] PHYS 1050 (or PHYS 1020), PHYS 1070 (or PHYS 1030) 3 credit hours from the Faculty of Arts[3]	15 hours of required 2000 level Chemistry courses: CHEM 2100, CHEM 2300, CHEM 2510, CHEM 2600, CHEM 2700. 21 credit hours of 2000 level or higher CHEM with a minimum of 6 credit hours chosen from the 3000 / 4000 level[4] 6 credit hours of electives to be chosen from outside the Faculty of Science 15 credit hours of electives 3 credit hours from the Faculty of Arts[3]		
THREE YEAR GENERAL 90 CREDIT HOURS			
CHEM 1100, CHEM 1110 (C), CHEM 1120[1]	a minimum of 18 credit hours of 2000 level or higher CHEM courses[4], which include at least 6 credit hours from: CHEM 2122, CHEM 2520, CHEM 2720, CHEM 3120, CHEM 3320, and CHEM 3620. Subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level.		
MINOR			
CHEM 1100, CHEM 1110 (C), CHEM 1120[1]	Plus an additional 9 credit hours of Chemistry at the 2000 level or higher.		

NOTES:

[1] CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. Note: CHEM 1122 is only available to Faculty of Engineering students.

[2] MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[3] Should include the required "W" course within these 6 credit hours.

[4]Courses not allowed for use as advanced level courses in the B.Sc. General – Chemistry Focus or the 3-Year General Degree are: CHEM 2240, the former CHEM 2550 (ENVR 2550), CHEM 2560, CHEM 2730 (MBIO 2730), CHEM 2740, CHEM 2750 (MBIO 2750), the former CHEM 2770 (the former MBIO 2770), the former CHEM 2780 (the former MBIO 2780), CHEM 3980, CHEM 3990, CHEM 4610, CHEM 4710, CHEM 4980 and CHEM 4990.

(Letters in brackets indicate minimum prerequisite standing for further study. The number x in brackets indicates a x credit hour course all other courses are 3 credit hours.)

Current (Fall 2020):
4.5.5 Chemistry - Physics Joint Honours Program

4.5.5 Chemistry - Physics Joint Honours Program

4.5.5 Chemistry - Physics Joint Honours Program

YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS[2] 120 CREDIT HOURS			
CHEM 1300 (B), CHEM 1310(B) PHYS 1050 (B) (or PHYS 1020(B+)[2]), PHYS 1070 (B) (or PHYS 1030 (B+)) MATH 1300, MATH 1500[1] (B), MATH 1700[1] (B) 6 credit hours from the Faculty of Arts, which should include the required "W" course 3 credit hours of electives	CHEM 2210, CHEM 2220, CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400 or CHEM 2470 MATH 2720 PHYS 2386, PHYS 2496, PHYS 2600, PHYS 2650	12 credit hours from whichever of CHEM 2400 or CHEM 2470not taken and any of CHEM 2860 (CHEM 2360 /MBIO 2360), CHEM 2370 (MBIO 2370) or 3000/4000 level Chemistry courses PHYS 2260 or PHYS 2610, PHYS 3386, PHYS 3630, PHYS 3670, PHYS 3496 3 credit hours of electives	CHEM 4610 (6) CHEM 4710 (6) or both PHYS 4676[3] and PHYS 4678 PHYS 4386, PHYS 4680 3 credit hours of 3000/4000 level Physics courses 3 credit hours of 3000/4000 level Chemistry courses 6 credit hours of electives
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

[1] MATH 1220 may be taken in place of MATH 1300; MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

[2] Students are advised to take PHYS 1050 and PHYS 1070.

[3] The prerequisite of PHYS 3430 is waived for students in this program.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

Proposed (Effective Fall 2021): 4.5.5 Chemistry - Physics Joint Honours Program

4.5.5 Chemistry - Physics Joint Honours Program

The departments of Chemistry and Physics and Astronomy offer a joint Honours program for in-depth study in both Chemistry and Physics & Astronomy.

To enter the Joint Honours Chemistry-Physics program a student must have a minimum grade of "B" in each of CHEM 1100, CHEM 1110, PHYS 1050 (or PHYS 1020 with a B+), PHYS 1070 (or PHYS 1030 with a B+), MATH 1500 (or any equivalent) and MATH 1700 (or any equivalent) and a minimum DGPA of 3.00. CHEM 1120 and MATH 1300 are not entry requirements, but it is recommended they be completed prior to entry.

To continue in the Joint Honours Chemistry-Physics program, a student must maintain a minimum DGPA of 3.00 and complete a minimum of 9 credit hours during each Fall and Winter Term.

To graduate with the Joint Honours Chemistry-Physics degree, a student must obtain a minimum DGPA of 3.00 and present a minimum grade of "C" in each course that contributes to the degree (except for those courses outlined in the above entry requirements.

4.5.5 Chemistry - Physics Joint Honours Program			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
CHEM 1100 (B), CHEM 1110(B), CHEM 1120[1] PHYS 1050 (B) (or PHYS 1020(B+)[2]), PHYS 1070 (B) (or PHYS 1030 (B+)) MATH 1300[3], MATH 1500[3] (B), MATH 1700[3] (B) 6 credit hours from the Faculty of Arts, which should include the required "W" course	CHEM 2100, CHEM 2122, CHEM 2300, CHEM 2510, CHEM 2520 (2) MATH 2720 PHYS 2386, PHYS 2496, PHYS 2600, PHYS 2650	CHEM 2110, CHEM 2600, CHEM 3300, CHEM 3320 (2) CHEM 3500, CHEM 3520 (2) PHYS 2260 or PHYS 2610, PHYS 3386, PHYS 3630, PHYS 3670, PHYS 3496	CHEM 4610 (6) CHEM 4710 (6) or both PHYS 4676 and PHYS 4678 PHYS 4386, PHYS 4680 3 credit hours of 3000/4000 level Physics courses 9 credit hours of electives
30 Hours	29 Hours	31 Hours	30 Hours

NOTES:

[1] CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. Note: CHEM 1122 is only available to Faculty of Engineering students.

[2] Students are advised to take PHYS 1050 and PHYS 1070.

[3] MATH 1220 may be taken in place of MATH 1300; MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

(Letters in brackets indicate minimum prerequisite standing for further study. The number x in brackets indicates a x credit hour course all other courses are 3 credit hours.)

Report of the Senate Committee on Admissions concerning a proposal from the Université de Saint-Boniface to revise the credit transfer agreement between the Bachelor of Business Administration program and the Business Administration Professional Diploma program. (2019.04.06)

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 Université de Saint-Boniface is proposing a modification to the transfer credit agreement between the Bachelor of Business Administration program and the Business Administration Professional Diploma program. Under the terms of the revised agreement eligible students will be awarded 57 credit hours of block transfer credit. In addition, there will now be a five-year limit imposed; students will not be eligible to claim the block transfer credit if they exceed the five-year time period.

3. The proposal was endorsed by SCADM on April 6th, 2020.

Observations:

1. There have been some modifications to the Business Administration Diploma program; given this, the credit transfer agreement must be updated to ensure the block transfer is reflective of the changes.

2. The current agreement is a block transfer agreement; in order to be eligible students must successfully complete the Diploma program with a minimum GPA of 3.0.

3. In the previous version of the agreement students were able to transfer 54 credit hours of course work from the diploma program to the degree program. The revised version will increase the number of credit hours transferred from 54 credit hours to 57 credit hours.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the credit transfer agreement between the Bachelor of Business Administration program and the Business Administration Professional Diploma program at the Université de Saint- be approved effective for the Fall 2020 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

March 24, 2020

Report of the Senate Committee on Curriculum and Course Changes RE: Transfer Pathway, Diplôme en administration des affaires to Baccalauréat en administration des affaires, Université de Saint-Boniface

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. At its meeting on March 24, 2020, the SCCCC considered a proposal from the Université de Saint-Boniface (USB), to renew and revise an agreement between the École d'administration des affaires, Faculté d'éducation et des études professionelles, USB, and the École technique et professionnelle (ÉTP), USB, that allows graduates of the Diplôme en administration des affaires to receive transfer credit toward a Baccalauréat en administration des affaires.
3. The proposal was also considered by the Senate Committee on Admissions, at its meeting on March 6, 2020.

Observations

1. Currently, graduates of the Diplôme en administration des affaires (D.A.A.) offered by the ÉTP, who have completed the university stream and who are admitted to the Baccalauréat en administration des affaires (B.A.A.), receive a block transfer of 54 credit hours toward the degree. Following recent changes to the D.A.A. program, which involved modifications to the core curriculum and the elimination of the university stream, the ÉTP and the USB are proposing to also revise the transfer pathway from the diploma to the degree.
2. Under the revised transfer pathway, graduates of the D.A.A. program would be eligible for admission to the B.A.A. degree provided they met the following admission criteria: completion of the D.A.A. program within the previous five years, with a minimum weighted Cumulative Grade Point Average of 3.0, and with no grade lower than "C" in any course eligible for credit in the B.A.A. degree.
3. Graduates of the D.A.A. program admitted to the B.A.A. degree would be eligible for a block transfer of up to 57 credit hours of courses completed in the Diploma program. Students would be required to complete three years in the degree program, including 39 credit hours of required courses, 12 credit hours of optional courses (to be selected from a specified list of courses), and 12 credit hours of concentration courses, for a total of 120 credit hours.

   Only courses completed in the D.A.A. program offered by the ÉTP would be eligible for credit in the B.A.A. degree under the proposed transfer pathway. Diploma courses completed at other institutions would be assessed separately for transfer credit.
4. Students would be required to complete a concentration in one of the following areas: gestion des ressources humaines et relations industrielles; management des organisations; gestion internationale; marketing; comptabilité; finances; généraliste. Students who opted to complete a concentration in the same area, in both their diploma

and degree programs, would be required to meet with the Director to identify degree courses that would deepen and broaden their knowledge in their particular area of focus.

5. Students admitted to the B.A.A. degree under the proposed transfer pathway would be required to complete a minimum of 50 percent of the courses required for the degree at the École d'administration des affaires, USB.

6. Graduates of the D.A.A. program who completed the previous curriculum would be considered for admission to the B.A.A. program based on the requirements of the current transfer arrangement, including a block transfer of 54 credit hours.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve the revised transfer pathway from the Diplôme en administration des affaires to the Baccalauréat en administration des affaires, Université de Saint-Boniface, including revised admission and curriculum requirements, effective September 1, 2020.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Credit transfer agreement for the Business Administration Professional Diploma and the Bachelor's of Business Administration (*diplôme en administration des affaires DAA/ baccalauréat en administration des affaires BAA*) Université de Saint-Boniface

The School of Business Administration (École d'Administration des Affaires) at the Faculty of Education and Professional Studies (Faculté d'éducation et des études professionnelles – FÉÉP) supports initiatives that foster program access and transfer. The School of Business Administration contends that academic and program coherence across all *Université de Saint-Boniface (USB)* programs is beneficial for all students. This agreement is proposed in the spirit of greater consilience between the School of Business Administration and the Business Administration Professional Diploma Program at the Professional and Technical School (*École technique et professionnelle, USB*).

This agreement concerns only students who have met the following criteria:

Criteria (Pre-requisites)

- The student must submit their application in the five years that follow completion of the business administration professional diploma at the *Université de Saint-Boniface*
- The student must have a weighted cumulative average of 3.0 in the DAA (professional diploma) program at the ÉTP
- In addition to a minimum weighted cumulative average of 3.0, the student must not have received any mark below C for the courses eligible for transfer.

Transfer Modalities

- Only the courses completed in the DAA (ETP) program are transferable in the context of this agreement. Courses taken at other post-secondary institutions may be eligible, but will be subject to an assessment that is not part of this agreement. Fifty percent (50%) of the courses that are credited for the BAA must be taken at the School of Business (*École d'administration des affaires*).
- In the context of this agreement, graduates of the DAA program at the ÉTP who satisfy all mandatory criteria listed above are eligible for a credit transfer, up to 57 credits.

Important notice to students

- Eligible students are strongly advised to consult an academic advisor to establish an optimal a program timeline. Eligible students are also advised to discuss all program requirements to ensure proper and timely completion.

- Program requisites do change regularly and mandatory courses may also be subject to changes. The *Université de Saint-Boniface* course directory and schedule provides an up-to-date list of programs and mandatory courses on an annual basis.

Section D – Academic Calendar Content

Baccalauréat en administration des affaires

[…]

2.3 Admission sur la base du diplôme en administration des affaires de l'ETP

~~*Veuillez noter que l'École technique et professionnelle a récemment revu en profondeur son programme de diplôme en administration des affaires (voie universitaire). Une nouvelle entente de transfert de crédits en bloc devrait être approuvée au cours de l'année 2020.*~~

Ceux et celles qui font une demande d'admission au B.A.A. sur la base du diplôme en administration des affaires (voie universitaire) de l'ancien programme en place avant septembre 2019 sont admissibles s'ils rencontrent les exigences d'admission. Il faut avoir obtenu une moyenne cumulative minimale de 3,0 dans son programme d'études. Les étudiantes et étudiants admis au programme recevront un transfert en bloc de 54 crédits. Veuillez consulter la direction de l'École à ce sujet.

Ceux et celles qui font une demande d'admission au B.A.A. sur la base du diplôme en administration des affaires du nouveau programme en place en septembre 2019 sont admissibles s'ils rencontrent les exigences d'admission. ~~Il faut avoir obtenu une moyenne cumulative minimale de 3,0 dans son programme d'études. Ces étudiantes et étudiants ne pourront recevoir, pour l'instant, de transfert en bloc. Par contre, si certains de leur cours réussis se trouvent sur la liste des équivalences de crédits, ils pourront demander une équivalence de crédits pour ces cours. Veuillez consulter la direction de l'École à ce sujet~~ **Les étudiants et étudiantes qui ont obtenu leur diplôme en administration des affaires de l'École technique et professionnelle dans les cinq années précédant leur admission recevront un transfert en bloc de 57 crédits à condition qu'ils aient maintenu une moyenne de 3,0 et qu'ils aient suivi tous leurs cours à l'École technique et professionnelle. De plus, Les étudiants et étudiantes qui choisissent de poursuivre la même concentration que celle obtenue dans le cadre de leur diplôme doivent rencontrer la Direction de l'École d'administration des affaires pour confirmer la liste des cours à faire dans la concentration.**

[…]

3.1 Exigences pour les cours U1 et du tronc commun

[…]

Admission sur la base du diplôme en administration des affaires ~~(voie universitaire)~~ de l'ETP ~~(ancien programme avant septembre 2019)~~

1re année

MATH 1501 Introduction au calcul (3)
FRAN 1091 Rédaction universitaire (3)
FIN 2201 Gestion financière (3)
SCM 2161 Gestion de la chaîne logistique et des opérations (3)
MSCI 2151 Introduction aux sciences de la gestion (3)
ANTH 3551 Sous-cultures canadiennes (3)

+ 6 crédits parmi les domaines suivants : anthropologie, histoire, mathématiques, philosophie, sciences politiques, psychologie ou sociologie

+ 6 crédits parmi les cours suivants: FIN 3451 Finance internationale, HRIR 4521 Relations industrielles et gestion des ressources humaines comparées, INTB 2201 Introduction au management industriel, MKT 3301 Marketing international

~~GMGT 1011 Les entreprises et la société (3)~~
~~SCM 2161 Gestion de la chaîne logistique et des opérations (3)~~
~~ANTH 3551 Sous-cultures canadiennes (3)~~
~~MIS 2001 Les systèmes d'information de gestion (3)~~

~~+ 3 crédits parmi les cours suivants :~~
~~GMGT 2061 Management et théorie des organisations (3)~~
~~GMGT 2071 Introduction au comportement organisationnel (3)~~
~~MKT 2211 Principes de marketing (3)~~

2e année*

~~MSCI 2151 Introduction aux sciences de la gestion (3)~~
~~HRIR 4531 Gestion du changement (3)~~
~~GMGT 3581 Éthique et responsabilité sociale (3)~~

GMGT 4011 Gestion stratégique des organisations
GMGT 4211 Séminaire en gestion et capitalisme
HRIR 4531 Gestion du changement

~~3e année~~

~~GMGT 4011 Gestion stratégique des organisations (3)~~
~~GMGT 4211 Séminaire en gestion et capitalisme (3)~~

3.2 Exigences du programme pour les cours de concentration

Chaque étudiante ou étudiant doit choisir une concentration parmi les suivantes et suivre les cours qui y sont assignés. Chaque concentration représente 12 crédits.[1]

[…]

N. B. : Il est aussi possible d'opter pour l'une des autres concentrations offertes par l'école des affaires Asper School of Business de l'Université du Manitoba. Dans ce cas, on doit se conformer aux exigences de cette concentration (Major). Pour les concentrations (Majors) offertes par la Asper School of Business, consulter le ***Academic Calendar & Catalog*** ***sur*** *le site Web de l'établissement.* ***Les étudiants et étudiantes admis dans le cadre de l'entente de transfert de crédits entre de diplôme en administration des affaires et le baccalauréat en administration des affaires qui choisissent de poursuivre la même concentration que celle obtenue dans le cadre de leur diplôme doivent rencontrer la Direction de l'École d'administration des affaires pour confirmer la liste des cours à faire dans la concentration.***

[…]

3.6 Préalables, concomitants et disponibilité des cours

Le programme de baccalauréat en **administration des affaires** ~~travail social~~ est constitué d'un ensemble de cours préalables et de cours concomitants pour aider l'étudiante ou l'étudiant dans le cheminement de son programme d'études. Toutes les étudiantes et tous les étudiants sont tenus de respecter les exigences par rapport aux cours préalables et aux cours concomitants de chaque cours. Toute exception à cette exigence doit être approuvée par la direction de l'École **d'administration des affaires** ~~de travail social~~ avant l'inscription au cours. Si une étudiante ou un étudiant ne satisfait pas à ces exigences pour un cours, on exigera son retrait du cours ou les crédits obtenus pour ce cours seront effacés de son relevé de notes officiel.

[…]

3.7 Équivalences de crédits

Le tableau suivant présente les équivalences de crédits des cours de l'ancien programme du diplôme en administration des affaires de l'École technique et professionnelle (ETP) et du Bachelor of Commerce (Honours) de l'Université du Manitoba (U of M) pour les cours au programme du B.A.A. Le règlement académique concernant les transferts de crédits s'appliquent pour les équivalences ci-dessous.

~~*Veuillez noter qu'il n'y a pas encore d'équivalences de crédit reconnues pour les nouveaux cours du programme en administration des affaires de l'ETP effectif dès septembre 2019.*~~

Cours du baccalauréat en administration des affaires de l'USB	Cours de l'ancien programme (avant septembre 2019) du diplôme en administration des affaires de l'ETP	Cours du Bachelor of Commerce (Honours) de l'U of M
ACC 1101	ETP: CO 101 et CO 102	U of M: ACC 1100
ACC 1111	ETP: CO 205 et CO 206	U of M: ACC 1110
ACC 2011	ETP: CO 201	U of M: ACC 2010
ACC 2021	ETP: CO 202	U of M: ACC 2020
ANTH 3551	ETP: Aucune équivalence	U of M: Aucune équivalence
COMP 1261	ETP: IN 103 et IN 104	U of M: COMP 1260
ECON 1011	ETP: AD 206	U of M: ECON 1010
ECON 1021	ETP: AD 106	U of M: ECON 1020
FIN 2201	ETP: MA 101, FI 201, FI 202 et FI 205	U of M: FIN 2200
FRAN 1001	ETP: FR 106 et FR 107	U of M: Aucune équivalence
GMGT 1011	ETP: Aucune équivalence	U of M: GMGT 1010
GMGT 2011	ETP: AN 102 et AN 104	U of M: GMGT 2010
GMGT 2061	ETP: AD 202	U of M: GMGT 2060
GMGT 2071	ETP: AD 211	U of M: GMGT 2070
GMGT 2141	ETP: FR 204	U of M: Aucune équivalence
GMGT 3301	ETP: AD 102	U of M: GMGT 3300
GMGT 4011	ETP: Aucune équivalence	U of M: GMGT 4010
HRIR 2441	ETP: Aucune équivalence	U of M: HRIR 2440
HRIR 4531	ETP: Aucune équivalence	U of M: Aucune équivalence
MATH 1301	ETP: Aucune équivalence	U of M: MATH 1300
MATH 1501	ETP: Aucune équivalence	U of M: MATH 1500
MIS 2001	ETP: Aucune équivalence	U of M: MIS 2000
MKT 2211	ETP: MK 101 et MK 201	U of M: MKT 2210
MSCI 2151	ETP: Aucune équivalence	U of M: MSCI 2151
SCM 2161	ETP: Aucune	U of M: SCM 2160

	équivalence	
STAT 1001	ETP: MA 201	U of M: STAT 1000
STAT 2001	ETP: Aucune équivalence	U of M: STAT 2000

Administration des affaires: Mapping for Dipoma-Bachelor Articulation Agreement

Internal work document

Cours		**Commentaires et notes pour l'annuaire**
Crédits transférés du programme collégial (2 ans)	**57**	
Crédits nécessaires du programme baccalauréat:		
Cours obligatoires	39	
Cours à option	12	
Cours de concentration	12	
	63	
Total de crédits pour un baccalauréat (4 ans)	**120**	

Cours obligatoires	**39**	
+ 6 crédits parmi les domaines suivants : anthropologie, histoire, mathématiques, philosophie, sciences politiques, psychologie, ou sociologie	*6*	
MATH 1501 Introduction au calcul	*3*	Doit être suivi la première année du BAA.
FIN 2201 Gestion financière	3	
FRAN 1091 Rédaction universitaire	3	Doit être suivi la première année du BAA.
SCM 2161 Gestion de la chaîne logistique et des opérations	3	
MSCI 2151 Introduction aux sciences de la gestion	3	
ANTH 3551 Sous-cultures canadiennes	3	
+6 crédits parmi les cours suivants: FIN 3451 Finance internationale, HRIR 4521 Relations industrielles et gestion des ressources humaines comparées, INTB 2201 Introduction au management industriel, MKT 3301 Marketing international	*6*	
GMGT 4011 Gestion stratégique des organisations	3	
GMGT 4211 Séminaire en gestion et capitalisme	3	
HRIR 4531 Gestion du changement	3	

Cours à option	12
Allemand (maximum 6 crédits)	
GRMN 1121 Introduction à l'allemand	6
GRMN 2101 Allemand intermédiaire	6
GRMN 3211 Allemand commercial	6
Espagnol (maximum 6 crédits)	
SPAN 1171 (anciens SPAN 1181 ET TRAD 1181) Introduction à l'espagnol I (3)	3
SPAN 1191 Introduction à l'espagnol II (3)	3
SPAN 1261 (ancien TRAD 1261) Espagnol intermédiaire (3)	3
SPAN 1271 (ancien TRAD 1271) Espagnol oral (3)	3
SPAN 2361 (ancien TRAD 2361) Espagnol commercial (3)	3
Sciences de la gestion (maximum 6 crédits)	
MSCI 3401 Sciences de la gestion II (3)	3
Sciences politiques (maximum 6 crédits)	
POLS 2571 Initiation à l'administration publique (6)	6

Demeure identique

Cours de concentration	12
Gestion des ressources humaines et relations industrielles	
Cette concentration requiert les cours suivants :	
HRIR 3451 Relations industrielles	
et 9 crédits parmi les cours suivants (ou d'autres cours en gestion de ressources humaines/relations industrielles avec l'autorisation écrite du directeur ou de la directrice du programme) :	
HRIR 4411 Dotation et développement des ressources humaines (3)	
HRIR 4421 Rémunération (3)	
HRIR 4481 La négociation collective (3)	
HRIR 4511 Gestion de la diversité (3)	
HRIR 4521 Relations industrielles et grh comparées (3)	
HRIR 4541 Innovation en gestion des ressources humaines (3)	
Management des organisations	
Cette concentration requiert 12 crédits parmi la liste des cours suivants (ou un autre cours en management des organisations, avec l'autorisation écrite du directeur ou de la directrice du programme) :	

Les étudiants et étudiantes admis dans le cadre de l'Entente de transfert de crédits entre le Diplôme en administration des affaires et le Baccalauréat en administration des affaires qui choisissent la même concentration que pour leur diplôme doivent rencontrer la Direction du programme pour confirmer la liste des cours à faire dans la concentration.

INTB 3001 Gestion interculturelle (3)
HRIR 3541 Gestion des équipes de travail (3)
GMGT 3561 Séminaire en management (3)
GMGT 4151 Gestion des organisations sans but lucratif (3)
HRIR 4511 Gestion de la diversité (3)
GMGT 4551 Développement d'habiletés de gestionnaire (3)
ENTR 4511 Entrepreneurship et création d'entreprise (3)
OPM 4611 Gestion de projets (3)
Gestion internationale
Cette concentration requiert les cours suivants :
FIN 3451 Finance internationale (3)
INTB 2201 Introduction au management international (3)
MKT 3301 Marketing international (3)
+ 3 crédits parmi les cours suivants (ou un autre cours en gestion internationale, avec l'autorisation écrite du directeur ou de la directrice du programme) :
INTB 3001 Gestion interculturelle (3)
GMGT 4121 Commerce international (3)
HRIR 4521 Relations industrielles et grh comparées (3)
INTB 4581 Problèmes contemporains en gestion internationale (3)
Marketing
Cette concentration requiert les cours suivants :
MKT 3221 Recherche en marketing (3)
MKT 3231 Comportement du consommateur (3)
MKT 4211 Gestion du marketing (3)
+ 3 crédits parmi la liste des cours suivants (ou un autre cours en marketing, avec l'autorisation écrite du directeur ou de la directrice du programme) :
MKT 3291 Publicité (3)
MKT 3301 Marketing international (3)
ENTR 4511 Entrepreneurship et création d'entreprise (3)
MKT 4271 Administration des ventes (3)
Comptabilité
Cette concentration requiert 12 crédist par la liste des cours suivants :
ACC 2011 Comptabilité intermédiaire – Actifs (3)

ACC 2021 Comptabilité intermédiaire – Capitaux propres et passifs (3)
ACC 3041 Comptabilité de coûts (3)
ACC 3031 Comptabililté avancée (3)
Et au choix ACC 4031 Théorie comptable
* Cours en rotation; les suivre l'année où ils sont offerts.
Finances
Cette concentration requiert 12 crédits parmi la liste des cours suivants:
FIN 2201 Gestion financière (3)
FIN 3411 Investissements (3)
FIN 3481 Financement d'entreprise: théories et pratiques (3)
FIN 4401 Pratiques de gestions financières (3)
Et au choix FIN 3451 Finances internationales (3)
Généraliste
On doit suivre 3 crédits choisis à partir de la liste de quatre concentrations différentes pour un total de 12 crédits.
** Cours en rotation; les suivre l'année où ils sont offerts*

April 13, 2020

Report of the Senate Committee on Academic Review RE: Revised Academic Program Reviews Policy and Procedure

Preamble:

1. The terms of reference for the Senate Committee on Academic Review (SCAR) are found on the University Governance website. The committee has responsibility, "to advise and recommend to Senate regarding the University's policy and procedures relating to the academic review of: (a) academic units … and (b) academic programs."
2. At its meeting on April 13, 2020, the Committee considered proposed revisions to the University's policy and procedure on *Academic Program Reviews*. The policy and procedure were established by Senate, January 5, 2005.
3. The purpose of the policy is to maintain the quality of academic programs at the University, through a process of periodic formal reviews of all academic programs.

Observations:

1. Proposed revisions to the policy and procedure on *Academic Program Reviews* are intended to increase the efficiency of the review process and the utility of the reviews for units, by addressing several issues identified with the current process since it was introduced in 2005.
2. The revised policy and procedure (section 2.1 in both documents) would require that undergraduate and graduate programs be reviewed at least once every eight (8) years, versus once every ten (10) or seven (7) years for undergraduate and graduate programs, respectively, as required by the current policy. Additionally, section 2.1 of the procedure would be revised to allow for the possibility of concurrent undergraduate and graduate program reviews in a given unit. Together, these changes to the policy and procedure would allow units to address issues that span undergraduate and graduate programs, which is not possible within the current structure, which entails separate undergraduate and graduate program reviews.
3. The revised procedure (section 2.2) continues to stipulate that the Provost and Vice-President (Academic) would establish a schedule for program reviews and that reasonable effort would be made to coordinate program and accreditation reviews, where appropriate. The program review schedule would be published well in advance, to allow units to plan accordingly.
4. Under the revised procedure the Office of the Provost and Vice-President (Academic) would have a more central role in the process, in order to provide increased administrative support to academic units to complete both undergraduate and graduate program reviews, including, the Self-Evaluation Reports, in particular. The change is intended to address issues related to (i) inconsistent presentation of data and trend analysis in Self-Evaluation Reports that can impede review teams' program assessments and results in Review Reports that vary in their utility for programs and (ii) the time and human

resources required to complete elements of the review, including the Self-Evaluation Reports, which can delay the completion of reviews.

5. A template has been created for the Self-Evaluation Report, with items to be addressed in the review and including required appendices and tables, some of which would be provided to the academic unit populated with data from the Office of Institutional Analysis on courses taught, admissions, enrolment, and student outcomes. New areas to be addressed in the Self-Evaluation Reports include Indigenous achievement; equity, diversity and inclusion; academic integrity; strengths and challenges; and topics for advice, which would give the unit, the Dean/Director, and/or the Faculty of Graduate Studies an opportunity to identify issues they would like to receive advice on from the Review Committee.
6. The revised procedure (section 2.5) requires that both external and internal reviewers should be at arm's length from the unit under review and, in the case of internal reviewers, should be from a different Faculty/College/School. In addition to the list of potential reviewers identified by the unit, the Dean/Director would have an opportunity to identify other potential reviewers for the Provost's consideration.
7. The revised procedure (sections 2.14, 2.15) includes a new requirement for follow-up reporting on any changes to the unit's program(s) resulting from recommendations of the review, to be submitted within twelve (12) months of the review. The change would formalize current practice, for both undergraduate and graduate program reviews.

Recommendation:

The Senate Committee on Academic Review recommends:

THAT Senate approve revisions to the *Academic Program Reviews* policy and procedure, effective September 1, 2020.

Respectfully submitted,

Dr. Todd Mondor, Chair
Senate Committee on Academic Review

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

UNIVERSITY OF MANITOBA
POLICY

Policy:	**Academic Program Reviews**
Effective Date:	September 1, 2020
Revised Date:	
Review Date:	September 1, 2030
Approving Body:	Senate
Authority:	The University of Manitoba Act
Responsible Executive Officer:	Provost and Vice-President (Academic)
Delegate:	Deputy Provost (Academic Planning and Programs)
Contact:	Deputy Provost (Academic Planning and Programs)
Application:	Faculty/College/School Councils

Part I
Reason for Policy

1.1 This policy is to maintain the quality of academic programs at the University of Manitoba through a process of periodic formal reviews of all academic programs.

Part II
Policy Content

2.1 General Reviews of academic programs ensure that academic programs maintain academic excellence. To that end, all academic programs shall undergo periodic formal reviews, on a schedule set by the Provost and Vice-President (Academic).

2.2 The academic reviews referred to in section 2.1 shall take place at least once each eight (8) years.

2.3 **Main Elements.** The process for each academic program review shall consist of the following main elements:

(a) the preparation of a Self-Evaluation Report by the unit delivering the program(s) being reviewed;

(b) an external peer assessment of the report and the academic program(s) being reviewed;

(c) an opportunity for the unit delivering the program(s) and the Dean/Director of the unit and/or program in question to respond to the external assessment;

(d) an assessment by the Provost and Vice-President (Academic) respecting the academic review results.

2.4 **Development of procedures.** The procedures used to conduct academic program reviews at all levels shall be developed by the Provost and Vice-President (Academic) and approved by Senate, upon recommendation by the Senate Committee on Academic Review (SCAR).

2.5 **Programs reviewed by Accreditation Bodies.** In cases where academic programs are subject to reviews by external accreditation bodies, such accreditation reviews may be considered as equivalent to reviews undertaken under the aegis of this policy, as determined by the Provost and Vice-President (Academic).

2.6 **Assessment Report.** The Provost and Vice-President (Academic) shall provide an assessment report of each academic review to SCAR.

2.7 **Annual Report to Senate.** SCAR shall report annually to Senate on the progress of all academic reviews.

2.8 **SCAR to Advise**. SCAR shall provide advice and commentary to the Provost and Vice-President (Academic) on the application of this policy and any procedures that are approved pursuant to this policy.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a formal review of this Policy is required.

3.2 The Deputy Provost (Academic Planning and Programs) is responsible for the implementation, administration and review of this Policy.

3.3 Faculty/College/School Councils are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

4.1 Senate may approve Procedures, if applicable, which are secondary to and comply with this Policy. Such procedures shall be developed and proposed by the Deputy Provost (Academic Planning and Programs) and recommended to the approving body by SCAR.

Part V
Review

5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is January 5, 2030.

5.2 In the interim, this Policy may be revised or repealed if:

(a) the Approving Body deems it necessary or desirable to do so;

(b) the Policy is no longer legislatively or statutorily compliant; and/or

(c) the Policy is now in conflict with another Governing Document.

5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:

(a) comply with the revised Policy; or

(b) are in turn repealed.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes all of the following:

(a) Academic Program Review Policy, January 5, 2005;

(b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(c) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Academic Program Review Procedure;

(b) APPENDIX A – Self-Evaluation Report;

(c) APPENDIX B – Expectations of the Review Committee;

(d) APPENDIX C – Review Committee Assessment Guidelines;

(e) APPENDIX D – Nomination form for Members of the Review Committee.

UNIVERSITY OF MANITOBA
PROCEDURE

Procedure:	**Academic Program Reviews**
Parent Policy:	Academic Program Reviews
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Senate
Authority:	Enter the legislative or statutory authority, if any, upon which the document is based
Responsible Executive Officer:	Provost and Vice-President (Academic)
Delegate: **(If applicable)**	Deputy Provost (Academic Planning and Programs)
Contact:	Deputy Provost (Academic Planning and Programs)
Application:	Faculty/College/Schools

Part I
Reason for Procedure

1.1 To set out procedures secondary to the Policy entitled "Academic Program Review", in connection with:

(a) the review of undergraduate programs; and

(b) the review of graduate programs.

Part II
Procedural Content

2.1 Each undergraduate and graduate academic program shall be reviewed at least once every eight (8) years. Where deemed appropriate, undergraduate and graduate programs may be reviewed concurrently.

2.2 Programs shall be reviewed on a schedule set by the Provost and Vice-President (Academic). Reasonable effort will be made to co-ordinate program reviews with accreditation reviews, where appropriate.

2.3 The department or academic unit (hereafter "the unit') delivering the program(s) to be reviewed shall prepare a Self-Evaluation Report as outlined in Appendix A.

Self-Evaluation Report

2.4 In consultation with departmental council, or an equivalent body in cases where the program is not offered by a department, the unit head shall prepare a Self-Evaluation Report, in accordance with the format outlined in Appendix A. This Report shall be submitted within nine (9) months of a request having been received from the Provost and Vice-President (Academic).

2.5 The unit head shall submit to the Dean/Director the names of five potential external reviewers and three potential internal reviewers (see Appendix D). All potential reviewers should be at arm's length from the unit under review, and in the case of internal reviewers, should be from a different Faculty/College/School. The Dean/Director will recommend to the Provost and Vice-President (Academic) a list of potential reviewers considering, but not limited to, the nominations submitted by the unit head.

2.6 The unit head shall send a copy of the completed Self-Evaluation Report to the Provost and Vice-President (Academic), with copies to the relevant Dean/Director. Where appropriate, the Provost and Vice-President (Academic) will forward a copy to the Dean of the Faculty of Graduate Studies and the Vice-President (Research and International).

Review Committee

2.7 There shall be a Review Committee for each academic program review. This Review Committee shall consist of at least:

(a) two external reviewers, and

(b) one internal reviewer

all chosen by the Provost and Vice-President (Academic) after consulting with the relevant Dean/Director and, where appropriate, the Dean of the Faculty of Graduate Studies and, considering, but not limited to, the nominations submitted by the unit head.

2.8 The Review Committee shall receive directly from the Provost and Vice-President (Academic) copies of the Self-Evaluation Report. The Review Committee shall conduct a site visit in accordance with the general guidelines provided in Appendix B.

Review Report

2.9 The Review Committee shall submit directly to the Provost and Vice-President (Academic) a Review Report that contains a critical assessment of the program(s) under review and provides specific and detailed recommendations for potential improvements (see Appendix C).

2.10 Upon receipt of the Review Report, the Provost and Vice-President (Academic) shall forward a copy to the unit head, the Dean/Director, and, where appropriate, the Dean of the Faculty of Graduate Studies.

2.11 The Provost and Vice-President (Academic) shall request the unit head to submit a plan addressing the recommendations of the Review Report, proposing a timeline for necessary program revisions, and identifying any budgetary implications of those revisions. This plan is to be submitted within three (3) months of receipt of the Review Report, with a view to begin implementation of proposed changes within six (6) months.

2.12 The Dean/Director and, where appropriate, the Dean of the Faculty of Graduate Studies, will be asked to provide a report to the Provost and Vice-President (Academic) on these plans together with their comments on the review; each within one (1) month of receipt of the plans.

2.13 The Provost and Vice-President (Academic) shall provide their assessment of each academic review to SCAR.

Follow-up

2.14 The unit head shall provide a report to the Provost and Vice-President (Academic) outlining any changes to the program(s) resulting from recommendations of the review. The report shall be submitted within twelve (12) months of receipt of the Review Report, unless otherwise specified by the Provost and Vice-President (Academic).

2.15 At the request of the Provost and Vice-President (Academic), follow-up reports may be required of the Dean/Director, and where appropriate, the Dean of the Faculty of Graduate Studies.

2.16 SCAR shall report annually to Senate on the progress of all academic reviews.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a formal review of this Procedure is required.

3.2 The Deputy Provost (Academic Planning and Programs) is responsible for the implementation, administration and review of this Procedure.

3.3 Faculty/College/School Councils are responsible for complying with this Procedure.

Part IV
Review

4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is September 1, 2030.

4.2 In the interim, this Procedure may be revised or repealed if:

(a) the Provost and Vice-President (Academic) or Approving Body deems it necessary or desirable to do so;

(b) the Procedure is no longer legislatively or statutorily compliant;

(c) the Procedure is now in conflict with another Governing Document; and/or

(d) the Parent Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 This Procedure supersedes all of the following:

(a) Academic Program Reviews Procedure, January 5, 2005;

(b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(c) all previous Administration Governing Documents on the subject matter contained herein.

Part VI
Cross References

6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Academic Program Reviews Policy;

(b) APPENDIX A – Self-Evaluation Report

(c) APPENDIX B – Expectations of the Review Committee

(d) APPENDIX C – Review Committee Assessment Guidelines

(e) APPENDIX D – Nomination form for Members of the Review Committee

University of Manitoba

APPENDIX "A"
Self-Evaluation Report

In accordance with section 2.4 of the Academic Program Reviews Procedure, the unit head of a department or academic unit shall prepare in consultation with their colleagues a Self-Evaluation Report (SER).

The SER, informed by a template provided by the Provost and Vice-President (Academic), will include detailed information and reflection pertaining to the headings below.

The SER will consider data for the review period, defined as the last five (5) academic years prior to the review being initiated.

A.1 Overview of Academic Unit. This will include: a summary of academic program(s) under review, and high-level overview of the academic unit delivering the program(s) including goals and objectives and alignment with strategic plans and initiatives.

A.2 Staffing Complement. This will include: a description of academic staff and areas of expertise within the unit; an assessment of overall academic staff complement in relation to quality program delivery; a description and assessment of the participation and levels of support staff and technical staff in the delivery and/or administration of the academic program(s).

A.3 Academic Programs. This will include: a detailed description of each academic program under review including program requirements, program goals and objectives, and innovative features; an assessment of the extent to which the program responds to current or future needs.

A.4 Course Offerings and Instructional Activities. This will include: a detailed description of course offerings, including course content, assessment methods, and delivery modes; an assessment of course load distribution among academic staff; a summary of unit initiatives with respect to promoting teaching quality and effectiveness; a summary of other instructional activities within the unit including the role the unit may play in service teaching.

A.5 Students. This will include: an assessment of trends related to student enrolment, persistence, and graduation; a summary of major student awards/honours; information on employment and other post-graduate opportunities; a summary of notable unit resources and supports intended to promote student success.

A.6 Student Funding, Supervision, and Research. This will include detailed descriptions of: the availability and types of student funding and financial supports;

supervision and other academic staff participation in student programs; and student research opportunities.

A.7 Library Resources, Physical Space, and Equipment. This will include descriptions of: library resources and supports in delivery of the program; physical space in which students pursue their programs of study/research; any specialized teaching/research equipment or resources required for program delivery.

A.8 Institutional Priorities and Initiatives. This will include descriptions of how the academic programs(s) contribute to broader institutional priorities and initiatives such as: Indigenous Achievement; Equity, Diversity, and Inclusion; Accessibility; any other items as identified from time-to-time by governing bodies or senior administration.

A.9 Strengths, Challenges, and Requests for Advice. This will include a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the program(s) under review, and will include identification of any specific issues on which advice is sought from the review team.

University of Manitoba

APPENDIX "B"
Expectations of the Review Committee

In accordance with section 2.8 of the Academic Program Reviews Procedure, the Review Committee shall conduct a site visit in accordance with the following general guidelines:

B.1 Site visits shall take place within twelve (12) weeks of the unit head's submission to the Provost and Vice-President (Academic) of the final Self-Evaluation Report.

B.2 The Review Committee shall meet as a committee to conduct the site visit.

B.3 The site visit shall be conducted over no less than one full day and no more than two full days.

B.4 The Review Committee shall assess the program in accordance with the Assessment Guidelines outlined in Appendix C.

B.5 The Review Committee shall meet with relevant Dean(s)/Director(s), the unit head, academic and support staff associated with the program, and students in the program. The Review Committee will also meet with the Provost and Vice-President (Academic), or delegate, the Vice-President (Research & International) or delegate, and the Dean of the Faculty of Graduate Studies, or delegate, where appropriate.

B.6 The Review Committee shalt submit its Review Report to the Provost and Vice-President (Academic) within four weeks of the site visit.

B.7 Site visit expenses (travel, meals, lodging) paid by the Review Committee shall be reimbursed as soon as possible following completion of the site visit, and an agreed upon honorarium will be paid to external Review Committee members upon receipt of the Review Report by the Provost and Vice-President (Academic).

University of Manitoba

APPENDIX "C"
Review Committee Assessment Guidelines

In accordance with section 2.9 of the Academic Program Reviews Procedure, the Review Committee shall submit directly to the Provost and Vice-President (Academic) a Review Report that contains a critical assessment of the program(s) under review and provides commentary and recommendations for potential improvements, where appropriate.

Where possible, recommendations should be made under the assumption of no new resources with a need to reallocate existing resources to implement change.

In writing the Review Report, the Review Committee may be guided, but not restricted, by, the following when evaluating the program(s) and making recommendations:

C.1 Executive Summary. A synopsis of the review and overall assessment of the program(s), including major strengths, weaknesses and a summary of recommendations. Include a summary of the site visit, identifying roles and groups consulted.

C.2 Staffing Complement. Comment on the overall complement and quality of instructional and support staff and any impacts on academic offerings.

C.3 Academic Program(s). Comment on the appropriateness of program requirements and curriculum structure.

C.4 Course Offerings and Instructional Activities. Comment on the appropriate mix of course offerings, instruction and assessment methodology, and course delivery models.

C.5 Students. Comment on notable trends in the quality and mix of students, enrolment counts, progression and persistence rates, and time to completion. Discuss the appropriateness of student supports and quality of the student experience.

C.6 Student Funding, Supervision, and Research Opportunities. Comment on the quality and appropriateness of student funding, supervision, and research opportunities.

C.7 Supporting Resources. Comment on the quality and appropriateness of supporting resources, including libraries, space, and equipment.

C.8 Alignment to Strategic Plans and Priorities. Comment on how the academic unit and associated program(s) align with strategic plans and priorities of the University.

C.9 Topics for Advice. Provide insights and advice on any identified challenges, strengths and any other issues identified over the course of the review.

C.10 Summary List of Recommendations. List of all recommendations, in priority order.

University of Manitoba

APPENDIX "D"
Nomination Form for Member of the Review Committee

In accordance with section 2.5 of the Academic Program Reviews Procedure, the unit head shall submit to the Dean/Director the names of five potential external reviewers and three potential internal reviewers, along with the information below[1]. The Dean/Director will recommend to the Provost and Vice-President (Academic) a list of potential reviewers considering, but not limited to, the names submitted by the unit head.

D.1 Name of proposed reviewer:

D.2 Academic rank:

D.3 University affiliation: (include contact numbers)

D.4 Year of Conferral University Discipline Degree

D.5 Area(s) of specialization within discipline:

D.6 Experience/expertise relevant to service as a program reviewer: (e.g., external reviewer of other academic programs, academic administrative experience, etc.)

D.7 Recent scholarly activity: (e.g., recent publications, research grant awards, etc.)

D.8 Previous affiliation with the University of Manitoba, if any: (e.g., as student, employee, extensive collaboration with current academic staff, visiting professor, etc.).[2]

NOTE 1: The unit is not to approach potential reviewers. The information is to be gleaned from public sources or from personal knowledge to the extent possible.

NOTE 2: Recommended reviewers should be at arm's length with the unit under review, and, in the case of internal reviewers, should be from a different Faculty/College/School. Units should refer to the guidelines on arm's length developed by the Provost and Vice-President (Academic) for further direction.

UNIVERSITY OF MANITOBA
POLICY

Policy:	**Academic Program Reviews**
Effective Date:	September 1, 2020
Revised Date:	
Review Date:	September 1, 2030
Approving Body:	Senate
Authority:	The University of Manitoba Act
Responsible Executive Officer:	Provost and Vice-President (Academic)
Delegate:	Deputy Provost (Academic Planning and Programs)
Contact:	Deputy Provost (Academic Planning and Programs)
Application:	Faculty/College/School Councils

Part I
Reason for Policy

1.1 This policy is to maintain the ~~academic integrity~~quality of academic programs at the University of Manitoba through a process of periodic formal reviews of all academic programs.

Part II
Policy Content

2.1 General Reviews of academic programs ensure that academic programs maintain academic excellence. To that end, all academic programs shall undergo periodic formal reviews, on a schedule set by the Provost and Vice-President (Academic~~) and Provost.~~).

2.2 The academic reviews referred to in section 2.1 shall take place at least once each ~~ten (10~~eight (8) years.

2.3 **Main Elements.** The process for each academic program review shall consist of the following main elements:

(a) the preparation of a Self--Evaluation Report by the unit delivering the program(s) being reviewed;

(b) an external peer assessment of the report and the academic program(s) being reviewed;

(c) an opportunity for the unit delivering the program(s) and the Dean/Director of the unit and/or program in question to respond to the external assessment;

(d) an assessment by the Provost and Vice-President (Academic) ~~and Provost~~ respecting the academic review results.

2.4 **Development of procedures.** The procedures used to conduct academic program reviews at ~~the graduate and undergraduate~~all levels shall be developed by the Provost and Vice-President (Academic) ~~and Provost~~ and approved by Senate, upon recommendation by the Senate Committee on Academic Review (SCAR).

2.5 **Programs reviewed by Accreditation Bodies.** In cases where academic programs are subject to reviews by external accreditation bodies, such accreditation reviews ~~shall~~may be considered as equivalent to reviews undertaken under the aegis of this policy, ~~unless~~as determined by the Provost and Vice-President (Academic~~) and Provost determines otherwise.~~).

2.6 **Assessment Report.** The Provost and Vice-President (Academic) ~~and Provost~~ shall provide an assessment report of each academic review to SCAR.

2.7 **Annual Report to Senate.** SCAR shall report annually to Senate on the progress of all academic reviews.

2.8 **SCAR to Advise.** SCAR shall provide advice and commentary to the Provost and Vice-President (Academic) ~~and Provost~~ on the application of this policy and any procedures that are approved pursuant to this policy.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a formal review of this Policy is required.

3.2 The Deputy Provost (Academic Planning and Programs) is responsible for the implementation, administration and review of this Policy.

3.3 Faculty/College/School Councils are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

4.1 Senate may approve Procedures, if applicable, which are secondary to and comply with this Policy. Such procedures shall be developed and proposed by the Deputy Provost (Academic Planning and Programs) and recommended to the approving body by SCAR.

Part V
Review

5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is January 5, 2030.

5.2 In the interim, this Policy may be revised or repealed if:

(a) the Approving Body deems it necessary or desirable to do so;

(b) the Policy is no longer legislatively or statutorily compliant; and/or

(c) the Policy is now in conflict with another Governing Document.

5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:

(a) comply with the revised Policy; or

(b) are in turn repealed.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes all of the following:

(a) Academic Program Review Policy, January 5, 2005;

(b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(c) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Academic Program Review Procedure

(b) APPENDIX A – Self-Evaluation Report

(c) APPENDIX B – Expectations of the Review Committee;

(d) APPENDIX C – Review Committee Assessment Guidelines

(e) APPENDIX D – Nomination form for Members of the Review Committee.

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
PROCEDURE

Procedure:	**Academic Program Reviews**
Parent Policy:	Academic Program Reviews
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Senate
Authority:	Enter the legislative or statutory authority, if any, upon which the document is based
Responsible Executive Officer:	Provost and Vice-President (Academic)
Delegate: **(If applicable)**	Deputy Provost (Academic Planning and Programs)
Contact:	Deputy Provost (Academic Planning and Programs)
Application:	Faculty/College/Schools

Part I
Reason for Procedure

1.1 To set out procedures secondary to the Policy entitled "Academic Program Review", in connection with:

(a) the review of undergraduate programs; and

(b) the review of graduate programs.

Part II
Procedural Content

2.1 Each undergraduate academic program shall be reviewed at least once every ~~ten (10) year~~eight (8)years.~~ Each graduate academic program shall be reviewed at least once every seven (7) years~~. Where deemed appropriate, undergraduate and graduate programs may be reviewed concurrently.

2.2 PUndergraduate programs shall be reviewed on a schedule set by the Provost and Vice-President (Academic). and Provost, in consultation with the President. Graduate programs shall be reviewed on a schedule set by the Vice-President (Academic) and Provost acting on the advice of the Dean of Graduate Studies and in consultation with the President. In establishing these schedules, every Reasonable effort will be made to co-ordinate program reviews with accreditation reviews, where appropriate.

2.3 The department or academic unit (here after "the unit') delivering the program(s) to be reviewed shall collect pertinent data as describedprepare a Self-Evaluation Report as outlined in Appendix A.

Self-Evaluation Report

2.4 In consultation with departmental council, or an equivalent body in cases where the program is not offered by a department, the unit head shall prepare a Self Evaluation Report, in accordance with the format outlined in Appendix A. This Report shall be submitted within nine (9) months of a request having been received from the relevant Dean/DirectorProvost and Vice-President (Academic. In the case of an undergraduate program, this is the Dean/Director to whom the unit reports. In the case of a graduate program, this is the Dean of Graduate Studies.

2.5 The unit head shall submit to the relevant Dean/Director the names of five potential external reviewers and three potential internal referees from cognate disciplines (see Appendix D). All potential reviewers should be at arm's length from the unit under review, and in the case of internal reviewers, should be from a different Faculty/College/School. The Dean/Director will recommend to the Provost and Vice-President (Academic) a list of potential reviewers considering, but not limited to, the nominations submitted by the unit head.

In the case of a graduate program review, the unit head shall also send a copy of the Self Evaluation Report to the relevant budget Dean/Director and the Vice-President (Research). The budget Dean/Director shall prepare comments on:

(a) The strategic directions and priorities of the Faculty/School, and

(b) How the program under review fits into that context.

These comments shall be submitted to the Dean of Graduate Studies within two weeks of a request from the Dean of Graduate Studies.

2.6 The unit head shall send a copy of the completed Self-Evaluation Report to the Provost and Vice-President (Academic), with copies to the relevant Dean/Director. Where appropriate, the Provost and Vice-President (Academic) will forward a copy to the Dean of the Faculty of Graduate Studies and the Vice-President (Research and International).

Review Committee

2.7 There shall be a Review Committee for each academic program review. This Review Committee shall consist of:

(i) two external reviewers, and

(ii) oneanan internal reviewer from a cognate discipline

all chosen by the Provost and Vice-President (Academic) after consulting with the relevant Dean/Director and, where appropriate, the Dean of the Faculty of Graduate Studies and, considering, but not limited to, from the nominations submitted by the unit head. In the case of an undergraduate program, this is the Dean/Director to whom the unit reports. In the case of a graduate program, this is the Dean of Graduate Studies.

2.8 The Review Committee shall receive directly from the relevant Dean/DirectorProvost and Vice-President (Academic) copies of the Self Evaluation Report (and, in the case of a graduate program, the comments of the relevant budget Dean/Director). The Review Committee shall conduct a site visit in accordance with the general guidelines provided in Appendix B.

External Review Report

2.9 The Review Committee shall submit directly to the relevant Dean/DirectorProvost and Vice-President (Academic) aan ReviewExternal Report that contains aan critical overall assessment of the program(s) under review and provides specific and detailed recommendations for potential improvements (see Appendix C).

In this External Report, the Review Committee shall classify the program in one of the following categories:

(i) "Adequate" and should continue as is;

(ii) "Adequate" but requiring minor revision or restructuring; or

(iii) "Inadequate" and requiring major revision or restructuring.

2.10 Upon receipt of the External Review Report, the Dean/DirectorProvost and Vice-President (Academic) shall forward a copy to the unit head, the Dean/Director, and where appropriate, the Dean of the Faculty of Graduate Studies.; in the case of a graduate program a copy shall also be sent to the budget Dean/Director

2.11 In the case of an undergraduate program, the Dean/DirectorThe Provost and Vice-President (Academic) shall request the unit head to submit a plan addressing the recommendations of the External Review Report, proposing a time line for necessary program revisions, and identifying any budgetary implications of those revisions.

~~In the case of a graduate program, the Dean of Graduate Studies shall request the unit head, in consultation with the budget Dean/Director, to submit a plan addressing the recommendations of the External Report, proposing a time line for necessary program revisions, and identifying any budgetary implications of those revisions~~

~~In all cases,~~ T~~t~~his plan is to be submitted within three (3) months of receipt of the Review Report, with a view to begin implementation of proposed changes within six (6) months.

2.12 The ~~relevant~~ Dean/Director and, where appropriate, the Dean of the Faculty of Graduate Studies, will be asked to provide a report to the Provost and Vice-President (Academic) on these plans together with their comments on the review; each within one (1) month of receipt of the plans. ~~shall send to the Vice-President (Academic) and Provost:~~

~~(a) the Self-Evaluation Report,~~

~~(b) the External Report,~~

~~(c) the unit head's plan described above, and~~

~~(d) the relevant Dean/Director's comments and recommendations.~~

~~(e) The Vice-President (Academic) and Provost shall provide his/her assessment of each academic review to SCAR.~~

2.13 The Provost and Vice-President (Academic) shall provide their assessment of each academic review to SCAR.

Follow-up

2.14 The unit head shall provide a report to the Provost and Vice-President (Academic) outlining any changes to the program(s) resulting from recommendations of the review. The report shall be submitted within twelve (12) months of receipt of the Review Report, unless otherwise specified by the Provost and Vice-President (Academic).

2.15 At the request of the Provost and Vice-President (Academic), follow-up reports may be required of the Dean/Director, and where appropriate, the Dean of the Faculty of Graduate Studies.

2.16 SCAR shall report annually to Senate on the progress of all academic reviews.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a formal review of this Procedure is required.

3.2 The Deputy Provost (Academic Planning and Programs) is responsible for the implementation, administration and review of this Procedure.

3.3 Faculty/College/School Councils are responsible for complying with this Procedure.

Part IV
Review

4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is September 1, 2030.

4.2 In the interim, this Procedure may be revised or repealed if:

(a) the Provost and Vice-President (Academic) for Approving Body deems it necessary or desirable to do so;

(b) the Procedure is no longer legislatively or statutorily compliant;

(c) the Procedure is now in conflict with another Governing Document; and/or

(d) the Parent Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 This Procedure supersedes all of the following:

(a) Academic Program Reviews Procedure, January 5, 2005;

(b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(c) all previous Administration Governing Documents on the subject matter contained herein.

Part VI
Cross References

6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Academic Program Reviews Policy

(b) APPENDIX A – Self-Evaluation Report

(c) APPENDIX B – Expectations of the Review Committee

(d) APPENDIX C - Review Committee Assessment Guidelines

(e) APPENDIX D - Nomination form for Members of the Review Committee

University of Manitoba

APPENDIX "A"
Self-Evaluation Report

In accordance with section 2.4 of the Academic Program Reviews Procedure, ~~consultation with his/her colleagues~~, the unit head of a department or academic unit shall prepare in consultation with their colleagues a Self-Evaluation Report (SER). ~~addressing the following issues, as appropriate. An Executive Summary is required~~.

The SER, informed by a template provided by the Provost and Vice-President (Academic), will include detailed information and reflection pertaining to the headings below.

The SER will consider data for the review period, defined as the last five (5) academic years prior to the review being initiated.

A.1 Overview of Academic Unit. This will include: a summary of academic program(s) under review, and high-level overview of the academic unit delivering the program(s) including goals and objectives and alignment with strategic plans and initiatives.

A.2 Staffing Complement. This will include: a description of academic staff and areas of expertise within the unit; an assessment of overall academic staff complement in relation to quality program delivery; a description and assessment of the participation and levels of support staff and technical staff in the delivery and/or administration of the academic program(s).

A.3 Academic Programs. This will include: a detailed description of each academic program under review including program requirements, program goals and objectives, and innovative features; an assessment of the extent to which the program responds to current or future needs.

A.4 Course Offerings and Instructional Activities. This will include: a detailed description of course offerings, including course content, assessment methods, and delivery modes; an assessment of course load distribution among academic staff; a summary of unit initiatives with respect to promoting teaching quality and effectiveness; a summary of other instructional activities within the unit including the role the unit may play in service teaching.

A.5 Students. This will include: an assessment of trends related to student enrolment, persistence, and graduation; a summary of major student awards/honours; information on employment and other post-graduate opportunities; a summary of notable unit resources and supports intended to promote student success.

A.6 Student Funding, Supervision, and Research. This will include detailed descriptions of: the availability and types of student funding and financial supports; supervision and other academic staff participation in student programs; and student research opportunities.

A.7 Library Resources, Physical Space, and Equipment. This will include descriptions of: library resources and supports in delivery of the program; physical space in which students pursue their programs of study/research; any specialized teaching/research equipment or resources required for program delivery.

A.8 Institutional Priorities and Initiatives. This will include descriptions of how the academic programs(s) contribute to broader institutional priorities and initiatives such as: Indigenous Achievement; Equity, Diversity, and Inclusion; Accessibility; any other items as identified from time-to-time by governing bodies or senior administration.

A.9 Strengths, Challenges, and Requests for Advice. This will include a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the program(s) under review, and will include identification of any specific issues on which advice is sought from the review team.

~~**1.0 Program Description**~~

~~A.1.1 Clearly state the objectives of the program.~~

~~A.1.2 List the areas of specialty offered within the program.~~

~~A.1.3 Highlight novel or innovative features of the program.~~

~~A.1.4 Indicate the extent to which the program responds to current or future needs of Manitoba and/or Canada.~~

~~A.1.5 Indicate the extent to which the program operates in collaboration with other academic programs at The University of Manitoba.~~

~~A.1.6 Indicate the extent to which he program enhances co-operation among Manitoba's post-secondary institutions.~~

~~A.1.7 Indicate the extent to which the program enhances the national and/or international reputation of The University of Manitoba.~~

~~A.1.8 Identify the particular strengths of the program. For example, this program is known for its strength in areas A, B, and C within the discipline. Provide evidence.~~

A.1.9 Indicate the extent to which the program complements and strengthens other programs at The University of Manitoba.

A.1.10 Describe the program under the following headings:

(a) Admission requirements

(b) Course requirements

(c) Evaluation procedures

(d) Thesis, practicum, or comprehensive procedures and regulations

(e) Transferability of course credits from other post-secondary institutions

A.1.11 Provide a sample program listing for a typical student in the program, and a timeline for completion of his/her studies leading to completion of the program.

2.0 Human Resources

Academic Staff

A.2.1 List all academic staff members (including adjuncts) associated with the program, indicating specialization, academic rank and tenure status.

For graduate program reviews:

A.2.2 Programs:

(a) For research-based programs (i.e., thesis) indicate their association as:

(i) Thesis advisors

(ii) Thesis committee members

(iii) Course instructors

(iv) Other (please specify)

(b) For non-research-based programs (i.e., practicum or comprehensive) indicate their expected association as:

(i) Student program advisors

(ii) Course instructors

(iii) Other (please specify)

A.2.3 **Faculty Data.** Provide Faculty Data (see standard format at section 5.0 of this Appendix) for thesis advisors and student program advisors. For others, provide only a list (by year) of graduate courses taught over the last five years, or a rationale for the individual inclusion in their respective categories above.

Indicate the extent of participation of thesis advisors in (1.a) above in other programs and participation in the program under review. Use relative measures, e.g., 80/20 split between program A and program B.

A.2.4 **Projects.** In tabular form, list all projects relating to:

(a) funded research

(b) non-funded research

(c) total refereed publications

(d) total non-refereed publications

(e) conference presentations

(f) other scholarly activity

A.2.5 **Retirements.** Indicate probable academic staff retirements over the next five years, how these may affect the program, and what plans are in place to maintain the quality of the program following the retirements.

For undergraduate program reviews:

A.2.6 **Courses Taught:** For each of the past five years, list the courses taught within this program, the number of students registered in each course, and the status of the instructor of each course (e.g., tenured or probationary, graduate student, non-student stipendiary appointee, etc).

A.2.7 **Staff Retirements:** Indicate probably academic staff retirements over the next five years, how these may affect the program, and what plans are in place to maintain the quality of the program following the retirements.

A.2.8 **Support Staff:** Indicate the role or participation in the program, if any, of clerical or technical support staff in the delivery or administration of the program.

A.2.9 **External Support: Other:** Indicate the participation in the program, if any, of individuals or groups external to the University of Manitoba, and indicate the rationale for their participation. List the credentials for each individual/group supporting their involvement.

3.0 Physical Resources

A.3.1 **Space.** Describe the physical space in which students pursue this program of study/research. Include description of student offices, study carrels, study/reading rooms, rooms with computer facilities, laboratory space, and other research or study space as appropriate for this program.

A.3.2 **Equipment.** Describe available and anticipated equipment in the following categories:

(a) **Teaching.** Instructional equipment used in delivery of courses/seminars in the program (e.g., video projectors, data projectors, other computer assisted instructional equipment).

(b) **Research.** Major research equipment accessible to students in the program, and plans to upgrade this equipment during the next five years.

A.3.3 **Computer Resources.** Describe facilities available to students in this program (desktop machines, laptops, scanners, printers, etc.), access to computer open areas, and the like.

A.3.4 Library Resources

(a) Evaluate existing resources available for use in this program

(b) Evaluate pertinent resources added within the last five years

(c) Evaluate pertinent new resources anticipated in the next five years

(d) Evaluate services available to the program.

4.0 Students

For graduate program reviews

A.4.1 Provide data on enrolment and graduations over each of the past five years, and cumulatively over the past ten years under the following headings:

(a) Masters

(b) Ph.D.

(c) Full time

(d) Part-time

(e) Male

(f) Female

(g) Graduations

(h) Median and mean completion times in each category

(i) Student origin (Manitoba, Canada, Other) numbers in each category

A.4.2 Provide initial employment data (where and how many) or current employment status of graduates over five years and cumulatively over the past ten years.

A.4.3 Provide data with respect to the number of students financially supported over each of the past five years:

(a) Source and amount

(b) Fraction of cohort receiving some support

(c) Average amount of financial support per supported student

A.4.4 Publications by graduate students

(a) Percentage of graduated students over the past five years with at least one publication

(b) Percentage of graduated students over the past five years with at least one conference presentation

(c) Percentage of graduated students over the past five years with more than one publication

(d) Percentage of graduated students over the past five years with more than one conference presentation

A.4.5 Projected full-time and part-time enrolments over the next five years and relate these to undergraduate trends in the discipline.

For under-graduate program reviews:

A.4.6 Provide data on enrolment in and graduations from this program over each of the past five years, and cumulatively over the past ten years under the following headings:

(a) Full time

(b) Part time

(c) Male

(d) Female

A.4.7 Describe national and/or international awards won by students in this program over the past ten years.

A.4.8 Provide projections of enrolment in this program over the next five years, and discuss the factors which are thought to be most important in this regard.

5.0 Standard Format for Faculty Data For Graduate Program Reviews

A.5.1 Where individuals in a program unit would, in the majority, have already prepared personal data forms for other purposes - accreditation, granting agencies, etc. - these forms may be submitted in place of the standard forms described herein provided that all the information indicated below is included in the form and that all faculty members in the program unit submit the data in the same format.

A.5.2 Name:

(a) Position/rank at the University of Manitoba:

(b) Tenure date: (leave blank if not tenured)

A.5.3 **Employment:** (start with the most recent position and continue in reverse chronological order)Position, Institution/Organization, and Dates

A.5.4 Academic Honours/Awards:

(a) Professional and Scholarly Activities

A.5.5 Graduate Training:

(a) Number of students supervised, degree, status of students (i.e., completed or in progress)

(b) Graduate courses taught in the last five years (by number, title, and year)

A.5.6 **Research Funding:** (indicate title of project, source(s) of funding, amount, year(s), principal investigator or co-applicant)

(a) Internal grants

(b) External grants

(c) Contracts

A.5.7 **Publications in last five years:** (start with most recent publication and continue in reverse chronological order)

(a) Papers in referred journals

(b) Papers in non-referred journals/publications

(c) Papers in referred conference proceedings

(d) Scholarly books authored

(e) Chapters in books

(f) Major invited contributions

(g) Abstracts

(h) Other

A.5.8 **Service related to Graduate Studies in last five years:** (committee service with name of committee and dates, PhD Oral Defense Chair with name and date, etc.)

University of Manitoba

APPENDIX "B"
Expectations of the Review Committee

In accordance with section 2.8 of the Academic Program Reviews Procedure, the Review Committee shall conduct a site visit in accordance with the following general guidelines:

B.1 Site visits shall take place within twelve (12) weeks of the unit head's submission to the ~~relevant Dean~~Provost and Vice-President (Academic) of the final Self~~-~~ Evaluation Report.

B.2 The Review Committee shall meet as a committee to conduct the site visit.

B.3 The site visit shall be conducted over no less than one full day and no more than two full days.

B.4 The Review Committee shall assess the program in accordance with the Assessment Guidelines outlined in Appendix C.

B.5 The Review Committee shall meet with relevant Dean(s)/Director(s), the unit head, academic and support staff associated with the program, and students in the program. The Review Committee will also meet with the Provost and Vice-President (Academic), or ~~his/her~~ delegate, ~~and~~ the Vice-President (Research & International) or ~~his/her delegate~~delegate, and the Dean of the Faculty of Graduate Studies, or delegate, where appropriate.

B.6 The Review Committee shall submit its ~~External~~Review Report to the ~~relevant Dean/Director~~Provost and Vice-President (Academic) within four weeks of the site visit.

B.7 Site visit expenses (travel, ~~meats~~meals, lodging) paid by the Review Committee shall be reimbursed as soon as possible following completion of the site visit, and an agreed upon honorarium will be paid to external Review Committee members upon receipt of the ~~External~~Review Report by the ~~relevant Dean/Director.~~Provost and Vice-President (Academic).

University of Manitoba

APPENDIX "C"
Review Committee Assessment Guidelines

In accordance with section 2.9 of the Academic Program Reviews Procedure, ~~T~~the Review Committee shall submit directly to the Provost and Vice-President (Academic) a Review Report that contains a critical assessment of the program(s) under review and provides commentary and recommendations for potential improvements, where appropriate. ~~is to assess the quality of the academic program and to comment on the program in relation to the stated strategic direction of the unit and the relevant Faculty/School~~.

Where possible, recommendations should be made under the assumption of no new resources with a need to reallocate existing resources to implement change.

In writing its ~~External~~ Review Report, the Review Committee may be guided, but not ~~necessarily~~ restricted by, the following when evaluating the program(s) and making recommendations ~~headings~~. ~~The Review Committee must conclude its report by classifying the program in one of the stated categories (see 12 below), and provide justification for the category chosen. Moreover, the External Report shall provide clear recommendations and/or priorities of choice where appropriate to do so.~~

C.1 Executive Summary. A synopsis of the review and overall assessment of the program(s), including major strengths, weaknesses and a summary of recommendations. Include a summary of the site visit, identifying roles and groups consulted.

C.2 Staffing Complement. Comment on the overall complement and quality of instructional and support staff and any impacts on academic offerings.

C.3 Academic Program(s). Comment on the appropriateness of program requirements and curriculum structure.

C.4 Course Offerings and Instructional Activities. Comment on the appropriate mix of course offerings, instruction and assessment methodology, and course delivery models.

C.5 Students. Comment on notable trends in the quality and mix of students, enrolment counts, progression and persistence rates, and time to completion. Discuss the appropriateness of student supports and quality of the student experience.

C.6 Student Funding, Supervision, and Research Opportunities. Comment on the quality and appropriateness of student funding, supervision, and research opportunities.

C.7 Supporting Resources. Comment on the quality and appropriateness of supporting resources, including libraries, space, and equipment.

C.8 Alignment to Strategic Plans and Priorities. Comment on how the academic unit and associated program(s) align with strategic plans and priorities of the University.

C.9 Topics for Advice. Provide insights and advice on any identified challenges, strengths and any other issues identified over the course of the review.

C.10 Summary List of Recommendations. List of all recommendations, in priority order.

~~C.1 The Review Committee is to assess the quality of the academic program and to comment on the program in relation to the stated strategic direction of the unit and the relevant Faculty/College/School.~~

~~C.2 Strategic importance of the program in relation to the strategic directions of the relevant Faculty/College/School.~~

~~C.3 Comparisons with related programs at the University of Manitoba and elsewhere.~~

~~C.4 Quality of graduate student supervision, or undergraduate student advising.~~

~~C.5 Quality of students~~

~~C.6 Appropriate mix of students: proportions of Masters and PhD students, mix of students by origin (local/regional/national/international), gender balance of students, etc.~~

~~C.7 Time to completion of degree program by students.~~

~~C.8 Excellence of academic staff and breadth of experience~~

~~C.9 Impact of research done in the unit.~~

~~C.10 Adequacy of facilities, space, and other resources.~~

~~C.11 Strengths and weaknesses of the program.~~

~~C.12 Extent to which program objectives are met.~~

~~C.13 In its External Report, the Review Committee shall classify the program in one of the following categories in accordance with section 2.10 of the Academic Program Reviews Procedure:~~

~~(a) "Adequate" and should continue as is;~~

~~(b) "Adequate" but requiring minor revision or restructuring; or~~

~~(c) "Inadequate" and requiring major revision or restructuring.~~

~~Suggestions and recommendations for improvement of program.~~

University of Manitoba

APPENDIX "D"
Nomination Form for Member of the Review Committee

In accordance with section 2.5 of the Academic Program Reviews Procedure, the unit head shall submit to the Dean/Director the names of five potential external reviewers and three potential internal reviewers, along with the information below[1]. The Dean/Director will recommend to the Provost and Vice-President (Academic) a list of potential reviewers considering, but not limited to, the names submitted by the unit head.

D.1 Name of proposed reviewer:

D.2 Academic rank:

D.3 University affiliation: (include contact numbers)

D.4 Year of Conferral University Discipline Degree

D.5 Area(s) of specialization within discipline:

D.6 Experience/expertise relevant to service as a program reviewer: (e.g., external reviewer of other academic programs, academic administrative experience, etc.)

D.7 Recent scholarly activity: (e.g., recent publications, research grant awards, etc.)

D.8 Previous affiliation with the University of Manitoba, if any: (e.g., as student, employee, extensive collaboration with current academic staff, visiting professor, etc.).[2]

*NOTE 1: The unit is not to approach potential reviewers. The ~~following~~ information is to be gleaned from public sources or from personal knowledge to the extent possible.

NOTE 2: Recommended reviewers should be at arm's length with the unit under review, and, in the case of internal reviewers, should be from a different Faculty/College/School. Units should refer to the guidelines on arm's length developed by the Provost and Vice-President (Academic) for further direction.

Report of the Senate Committee on Admissions concerning a proposal from the School of Dental Hygiene to modify the direct entry admission requirements for the Dental Hygiene Diploma program (2020.02.21)

Preamble:

1. The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.*

2. The School of Dental Hygiene is proposing a modification to the direct entry admission requirements for the Dental Hygiene Diploma program. The proposed requirements are in alignment with the institutional direct entry admission requirement framework.

3. The proposal was approved by the Dental College Council on January 27th, 2020 and was endorsed by SCADM on February 21st, 2020.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.

2. The proposed modifications in this proposal align with the direct entry framework.

3. The minimum eligibility for admission will be an 85% average over the four academic courses with no less than 60% in any one course.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements for the Dental Hygiene Diploma program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Proposal to DCC Regarding New Direct Entry Admissions Framework

- School of Dental Hygiene

The School of Dental Hygiene is requesting modification to their Direct Entry Admission Requirements to align with the new Direct Entry Admissions Framework:

Section I – Description of the Change:

Current Requirements:

. A minimum 85% average over the following, with no less than 60% in each course:

1. English 40S
2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3. One of Biology, Chemistry, Physics or Computer Science 40S

Our rationale for this change is to modify the requirements to fit the proposed new framework for Direct Entry Admissions by the University of Manitoba.

New Requirements:

Manitoba High School graduation (5 full credits at the grade 12 level in courses designated S, G, or U). A minimum 85% average over the four required courses with no less than 60% in each required course.

- *Required course #1: Any English 40S*
- *Required course #2: Mathematics: Either Applied 40S or Pre-Calculus 40S*
- *Required course #3: Chemistry 40S*
- *Required course #4: Another academic 40S course*

Effective Date is Fall 2022

Section II – Consultation With Other Faculties

Not applicable as will not impact other faculties

Section III – Recommendation

The School of Dental Hygiene will adopt the University of Manitoba's new proposed Direct Entry Framework by including four 40S courses in the high school grade calculation and have set minimum averages and minimum course averages for admission.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Arts to create a casual student admission category (2020.04.06)

Preamble:

1. The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.*

2. The Faculty of Arts would like to introduce a casual student admission category. This category will provide students with the opportunity to register for Arts courses on a casual basis without having to be admitted to a degree program.

3. The proposal was approved by the Arts Faculty Council on February 24th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. Currently there is no category that would allow individuals to enter the Faculty of Arts without being admitted to a degree program

2. The purpose of this category is to ensure that an option exists for individuals to take courses for personal interest without having to meet the admission requirements for degree seeking students.

3. There are situations where individuals lack the required prerequisite courses required to take a course; conversely there are situations where individuals have advanced degrees and they are being asked to order transcripts or other documents required to be admitted. The faculty feels this is unfair and that the current process introduces unnecessary barriers that will prevent individuals from taking a course for personal interest.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to introduce a casual student category in the Faculty of Arts be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

UNIVERSITY OF MANITOBA | Faculty of Arts

3rd Floor Fletcher Argue Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-9100
Fax (204) 474-7590
Email Arts_inquiry@umanitoba.ca

DATE: March 9, 2020

TO: Jeff Adams, Executive Director, Enrollment Services

FROM: Jeff Taylor, Dean, Faculty of Arts for JT

SUBJECT: ***Faculty of Arts – Introduction of a Casual Student Admissions Category***

This memo is to inform you that, at its meeting on February 24, 2020, Arts Faculty Council approved a proposal to introduce a Faculty of Arts Casual Student admissions category.

I have enclosed the complete proposal for the Senate Committee on Admissions (SCADM) to consider.

c: J. Leboe-McGowan, Associate Dean
G. Sobie, Manager, Student Services

4.3

UNIVERSITY OF MANITOBA | Faculty of Arts

Dean's Office
3rd Floor Fletcher Argue Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-9100
Fax (204) 474-7590
Email Arts_Inquiry@umanitoba.ca

DATE: January 27, 2020

TO: J. Taylor, Dean, Faculty of Arts

FROM: J. Leboe-McGowan, Chair, Faculty of Arts Academic Regulations Policy Committee (ARPC)

SUBJECT: ARPC Proposal for Faculty Executive to Consider – Casual Student Admissions Category

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PREAMBLE

The terms of reference of the above Committee stipulate that it shall recommend to Faculty Council, through the Arts Executive Committee, with respect to undergraduate regulations relating to admission, General, Advanced, BAIS, and Honours degree programs, examinations, grading system, required performance levels and all requirements for receiving degrees.

At its meeting on January 27, 2020, the Committee considered the following matter:

Introduction of a "Casual Student" admissions category for the Faculty of Arts

Background:

The Faculty of Arts does not provide an opportunity for students to register for Arts courses on a casual basis, without being admitted to a Faculty of Arts degree program. Some time ago, students could enter the Faculty of Arts as Special Students (not seeking a degree), but admission under that category required students to have previously completed an undergraduate degree. At present, students enter the Faculty of Arts in one of four ways: via direct entry from high school; transiting from University 1; transferring from another faculty or school at the U of M; or, by transferring from another post-secondary institution. For all of these students, there are minimum Faculty of Arts entrance / admission requirements that must be met before gaining admission and then access to university courses. For example (in summary):

- Students admitted directly to the Faculty of Arts from high school must have been awarded a high school diploma and must have achieved a minimum level of performance in senior-level high school courses.
- Students who transit to Arts from University 1 must have completed a minimum number of university-level credit hours.
    - A new U1 transit policy will soon be implemented requiring students to meet a minimum

level of performance in university courses in order to establish their eligibility to transit.

- Students who transfer from another faculty or school at the U of M or who may be transferring from another post-secondary institution are required to have completed a minimum number of credit hours, with a minimum average GPA on those completed courses.

Currently, any student applying to enter the Faculty of Arts (regardless of pathway) is required to provide official documentation demonstrating past performance.

These requirements are important prerequisites for gaining admission to the Arts degree programs.

At the moment, there is not a mechanism for students who wish to enroll in University level Arts courses but do not wish to pursue a degree. Many students who fall into this category have previously completed university level coursework, but for various reasons may not have readily available access to official transcripts. Requiring students to obtain official transcripts who find themselves in this situation can be discouraging and burdensome - especially to those students who wish to take courses solely for personal or professional development. It can be particularly burdensome if significant time has passed since they completed any university courses.

In addition to students who may not have readily available access to official transcripts, there are also students who seek to take a course offered by the Faculty of Arts (for personal or professional development) without having met the minimum academic performance criteria set out in the current Faculty of Arts regulations.

There is merit to providing individuals with the opportunity to register in select Faculty of Arts courses - even if they fail to meet the criteria currently used for assessing admissibility to the Faculty of Arts and/or they do not wish to undertake the process of finding and submitting old university transcripts.

As an example, this new proposed admission category would provide a pathway for prospective students who would very much appreciate the opportunity to take certain Indigenous language courses offered by the Department of Native Studies, without having previously been granted a high school diploma.

Observation:

To allow for Departments and Programs housed in the Faculty of Arts to offer courses to the types of students discussed above (Casual Students), it is necessary for the Faculty of Arts to provide an Admissions pathway with criteria set by the Faculty of Arts. Doing so will enable the relevant Departments to promote these opportunities through their connections with members of the off-campus community.

Although establishing a Casual Admissions category will not provide students with admission to the Faculty of Arts for the purpose of pursuing a degree, students admitted under this category could ultimately gain admission to Arts for the purpose of pursuing one of our degree programs by using the coursework they complete as a Casual Student as the basis of admission to one of the four Bachelor of Arts degree programs.

Recommendation:

Proposed modification to the Faculty of Arts section of the Academic Calendar, as follows:

SECTION 2: Admission to the Faculty of Arts B.A. General, Advanced or Honours Degree Programs and Other Arts Admission Categories

The following is a summary of the admission requirements. All admission requirements, as well as

application deadline dates and forms, are included in the Faculty of Arts Applicant Information Bulletin that is available from the Admissions Office, Enrolment Services, 424 University Centre; this information is also posted on the University of Manitoba website.

Other than the Direct Entry and Casual Students categories, completion of a minimum of 24 credit hours of university level courses is required. Depending on the academic performance on the courses acceptable for credit, students may be admitted to or transit into the Faculty in good standing or on the recommendation of the Dean.

At the point of admission or transfer to the Faculty of Arts all students proceeding to an undergraduate B.A. Degree are automatically in the General Degree Program. Subsequently, students may apply through the Faculty of Arts General Office for entry to either the Advanced Degree Program or the Honours Degree program.

The specific requirements for the General, Advanced and Honours Degree programs are given in Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

2.8 Admission as a Casual Student

This admissions category is designed for students who do not meet the requirements for gaining admission to the Faculty of Arts, but who seek to register in particular courses offered by the Faculty of Arts. It is not meant for students who meet the minimum academic criteria and are in pursuit of any of the four Bachelor of Arts degree programs.

To be eligible for admission as a Casual Student, prospective students must be proficient in English (visit http://umanitoba.ca/student/admissions/international/english/index.html) and must be 18 years of age or older by the first day of classes for the term in which the relevant course is offered. Students admitted under this category can only register in courses offered by the Faculty of Arts. Prior to registration, students shall obtain written approval from: the course instructor, the Head/Program Director of the Department/Program offering the course, and the Dean of Arts (or designate). Students admitted under the Casual Student category are required to follow all University of Manitoba regulations, including course prerequisite requirements.

Proposed addition to Section 3: Basic Faculty Regulations for the Faculty of Arts B. A. General, Advanced, or Honours Degree Programs

SECTION 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs

3.7 Requirements for Casual Students

Students admitted under the Casual Student category will be subject to the same regulations concerning voluntary withdrawals and appeal procedures as all other students admitted to the Faculty of Arts. Limited access restrictions will apply to university courses from which students have voluntarily withdrawn while enrolled as a Casual student.

Report of the Senate Committee on Admissions concerning a proposal from the Dr. Gerald Niznick College of Dentistry to modify the admission requirements for the Doctor of Dental Medicine degree program (2019.11.22)

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 Dr. Gerald Niznick College of Dentistry is proposing to modify the admission requirements to the Doctor of Dental Medicine program to incorporate changes made to prerequisite courses in Introductory Chemistry, Organic Chemistry, and Biochemistry.

3. The proposal was approved by the Dental College Council on September 23rd, 2019 and was endorsed by SCADM on November 22nd, 2019.

Observations:

1. The Faculty of Science has made some modifications to its course offerings in the Department of Chemistry. The modifications involve the separation of the didactic content and laboratory content into separate courses; each course will represent three credit hours.

2. As a result of this change the College of Dentistry is modifying its admission requirements; students completing the prerequisite courses at the University of Manitoba will require 69 credit hours as opposed to the previous 60 credit hours in order to be eligible for admission into the program.

3. The committee had some concerns regarding the increased credit hours that are now required in order to be eligible for admission:
    - There will be increased tuition costs associated with the additional nine credit hours.
    - It will be challenging for a student to complete all of the required courses within a two-year period.
    - Students from other institutions might only be required to complete 60 credit hours to meet the minimum eligibility requirements.

4. Over the past 5 years the average number of students admitted to the incoming dental class that completed their prerequisite work at the U of M is 66%.

5. The vast majority of students entering the program complete more than two years of university study prior to being admitted.

Recommendation:
The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Doctor of Dental Medicine degree program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Proposal from the Dr. Gerald Niznick College of Dentistry to the Senate Committee on Admissions to incorporate changes to prerequisite University of Manitoba core courses in the Dr. Gerald Niznick College of Dentistry admissions process as proposed by the Department of Chemistry, Faculty of Science, University of Manitoba

Section I – Description of the change

The University of Manitoba, Faculty of Science provides courses in the subject areas of Introductory Chemistry (CHEM 1300 and CHEM 1310); Organic Chemistry (CHEM 2210 and CHEM 2220); Biochemistry (CHEM 2360 and CHEM 2370); Biology (BIOL 1020 and BIOL 1030); and Physics (PHYS 1020 and PHYS 1030) as prerequisite core courses required for application and selection to the University of Manitoba, Dr. Gerald Niznick College of Dentistry undergraduate dentistry program. This currently represents 30 credit hours. Applicants are also required to successfully complete a minimum of 30 other credit hours in the areas of English (6 credit hours); Humanities/Social Sciences (6 credit hours); and elective courses of their choice (18 credit hours) for a minimum total of 60 credit hours.

Details of the admissions process are found in the Dr. Gerald Niznick College of Dentistry Applicant Information Bulletin at
http://www.umanitoba.ca/student /admissions/media/dentistry_bulletin.pdf

The Department of Chemistry, Faculty of Science, University of Manitoba is proposing changes to its CHEM 1300 and CHEM 1310; CHEM 2210 and CHEM 2220; and CHEM 2360 and CHEM 2370 courses.

Currently each of these courses is composed of didactic content and laboratory content, with each course valued at 3 credit hours. According to the Faculty of Science, the proposed changes will not alter the content or student contact hours of the courses, but will involve separation of the didactic content and laboratory content into separate courses, with credit hour values of 3 credit hours for the didactic content courses and 3 credit hours for the laboratory content courses.

The new proposed Department of Chemistry courses are:

CHEM 1100 Introductory Chemistry 1: Atomic and Molecular Structure and Energetics
(3 credit hours [didactic]) (as the CHEM 1300 replacement)

CHEM 1110 Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties
(3 credit hours [didactic]) (as the CHEM 1310 replacement)

CHEM 1120 Introduction to Chemical Techniques (3 credit hours [lab])
(as the new lab component to be taken with either CHEM 1100 or CHEM 1110)

CHEM 2100 Organic Chemistry 1: Foundations of Organic Chemistry
(3 credit hours [didactic]) (as the CHEM 2210 replacement)

CHEM 2110 Organic Chemistry 2: Foundations of Organic Synthesis
(3 credit hours [didactic]) (as the CHEM 2220 replacement)

CHEM 2122 Experimental Organic Chemistry (3 credit hours [lab])
(as the new lab component to be taken with either CHEM 2100 or CHEM 2110)

CHEM 2700 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy
(3 credit hours [didactic]) (as the CHEM 2360 replacement)

CHEM 2710 Biochemistry 2: Catabolism, Synthesis, and Information Pathway
(3 credit hours [didactic]) (as the CHEM 2370 replacement)

CHEM 2720 Principles and Practices of the Modern Biochemistry Laboratory
(3 credit hours [lab])
(as the new lab component to be taken with either CHEM 2700 or CHEM 2710)

It is proposed that the Dr. Gerald Niznick College of Dentistry admissions process incorporates the changes to prerequisite University of Manitoba core courses in the subject areas of Introductory Chemistry, Organic Chemistry, and Biochemistry as proposed by the Department of Chemistry, Faculty of Science, University of Manitoba. As a result, University of Manitoba applicants would require successful completion of the newly proposed University of Manitoba core courses or their equivalents, and a minimum of 30 credit hours from other courses (English, Humanities/Social Sciences, and other elective courses) in order to apply to the University of Manitoba, Dr. Gerald Niznick College of Dentistry undergraduate program. The minimum coursework required for application by University of Manitoba applicants would therefore total 69 credit hours, as follows:

Introductory Chemistry:		
CHEM 1300	will now be CHEM 1100	3 credit hours
CHEM 1310	will now be CHEM 1110	3 credit hours
	addition of CHEM 1120 lab component	3 credit hours
Organic Chemistry:		
CHEM 2210	will now be CHEM 2100	3 credit hours
CHEM 2220	will now be CHEM 2110	3 credit hours
	addition of CHEM 2022 lab component	3 credit hours
Biochemistry:		
CHEM 2360	will now be CHEM 2700	3 credit hours
CHEM 2370	will now be CHEM 2710	3 credit hours
	addition of CHEM 2720 lab component	3 credit hours
Physics:		
PHYS 1020	will remain the same	3 credit hours
PHYS 1030	will remain the same	3 credit hours
Biology:		
BIOL 1020	will remain the same	3 credit hours
BIOL 1030	will remain the same	3 credit hours
English		6 credit hours
Humanities/Social Sciences		6 credit hours
Electives		18 credit hours
Total credits		69 credit hours

This proposal would take effect at the time the proposed course changes, as presented by the University of Manitoba, Faculty of Science, are accepted by the University of Manitoba Senate.

Section II – Consultation with other faculties

The Dr. Gerald Niznick College of Dentistry proposed change will have no impact on other University of Manitoba faculties. Therefore, consultation with other faculties did not occur.

Section III – Recommendation

The Dr. Gerald Niznick College of Dentistry recommends that:

The Dr. Gerald Niznick College of Dentistry admissions process incorporates changes to prerequisite University of Manitoba core courses in the subject areas of Introductory Chemistry, Organic Chemistry, and Biochemistry as proposed by the Department of Chemistry, Faculty of Science, University of Manitoba.

Report of the Senate Committee on Admissions concerning a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources to modify the admission requirements for the Bachelor of Science in Physical Geography (Honours and Major, co-op and non) degree programs (2020.04.06)

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 is proposing a modification to the advanced entry admission requirements for the Bachelor of Science in Physical Geography (Honours and Major, co-op and non) degree programs. The proposed change will allow students to present Math 1230 in lieu of Math 1500 for admission purposes.

3. The proposal was approved by the Clayton H. Riddell Faculty of Environment, Earth, and Resources Faculty Council on October 7th, 2019 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. The proposed change will provide students with additional flexibility with the courses they can present to meet the eligibility requirements for admission.

2. The Department of Mathematics supports this request.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Science in Physical Geography (Honours and Major, co-op and non) degree programs be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Current Advanced Entry Requirements

Advanced Entry students are placed in the Major degree program until they have completed a minimum of 48 credit hours after which they may transfer to the Honours program or remain in the Major. To make a program transfer, students must consult a Riddell Faculty student advisor.

6.2.1 Advanced Entry Requirements

Degree Program in Physical Geography	Minimum Number of Credit Hours	Minimum Degree Grade Point Average	Additional Entrance Requirements
Honours	48	3.00	A grade of 'B' or better in GEOG 1290[3]; a grade of 'C+' or better in 12 credit hours from GEOL 1340, PHYS 1020[3] (or PHYS 1050), MATH 1500[2,3], PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310)
Honours (Coop)[1]	60	3.00	ENVR 2900; students must satisfy the requirements for Entrance/continuation in the regular program and (normally) have completed GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2550, GEOG 3730, PHYS 1020[3] (or PHYS 1050), PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310) and MATH 1500[2,3]
Major	24	2.00	A grade of 'C' or better in GEOG 1290[3]; a grade of 'C+' or better in 6 credit hours from GEOL 1340, PHYS 1020[3] (or PHYS 1050) and MATH 1500[2,3], PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310)
Major (Coop)[1]	60	2.50	ENVR 2900; students must satisfy the requirements for Entrance/continuation in the regular program and (normally) have completed GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2550, GEOG 3730, PHYS 1020[3] (or PHYS 1050), PHYS 1030[3] (or PHYS 1070), MATH 1300[3] (or MATH 1310) and MATH 1500[2,3]

[1] Students may be permitted to enter the program without satisfying all requirements listed. Students should consult with the Cooperative Education Coordinator for further information.

[2] MATH 1510 or MATH 1520 or MATH 1690 may be used in lieu of MATH 1500.

[3] Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. Université de Saint-Boniface courses end in the number 1.

Revised Advanced Entry Requirements

Advanced Entry students are placed in the Major degree program until they have completed a minimum of 48 credit hours after which they may transfer to the Honours program or remain in the Major. To make a program transfer, students must consult a Riddell Faculty student advisor.

6.2.1 Advanced Entry Requirements

Degree Program in Physical Geography	Minimum Number of Credit Hours	Minimum Degree Grade Point Average	Additional Entrance Requirements
Honours	48	3.00	A grade of 'B' or better in GEOG 1290[3]; a grade of 'C+' or better in 12 credit hours from GEOL 1340, PHYS 1020[3] (or PHYS 1050), MATH 1500[2,3], PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310)
Honours (Coop)[1]	60	3.00	ENVR 2900; students must satisfy the requirements for Entrance/continuation in the regular program and (normally) have completed GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2550, GEOG 3730, PHYS 1020[3] (or PHYS 1050), PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310) and MATH 1500[2,3]
Major	24	2.00	A grade of 'C' or better in GEOG 1290[3]; a grade of 'C+' or better in 6 credit hours from GEOL 1340, PHYS 1020[3] (or PHYS 1050) and MATH 1500[2,3], PHYS 1030 (or PHYS 1070), MATH 1300[3] (or MATH 1310)
Major (Coop)[1]	60	2.50	ENVR 2900; students must satisfy the requirements for Entrance/continuation in the regular program and (normally) have completed GEOG 2200, GEOG 2300, GEOG 2310, GEOG 2550, GEOG 3730, PHYS 1020[3] (or PHYS 1050), PHYS 1030[3] (or PHYS 1070), MATH 1300[3] (or MATH 1310) and MATH 1500[2,3]

[1] Students may be permitted to enter the program without satisfying all requirements listed. Students should consult with the Cooperative Education Coordinator for further information.

[2] **MATH 1230 or** MATH 1510 or MATH 1520 or MATH 1690 may be used in lieu of MATH 1500.

[3] Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. Université de Saint-Boniface courses end in the number 1.

Report of the Senate Committee on Admissions concerning a proposal from the Rady Faculty of Health Sciences to modify the advanced entry admission requirements for the Interdisciplinary Health program (2020.04.06)

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 a modification to the advanced entry admission requirements for the Interdisciplinary Health program. If approved the minimum GPA required to be eligible for advanced entry admission to the Bachelor of Health Sciences and Bachelor of Health Studies degree programs will increase from 2.0 to 2.5.

3. The proposal was approved by the Rady Faculty of Health Sciences Council on February 4th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. The program is noticing that a fair number of students are struggling in the program and this requirement will help ensure that students are adequately prepared for the academic rigours of the program.

2. In order to be eligible for graduation a student must achieve a degree GPA of 2.5; this proposed requirement aligns the admission requirement with the graduation requirement.

3. Sufficient demand exists; there are no concerns with being able to meet the program admission targets.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the advanced entry admission requirements for the Interdisciplinary Health program be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Interdisciplinary Health Program
Rady Faculty of Health Sciences

202 Human Ecology
Winnipeg, Manitoba
Canada R3T 2N2
Phone: (204) 474-9759
Alisa.Claman@umanitoba.ca

February 24, 2020

Section I – Description of the Change

The change being proposed is an Increase in Entrance GPA for the Bachelor of Health Sciences and Bachelor of Health Studies (IHP)

A motion to increase the entrance GPA to the Interdisciplinary Health Program from a 2.00 to a 2.50 GPA was discussed and approved at the November 28, 2019 meeting of the IHP Council. This motion was then approved on February 4, 2020 by the RFHS Faculty Executive Council.

At present, students are admitted with a 2.00 GPA but need a 2.50 GPA to graduate. Advanced entry students with a GPA close to 2.00 are in academic jeopardy upon entering the program. Moreover, our experience shows that students with a GPA below 2.50 often struggle to attain the 2.50 necessary to graduate. By increasing the entrance GPA to 2.50, this will reduce the number of students in academic jeopardy and set them up for greater success in the program.

The following is from the 2019-2020 Academic Calendar highlighting the admission requirements for the Interdisciplinary Health Program (Section 2):

General Entrance Requirements to the Interdisciplinary Health Program: A minimum adjusted grade point average (AGPA) of 2.0 in at least 24 credit hours of University 1, including 6 credit hours from Arts and 6 credit hours from Science to total 12 credit hours, plus 12 -18 credit hours of other University 1 courses, for a total of 24 -30 credit hours.

The following is from Section 3.2 Scholastic Standards – Graduation and Grade Point Average:

To graduate, a student must have passed 120 credit hours acceptable for credit in the current degree program and have obtained a minimum of 300 quality points. This is equivalent to a Degree Grade Point Average of 2.50.

We propose for this change in entrance GPA to take effect for the Fall 2021 intake.

Section II: Consultation with other Faculties

This proposed change does not effect other Faculties or Departments.

Section III: Recommendation

It is recommended that SCADM endorse the increase in the entrance GPA from 2.00 to 2.50 to be admitted into the Interdisciplinary Health Program (IHP).

Report of the Senate Committee on Admissions concerning a proposal from the Rady Faculty of Health Sciences to modify the direct entry admission requirements for the Interdisciplinary Health program (2020.04.06)

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 a modification to the direct entry admission requirements for the Interdisciplinary Health program. The requirements for the Bachelor of Health Studies program will differ from the requirements for the Bachelor of Health Sciences program.

3. The proposal was approved by the Rady Faculty of Health Sciences Council on February 4th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.

2. The proposed modifications in this proposal align with the direct entry framework.

3. The minimum eligibility for admission for both the Bachelor of Health Sciences and Bachelor of Health Studies will be an 85% average over the four academic courses with no less than 60% in any one course.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements for the Interdisciplinary Health program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Section I – Description of the Change

The change being proposed is the revision of the New Direct Entry Admission Criteria for the Interdisciplinary Health Program (IHP)

A new direct entry framework was approved by Senate in May 2018. In response to the memo regarding new Direct Entry Admission Criteria sent from Jeff Adams in September 2019, the IHP discussed and revised their direct entry criteria. At the November 28, 2019 IHP Council meeting the new Direct Entry Admission Criteria was approved, and was subsequently approved at the RFHS Council on February 4, 2020. The new IHP direct entry criteria has been revised to reflect the Senate approved framework.

Proposed New Direct Entry Criteria
Health Sciences:
Manitoba High School graduation (5 full credits at the grade 12 level in courses designated S, G, or U). A minimum 85% average over the four required courses with no less than 60% in each required course.
1. English 40S
2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3. Biology 40S
4. Chemistry 40S

Health Studies:
Manitoba High School graduation (5 full credits at the grade 12 level in courses designated S, G, or U). A minimum 85% average over the four required courses with no less than 60% in each required course.
1. English 40S
2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3. Biology 40S or Chemistry 40S
4. An academic 40S course

Current Direct Entry Criteria
Bachelor of Health Sciences and Bachelor of Health Studies
A minimum 85% average over the following, with no less than 60% in each course:
1.English 40S
2.Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3.One of Biology, Chemistry, Physics or Computer Science 40S

As the Health Science degree has required Biology and Chemistry courses in the program it was deemed that students applying into Health Sciences should have those high school pre-requisite courses. Given the IHP's plan to introduce new courses to cover the topics of human biology (HEAL 1500 and HEAL 1502) a requirement for Chemistry 40S or Biology 40S was deemed sufficient for enrolment into the Health Studies degree.

It is proposed that this change take effect for the Fall 2022 intake.

Section II: Consultation with other Faculties

This proposed change does not effect other faculties or departments.

Section III: Recommendation

It is being recommended that SCADM endorse the revised New Direct Entry Admission Criteria for the Interdisciplinary Health Program (IHP) as outlined in the proposal.

Report of the Senate Committee on Admissions concerning a proposal from the Desautels Faculty of Music to modify the direct entry admission requirements for the Bachelor of Music degree program (2020.04.06)

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 Desautels Faculty of Music is proposing a modification to the direct entry admission requirements for the Bachelor of Music degree program. The proposed requirements are in alignment with the institutional direct entry admission requirement framework.

3. The proposal was approved by the Desautels Faculty of Music Faculty Council on March 9th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.

2. The proposed modifications in this proposal align with the direct entry framework.

3. The minimum eligibility for admission will be an 70% average over the four academic courses with no less than 60% in any one course.

4. The audition, theory test, and letters of recommendation requirements remain in effect.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements for the Bachelor of Music degree program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Desautels
FACULTY of MUSIC

T319-136 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-9310
Facsimile: 204-474-7546
music@umanitoba.ca

March 18, 2020

Dear Members of the Senate Committee on Admissions,

I am writing to this body about a recent change to the direct entry framework and requirements for the Desautels Faculty of Music. I can confirm that the accompanying changes were brought before the March 9, 2020 Desautels Faculty of Music Faculty Council and passed unanimously.

Please do not hesitate to contact me if you require any further.

Yours sincerely,

Edward Jurkowski, Ph.D.
Dean, Desautels Faculty of Music

Desautels
FACULTY of MUSIC

T319-136 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-9310
Facsimile: 204-474-7546
music@umanitoba.ca

March 18, 2020

Dear Members of the Senate Committee on Admissions,

I am writing to confirm that the Desautels Faculty of Music (DFOM) has approved a new direct entry framework. Specifically, on March 9, 2020, the DFOM Faculty Council approved the changes to the requirements for direct entry into the Faculty. Currently, the requirements are as follows:

- A minimum of 70% average over three Grade 12 40S credit courses
- One credit of Grade 12 40S English with a minimum grade of 60%

Moving forward, the DFOM has approved changes to the admission requirements, to be effective for the Fall/2022 intake, as follows:

A minimum 70% average over the four required courses with no less than 60% in each required course.

- Required course #1: An English 40S
- Required course #2: A Mathematics 40S
- Required course #3: An academic 40S course
- Required course #4: An academic 40S course

The proposed changes are in keeping with the new direct entry admission framework that was approved by University Senate in May 2018. Further, an environmental scan indicates that the proposed changes will bring our Faculty's admission requirements closer in line with three national competitors—that is, the music programs of the University of British Columbia, University of Toronto, and McGill University.

The proposed change to the Faculty's direct admission requirements will have no impact on other Faculties. As such, letters of support from the other academic units on campus are not included with this proposal.

Recommendation:
That the Senate Committee on Admissions (SCADM) approve the above-listed proposed changes to the direct entry admission requirements for the Desautels Faculty of Music, to take effect with the Fall/2022 semester.

Respectfully submitted by:

Dr. Edward Jurkowski, Ph.D.
Dean, Desautels Faculty of Music

Report of the Senate Committee on Admissions concerning a proposal from the College of Pharmacy to modify the admission requirements for the Doctor of Pharmacy degree program (2019.04.06)

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 Pharmacy is proposing a modification to the admission requirements for the Doctor of Pharmacy degree. The proposed change ads STAT 1150 to the list of core courses that students can present in order to be eligible for admission.

3. The proposal was approved by the College of Pharmacy Executive Council on March 4th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. The proposed change provides applicants with additional flexibility in the core courses they are required to present in order to meet the minimum eligibility requirements for admission.

2. The College consulted with the Department of Statistics and based on this consultation they determined STAT1150 was deemed to be a suitable substitute for STAT1000.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements Doctor of Pharmacy degree program be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Proposal from the College of Pharmacy, Rady Faculty of Health Sciences to the Senate Committee on Admissions: to add an additional Statistics course option in the core course requirements in the College of Pharmacy admissions process.

Section I - Description of the change

The College of Pharmacy currently requires STAT 1000 (3 credit hours) as a required core course to apply to the PharmD program. We received confirmation from the Department Head of Statistics that STAT 1150 is a similar course, but it also covers more information on computing and data analysis. The College of Pharmacy feels this is an acceptable course and we should allow students the option to take STAT 1000 **or** STAT 1150 to meet our pre-requisite requirement in the Statistics area.
This change will take effect for the 2021-2022 Applicant Information Bulletin.

Current Requirement

University of Manitoba	**Credit Hours**
CHEM 1300 and CHEM 1310	6
CHEM 2210	3
CHEM 2360 and CHEM 2370	6
BIOL 1020 and BIOL 1030	6
BIOL 2410 and BIOL 2420	6
MBIO 1010	3
MATH 1500 **or** MATH 1230	3
STAT 1000	3
Humanities/Social Science	12
Other courses (any faculty)	12
TOTAL Credit Hours	**60**

Proposed Requirement

University of Manitoba	**Credit Hours**
CHEM 1300 and CHEM 1310	6
CHEM 2210	3
CHEM 2360 and CHEM 2370	6
BIOL 1020 and BIOL 1030	6
BIOL 2410 and BIOL 2420	6
MBIO 1010	3
MATH 1500 **or** MATH 1230	3
STAT 1000 **or** STAT 1150	3
Humanities/Social Science	12
Other courses (any faculty)	12
TOTAL Credit Hours	**60**

Section II - Consultation with other faculties

Please see the attached email from the Head of the Department of Statistics.

Section III - Recommendation

The College of Pharmacy recommends adding STAT 1150 as an option to meet our pre-requisite requirement in the Statistics area.

Report of the Senate Committee on Admissions concerning a proposal from the College of Pharmacy to modify the admission requirements for the Doctor of Pharmacy degree program (2020.04.06)

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 Pharmacy is proposing a modification to the admission requirements for the Doctor of Pharmacy degree program. These changes will ensure alignment with the course changes being introduced by the Department of Chemistry.

3. The proposal was approved by the College of Pharmacy Executive Council on March 4th, 2020 and was endorsed by SCADM on April 6th, 2020.

Observations:

1. The Faculty of Science has made some modifications to its course offerings in the Department of Chemistry. The modifications involve the separation of the didactic content and laboratory content into separate courses; each course will represent three credit hours.

2. As a result of the change in Chemistry the College reviewed its requirements to determine which modifications would be appropriate to ensure that students would be well prepared to enter the Doctor of Pharmacy program.

3. In order to ensure that students would still be eligible for admission upon completion of 60 credit hours the College determined that additional modifications to the admission requirements, beyond the chemistry changes were needed. These changes included the addition of two new courses, an assessment if which labs should be excluded as some were deemed as non-essential for the purpose of admission, and the reduction of the number of elective courses.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Doctor of Pharmacy degree program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Proposal from the College of Pharmacy, Rady Faculty of Health Sciences to the Senate Committee on Admissions: to change the core course requirements in the College of Pharmacy admissions process for University of Manitoba applicants.

Section I – Description of the change

The Department of Chemistry, Faculty of Science, University of Manitoba, currently provides the following pre-requisite courses to apply to the Doctor of Pharmacy (PharmD) program:

- Structure and Modelling in Chemistry (CHEM 1300),
- Introduction to Physical Chemistry (CHEM 1310),
- Organic Chemistry I (CHEM 2210),
- Biochemistry 1 (CHEM 2360) and
- Biochemistry 2 (CHEM 2370).

Each of these five courses contains a lecture component combined with a laboratory component for a total of 3 credit hours per course, or 15 credit hours total.

The Department of Chemistry, Faculty of Science, University of Manitoba is proposing changes to these five courses. Specifically, the Department of Chemistry is proposing to separate the lecture component from the laboratory component, creating three new and separate 3 credit hour laboratory courses:

- Introduction to Chemical Techniques (CHEM 1120),
- Experimental Organic Chemistry (CHEM 2122) and
- Principles and Practices of the Modern Biochemistry Lab (CHEM 2720)

After considerable discussion with College members, the College of Pharmacy is proposing that of the three new labs created by the Department of Chemistry's course revisions, only CHEM 1120 (lab) will be required for PharmD admissions.

The new proposed Department of Chemistry courses, that are relevant to Pharmacy admissions and therefore required pre-requisites will include:

CHEM 1100 – Introductory Chemistry 1: Atomic and Molecular Structure and Energetics (3 credit hours -lecture) (replacing CHEM 1300)

CHEM 1110 – Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties (3 credit hours -lecture) (replacing CHEM 1310)

CHEM 1120 – Introduction to Chemical Techniques (3 credit hours -lab)
(this new lab course is a required pre-requisite for CHEM 2100 and Chemistry 2700)

CHEM 2100 – Organic Chemistry 1: Foundations of Organic Chemistry (3 credit hours -lecture) (replacing CHEM 2210)

CHEM 2700 – Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy (3 credit hours - lecture) (replacing CHEM 2360)

CHEM 2710 – Biochemistry 2: Catabolism, Synthesis, and Information Pathway (3 credit hours - lecture) (replacing CHEM 2370)

Section II – Consultation with other faculties
The College of Pharmacy proposed changes will not impact other faculties within the University of Manitoba.

Section III - Recommendation
The new Pharmacy admission requirements will include Introductory Chemistry 1: Atomic and Molecular Structure and Energetics (CHEM 1100), Introductory Chemistry 2: Interaction, Reactivity, and Chemical Properties (CHEM 1110) along with the new lab course; Introduction to Chemical Techniques (CHEM 1120), the Organic Chemistry 1: Foundations of Organic Chemistry course (CHEM 2100) but not the new lab course (CHEM 2122), the Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy course (CHEM 2700) and the Biochemistry 2: Catabolism, Synthesis, and Information Pathway course (CHEM 2710) but not the new Biochemistry lab course (CHEM 2720).

This will result in an additional Chemistry lab (+3 credit hours). In order to balance this increase and keep pre-requisite courses to 60 credit hours we propose to reduce the "other courses" (electives) by 3 credit hours.

The overall summary of changes is shown below:

Proposed Requirement

University of Manitoba	**Credit Hours**	
CHEM 1100 and CHEM 1110 and CHEM 1120	9	(+3)
CHEM 2100	3	
CHEM 2700 and CHEM 2710	6	
BIOL 1020 and BIOL 1030	6	
BIOL 2410 and BIOL 2420	6	
MBIO 1010	3	
MATH 1500 **or** MATH 1230	3	
STAT 1000	3	
Humanities/Social Science	12	
Other courses (any faculty)	9	(-3)
TOTAL Credit Hours	**60**	

Current Requirement

University of Manitoba	**Credit Hours**
CHEM 1300 and CHEM 1310	6
CHEM 2210	3
CHEM 2360 and CHEM 2370	6
BIOL 1020 and BIOL 1030	6
BIOL 2410 and BIOL 2420	6
MBIO 1010	3
MATH 1500 **or** MATH 1230	3
STAT 1000	3
Humanities/Social Science	12
Other courses (any faculty)	12
TOTAL Credit Hours	**60**

This proposal would take effect at the time that the Department of Chemistry course changes are approved through the University of Manitoba Senate.

Core Courses

	UNIVERSITY OF MANITOBA	CREDIT HOURS
Introductory Chemistry	CHEM 1100 and 1110 and 1120	9
Organic Chemistry	CHEM 2100	3
Biochemistry	CHEM 2700 and 2710	6
Biology	BIOL 1020 and 1030	6
Physiology	BIOL 2410 and 2420	6
Microbiology	MBIO 1010	3
Mathematics	MATH 1500 or 1230	3
Statistics	STAT 1000	3
Total Core Courses		39

Other Courses

REQUIREMENTS	CREDIT HOURS
Humanities/Social Sciences	12
Other courses (Any faculty)	9
Written English (W)	Must have completed a 3 credit hour course which meets the University's Written English (W) requirement. Can be part of the above requirements
Total Elective Courses (in addition to core)	**21**

March 12, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Final Report and Recommendations, Teaching and Course Evaluation Review Committee

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 March 12, 2020 SCIE considered the attached report from the Teaching and Course Evaluation Review Committee.

Observations:

1. SCIE approved the terms of reference of the Teaching and Course Evaluation Review Committee, a sub-committee of SCIE, on October 19, 2017, and received updates from the sub-committee on April 19, 2018 and May 16, 2019.
2. The sub-committee considered a review of literature on four topics: student ratings of instruction, self-evaluation of teaching practice, peer review of teaching, and multi-source evaluations. The sub-committee also undertook additional study relating to "The Ryerson Decision", SRI bias and SRI utility.
3. In 2018, the sub-committee sought input from the University of Manitoba community through a series of 13 focus groups with a total of 61 participants. The participants included undergraduate and graduate students, sessional instructors, pre-tenured faculty, tenured faculty, instructors, department heads and deans.
4. The sub-committee generated 12 recommendations, including a recommendation that the University adopt the Student Rating of Instruction (SRI) currently designed by and in use at the University of Toronto, with the addition of two open ended feedback questions.
5. The sub-committee has sought and received feedback from UMFA. Feedback was sought from CUPE, but was not received.
6. The sub-committee came to a number of conclusions, which are summarized below:
    - SRIs should not be the primary piece of data used in tenure and promotion decisions regarding teaching effectiveness, and that SRIs should only support and inform any summative review process.
    - An SRI is not a measure of teaching effectiveness, but is a reflection of students' experiences with an instructor or a course.
    - Effective teaching cannot be measured by a single criterion, and the process of evaluating teaching must include multiple measures of teaching.
    - Multisource methods of instructor evaluation allow for bias related to one type of evaluation to be mitigated by another method.
    - Possible bias could be addressed by the education of instructors, deans, department heads and students regarding the potential for bias, the use and limitations of the instrument and the interpretation of results.

7. In its discussion of the sub-committee final report and recommendations, members of SCIE had concerns regarding the evaluative use of SRIs in processes such as tenure and promotion, given the biases that are understood to exist with respect to SRIs. It was acknowledged that the report recommends the use of a multi-pronged, holistic and formative assessment of instruction, of which SRIs are one component, but members felt that, given the concerns regarding bias, the final report and recommendations should have clearly recommended that SRIs should not be used for summative evaluative purposes. The Committee wished to convey that the vote regarding the endorsement of the sub-committee's final report and recommendations was a tie, which was broken by the Chair, who voted in support of the motion.
8. SCIE unanimously endorsed the approval of the recommended revised Student Rating of Instruction instrument to replace the current SEEQ.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate endorse the Final Report and Recommendations of the Teaching and Course Evaluation Sub-Committee.

THAT Senate approve a revised Student Rating of Instruction instrument to replace the current SEEQ.

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.

Final Report and Recommendations
Teaching and Course Evaluation Sub-committee SCIE

Dr. Mark G. Torchia and Dr. Diane Hiebert-Murphy

Co-Chairs

Introduction:

The current UM teaching and course evaluation instrument (SEEQ) and process was recognized and approved by Senate in 1996. The last review of the use of the SEEQ instrument at the University of Manitoba occurred in 2007. Extant literature about the theory, applicability, and instruments relating to evaluation of teaching and courses has expanded since 2007, as has the local knowledge about the application, management, and reporting of the SEEQ.

The Teaching and Courses Evaluation Review Committee, a subcommittee of the Senate Committee on Instruction and Evaluation was formed to devise a process for a holistic review of current practices and needs, as well as to recommend new or improved instruments, methods, and utilization of the information.

The members of the sub-committee include:

- Sylvia Justo Fernandes Nobre Araujo (Graduate Student)
- Amy DeJaeger (Centre for the Advancement of Teaching and Learning)(CATL, resource to sub-committee)
- Diane Hiebert – Murphy (Co-Chair)
- Greg Mason (Economics)
- Karlee Moist (Undergraduate Student)
- Nancy Ryan-Arbez (College of Rehabilitation Sciences)
- Karen Schwatz (Faculty Relations Officer, resource to sub-committee)
- Jeffrey Taylor (Faculty of Arts)
- Mark G. Torchia (Co-Chair)
- Virginia Torres (Faculty of Law)

Process:

a) Review of Literature and Best Practice:

Drs. Ryan Los (CATL) and Amy DeJaeger provided an updated review of the extant literature on four topics for consideration by the sub-committee: student ratings of instruction (SRI), self-evaluation of teaching practice, peer review of teaching, and multi-source evaluations (See Appendix A). As well, all committee members reviewed the textbook entitled: *Student Ratings of Instruction: a Practical Approach to Designing, Operating, and Reporting*. Nirah H, 2014.)

The sub-committee acknowledged that reliance on the SRI for review processes has been challenged. As such, additional focused study was undertaken and information was gathered and discussed relating to "The Ryerson Decision," SRI bias, and SRI utility.

> **The Ryerson Decision** - Ryerson collective bargaining with their faculty association over the use of SRIs has been active since 2003 with a formal grievance filed in 2009. In 2018, an arbitrator sided with the faculty association to ensure that SRIs "are not used to measure teaching effectiveness for promotion or tenure" (OCUFA, 2018; University Affairs, 2018). The decision was accompanied by a report released in 2019 (OCUFA, 2019). Ryerson continues to utilize SRIs across all courses (Ryerson University, 2019).
>
> **Bias –** Biases based on uncontrollable factors can exist when using an SRI. Female instructors may be scored unfairly when compared to the student ratings of male instructors, though this largely reflects the differences in teaching situations between genders. Racial and cultural bias may also be present with non-white instructors being at a disadvantage compared to white instructors.
>
> **SRI utility:** There is no single criterion of 'effective teaching' and studies have indicated that effective teaching practices are comprised of many teaching-related behaviors and classroom practices. Multi-section validity studies indicate that SRIs provide valid evaluations of teaching when they are used to measure what they were designed to measure and when they are used in conjunction with other methods of teaching evaluation.

b) Consultation

In December 2018, the Committee sought broad input from the University of Manitoba community about teaching and course evaluation through a series of focus groups examining and providing input to the following broad statement and questions:

Student rating of instruction and courses is an important tool to recognize effective teaching. However, research of the past 10 years has shown that the complexity and breadth of teaching practices requires a similar multi-faceted evaluation process and

such an approach is more effective than student ratings of instruction (SRI) alone. This is especially important for summative decision making,

- *What is the purpose of the evaluation of teaching and courses?*
- *What components are critical in a multi-faceted approach?*
- *Who within the UM community is best to complete such evaluations and how?*
- *What policies or procedures are required to support the evaluation of teaching and courses?*
- *What processes or tools are required to support the collection and reporting of teaching and course evaluations?*

Thirteen focus groups were held with a total of 61 participants, including: undergraduate and graduate students, sessional instructors, pre-tenured faculty, tenured faculty, instructors, department heads, and deans. The focus groups were conducted by one external consultant (from PRA, Inc.) to provide objectivity and efficiency. In advance of the focus groups, the consultant met with Dr. Amy DeJaeger to review the process. A summary report of the findings was prepared for the sub-committee (see Appendix B).

The sub-committee sought and received feedback from UMFA. Feedback was also sought from CUPE, but was not received.

c) Conclusions and Recommendations:

After completing the review and discussion of the literature and the consultations report, the sub-committee generated a series of conclusions, as well as 12 recommendations for consideration.

Conclusions:

- SRIs should not be the sole and/or primary piece of data that accounts for tenure and promotion decisions regarding teaching effectiveness, and that SRIs should only support and inform any summative review processes.

- An SRI is not a measure of teaching *effectiveness* but rather a reflection of students' experiences with a specific instructor or course. SRIs provide valid measures of many teaching dimensions made up of both cognitive (communication of the material) and affective (interpersonal rapport) dimensions, instructor organization, clarity, enthusiasm, and rapport. SRIs cannot sufficiently assess content difficulty, but can provide valid measurement of the delivery of content. SRIs can adequately assess students' responses to an instructor's method of delivery as students are also in the unique position to judge the overall demeanour in the classroom and student experience.

- There is no single criterion of 'effective teaching' - effective teaching practices are comprised of many teaching-related behaviors and classroom practices. A teaching evaluation *process* must therefore include multiple measures of teaching to capture the complex nature of effective teaching practices. Such measures might include, but not limited to self-reflection or peer evaluation.

- Multisource methods of evaluation allow any bias related to one method of evaluation to be mitigated by another method. The involvement of multiple levels of the academy should be involved in the selection and utilization of the SRI questions to decrease the chances of a particular bias or focus to emerge in the evaluation questions.

- Education of instructors, deans, department heads, and students about the potential for bias, the utility and limitations of the instrument, interpretation of results, etc., provides a means for addressing possible bias.

The Sub-Committee therefore **recommends:**

1. A student rating of an instructor (SRI) and course should continue to be used as one component of a multi-component approach to instructor formative feedback;

2. The questions within the instrument should clearly indicate to all stakeholders whether the instructor or course is being rated;

3. The revised instrument should be comprised of fewer questions/items than the existing SEEQ (mandatory UM-wide items + customizable items), provide opportunity for qualitative responses, and be adaptable depending on the learning situation and the needs of the instructor. A set of standardized questions should be provided for the most common teaching situations (lectures, seminars, laboratory, etc.);

4. Adoption of the SRI currently designed by, and in use at the University of Toronto (see: University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM) Centre for Teaching Support & Innovation, 2018) with the addition of two open ended feedback questions;

5. Anonymity of student responses should be maintained in reports to the instructor; students should be held accountable for comments by removing anonymity when the reports are presented to the Dean and Department Head. Consideration should be given to a mechanism for the purging of inappropriate comments;

6. The collection and reporting of SRI should be entirely digital; the completion of the SRI by students should continue to occur in-class, with sufficient time, to encourage completion;

7. CATL seek funding for, and evaluate and procure, a new software tracking system to support the collection and reporting of SRI results;

8. CATL develop enhanced resources to support the development of self-reflection skills for all instructors at UM;

9. For teaching situations with small enrollment, the SRI results should be accumulated by the software platform, and only reported to the instructor after 7 or more SRIs have been collected.

10. The SRI should be available for student completion at times other than the end of course. This will provide an opportunity for early formative feedback to instructors;

11. All instructors in probationary positions should be encouraged to participate in at least one in-class observation conducted by CATL personnel for the process of coaching;

12. A widespread communication and educational strategy, tactics, and supports be developed and operationalized to provide information to all stakeholders on the purpose of SRIs, expectations for curricula committees, the nature of formative feedback, the interpretation of results, connection to professional development opportunities, and the role of results in the broad evaluation of teaching for the purposes of annual performance reviews and promotion and tenure.

Final Remarks

These recommendations have been created to consider a holistic approach to the evaluation of instructors and courses and to provide enhanced supports to all stakeholders involved in the process of such evaluations.

Respectfully submitted on behalf of the sub-committee,

Dr. Mark G. Torchia, Vice-Provost (Teaching and Learning)
Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)

Appendix A – Review of the Literature

A. Student Ratings of Instruction (SRI)

Student ratings of instruction (SRI) are one of the most common methods of evaluating instructors and there has been more research conducted on SRIs than all other methods of teaching evaluation combined. The accuracy of what SRIs can and cannot measure is under debate and the validity of SRIs has recently come under fire as a method of teaching evaluation.

When they are used as a 'one size fits all' measure of teaching effectiveness SRIs cannot adequately measure a number of behaviours related to good teaching, including instructors' ability to: facilitate problem-solving, engage students in active learning strategies, foster creativity, and sharpen critical thinking (Ackerman, Gross, & Vigneron, 2009; Seldin, 1999). In addition, SRIs alone cannot adequately measure course workload, content difficulty, instructor preparation, or student engagement (Ackerman, Gross, & Vigneron, 2009; Berk, 2014; Hativa, 2013; Lomas & Nicholls, 2005; Uttl, White, & Gonzalez, 2017).

Potential biasing factors associated with SRIs are frequently cited as reasons to remove SRIs as a method of teaching evaluation. While some studies have found biasing factors related to SRI use, there are a number of studies that refute these claims. Given the substantial number of articles in this area, it is possible to find claims that support multiple viewpoints. That being said, there are trends that can be extrapolated from extant literature, though these should be viewed with caution (Theall & Franklin, 2001). For example, female instructors have been rated lower when compared to male instructors, though this largely reflects differences in teaching conditions between genders (Arreola, 2007; Centra, 2009; Gravestock & Gregor-Greenleaf, 2008; Theall & Franklin, 2001; Wright & Jenkins-Guarnieri, 2012). Racial and cultural bias may also be present with non-white instructors being at a disadvantage compared to white instructors (McPherson & Jewell, 2007). SRI scores can also be related to instructor age and teaching experience, where students judge younger, more inexperienced, and untenured instructors unfairly compared to older and more experienced tenured instructors (Clayson, 2009; McPherson & Jewell, 2007). Other possible biases include certain personality characteristics (Braskamp & Ory, 1994; Centra, 1993; Patrick, 2011), as well as class size, instructor likeability, course difficulty, course level, faculty, and delivery method (Clayson, 2009; Galbraith, Merrill & Kline, 2012).

Despite the potential pitfalls, SRIs can provide valid measures of teaching in various areas (Beran & Rokosh, 2009; Marsh, 2007). SRIs can accurately measure a large number of teaching dimensions made up of both cognitive (communication of the material) and affective (interpersonal rapport) dimensions (Hativa, 2013), instructor organization, clarity, enthusiasm, and rapport (Abrami, d'Apollonia, & Rosenfield, 2007; Benton & Cashin, 2014). While SRIs cannot sufficiently quantify difficulty, they can provide a valid measure on the delivery of content. Furthermore, SRIs can adequately

assess students' responses to an instructor's method of delivery (Ackerman, Gross, & Vigneron, 2009) as students are also in the unique position to judge the overall demeanour in the classroom and student experience (Benton & Cashin, 2014; Buller, 2012; Pallet, 2006).

Recent multi-section validity studies indicate that SRIs provide valid evaluations of teaching when they are used to measure what they were designed to measure and when they are used in conjunction with other methods of teaching evaluation (Berk, 2009, 2014; Clayson, 2009; Cohen, 1981; Lyde, Grieshaber, & Byrns, 2016; Uttl, White, & Gonzalez, 2017; Wright & Jenkins-Guarnieri, 2012).

SRIs can be completed through two primary modes of delivery, in-class or online. Online SRIs tend to more efficient as they require less administrative time, offer increased data security less class time to complete, and reduced environmental impact costs. No differences have been found between student ratings when conducted online or using paper-pencil formats.(Winer, DiGenova, Costopoulos, & Cardso, 2016; Wright, Hamilton, Mighty, Scott, & Muirhead, 2014).

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B. Self-Evaluation of Teaching Practice

Instructor self-evaluations have become a common method for evaluating teaching over the last three decades. Self-evaluation of instruction are narrative in nature but can come in numerous forms, from a reflective practice journal, to a complete personal development plan and portfolio (Bolton, 2014). Self-evaluations are often used as a formative (improvement-oriented) evaluation for personnel development purposes (Centra, 2000), but they also add an important component to summative evaluation packages such as teaching dossiers.

Thinking and doing are not separate activities and instructors are often required to reflect-in-action and while reacting to situations as they occur (Schön, 1987). Self-evaluation is a common component of teacher training programs as it allows instructors to reflect about instructional decisions they have made and capture the rationale behind decisions (Brookfield, 2013). Dedicated reflection time has been linked to higher levels of motivation for teaching, increased teacher self-efficacy, satisfaction with teaching, and an increased participation in teaching development activities such as communities of practice and other collaborative activities (Bolton, 2014; Roche & Marsh, 2002).

Individuals have a tendency to reflect on the positive aspects of teaching and can sometimes lack awareness for areas of improvement. When utilizing self-reflection as a method of teaching evaluation, it is important to control for positive reporting biases by using critical and balanced reflective approaches (Centra, 2000)**.** Working collaboratively with like-minded peers through formal (e.g., communities of practice) or informal conversations can help in eliminating bias and identifying areas for teaching enhancement (Bolton, 2014; Scaife, 2010).

Critical and balanced self-evaluations of teaching are valid methods of instructor evaluation when goals are clearly identified and dedicated time for reflection occurs during and at the end of an academic term (Bolton; 2014, Marsh, Overall, & Kesler, 1978). When used appropriately self-evaluations of teaching practice provide an accurate gauge of instructor organization, group interactions, individual rapport, instructor enthusiasm, and student experience.

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C. Peer Review of Teaching

Peer review of teaching (PRoT) is an evaluation method that facilitates personal and mutual reflection among instructors. PRoT works best when instructors from different disciplines are paired together in an effort to focus on teaching techniques (not course content; White, Boehm, & Chester, 2014). Opportunities for dialogue between academic disciplines can decrease barriers related to disclosure or competition within any one faculty/department and enhance both teaching practices and collegiality across disciplines (Bernstein, Jonson, & Smith, 2000; Kohut, Burnap, & Yon, 2007; Lomas & Nicholls, 2005).

PRoT is used to gauge a number of teaching behaviours and classroom practices. The degree of depth involved in PRoT can vary from a full course review (including a look at course outcomes, material, and assessment strategies), to a single classroom observation (Gosling, 2002). Therefore, training is an integral part of any effective PRoT program to ensure peer reviewers evaluate teaching with evidence-based best practices in mind rather than preconceived notions of what constitutes good teaching constructed around any one individual's preferred own approach (Blackmore, 2005; Harris et al., 2008). Additional training often includes methods for delivering feedback (Courtneya et al., 2008). As instructors become more involved in PRoT programs, they frequently report gaining insight into their own teaching practice (Bell, 2001; Courtneya, Pratt, & Collins, 2008; Keig & Waggoner, 1994; Lomas & Nicholls, 2005).

Attitudes towards PRoTs and instructors' willingness to participate in PRoT programs are frequently cited barriers to institutional implementation of PRoTs as a method of teaching evaluation (Kohut, Burnap, & Yon, 2007). These barriers stem from perceptions that the time required to complete observations outweighs the recognition/reward associated with PRoT programs (Bernstein, Jonson, & Smith 2000; Harris et al., 2008; Keig, 2000). Successful PRoT programs include dedicated time for training and conducting observations as well as reward/recognition incentives for instructors.

Overall, PRoTs provide instructors with a unique opportunity to enhance their teaching by confirming good teaching practices and creating dialogue about shared issues and solutions (Blackmore, 2005), allowing for the development of new skills, knowledge, and ideas (Bell, 2001; Lomas & Nicholls, 2005).

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D. Multi-source Evaluation

There is no single criterion of 'effective teaching' and numerous studies have indicated that effective teaching practices are comprised of many teaching-related behaviors and classroom practices (Benton & Cashin, 2014). Therefore, a teaching evaluation program that includes multiple measures of teaching is necessary to capture the complex nature of effective teaching practices (Berk, 2009, 2014). These programs will ideally contain three or more methods of evaluation in an effort to validate data by combining multiple assessment methods (Triangulation - a robust technique that allows for the validation of data by cross validating information gathered from multiple sources; Berk, 2014; Appling, Naumann, & Berk, 2001).

Multi-source methods of evaluation allow the possible shortcomings related to one method of evaluation to be moderated by another method. A substantial body of literature supports the idea that a multi-source method of teaching evaluation will be more effective than a single source method (Arreola, 2007, Berk 2009, 2014; Buller, 2012; D'Andrea, 2002; Ghedin & Aquario, 2008; Hassna & Raza, 2011; McLean et al., 2008; Weschke & Canipe, 2010; Zakrajsek, 2006). For example, implementing a multi-source method of teaching evaluation can offset biases and the drawback of using student ratings of instruction as a sole indicator of teaching effectiveness (Gravestock, 2011). Simply stated, when multiple sources of evidence are combined the positive aspects of each teaching evaluation method are amplified.

Successful teaching evaluation programs require commitments of resources, time, and reward/recognition at all levels of the institution (Administration, Faculty/School, and Department; Arreola, 2007).

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Appendix B – Summary Report on Focus Groups for Course and Student Evaluations

SUMMARY REPORT ON FOCUS GROUPS FOR COURSE AND STUDENT EVALUATIONS

DRAFT – FOR DISCUSSION ONLY

December 18, 2018

Prepared for:

University of Manitoba

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Appendices

Appendix A – Discussion questions

1.0 Research summary

The University of Manitoba hired PRA Inc. to moderate focus groups with stakeholders to discuss teaching and course evaluations. The University of Manitoba was responsible for creating the discussion guide used for the groups, which can be found in Appendix A.

1.1 Methodology and report structure

The University of Manitoba was responsible for recruiting participants for the focus groups. PRA conducted 13 focus groups from December 3 to December 12, 2018. The list of stakeholders and participants is shown in the table below.

Table 1: Focus group participants by stakeholder group

	Number of groups	Participants
Undergraduate students	2	5
Graduate students	2	6
Sessional instructors	1	7
Instructors	1	8
Pre-tenure faculty	2	9
Tenured faculty	2	9
Department heads	2	11
Deans and directors	1	6
Total	**13**	**61**

This report summarizes the key findings and themes from each of the eight stakeholder groups shown above.

1.2 Caution

As with all qualitative research, results cannot be extrapolated to the general population. Any numbers or estimates included in this report are simply used to illustrate participants' opinions and are not indicative of the behaviour or attitudes of the larger population. Thus, these results must be used with caution.

2.0 Summaries

This section summarizes the key themes generated in each of the eight stakeholder groups, broken down by the four question areas.

2.1 Undergraduate students

This section summarizes themes from undergraduate students.

2.1.1 Purpose

Participants primarily believe that teaching and course evaluations are to help those teaching to improve ("*To show which areas they're kind of struggling in and which areas that can improve*."). Participants do not think that the purpose is to assess the course content or structure because they believe that most of the questions focus on the individual(s) teaching the course, and, therefore, assume that the purpose is to assess the individual(s) and not the course as a whole. As one participant said, "*I think they do a better job of just evaluating the instructor. I find they're geared a lot towards just how you feel about them as a teacher, not so much towards the content.*"

With that being said, participants do not believe that the Student Evaluation of Educational Quality (SEEQ) serves this purpose in any meaningful way. In part, it is because they do not know how instructors and/or their departments use the information, but also because they do not see any outcomes from their feedback. Most will not take the course again, so they will not know if the course or instructor has improved unless they hear anecdotal feedback from other students who take the course later. In addition, when they have the same instructor for different courses, they say that they rarely see any improvements related to the issues that they noted on previous SEEQs ("*Typically within a faculty, once you get towards your major in your stream you start having the same professors over and over because they teach a lot of the third and fourth year courses. But I found a lot of time you kind of just have the same difficulties.*").

2.1.2 Required information

Students had very little insight or input into additional components that could be used to assess teaching. They assumed that the head of the department would review the SEEQs to identify poor instructors.

A few mentioned using peer evaluations because they had read them in the documents supplied prior to the group. When discussed further, most felt it would be beneficial, but only if done by someone outside of the department because they had concerns that those conducting the peer evaluation would be biased if they were from the same department.

One student said that student feedback should be gathered more widely when assessing pre-tenure faculty for tenure, either by consulting with past/recent students (e.g., focus groups) or having students submit letters of recommendation.

2.1.3 Tools and reporting

Undergraduate students were open to the idea of conducting teaching and course evaluations online, rather than in class, primarily because they do not believe that they are given enough time in class to properly complete them. Due to completing them during the last class or at the end of class, the motivation to take the time to complete them thoroughly is lower. As one participant said, "*Usually they hand out evaluations at the end of the class, so you just kind of want to get out.*"

Participants acknowledged that moving course evaluations online would potentially drop response rates, but were not open to the idea of having completion of the evaluations linked to punishments (e.g., ability to access course material through UM Learn or withholding of grades). However, they had few suggestions about how to ensure a large number of students completed the evaluation for each course. One participant suggested having a bonus percent attached to completing it, such as a 1% bonus.

Participants were very much in favour of having evaluations available online for students to access, primarily as a source of information from which to select courses with instructors that match their learning style. Participants said that they already have access to this type of information through RateMyProfessor.com and word of mouth, but would prefer to have access to the evaluations because they viewed them as being more accurate and reliable.

2.1.4 Policies and procedures

Undergraduate students' comments were primarily focused on the SEEQ and ways to improve their experience when having to complete it. Their suggestions were as follows:

- **Fewer questions on the SEEQ.** Participants believed that many questions were not pertinent, either to them for providing feedback or to the person teaching the course to use to improve. In addition, having to complete several of these at the end of a term makes them think less about their responses, and they believed that they would give more thought to their answers by having fewer questions on the SEEQ.

- **More qualitative questions.** Participants wanted more qualitative (open-ended) questions to be able to provide more written feedback to the person teaching the course. As one participant said, "*So you have the ability to sort of give an opinion, but less just like, 'this is a four out of five,' but I actually want to tell a story*."

- **Ongoing feedback**. One participant recommended having more ongoing (formative) feedback throughout the year, as opposed to an evaluation that happens at the end of the course (summative). This feedback would be more useful to them because they would expect it to have an impact on the course immediately, whereas the feedback they give at the end of the course has no direct impact, making it less valuable for them to complete and/or provide detailed feedback.

- **Understand how their feedback is used.** A major driver of students' investment in providing feedback (regardless of the number or type of questions) is seeing how the feedback is being used. While posting the results online provides transparency, it does not address how the information is used. However, participants struggled to identify concrete mechanisms that could show how the feedback is used. One participant

suggested identifying when instructors/faculty take professional development courses to improve their teaching as a way to show that issues are being addressed.

2.2 Graduate students

This section summarizes themes from graduate students.

2.2.1 Purpose

Graduate students primarily see course and teaching evaluations as a way for "*continuous improvement for the teacher.*" They believe that the purpose is also to provide feedback about the course and its content and structure, however, they believe that students primarily focus on the instructor when answering any questions related to course content and structure.

However, in its current form, graduate students say the SEEQ is not appropriate for assessing teaching for graduate-level courses because the structure of the course does not fit the questions asked in the SEEQ. In addition, the class sizes at the graduate level tend to be quite small and they have concerns about instructors/faculty identifying them through their qualitative comments.

2.2.2 Required information

Graduate students liked the idea of peer evaluations, as long as they were not conducted by someone within the person's department because of biases that can exist. As one student commented, "*I think that, at least from the department that I'm from, the faculty is small, everybody knows each other, and they're either friends or they're not friends. So if you get somebody from your own faculty to evaluate you, either you'll get a very positive report based on that bias of friendship or not.*" Participants seemed to favour a peer evaluation from outside their department, although one group suggested that it should be within the same faculty, given that faculties often have a similar approach to teaching and desired outcomes.

One of the groups suggested that the peer evaluations could be done by Ph.D. students, which they thought would have two benefits. The first benefit would be that the instructor/faculty is receiving peer evaluation, but secondly, that the Ph.D. student would be able to see people teaching undergraduate-level courses, which would help them for future work in academia.

Their primary concern with peer evaluations is the anonymity of the evaluator. They felt that the evaluator should be anonymous, and even having them in the classroom could change the instructor's approach and/or classroom dynamics. One group suggested recording sessions and having people review the recorded session to provide feedback.

Another suggestion for teaching evaluation was to use the number of workshops or professional development sessions that an individual has taken as part of their assessment. Evaluations (either for hiring or promotions) should include an assessment of how the individual has tried to improve as a teacher, and professional development sessions would be an easy way to assess this.

2.2.3 Tools and reporting

Graduate students had few concerns about conducting course and teaching evaluations online, although they had heard of lower response rates for universities that had moved to online evaluations.

Graduate students believed that teaching and course evaluations should be used for hiring and promotion, but given the problems that they currently see with the SEEQs, did not think that the current forms should be given much weight without verification through other processes (e.g., peer evaluations).

In terms of releasing course and teaching evaluations more widely (e.g., having the information posted online), graduate students had few concerns and thought it would be beneficial to students to have access to this information for transparency. They did not know what value it might have, but thought it might increase the perception that the tool was being used.

2.2.4 Policies and procedures

Graduate students suggested the following process and procedural changes that they wanted to see with course and teaching evaluations:

- **Fewer quantitative and more qualitative questions on the SEEQ.** Similar to undergraduate students, they felt the SEEQ should have considerably fewer scaled questions (less than 10) and more specific questions for qualitative (open-ended) responses. They thought that fewer scaled questions would encourage students to provide more written feedback, which would increase the usefulness of the tool for improving teaching quality since the rated questions do not address how the teaching can be improved.

- **More focus on questions related to course content**. Participants suggested having questions that are directly related to course content, and separating those from evaluations of the instructor, to hopefully reduce students' propensity for rating the instructor on questions relating to content.

- **Greater ability for flexibility in questions.** Participants wanted the course and teaching evaluations to have greater flexibility in addressing questions that are pertinent by department and level of the course (e.g., undergraduate versus graduate). They did not believe that a standard set of questions with little ability to adapt for the course fits how courses and teaching should be evaluated.

- **More focus on early years of teaching.** Participants said that more focus should be given for evaluating teaching during someone's first few years of teaching. They felt that these are the most formative years for new professionals, and there should be greater focus on professional development, peer evaluation, and assessment within the department to enhance and improve teaching.

- **Additional options for anonymous voice for students.** Participants suggested that students should have other options to provide feedback to an instructor, with options such as mid-term evaluations and anonymous online forms available to students so that they have more opportunity to express their opinion beyond the end of term evaluations.

2.3 Sessional instructors

This section summarizes themes from the group with sessional instructors.

2.3.1 Purpose

Sessional instructors see course and teaching evaluation in its current form at the University of Manitoba as having two purposes: feedback for instructors and assessment tools for re-hire. For the former, participants see teaching evaluations as a formative exercise to help them improve their teaching. They believe that the current SEEQ is designed to also provide feedback on course content; however, they do not believe that students consider the course content when providing feedback, as they tend to assess the instructor and not the content or format of the course.

For the latter, participants say the SEEQ is used to evaluate them by their department head for re-hire; however, what is used to assess them for re-hire changes from department to department, and the criteria for what identifies a good or poor instructor is vague. As one participant said, "*I know at least in my department I don't think anybody really reads the SEEQs. Having sat down with a department head at one point with the SEEQ, he's like, 'we aren't interested in this, we're not interested in this, we're not interested in this.'*"

Participants also feel that the questions asked in the SEEQ are outdated and do not fit the type of teaching and learning that is happening in classrooms, as noted by the comment, "*Before, we preached, we had a sermon. We don't do that anymore. I use UM learn. I use the classroom. I use lots of group activities.*"

2.3.2 Required information

Some participants had experience with peer evaluation, with a few having received in-class reviews from their department head. These participants saw this as valuable feedback; however, some questioned if their department head was the most appropriate person to be conducting the in-class peer evaluation. Some thought the evaluation should be done by someone outside of the instructor's department to remove any potential biases. As one participant said, "*There could be bias if it's your colleague from the same department and your buddies. Of course the evaluation would be great.*" Participants thought that having someone from outside the department (either with a background in education or teaching) would be more appropriate to be able to comment on their teaching approach and style. They also felt that the individual assessing needed to be trained in doing peer assessments and should not be done by people doing it as another component of their job (e.g., department heads, faculty, etc.).

Self-evaluation was seen as being useful for some, but not others, and many did not think a formal self-evaluation process was required, as most used the evaluations to assess and improve their teaching. As people interested in teaching, they believe that they already undertake a self-evaluation process after each course, even if it is not a formal process.

2.3.3 Tools and reporting

Instructors have significant concerns about having course evaluations done online, primarily because of the low response rates they have heard about from other universities. Participants

were also uncomfortable with making the evaluations mandatory or associating them with punitive measures for not completing (e.g., withholding course grade). One participant suggested that they could be done online in class, with students completing them on their phone or laptops in class.

Although participants were skeptical about the success of online evaluations, they felt online evaluations would help remove some biases inherit in the process and make students less likely to provide hurtful or inappropriate comments because the online forms could be non-anonymous. As one participant said, "*I don't know why it has to be anonymous when we're using an online system. I don't mind if the department knows who said what as long as it's anonymous feedback to me because there are concerns in the current communication climate we find ourselves in that someone could be inappropriate and I think it's reasonable for the dean's office to have that information. I don't want to know who anybody is, but I think you would get a higher level of discourse if we didn't allow them to be completely anonymous using an online form*."

Instructors did not favour having results from evaluations available more widely, especially having them online. They had difficulty seeing how this would have any value, other than to allow students to select classes that appeared to be easier (i.e., higher grades), but did not think this would provide any value to students. However, the only downside that they could identify was that courses where instructors receive lower ratings would have lower enrollment, but it was unclear whom (students, instructors, department, etc.) this would negatively impact.

2.3.4 Policies and procedures

Sessional instructors focused on the following policy and procedural changes:

- **Training for students on how to complete the form**. Because of the perceived bias in student evaluations for some types of instructors, participants wanted students to have to take part in some type of training on how to complete evaluations. Participants were not sure about the format it should take, with suggestions ranging from having a short introductory paragraph for students to read prior to completing each evaluation to having each student complete a formal online workshop when they start at the University to train them on how to remove biases from their evaluations.

- **Formative feedback with department head.** Participants said that feedback from the department heads was inconsistent, with some participants saying that they meet with their department head annually to thoroughly review their evaluations, while others did not receive any feedback from their department. They saw having an experienced person review their SEEQs and providing feedback as being critical for formative purposes. However, they wanted to ensure that department heads focused on their strengths and weaknesses, as some felt that there was too much focus on negative aspects of the evaluations. As part of this, instructors also felt that department heads needed to receive training on how to use the evaluations for formative feedback, as most simply use them as an assessment tool for re-hiring sessional instructors.

- **Fewer questions.** Sessional instructors indicated that there is a need to reduce the number of items asked on the evaluation to focus on a few core components to assess instruction and course content. Typically, they identified five as the appropriate number of questions.

- **Flexibility for the evaluation questions**. Part of the discussion related to having a questionnaire that was flexible, allowing for department or course-specific questions to be added. Participants recognized that, due to the many different ways that courses can be taught (i.e., online, in-class, labs, studios, etc.), there needs to be questions that are specific to the format of the course. In addition, each department should have its own outcomes for students that are important to measure and there should be department-specific questions that are used for all evaluations within the department.
- **Mid-term evaluations.** Participants thought that it would be helpful for formative feedback to have mid-term evaluations from students, since this feedback would directly impact students in the course, whereas the summative evaluations will likely not directly benefit students. As one participant explained, "*And halfway through the course you can actually see if you're not connecting with this group and you can do something potentially to fix that. When you get your evaluations back and you find out you didn't connect like a term later, it doesn't help as much*."

2.4 Instructors (UMFA)

This section summarizes themes from instructors (UMFA).

2.4.1 Purpose

Instructors believe that the primary purpose of course and teaching evaluations is to provide formative feedback to instructors to help them improve their teaching. However, most believe that the current SEEQs do not fulfill this purpose, and are primarily used as a tool for assessing performance for hiring and promotion ("*It seems to me the only thing they're actually used for is when you apply for a promotion, then they're reviewed*.").

Participants also discussed major concerns that they have with the evaluation process. Foremost, several mentioned that the qualitative information (although extremely valuable from a formative standpoint), is fraught with comments that are seen as harassment. This is especially concerning for female participants, as indicated by the comment, "*At least twice a year, every term I teach, when I read the SEEQs, I am harassed two or three times, and by harassed I mean I receive unwelcome comments about my physical appearance and my gender every single time*."

The other issue is that they do not believe that the SEEQs measure the effectiveness of an instructor, rather they measure how entertained or engaged students were by the instructor. As one participant said, "*I do find that sometimes the entertainers are the ones who get through with the great SEEQs, even though the students may not be learning as much as they may be in another course, but something is a little bit more hard-nosed; they may not get the great SEEQs even though they may be a better teacher*."

2.4.2 Required information

In terms of a multi-faceted approach, instructors focused primarily on peer evaluations as a means to provide feedback in addition to student evaluations. However, there was very little consensus on whether peer evaluations are an appropriate tool to use and how they would be implemented.

Participants' primary concern was who would conduct the peer evaluations. Participants thought it needed to be someone outside of their department to remove any biases that may exist, as explained by this participant's comment, "*I think the peers are too politically fraught and I think everything is too collegial*." Some thought the peer evaluations could come from someone outside of their department, but did not think faculty or instructors would be able to take on additional administrative tasks within their current workloads.

A few thought that a department such as the Centre for Advancement of Teaching and Learning (CATL) would be appropriate to take on this responsibility because they saw them as having the necessary experience and knowledge to assess teaching, but are also an independent body within the University. However, they could not foresee a situation where CATL would have the capacity to review every instructor and faculty member's teaching, even if it was just one class per year.

In addition, participants thought that peer evaluation of teaching needed to be more than just once per term, as there may be issues that impact their teaching on a given day. Participants thought they needed to be assessed several times throughout the year in order to have a more holistic and valid assessment of their teaching style.

2.4.3 Tools and reporting

Many participants said that they use mid-term evaluations (non-formal) to provide formative feedback for their instruction and the course content/format. Most administer it via open-ended (qualitative) questions asked of students either through an online platform or through written responses.

Participants had concerns about using an online form for student evaluations, primarily because they were aware of lower response rates compared to in-class (paper and pencil) evaluations. They were somewhat concerned about attaching punitive measures to increase response rates for online evaluations, but there was not consensus among participants on this item.

Participants saw very little value in having teaching evaluations more readily available to others, especially to students. Participants did not see how having this information available through the University would enhance teaching or learning in any way, especially because they believed that students had other means of assessing instructors (e.g., word of mouth, RateMyProfessor.com). Their concerns with having the information more widely available were that it would allow students to select courses with seemingly better (i.e., easier) instructors and those with lower ratings would have lower enrollment; however, they were not able to clearly articulate why this would be an issue for students, instructors, or the University.

2.4.4 Policies and procedures

Instructors focused on the following policy and procedural changes:

- **Fewer quantitative questions with a greater focus on qualitative questions**. Participants wanted the SEEQs to have significantly fewer quantitative questions (less than 10) with more qualitative questions (3 to 4). Participants felt that the qualitative questions provided more detailed information that could be used to serve one of the primary purposes (enhancing teaching), yet still provide useful information that could be used for assessment purposes by the department. They also felt that, by reducing the

number of questions on the SEEQ, it would encourage students to provide more written feedback, as noted by the comment, "*They're tired. If they've actually read the questions, and especially if it's SEEQ week and they're doing 15 potentially in a semester, that's just the last thing we want to do is write down answers.*"

- **Greater accountability for students**. Instructors had significant concerns about how the anonymity of the current process allows students to provide written comments that can be seen as harassment and inappropriate. Participants felt that moving the instrument online (while finding a way to maintain high response rates) would allow for greater accountability for students. As one participant discussed, "*I think the questions should be free response, done online where students sign in through UM Learn so they are not anonymous, so it hopefully accounts for the harassment or makes them accountable for harassment.*"

- **Focus on course content**. Participants wanted the questions to reflect a greater assessment of course content, rather than assessments of the instructor. In the end, they want students to rate whether they were taught what they expected to be taught based on the course outline. That is, they did not want students to assess whether they learned the material, but whether the content of the course matched their expectations set out at the onset of the course.

- **Access to raw data**. A few instructors wanted to have access to their raw data to be able to analyze it to assess correlations or predictors among the SEEQ questions ("*I'd be doing correlations with all different kinds of things to try to understand the data. A summary statistic right now doesn't give me any explanatory variables.*").

- **Question assessing how many classes the student attended.** Somewhat related to the access to raw data was the need for a question asking how many classes that students attended. Participants felt that it was unfair to have students who were attending less than half of their lectures assessing their teaching. This would allow them to assess differences between students, as this comment explains, "*I just hope that there is also a question that asked them if they have been attending the classes. What I ended up seeing is, because our department encourages that we do the SEEQs as close to the end as possible and that's the time half of the class who doesn't show up the entire semester, they want to know about the final exam and they show up. Now they have to say how you're doing.*"

- **Weight results to account for biases**. Participants said that there is significant literature showing biases in student evaluations toward women, younger instructors, and various other demographic groups. In addition, they also noted that ratings can vary by the time of day the course is taught, the year of study (e.g., third year versus first year course), and whether the course is a required course. Given the vast amount of information available, they would anticipate that the results could be weighted to account for these biases, especially when they are used for assessing promotion, hiring, and tenure.

2.5 Pre-tenure faculty

This section summarizes themes from pre-tenure faculty.

2.5.1 Purpose

Pre-tenure faculty are generally unclear about the purpose of teaching and course evaluations as they currently are used at the University, primarily because "*no one has ever explained their purpose.*" They know that they try to use them to help improve their teaching from term to term; however, they do not find the SEEQs as a whole all that valuable in allowing them to identify areas for improvement.

They know that the University uses them when assessing pre-tenure faculty for tenureship; however, they know that, overall, the evaluations hold very little weight in decisions, and in most cases, participants believe that ratings are generally high enough or people can supply enough evidence to explain low ratings, so they generally do not matter in tenure applications.

They also believe that the SEEQ ratings are not taken very seriously because people are aware of the inherit biases that exist, including biases against women and members of visible minorities, as well as differences between classes based on time of day or year of study.

2.5.2 Required information

Participants were very much on board with peer evaluations of teaching; however, they did not believe that it could be integrated into faculty's current work load. That is, if they were required to assess a colleague (most likely external to their department), they did not think that they could assess three different classes per term and provide feedback. Nor did they think it was appropriate for department heads to take on this task because of biases that can exist within the department.

A few mentioned that peer review could be undertaken by an experienced and independent third-party, such as those working in CATL at the University. A few had taken workshops and courses through CATL and found their instructor to be helpful, and one had staff from CATL evaluate their teaching in three classes and found the feedback very useful.

They also suggested that peer evaluation should be undertaken during the first few years that someone is teaching (i.e., prior to tenureship), since these tend to be the most formative years for developing a teaching style. They suggested that, to balance the workload, those with tenure might only require peer evaluation randomly or only when SEEQ ratings fall below a certain threshold; whereas, for those early on in their career, peer evaluation would be mandatory.

One participant suggested that a way to assess teaching and learning was to undertake analyses looking at students and their success after taking a class (especially for classes in first and second year). Assessing the success of students later in their university career (either by grades or completion of program) would give a sense of how well students were taught.

Participants did not address self-evaluations as part of a multi-faceted approach, and did not bring it up organically. When raised as an option, there did not seem to be a lot of discussion or interest in this area.

2.5.3 Tools and reporting

Participants had concerns about having SEEQs online, primarily due to the lower response rates, but believe it is almost necessary to have them online given students' propensity for using technology. One participant suggested that online SEEQs might reduce biases by having faculty "*game the system*" by handing out SEEQs when ratings are likely to be highest and influenced by other factors happening in the class (e.g., students receiving a positive grade on a component of the course just prior to completing the SEEQ). If the SEEQ was online, students would control when they complete it, and that would remove any biases created in class.

Although there was some value seen in having SEEQs completed online, there was considerable concern about having the SEEQ ratings online. The primary concern was that, if the results were online, students would see them as a greater way to "*get back at*" faculty that they did not like. Another concern is that participants believe that students give higher ratings for courses that they find easier, but these are often not the courses in which they believe that students learn the most. As one participant said, "*So if you're a hard marker and you make your students do lots of work, that might actually be good for their learning, but they're not going to want to take your course*."

The other issue is that participants do not believe that the SEEQ questions or ratings provide valid assessments of teaching quality and, therefore, they have concerns about something being public that they do not believe is a valid tool. This comment exemplifies this concern: "*So I think my answer to that hinges on how valid they are as assessment tools. The more valid they are, the more I buy this idea that there's a transparency issue. The more problematic they are, in some ways, the worse it is to have them online in public*."

2.5.4 Policies and procedures

Pre-tenure faculty focused on the following policy and procedural changes:

- **Customization.** Participants wanted the SEEQs to allow for greater customization to allow questions to be more relevant to the type of course being taught (e.g., online, in-class, year of study, etc.), as well as having questions for outcomes that are pertinent to the department. They thought that having an instrument that met the needs of all departments was virtually impossible.

- **More qualitative questions.** Participants wanted a greater focus on qualitative questions in the student evaluations because these provided the best information for formative feedback.

- **Focus groups or interviews with students**. In addition to more qualitative questions on student evaluations, participants wanted departments to have qualitative feedback sessions with students either through focus groups or interviews. This could be used for formative feedback (especially for new and/or pre-tenured faculty), but also as a component to the tenure application process.

- **Provide information on bias.** There was considerable concern about the biases inherit in students ratings, and they wanted students to take training or be provided information to try to reduce these biases.

- **Automatic triggers for CATL based on student ratings**. Participants thought that one aspect that would improve the evaluation process would be for low ratings to require

faculty to take CATL sessions or courses. They thought that this would be a good way to show students that feedback is taken seriously and, if ratings are available online, it could indicate when faculty have taken courses based on feedback as well.

2.6 Tenured faculty

This section summarizes themes from tenured faculty.

2.6.1 Purpose

Participants believe that the original purpose of the SEEQs was to provide feedback to faculty to aid them in enhancing their ability to teach and the structure of a specific course. However, they believe that, in its current form, it does not provide a useful tool to enhance their teaching. The only value that they currently get from the SEEQ related to this purpose is from the qualitative comments on the back page; however, they note that useful comments are rare, and they have trouble determining the extent to which a positive or negative comment reflects a larger segment of their students.

They also believe that the SEEQs are used for assessment (promotion) and to provide students a voice; however, they see these as tertiary purposes.

One of major concerns that tenured faculty have with the student evaluation process is that they believe it discourages innovation among instructors/faculty when teaching because people fear doing something that students do not like and risk receiving lower SEEQ ratings. They believe that this is especially detrimental for young (pre-tenured) faculty who need to experiment with structure in class in order to determine what works best for their students.

2.6.2 Required information

There was very little appetite among tenured faculty for formal peer evaluations, most often because they believed that they were good teachers and did not require this type of feedback at this point in their careers. If they had concerns about their teaching, they believe that informal feedback (e.g., speaking to a colleague) provides sufficient information to improve. They also had considerable concern that incorporating a peer evaluation component would add to their workload.

However, two other evaluations were raised amongst these two groups: anonymous feedback from graduates for tenure and self-evaluation for tenure. For the former, one participant suggested that, when applying for tenure, applicants should have to secure five to 10 letters of reference from former students indicating their level of teaching. However, they did not believe that it should be a random selection to avoid selection bias, and this was raised by an individual in a professional program where there is a pre-set career path for those in the program.

For the latter, a few participants said a self-evaluation should be included for tenureship, and would include a discussion on the individual's teaching philosophy, strengths, weaknesses, and areas of improvement (e.g., courses taken through CATL). However, they did not believe that such an exercise was necessary on an annual basis because it would be too time consuming and ultimately seemed like it would not be appropriate for formative feedback. That is, they did not seem to indicate that completing a self-evaluation would help the individual improve in their

teaching, but would only serve as a means to balance other information (i.e., SEEQ ratings), in their application for tenureship.

Many participants said they that incorporate mid-term (informal) feedback sessions with students in order to get feedback that they can use to improve the course, either in the approach to the course or their teaching style (although usually the former).

2.6.3 Tools and reporting

For the most part, participants had significant concerns about having course evaluations completed online, primarily because of the significant drop in response rates and the impact it may have on ratings and reliability of results. As one participant said, "*I know that where SEEQs have been introduced online, there's a much lower response rate and so the sort of extremes we've talked about in terms of the people that really like the course, they're just magnified.*"

They had concerns about an approach that would require students to complete the SEEQ online by instituting some type of punitive action (e.g., withholding grades or access to course material), but did not present any other solutions to improving the response rate on online evaluations.

When discussing the release of SEEQ ratings so that they would be more accessible, participants did not see the value that this would have for students and were concerned that releasing the ratings would only serve to continue or enhance biases in students' ratings.

2.6.4 Policies and procedures

Tenured faculty focused on the following policy and procedural changes:

- **Fewer questions.** In both groups, participants wanted a SEEQ that included, at most, 10 questions, although many felt that five was a more appropriate number.
- **More qualitative questions.** Similar to pre-tenure faculty, participants believed that they receive the most useful feedback from qualitative questions, and there should be at least four specific questions asked of students (in addition to five to 10 rated questions). One participant described what they use in their department in addition to the SEEQs, "*I ask, what did you find most and least valuable, what did you find you know that you didn't know before, and then and I also ask three words to describe the course*."
- **Education around biases**. Participants think that it is important to educate students on the potential biases that exist in ratings of instructors, either through requiring students to read information prior to completing each SEEQ or when they start each course to be able to consider it throughout the term.
- **Training for how to use the SEEQs.** Participants thought that it was necessary to provide training on how to use the SEEQs, especially to new faculty and department heads. They noted that new faculty are not given any information on how to use the SEEQs to improve their teaching and department heads are inconsistent in how the information is reviewed and/or applied, even within the same department (as department heads change).

2.7 Department heads

This section summarizes themes from department heads.

2.7.1 Purpose

Participants saw teaching and course evaluations conducted by students as having two purposes: providing formative feedback to instructors/faculty and for assessment purposes for promotion and re-hiring. In its current form, participants think that it has some value as an assessment tool for identifying those who may need support to enhance their teaching, but rarely do they say that it has significant impact on promotion or hiring. As one participant said, "*Sometimes we'll look at the SEEQ evaluation, specifically the comments, and see this instructor is really good at engaging the classroom and being able to reach out to them and see would you be interested in chatting more about it? But also if there are specific comments that are concerning having conversations with the instructor to see what may be happening and modifying the teaching delivery or whatever the case may be.*"

They also believe that it serves a purpose in giving students a voice to raise concerns about an instructor; however, this seemed to run against a lot of their discussion, where they said it does not usually result in them formally addressing issues in any substantive ways. That is, most of their use of the feedback from the SEEQs was to suggest options for the instructor/faculty to improve, but rarely resulted in a formal process.

Part of their concern is that they had little training or direction about how to use the SEEQs, resulting in differences from departments in terms of how the information is used and/or shared. For example, some departments focused on responses to only one question for their review of instructors/faculty, while others relied on three to five.

2.7.2 Required information

When discussing other options available for assessing teaching, participants raised the option of peer assessments, but only because they had read it as part of the documents supplied prior to the group. Participants saw some value in peer evaluations, but identified significantly more issues with the process than positives. For example, some questioned potential bias that could be involved by having those within the same department conduct the evaluation, especially if the identity of the evaluator would be known. They also questioned how many classes an individual would need to sit in on in order to fully evaluate them as a teacher.

One of their biggest concerns is how it would be managed, as a few department heads were currently doing this for all their sessional instructors (depending on how they interpreted the collective agreement), and worried that, if this was to be done for all staff in their department, it would not be feasible. Many also mentioned that the number of full-time faculty was shrinking and the number of sessional positions was increasing, so if the evaluation fell on faculty and/or department heads, it would be even more difficult to manage.

However, in one group, they noted that peer evaluations would have benefits to both the individual being evaluated and the person doing the evaluation, as it would allow the person doing the evaluation to be exposed to different styles of teaching.

Participants also identified other components that could be used for evaluating teaching, including the following:

- **Percentage of SEEQs completed.** A few suggested that the number of students who complete the SEEQ could be used as an evaluation tool, as it would indicate the number of students attending class and could be associated with the quality of teaching.
- **Mid-term assessments.** Many participants said that they have used or heard of instructors/faculty using mid-term assessments with students to provide formative feedback for the course.
- **Feedback from graduates.** A few participants said that feedback from graduates is an important piece for promotion, since graduates of a program are likely best able to assess how well the instructor taught the material once they have entered the workforce or taken additional schooling. One suggested that having those up for tenureship provide letters of reference from students who have taken their class in the past could be used as part of the tenureship application.
- **Additional workshop and professional development sessions.** Participants said that having workshops and professional development courses on someone's CV could be used as a tool to assess the individual's commitment to improving themselves as a teacher. This would primarily be used for re-hiring and promotion purposes.

2.7.3 Tools and reporting

When discussing conducting student evaluations online, most did not think this was a feasible option because it would significantly reduce response rates. There was also a concern that students may misremember or forget aspects of their course if they are not completing it in class.

One suggestion was to simply replace the paper-based SEEQs with an online SEEQ that students would still complete in class, but would do so online using their smartphone or laptops. Paper copies could be available as a backup for those who are unable to complete it online, but they believed that this option would be better than having students complete it online outside of class.

Participants also saw very little value for having the SEEQ summary scores available online for students or others to review. They did not believe that having them available to students would be beneficial to them, primarily because they believe that those who receive lower SEEQ ratings are often better educators, that is, they receive lower SEEQ ratings because they are challenging students (which is something they believe is beneficial to learning). So they believe that, if students were selecting courses based on the SEEQ ratings, it would be a detriment to their learning.

Secondly, they questioned how it would be used by students when they see instructors or faculty who receive low SEEQ ratings year after year without any change, and how that would reflect on them as department heads. They do not want the SEEQs to be used as punitive measures, but rather as a means for formative evaluation to allow people to improve.

2.7.4 Policies and procedures

Department heads focused on the following policy and procedural changes.

- **Fewer questions.** General consensus among the two groups was that the SEEQ should be shorter, with five to 10 questions maximum.

- **Qualitative feedback.** With a reduced number of questions, participants wanted more qualitative questions focused on the instructor, as well as the course content (i.e., The course was intended to teach you X, Y, and Z. Were you taught X, Y, and Z?).
- **Survey those who voluntarily withdrew.** In one group, participants thought that information should be gathered about why participants voluntarily withdrew from a course to determine if it is related to the instructor, especially because this group's feedback is entirely missing by assessing it only at the end of the term.

2.8 Deans and directors

This section summarizes themes from deans and directors.

2.8.1 Purpose

Similar to most groups, deans and directors believed that the primary purpose of course and teaching evaluations was to "*assist academics in developing and strengthening our teaching.*" However, most believed that the current evaluations did not serve this purpose well, and the only way they are used currently at the University is for promotion and tenure.

One of the main reasons that participants do not think the current SEEQs work well to enhance teaching is that the questions do not fit all types of teaching and lecture styles. When the questions were first developed, online teaching and use of online tools was not something that was done in classrooms, but participants said the variability in how courses are taught makes the current SEEQ often irrelevant. As one participant said, "*For our program, that first page doesn't apply, like there is one of the questions asked about being able to take notes. Well we don't do lectures, we do flip classrooms and we do a lot of online stuff and it's a lot of simulations and it's not conducive to taking notes almost on purpose, so it doesn't reflect what is actually happening*."

Participants also mentioned that course and teaching evaluations serve as the major way for students to provide their voice to faculty/instructors. They recognized that most students do not use other direct or indirect avenues to provide feedback. As one participant mentioned, "*I really like that it actually gives students a voice because it's really hard for them to come up to me and tell me something they don't like and this gives them a voice in the matter.*"

2.8.2 Required information

Participants discussed several other ways that information could be collected (in addition to student feedback) to give a more rounded view of instruction. These included the following:

- **Feedback from those who withdraw from a course.** Participants thought a major component missing from evaluations is feedback from those who left the course, especially if the reason that the student left the course was the quality of instruction. They said it does not need to be complicated, but simply having some indication of the role the quality of instruction played in their decision would be important to assess the instructor.
- **Workshops and professional development taken**. Participants said that people should be able to build a portfolio of the workshops and professional development sessions that

they have taken to enhance their teaching, and that should be used for assessments for hiring and promotion.

- **Peer evaluations.** There was very little consensus about peer evaluations, with some seeing it as a valuable tool for formative feedback, while others did not believe that reviewing an instructor once or twice a term would be a useful tool for any type of feedback (formative or summative).

2.8.3 Tools and reporting

Several participants mentioned that they or people within their department use mid-term or ongoing student feedback for formative improvement. They believe that this serves as a much better instrument for formative feedback, because they can react and address any issues while the class is still ongoing. As one participant described, "*Some of the best feedback that I get is when I go into the classroom and I give them the four-square and they spend time writing out what works really well what doesn't work really well and then we accumulate all that information. They fill it with like, no names, but then we do a feedback loop and we'll actually give a response, so this was a concern, this is how we can address it.*"

Participants had considerable concerns about moving SEEQs online, primarily because of low response rates. A few had experiences with online courses where less than 5% of students completed the SEEQ, which did not provide the instructor or department with usable feedback.

Participants were also concerned about having it online and connecting it with some sort of punitive action, feeling it would potentially cause students to put even less thought into their answers ("*It's not a good solution really because they just do the line down depending on the mood they're in and you know that it doesn't get them to give you quality results.*"). Participants suggested that perhaps a much shorter SEEQ might improve response rates without the need for punitive measures for not completing it.

2.8.4 Policies and procedures

Deans and directors focused on the following policy and procedural changes:

- **Fewer questions**. As heard in other groups, participants agreed that the student evaluations of teaching and course content should be much shorter, with five questions being the number on which most agreed. As one participant said, "*Along those lines, I would say we should never be asking them more than five questions because you know they can't even discern what one question is asking versus the other question.*"

- **More qualitative questions**. Similar to other groups, participants in this group felt that more qualitative questions were needed to aid instructors/faculty in providing information that leads to improved teaching, as the quantitative questions do not yield valuable information in this regard. As one participant said, "*What I find the most useful as a teacher is the written comments in the second page*."

- **Ability to customize student evaluations**. Because they wanted fewer questions as part of the core set, participants wanted there to be greater flexibility to add additional questions to address course or department-specific objectives, as noted by this comment, "*I think it would be great if there were a few institution-wide questions then a few*

questions from my faculty and then a few questions from the actual professor because then you're going to make sure that it's actually useful."

- **Assessment of teaching should be multi-faceted.** Although participants did not necessarily agree on the information that should be used in a multi-faceted approach, there was consensus that more than just student evaluations should be used.

- **Provide more time for students to complete**. Although this was not raised as a reason to have students complete the SEEQs online, one participant raised the idea that students need to be given more time to complete the questions in order to provide thoughtful and meaningful feedback. As explained by this comment, "*I think the other thing has to do with the time we permit students. We give them an hour to complete a midterm exam but we give them the remaining crumbs of the last day or the last week of lectures. To say you got 10 minutes or 15 minutes to put together your thoughts on something that is ultimately really important. So for the students, even if there were really great questions and multiple choice options and rankings that they can put on there, I would still say, do they have time to properly reflect?*"

Appendix A – Discussion questions

Guiding questions for Teaching and Course Evaluation Committee
Fall 2018 Focus Groups

These are slightly modified versions of the questions we discussed in our initial communique back in June.

Questions are based on the assumption that individuals have read the summary statements we will provide.

Question area 1: Purpose

Goal: To capture the intent/purpose/reasoning behind why we evaluate teaching and courses.

Q1 - What is the purpose of teaching and course evaluation?

- Possible probes/follow-up questions:
    - How will this enhance teaching and learning within UM?
    - How will this benefit UM as a whole?

Question area 2: Required Information

Goals:

- To capture the components (information) that are viewed by the UM community as important within a multi-faceted approach to teaching/course evaluation.
- Determine who within our community is viewed as best suited to collect that information.
- Gauge methods for how to collect evaluation information within UM.

Q2 – What can we identify as the critical components (information) required for a multi-faceted approach to teaching and course evaluation?

- Possible probes:
    - Who within the UM community is best suited to complete such evaluations?
    - How should we go about collecting the information needed to complete such evaluations?

Question area 3: Tools & Reporting

Goal:

- Identify tools required to support the collection and reporting of teaching and course evaluation information.
- Identify ways in which teaching and course evaluation information should be used within UM.

Q3.A – What types of tools are available for collecting teaching and course evaluation information?

Q3.B – How should teaching and course evaluation information be shared within UM?

- Possible Probes:
    - Who receives/reviews reports of the information that has been gathered?
    - How should this information used this information within UM (formative feedback, summative feedback, hiring, promotion, tenure….)

Question area 4: Policies & Procedures

Goals:

- Identify UM policies required to support proposed evaluation structure within UM.
- Identify procedures for implementing the proposed evaluation structure within UM.

Q4: - What policies or procedures are required to support the proposed evaluation structure within UM?

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Appendix C – Proposed SRI Instrument

The proposed SRI instrument framework follows a hierarchical system, beginning with institutional requirements and concluding with individual instructor requirements. Institutional core questions are independent of faculty/department and instructor questions; they are utilized as a means to consider course components within the core values of the University of Manitoba, as defined by current and future strategic plan statements.

Through this framework, broad based institutional questions (teaching priorities shared across the entire institution) can be utilized alongside faculty/department questions (teaching priorities for all courses within a faculty/department) and instructor questions (teaching priorities for an instructor). This framework allows for all pertinent information to be captured and allows for engagement and responsibility by all stakeholders.

Institutional Core Questions

Questions 1-5 utilize a sliding scale from 1 (Strongly Disagree) to 10 (Strongly Agree).

Questions 6 & 7 utilize a sliding scale from 1 (Poor) to 10 (Excellent).

Institutional core questions would form a composite mean (CM) that represents the average scores of questions 1-5.

The following 7 questions are REQUIRED on all evaluations.

	Prompt	**Rationale**
1	"I found the course intellectually stimulating." [1]	Designed to assess the level of student engagement.
2	"The course provided me with a deeper understanding of the subject matter." [1]	Designed to assess the level of student knowledge acquisition of the subject matter.
3	"The instructor created a course atmosphere that was conducive to my learning." [1]	Designed to assess the level at which the course environment created by the instructor assisted in the promotion of student learning.
4	"Course projects, assignments, tests, and/or exams improved my understanding of the course material." [1]	Designed to assess the level at which the course environment created by the instructor assisted in the promotion of student learning.

5	"Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material." [1]	Designed to assess the level at which students were able to demonstrate their understanding of the course material through assessments.
6	"Overall, the quality of my learning experience in this course was…"	Designed to assess the quality of the student learning experience in the course.
7	"Overall, the quality of my learning experience with this instructor was…"	Designed to assess the quality of the student learning experience with the instructor.

[1] Centre for Teaching Support & Innovation. (2018). University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM).

Two open ended questions will also be used to provide qualitative feedback to the instructor:

1. What did this instructor do to facilitate my learning within this course?

2. How might this instructor improve this course?

Beyond these seven mandatory core questions and two open ended questions, additional questions may be added to the instrument. These questions can be selected from the Recommended Question Bank (See Appendix D – McGill Questions) or derived separately.

Space within the instrument has been allocated to the Provost, Faculty/Department, individual instructors, and teaching assistants:

- The Provost may wish, from time to time, to add 1-2 questions specifically relating to broad considerations for UM teaching and learning that are not related directly to either the instructor or course but for which student input is essential
    - Example: learning spaces, EDI, Indigenous perspectives, etc.

- Faculty/Department Questions - each faculty/department may include 0-5 questions that are either:
    - Selected from the *Recommended Questions Bank* and approved for use by the faculty/department.
    - Developed by the faculty/department and approved for use by the faculty/department.

- Instructor Questions - each instructor may include 0-5 questions that are either:
    - Selected from the *Recommended Questions Bank* and approved for use within the faculty/department.
    - Developed by the instructor and approved for use by the faculty/department.

- Teaching Assistant Questions - if the course utilizes Teaching Assistants, 0-3 questions may be included that are either:
    - Selected from the *Recommended Questions Bank* category 'Teaching Assistant' and approved for use by the faculty/department.
    - Developed by the instructor, ideally in conjunction with the Teaching Assistant(s) and approved for use by the faculty/department.

Appendix D – Recommended Question Bank – McGill University

The questions are sorted according to 13 categories. Within each category, questions are identified as course-related questions (**A**), instructor-related questions (**B**), classroom questions (**C**), and general questions (**D**). When there are multiple instructors, the instructor-related questions (**B**) are asked for each instructor while the course-related questions (**A**) are asked only once.

- Most questions are answered on a 1-5 scale where 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. Where appropriate, custom answer options can be used

  A "Not Applicable" (N/A) option should be included where appropriate (e.g., the question does not apply to all students responding to the questionnaire)

- Comment boxes may be included for any question.

Questions adapted from McGill University – Teaching and Learning Services. (2018). Course evaluation questionnaires: Gathering feedback you can act on. Retrieved from https://mcgill.ca/mercury/files/mercury/course-evaluation-questionnaires-en-final.pdf

Category

1. Expectations

A. COURSE QUESTIONS
1.A.1. The course objectives were clearly articulated.
1.A.2. Learning expectations were clearly communicated.
1.A.3. Grading expectations for assessments (e.g., projects, papers, tests) were made clear.
1.A.4. The prerequisites adequately prepared me for this course.
1.A.5. The co-requisites for this course were appropriate.
1.A.6. Expectations for assignments were clear.
1.A.7. Expectations for assignments were provided well in advance of the assignment due date.
1.A.8. The course description in Aurora was accurate.
1.A.9. Changes to the course schedule were announced in a timely fashion.

B. INSTRUCTOR QUESTIONS
1.B.1. The instructor told us what we could expect to learn as a result of taking this course.
1.B.2. The instructor had reasonable learning expectations.
1.B.3. The instructor's feedback on assessments (e.g., projects, papers, tests) provided guidance on how to improve my performance in the course.
1.B.4. The instructor expressed interest in seeing students in the class succeed.

2. Course Content

A. COURSE QUESTIONS
2.A.1. The course content matched the course objectives.
2.A.2. There was close agreement between the stated course objectives and what was actually addressed.
2.A.3. The material addressed is relevant for my future.

B. INSTRUCTOR QUESTIONS
2.B.1. As the course progressed, the instructor showed how each topic fit into the course as a whole.
2.B.2. The instructor identified key pieces of information in the course.
2.B.3. The instructor incorporated current developments in the field.
2.B.4. The instructor incorporated current events in the course content.

3. Teaching Strategies

A. COURSE QUESTIONS
3.A.1. The assignments were engaging.
3.A.2. The assignments were helpful for my learning.
3.A.3. I had the opportunity to share my ideas and knowledge.
3.A.4. The course materials (e.g., readings, lecture notes, in-class exercises) contributed to learning the subject matter.
3.A.5. The use of teaching technology (e.g., UM Learn, videos, iClicker) was effective. (N/A recommended if included on unit questionnaire)
3.A.6. The learning activities were integrated effectively into the course.
3.A.7. Teaching Assistant (TA) support was essential to this course. (N/A recommended if included on unit questionnaire)
3.A.8. Activities outside of class (e.g., UM Learn discussions, homework) complemented in-class activities.
3.A.9. Lecture recordings helped my learning. (N/A recommended if included on unit questionnaire)
3.A.10. The course materials were easy to access.
3.A.11. Having co-instructors teach this course supported my learning.
3.A.12. This co-taught course was well coordinated among the multiple instructors.

B. INSTRUCTOR QUESTIONS
3.B.1. The instructor encouraged students to participate actively.
3.B.2. The instructor's teaching strategies helped me learn.
3.B.3. The instructor made the objectives of each class session clear.
3.B.4. The instructor incorporated engaging activities.
3.B.5. The instructor's use of teaching technology (e.g., UM Learn, videos, iClicker) was effective. (N/A recommended if included on unit questionnaire)
3.B.6. Considering the size of the class, the instructor provided adequate opportunities for questions during class time.

3.B.7. Considering the size of the class, the instructor provided adequate opportunities for discussion during class time.
3.B.8. The instructor's teaching methods were effective.

4. Evaluation and Feedback

A. COURSE QUESTIONS
4.A.1. The evaluation methods used in this course were fair.
4.A.2. Feedback on course assignments contributed to my learning.
4.A.3. I received meaningful feedback on tests and other work.
4.A.4. Considering the size of the class, feedback was provided promptly.
4.A.5. The instructional materials (e.g., readings, notes) were helpful for completing assignments.
4.A.6. The feedback I received helped me understand my grades.

B. INSTRUCTOR QUESTIONS
4.B.1. The instructor provided useful feedback on my progress in the course.
4.B.2. The instructor provided useful feedback on my work.
4.B.3. The instructor used different forms of evaluation methods.

5. Interest

A. COURSE QUESTIONS
5.A.1. In this course, I felt motivated to learn.
5.A.2. As a result of this course, I have a greater appreciation for this field of study.
5.A.3. This course made an important contribution to my program of study.
5.A.4. Attending class was a valuable use of my time.

B. INSTRUCTOR QUESTIONS
5.B.1. The instructor stimulated my interest in the course.
5.B.2. The instructor's use of examples increased my interest.

D. GENERAL QUESTIONS
5.D.1. Approximately how often have you attended the classes in this course? [0-20%, 21-40%, 41-60%, 61-80%, 81-100%]
5.D.2. Approximately how many hours per week did you devote to this course? [0 - 6, 7 - 9, 10 - 12, 13 - 15, 16 or more]

6. Difficulty

A. COURSE QUESTIONS
6.A.1. In general, the level of difficulty in this course was appropriate.
6.A.2. Course topics were dealt with in sufficient depth.
6.A.3. Considering the number of credits assigned to the course, the workload was appropriate.

B. INSTRUCTOR QUESTIONS
6.B.1. The instructor explained difficult material clearly.
6.B.2. The instructor was able to simplify difficult materials.

7. General Learning Outcomes

A. COURSE QUESTIONS
7.A.1. As a result of this course, I have improved my speaking skills.
7.A.2. As a result of this course, I have improved my writing skills.
7.A.3. As a result of this course, I have improved my laboratory skills. (N/A recommended if included on unit questionnaire)
7.A.4. As a result of this course, I have learned to critically evaluate scientific papers.
7.A.5. After completing this course, I feel prepared for future courses in this program.
7.A.6. This course encouraged me to be creative.

8. Learning Environment

A. COURSE QUESTIONS
8.A.1. The atmosphere in this course was excellent for learning.
8.A.2. The course respected diverse ways of learning.
8.A.3. There was a collaborative atmosphere in this course.

B. INSTRUCTOR QUESTIONS
8.B.1. The instructor demonstrated respect for individual differences (e.g., disabilities, gender, race, religion, sexual orientation).
8.B.2. The instructor related to students in ways that promoted mutual respect.
8.B.3. The instructor promoted an atmosphere conducive to learning.

9. Diversity, Inclusion and Accessibility

A. COURSE QUESTIONS
9.A.1. The course content included diverse perspectives.
9.A.2. I felt comfortable sharing my ideas and knowledge.
9.A.3. The course readings (e.g., PDFs, e-texts) were offered in an accessible format. (N/A recommended)
9.A.4. The instructional materials (e.g., visuals) were presented in an accessible format. (N/A recommended)
9.A.5. The course assessments were offered in an accessible format. (N/A recommended)

B. INSTRUCTOR QUESTIONS
9.B.1. The instructor demonstrated respect for individual differences (e.g., disabilities, gender, race, religion, sexual orientation).
9.B.2. The instructor made adjustments to address students' personal circumstances (e.g., family care obligations, financial circumstances, illness). (N/A recommended)
9.B.3. The instructor made adjustments to fit individual abilities. (N/A recommended)
9.B.4. The instructor related to students in ways that promoted mutual respect.

9.B.5. The instructor was available to help students outside of class time, whether in person, by email, or via online meeting.

10. Interaction with Faculty Members

B. INSTRUCTOR QUESTIONS
10.B.1. The instructor was helpful to students seeking advice. (N/A recommended)
10.B.2. The instructor was available outside of class (whether in person, by email, in online formats) for feedback and clarification.
10.B.3. Considering the size of the class, the instructor was available for individual consultation. (N/A recommended)

11. Institutional Resources and Support

C. CLASSROOM QUESTIONS
11.C.1. I liked this classroom for this course.
11.C.2. This classroom facilitated interaction between students and the instructor.
11.C.3. This classroom facilitated interaction among students.
11.C.4. Overall, the instructor's use of the classroom features had a positive impact on my learning.
11.C.5. What is your favourite thing about this classroom?
11.C.6. If you could change one thing about this classroom, what would you change and why?
11.C.7. The lab/classroom was physically accessible.
11.C.8. The physical facilities (e.g., classroom, furnishings) were appropriate.

D. GENERAL QUESTIONS
11.D.1. Library staff were helpful to me in conducting my research for this course (e.g., in class, in the library, via email or online chat). (N/A recommended)
11.D.2. Library resources were helpful for completing my work for this course. (N/A recommended)
11.D.3. Registering for this course was a smooth process.
11.D.4. I received accurate information about the course from the department.

12. Recognition

B. INSTRUCTOR QUESTIONS
12.B.1. This instructor deserves a teaching award. In your comments, explain why.
12.B.2. This instructor should be recognized for their excellent teaching. In your comments, explain why.

12. Teaching Assistants
TA.1. Overall, this Teaching Assistant is an excellent teacher.
TA.2. Overall, I learned a great deal from this Teaching Assistant.
TA.3. Overall, the Teaching Assistant provided valuable help during the lab/course.

TA.4. The support available from the Teaching Assistant (e.g., responses to questions in person or via e-mail) was useful to my learning.
TA.5. Conferences helped me better understand the course content.
TA.6. Tutorials helped me better understand the course content.
TA.7. Teaching Assistant office hours contributed to my learning. (N/A recommended)
TA.8. The Teaching Assistant was effective in fulfilling their role.
TA.9. This Teaching Assistant deserves a teaching award. In your comments, explain why.
TA.10. This Teaching Assistant should be recognized for their excellent teaching. In your comments, explain why.

February 13, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Examination Results Policy, 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 February 13, 2020 SCIE considered a proposal from the Max Rady College of Medicine to revise its Examination Results Policy.

Observations:

1. The policy name would be changed to Assessment Results Policy. This change would also be reflected in the *Purpose* section of the policy.
2. Section 2. *Definitions* would be revised to include the updated definitions of Objective Structured Clinical Examination (OSCE-type), Comprehensive Clinical Exam (CCE) and National Board of Medical Examiners (NBME) Exam.
3. A policy statement would be added regarding the timing of the notification of a Final In-Training Report (FITER), such that notification of the FITER, in the event of a fail or borderline pass, would be required within five working days of the completion of the rotation. Electronic submission of all FITERs would be required within six weeks of completion of the rotation.
4. Policy statements would be added to reflect the proposed pass marks for the NBME examination, the OSCE-type and the CCE.
5. A policy renewal statement was added.
6. A section titled *FITERS* would be added, which would outline the responsibilities of the preceptor, student and Administrator, Clerkship Evaluations in regards to FITERs.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the Examination Results Policy, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective August 1, 2020.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Max Rady College of Medicine
Undergraduate Medical Education
260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba R3E 3P5
Telephone: 204-789-3557
Fax: 204-789-3929

Date: January 22, 2020

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Ira Ripstein, Associate Dean, Undergraduate Medical Education

Re: Assessment Results Policy

Background: Over the last seven years, Undergraduate Medical Education has been committed to formalizing core process through the development of policy and procedure documents. This version of the policy was approved by the Max Rady College of Medicine College Executive Council on January 14, 2020.

Purpose: To provide specific processes to ensure student assessment results are organized in a timely and effective manner that complement the University of Manitoba Final Examinations and Final Grades Policy and related procedures.

Revisions – statements are as follows:

- Purpose
  - Editorial change 1.0
- New Definitions
  - New definitions 2.5, 2.6, 2.7
- New Policy Statements
  - Established notification period 3.1
  - Revised pass mark 3.6
  - Included policy renewal statement 3.7
- New Procedure Statements
  - Modifications to reflect established deadlines 4.20, 4.21, 4.22, 4.23, 4.24

Evidence of Best Practice: Accreditation standards set by the Committee on Accreditation of Canadian Medical Schools were used as a guide for the creation of this policy document. Specifically, Standard 9 Element 8 on fair and timely summative assessment was reviewed.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including Progress Committee and the Max Rady College of Medicine Executive Council. Please note that both student and faculty membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of policy and procedure documents in advance of each type of examination in which they participate. Existing in digital format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the UGME Policy webpage. Notification of policy changes will also be communicated on the notice board in the Curriculum Management System.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2025.

Max Rady College of Medicine - UGME Policy

Policy Name:	Assessment Results
Application/ Scope:	Undergraduate Medical Education (UGME) Students
Approved (Date):	TBD
Review Date:	February 2025
Revised (Date):	February 2020
Approved By:	Progress Committee [December 2019] College Executive Council [January 2020] Senate Committee on Instruction and Evaluation [TBD] Senate [TBD]

1. PURPOSE

To provide specific processes to ensure student assessment results are organized in a timely and effective manner that complement the University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

2. DEFINITIONS

2.1 **Midterm Examination** - A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.

2.2 **Final Examination** – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.

2.3 **Course/Module** - A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

2.4 **Assignment** - Take home work as defined in the syllabus of each course.

2.5 **Objective Structured Clinical Examination (OSCE-type)** – an examination used to assess the clinical skills of students.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II Clinical Skills Courses.
- The Remedial Examinations for the Med I and Med II Clinical Skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students

will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.

2.6 **Comprehensive Clinical Exam (CCE)** – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
- The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.

2.7 **National Board of Medical Examiners (NBME) Exam** – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent score, and the UGME Program will determine the pass mark every September, based on this recommendation.

2.7.1 **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance

2.8 **Monitored Status –** A student will be placed on Monitored Status as follows:

- Modular Courses –Achieving a result between 60.0% and 62.9% (No rounding of scores will take place).
- Longitudinal Courses–Achieving a result less than sixty percent (60.0%) on any exam worth twenty-five percent (25.0%) or more of the total Longitudinal Course assessment weight.
- A Failure of one (1) Clerkship Exam.
- A Borderline Pass on a FITER.

A student on Monitored Status is encouraged to participate in remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely assistance can be provided.

2.9 **Probationary Status** - Would be applied to a student after a failure of any of the following:

- One (1) Course/Module
- The CCE
- Two (2) Clerkship examinations
- One (1) FITER
- One (1) assignment integral to either the Professionalism or Population Health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

2.10 **Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC)** – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions, the review and evaluation of results and recommendation to Progress Committee for approval.

2.11 **Coaching/Strengths and Opportunities Report** – A report which displays information about a participant's performance in a particular assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

2.12 **Working Day** – A day when the University of Manitoba is open for regular business.

3. POLICY STATEMENTS

3.1 Students will receive results for all examinations within a reasonable amount of time following completion of the examination. The following timelines will be adhered to:

- Mid-Term/Final Exams – Results will be reported via the Pre-Clerkship Exam System Student Portal typically within two working days of the completion of the exam.
- Course Results – Results will be reported via Curriculum Management System typically within five (5) days of course completion.
- Clerkship Exam– Results will be reported via email correspondence typically within two (2) weeks of completion.
- OSCE-type – Given the complexity in marking this practical assessment, which often includes a comprehensive review of individual recorded performance, results will be reported as soon as practicable. Typically, results will be made available to students no later than four (4) weeks from completion.
- FITER - Notification of the FITER (for those that demonstrate either a fail or borderline pass) must occur within five working days of completion of the rotation. Electronic submission of all FITER must occur within six weeks of completion of the rotation.

3.2 Student input on Internal Examinations will be taken into consideration when making decisions related to examination results.

3.3 The Chair of the applicable PSEC/CSEC will work with the respective Administrators Evaluation in reviewing and preparing examination results.

3.4 The applicable PSEC/CSEC will meet to review and approve Internal Examination results on a monthly basis for exams/courses completed during the previous month.

3.5 Final scores for all Internal Examinations will not be rounded.

3.6 A pass is considered as follows:

- Course/Module - attaining a score of 60.0% or higher. No rounding of scores will take place.
- OSCE-type Examinations/Courses - A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually.
    - Med I and Med II Clinical Skills Courses: Students will be required to pass a minimum of eight of twelve OSCE stations to pass.
    - CCE: Students will be required to pass a minimum of five of eight OSCE stations in order to pass.

- Clerkship Exams – For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent score, and the UGME Program will determine the pass mark every September, based on this recommendation.
- FITER
    - Pass - A grade of “meets expectations” or higher in all major and minor criteria
    - Borderline pass (counted as a ‘Pass’ for summative purposes) - A combination of grades below “meets expectations”, that does not otherwise constitute a fail, as explained below.
    - Fail - A grade of ‘unsatisfactory’ in one (1) major criterion, or ‘unsatisfactory’ on any two (2) minor criteria, or a grade of ‘below expectations’ or worse in any three (3) major or minor criteria.

3.7 This policy will be reviewed every five years following the approval date.

4. PROCEDURES

MID-TERM EXAMINATIONS, FINAL, COURSE EXAMINATIONS

4.1 Typically within two (2) working days of completed examinations:

- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the examination
- Without direction, all examination questions with less than a thirty (30) percent success rate will be removed from the scoring of an exam.
- An Exam Summary Report, Item Analysis, Question Notes/Feedback and Exam Taker Results report will be distributed to the Coordinator, Evaluations Pre-Clerkship and Course Leader.
- All information on reporting provided to Course Leaders will not include student names or any specific identifying information which would allow the identity of students to be ascertained.
- The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to examination scoring structure, if any, based on the scoring and reporting information relevant to the exam.
- The Administrator, Evaluations Pre-Clerkship will release results of adjusted exam results, as appropriate, to the Pre-Clerkship Exam System.

4.2 The respective Course Leader, will in accordance with the academic schedule:

- Based on the results of the exam, determine if a review session focusing on the information provided within the respective Exam Summary/Item Analysis Report is required.
- Course Leaders should be prepared to respond to questions from students on their respective individualized Coaching/Strength and Opportunities Report without divulging confidential examination content.

COURSE SCORES

4.3 Typically within two (2) working days of completion of the Final Examination for a course:

- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the course in accordance with the weighting established in the Pre-Clerkship Master Assessment Plan.
- Information on individual exam scores and assignments for the course will be distributed to the respective Coordinator, Evaluations and Course Leader.

4.4 Typically within one (1) working day of distribution to Course Leaders:

- The Administrator, Evaluations Pre-Clerkship will organize and verify the formulae to ascertain final course scores and upload all results to Curriculum Management System.
- The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to course scoring structure, if any, based on the scoring information and Question Notes/Feedback reports.

4.5 Typically within one (1) days of receipt of instructions from the Coordinator, Evaluations:

- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae and upload all remaining results to Curriculum Management System such that final course results are provided to students typically within five (5) days of course completion.

4.6 Summary information will be prepared by the Administrator, Evaluations Pre-Clerkship for the Chair, PSEC to include the following psychometric data obtained from the Pre-Clerkship Exam System Item Analysis Report:

- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/ Monitored Status based on final percent scores for each student.
- Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and bar graph. The total number of students on Probationary Status and Monitored Status.
- Summary of component and final percent scores for two preceding classes, which includes mean, standard deviation, median, minimum, maximum scores, by class.

4.7 The Administrator, Evaluations Pre-Clerkship, will prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.

4.8 The respective Course Leader, will in accordance with their academic schedule:

- Conduct a review session of exam results with their course committee which integrates information contained within the Exam Summary Report, Item Analysis Report and Question Notes/Feedback Report with the intent of revising questions where appropriate.

OSCE-TYPE EXAMINATIONS

4.9 In a given academic year, the Assistant to Administrators, Evaluations will organize, in collaboration with the Chair of CSEC and the Director of Evaluations, dates for OSCE-type examinations for the next academic year.

4.10 Typically within three (3) working days of completed examinations:

- The Assistant to Administrators Evaluations will organize the scoring of all components of the examination.

4.11 Typically within seven (7) working days of receipt of examination scores:

- The Assistant to Administrators, Evaluations will organize and verify the formulae to ascertain final examination scores.

4.12 Typically within seven (7) working days of ascertaining final examination scores:

- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae which will be subsequently reviewed. The Chair CSEC will certify the reviewed results.

4.13 The following summary information shall be prepared by the Assistant to Administrators Evaluations for the Chair CSEC:

- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/Monitored Status based on final percent scores for each student.
- Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and histogram. The total number of students on Probationary Status and Monitored Status is included.

4.14 The Assistant to Administrators, Evaluations will prepare individual student examination reports for electronic distribution as well as prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clinical Skills, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.

4.15 Typically within five (5) days of distribution of scores, the Administrator, Evaluations will update the class master sheet with the new set of scores for the respective examinations and examinations and ensure that they are distributed to the class via the Curriculum Management System.

CLERKSHIP EXAMINATION SYSTEM

4.16 In a given academic year, the Administrator, Evaluations Clerkship organizes the process of determining the supplementary dates on which Clerkship Examination System will be administered for the next academic year.

4.17 Typically within one (1) working day of a completed Clerkship Examination:

- The Administrator, Evaluations will organize the dispatch of all completed Clerkship Examinations.

4.18 Typically within seven (7) working days of mailing of Clerkship Examination:

- The Administrator, Evaluations will check for results of scoring of Clerkship Examinations.

4.19 Typically within seven (7) working days of receipt of results of Clerkship Examinations:

- The Administrator, Evaluations will prepare individual student examination reports for electronic distribution and will prepare the Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clerkship Clinical, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- The Administrator, Evaluations will update the class master sheet with the new set of scores for the respective Clerkship Examinations and ensure that results are uploaded to the Curriculum Management System.

FITERS

4.20 Preceptor will complete a FITER for each assigned student as per policy statement 3.1. This may require coordination of input from multiple preceptors.

4.21 The completed FITER will be available for student review on the curriculum management system as soon as it is submitted.

4.22 Students will complete the student component of the FITER within one (1) working day of receiving the evaluation. Students have the opportunity to comment on the contents of the FITER before it is returned to Undergraduate Medical Education.

4.23 If the FITER is pass the evaluation is complete. If the FITER is a borderline pass or fail the curriculum management system generates an email alert to the Administrator, Clerkship Evaluations, Clerkship Director and Associate Deans of Professionalism, Student Affairs and UGME.

4.24 The Administrator, Clerkship Evaluations will review both scores and the narrative comments and determine appropriate evaluation with the agreement of the preceptor.

5. REFERENCES

5.1 UGME Policy and Procedures – Examination Conduct

5.2 UGME Policy and Procedures – Deferred Examinations

5.3 UGME Policy and Procedures – Supplemental Examinations

5.4 UGME Policy and Procedures – Promotion and Failure

5.5 UGME Policy and Procedures - Invigilation of Examinations

5.6 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.

5.7 University of Manitoba- Final Examinations and Final Grades Policy

5.8 University of Manitoba- Deferred and Supplemental Examinations Procedures

5.9 University of Manitoba- Final Examinations Procedures

5.10 University of Manitoba- Final Grades Procedures

6. POLICY CONTACT

Please contact Director, Evaluations with questions respecting this policy.

Max Rady College of Medicine - UGME Policy

Policy Name:	~~Examination~~ Assessment Results
Application/ Scope:	Undergraduate Medical Education (UGME) Students
Approved (Date):	TBD
Review Date:	February 2025
Revised (Date):	February 2020
Approved By:	Progress Committee [December 2019] College Executive Council [January 2020] Senate Committee on Instruction and Evaluation [TBD] Senate [TBD]

1. PURPOSE

To provide specific processes to ensure student ~~examination~~ assessment results are organized in a timely and effective manner that complement the University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

2. DEFINITIONS

2.1 **Midterm Examination** - A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.

2.2 **Final Examination** – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.

2.3 **Course/Module** - A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

2.4 **Assignment** - Take home work as defined in the syllabus of each course.

2.5 **Objective Structured Clinical Examination (OSCE-type)** – an examination used to assess the clinical skills of students.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II Clinical Skills Courses.
- The Remedial Examinations for the Med I and Med II Clinical Skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students

will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.

~~2.5 Objective Structured Clinical Examination (OSCE-type Examination) – An examination that is used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.~~

2.6 **Comprehensive Clinical Exam (CCE)** – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
- The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.

~~2.6 CCE – The Comprehensive Clinical Exam is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average of the top 10% of students who take the examination.~~

2.7 **National Board of Medical Examiners (NBME) Exam** – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent score, and the UGME Program will determine the pass mark every September, based on this recommendation.

~~2.6.1~~2.7.1 **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance

~~2.7~~2.8 **Monitored Status –** A student will be placed on Monitored Status as follows:

- Modular Courses –Achieving a result between 60.0% and 62.9% (No rounding of scores will take place).
- Longitudinal Courses–Achieving a result less than sixty percent (60.0%) on any exam worth twenty-five percent (25.0%) or more of the total Longitudinal Course assessment weight.
- A Failure of one (1) Clerkship Exam.
- A Borderline Pass on a FITER.

A student on Monitored Status is encouraged to participate in remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely assistance can be provided.

~~2.8~~2.9 **Probationary Status** - Would be applied to a student after a failure of any of the following:

- One (1) Course/Module

- The CCE
- Two (2) Clerkship examinations
- One (1) FITER
- One (1) assignment integral to either the Professionalism or Population Health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

~~2.9~~2.10 **Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC)** – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions, the review and evaluation of results and recommendation to Progress Committee for approval.

~~2.10~~2.11 **Coaching/Strengths and Opportunities Report** – A report which displays information about a participant's performance in a particular assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

~~2.11~~2.12 **Working Day** – A day when the University of Manitoba is open for regular business.

3. POLICY STATEMENTS

3.1 Students will receive results for all examinations within a reasonable amount of time following completion of the examination. The following timelines will be adhered to:

- Mid-Term/Final Exams – Results will be reported via the Pre-Clerkship Exam System Student Portal typically within two working days of the completion of the exam.
- Course Results – Results will be reported via Curriculum Management System typically within five (5) days of course completion.
- Clerkship Exam– Results will be reported via email correspondence typically within two (2) weeks of completion.
- OSCE-type – Given the complexity in marking this practical assessment, which often includes a comprehensive review of individual recorded performance, results will be reported as soon as practicable. Typically, results will be made available to students no later than four (4) weeks from completion.
- FITER - Notification of the FITER (for those that demonstrate either a fail or borderline pass) must occur within five working days of completion of the rotation. Electronic submission of all FITER must occur within six weeks of completion of the rotation.

3.2 Student input on Internal Examinations will be taken into consideration when making decisions related to examination results.

3.3 The Chair of the applicable PSEC/CSEC will work with the respective Administrators Evaluation in reviewing and preparing examination results.

3.4 The applicable PSEC/CSEC will meet to review and approve Internal Examination results on a monthly basis for exams/courses completed during the previous month.

3.5 Final scores for all Internal Examinations will not be rounded.

3.6 A pass is considered as follows:

- Course/Module - attaining a score of 60.0% or higher. No rounding of scores will take place.
- OSCE-type Examinations/Courses - A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the

station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually.
    - Med I and Med II Clinical Skills Courses: Students will be required to pass a minimum of eight of twelve OSCE stations to pass.
    - CCE: Students will be required to pass a minimum of five of eight OSCE stations in order to pass.~~attaining a score at or above 80% of the average mark of the top 10% of students who sit the examination or take the course. No rounding of scores will take place.~~
- Clerkship Exams – For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent score, and the UGME Program will determine the pass mark every September, based on this recommendation.~~A score at the 11th percentile or higher~~
- FITER
    - Pass - A grade of "meets expectations" or higher in all major and minor criteria
    - Borderline pass (counted as a 'Pass' for summative purposes) - A combination of grades below "meets expectations", that does not otherwise constitute a fail, as explained below.
    - Fail - A grade of 'unsatisfactory' in one (1) major criterion, or 'unsatisfactory' on any two (2) minor criteria, or a grade of 'below expectations' or worse in any three (3) major or minor criteria.

3.7 This policy will be reviewed every five years following the approval date.

4. PROCEDURES

MID-TERM EXAMINATIONS, FINAL, COURSE EXAMINATIONS

4.1 Typically within two (2) working days of completed examinations:

- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the examination
- Without direction, all examination questions with less than a thirty (30) percent success rate will be removed from the scoring of an exam.
- An Exam Summary Report, Item Analysis, Question Notes/Feedback and Exam Taker Results report will be distributed to the Coordinator, Evaluations Pre-Clerkship and Course Leader.
- All information on reporting provided to Course Leaders will not include student names or any specific identifying information which would allow the identity of students to be ascertained.
- The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to examination scoring structure, if any, based on the scoring and reporting information relevant to the exam.
- The Administrator, Evaluations Pre-Clerkship will release results of adjusted exam results, as appropriate, to the Pre-Clerkship Exam System.

4.2 The respective Course Leader, will in accordance with the academic schedule:

- Based on the results of the exam, determine if a review session focusing on the information provided within the respective Exam Summary/Item Analysis Report is required.
- Course Leaders should be prepared to respond to questions from students on their respective individualized Coaching/Strength and Opportunities Report without divulging confidential examination content.

COURSE SCORES

4.3 Typically within two (2) working days of completion of the Final Examination for a course:

- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the course in accordance with the weighting established in the Pre-Clerkship Master Assessment Plan.
- Information on individual exam scores and assignments for the course will be distributed to the respective Coordinator, Evaluations and Course Leader.

4.4 Typically within one (1) working day of distribution to Course Leaders:

- The Administrator, Evaluations Pre-Clerkship will organize and verify the formulae to ascertain final course scores and upload all results to Curriculum Management System.
- The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to course scoring structure, if any, based on the scoring information and Question Notes/Feedback reports.

4.5 Typically within one (1) days of receipt of instructions from the Coordinator, Evaluations:

- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae and upload all remaining results to Curriculum Management System such that final course results are provided to students typically within five (5) days of course completion.

4.6 Summary information will be prepared by the Administrator, Evaluations Pre-Clerkship for the Chair, PSEC to include the following psychometric data obtained from the Pre-Clerkship Exam System Item Analysis Report:

- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/ Monitored Status based on final percent scores for each student.
- Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and bar graph. The total number of students on Probationary Status and Monitored Status.
- Summary of component and final percent scores for two preceding classes, which includes mean, standard deviation, median, minimum, maximum scores, by class.

4.7 The Administrator, Evaluations Pre-Clerkship, will prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.

4.8 The respective Course Leader, will in accordance with their academic schedule:

- Conduct a review session of exam results with their course committee which integrates information contained within the Exam Summary Report, Item Analysis Report and Question Notes/Feedback Report with the intent of revising questions where appropriate.

OSCE-TYPE EXAMINATIONS

4.9 In a given academic year, the Assistant to Administrators, Evaluations will organize, in collaboration with the Chair of CSEC and the Director of Evaluations, dates for OSCE-type examinations for the next academic year.

4.10 Typically within three (3) working days of completed examinations:

- The Assistant to Administrators Evaluations will organize the scoring of all components of the examination.

4.11 Typically within seven (7) working days of receipt of examination scores:
- The Assistant to Administrators, Evaluations will organize and verify the formulae to ascertain final examination scores.

4.12 Typically within seven (7) working days of ascertaining final examination scores:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae which will be subsequently reviewed. The Chair CSEC will certify the reviewed results.

4.13 The following summary information shall be prepared by the Assistant to Administrators Evaluations for the Chair CSEC:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/Monitored Status based on final percent scores for each student.
- Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and histogram. The total number of students on Probationary Status and Monitored Status is included.

4.14 The Assistant to Administrators, Evaluations will prepare individual student examination reports for electronic distribution as well as prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clinical Skills, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.

4.15 Typically within five (5) days of distribution of scores, the Administrator, Evaluations will update the class master sheet with the new set of scores for the respective examinations and examinations and ensure that they are distributed to the class via the Curriculum Management System.

CLERKSHIP EXAMINATION SYSTEM

4.16 In a given academic year, the Administrator, Evaluations Clerkship organizes the process of determining the supplementary dates on which Clerkship Examination System will be administered for the next academic year.

4.17 Typically within one (1) working day of a completed Clerkship Examination:
- The Administrator, Evaluations will organize the dispatch of all completed Clerkship Examinations.

4.18 Typically within seven (7) working days of mailing of Clerkship Examination:
- The Administrator, Evaluations will check for results of scoring of Clerkship Examinations.

4.19 Typically within seven (7) working days of receipt of results of Clerkship Examinations:
- The Administrator, Evaluations will prepare individual student examination reports for electronic distribution and will prepare the Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clerkship Clinical, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.

- The Administrator, Evaluations will update the class master sheet with the new set of scores for the respective Clerkship Examinations and ensure that results are uploaded to the Curriculum Management System.

FITERS

4.20 Preceptor will complete a FITER for each assigned student as per policy statement 3.1. This may require coordination of input from multiple preceptors.

4.21 The completed FITER will be available for student review on the curriculum management system as soon as it is submitted.

4.22 Students will complete the student component of the FITER within one (1) working day of receiving the evaluation. Students have the opportunity to comment on the contents of the FITER before it is returned to Undergraduate Medical Education.

4.23 If the FITER is pass the evaluation is complete. If the FITER is a borderline pass or fail the curriculum management system generates an email alert to the Administrator, Clerkship Evaluations, Clerkship Director and Associate Deans of Professionalism, Student Affairs and UGME.

4.24 The Administrator, Clerkship Evaluations will review both scores and the narrative comments and determine appropriate evaluation with the agreement of the preceptor.

5. REFERENCES

5.1 UGME Policy and Procedures – Examination Conduct

5.2 UGME Policy and Procedures – Deferred Examinations

5.3 UGME Policy and Procedures – Supplemental Examinations

5.4 UGME Policy and Procedures – Promotion and Failure

5.5 UGME Policy and Procedures - Invigilation of Examinations

5.6 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.

5.7 University of Manitoba- Final Examinations and Final Grades Policy

5.8 University of Manitoba- Deferred and Supplemental Examinations Procedures

5.9 University of Manitoba- Final Examinations Procedures

5.10 University of Manitoba- Final Grades Procedures

6. POLICY CONTACT

Please contact Director, Evaluations with questions respecting this policy.

February 13, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Promotion and Failure Policy, 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 February 13, 2020 SCIE considered a proposal from the Max Rady College of Medicine to revise its Promotion and Failure Policy.

Observations:

1. Section 2. *Definitions* would be revised to include the updated definitions for Objective Structured Clinical Examination (OSCE-type), Comprehensive Clinical Exam (CCE) and National Board of Medical Examiners (NBME) Exam.
2. Students in Year I and Year II (Pre-Clerkship) would be required to successfully complete all required coursework in a given year, in order to complete an academic year.
3. Students in Year III and Year IV (Clerkship) would be required successfully complete all the required coursework in a given year, in order to proceed to the next year.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the Promotion and Failure Policy, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective August 1, 2020.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Max Rady College of Medicine
Undergraduate Medical Education
260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba R3E 3P5
Telephone: 204-789-3557
Fax: 204-789-3929

Date: January 22, 2020

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Ira Ripstein, Associate Dean, Undergraduate Medical Education

Re: Promotion and Failure Policy

Background: Over the last seven years, UGME has been committed to formalizing core process through the development of policy and procedure documents. This version of the policy was approved by the Max Rady College of Medicine College Executive Council on January 14, 2020.

Purpose: To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination and Final Grades policy and related procedures.

Revisions – statements are as follows:

- New Definitions
  - New definitions 2.7, 2.8, 2.9
- New Policy Statements
  - Inclusion of coursework requirements 3.1, 3.9

Evidence of Best Practice: Various UGME Policies and a comparison of other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including Progress Committee and the Max Rady College of Medicine Executive Council. Please note that both student and faculty membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of policy and procedure documents in advance of each type of examination in which they participate. Existing in digital format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the UGME Policy webpage. Notification of policy changes will also be communicated on the notice board in the Curriculum Management System.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2025.

Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Promotion and Failure
Application/ Scope:	Undergraduate Medical Education (UGME) Students
Approved (Date):	TBD
Review Date:	February 2025
Revised (Date):	January 2020
Approved By:	Progress Committee [September 2019] College Executive Council [January 2020] Senate Committee on Instruction and Evaluation [TBD] Senate [TBD]

1. PURPOSE

To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination and Final Grades policy and related procedures.

2. DEFINITIONS

2.1 **Pre-Clerkship** – Year I and Year II of the UGME program

2.2 **Clerkship** – Year III and Year IV of the UGME program.

2.3 **Course/Module** – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the
M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

2.4 **Rotation** – A unit of clinical work in Clerkship.

2.5 **Midterm Examination** - A summative examination normally conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.

2.6 **Final Examination** – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.

2.7 **National Board of Medical Examiners (NBME) Exam** – A multiple choice

examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students beginning their clerkship before August 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students beginning their clerkship in August 2020 or later, the NBME will recommend a pass mark as an equated percent score, and the UGME Program will determine the pass mark every September, based on this recommendation.

2.8 **Objective Structured Clinical Examination (OSCE-type)** – an examination used to assess the clinical skills of students.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II Clinical Skills Courses.
- The Remedial Examinations for the Med I and Med II Clinical Skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.

2.9 **Comprehensive Clinical Exam (CCE)** – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
- The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.

2.10 **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance.

2.11 **Maximum Allowable Failures** - The number of Pre-Clerkship modular courses which, if exceeded, would result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.

2.12 **Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC)** - Are responsible for the development and approval of

assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.

2.13 **Progress Committee** - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress Committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum.

2.14 **Working Day** – A day when the University of Manitoba is open for regular business.

3. POLICY STATEMENTS

A. Pre-Clerkship

3.1 Successful completion of an academic year is deemed as follows:

- Year One and Two (MED I and II)
    - Case One: Attaining a pass on each course/module and successfully completing all the required coursework in a given year
    - Case Two: Failing a number of Courses/Modules up to the maximum allowable failures, successfully completing the corresponding supplemental examination(s) and successfully completing all the required coursework in a given year

3.2 Failure of an academic year is deemed as follows:

- Year One and Two (MED I and II)
    - Case One: Failing a number of Course/Modules in excess of the maximum allowable failures. Students may fail up to nine (9) Course Weights (CW) Year One (I) or ten (10) Course Weights (CW) in Year Two (II). A listing of CW is outlined in Annex A.
    - Case Two: Failing the supplemental assessment for any two (2) modular courses.
    - Case Three: Failing any three (3) longitudinal courses, or the supplemental assessment in a longitudinal course.

B. CLERKSHIP

Students commencing Clerkship in 2013 or earlier

3.3 **Successful completion of an academic year is deemed as follows**:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

3.4 Failure of an academic year is deemed as follows

- Failure of Clinical Assessments: The student who has received failing evaluations in one or more of the following:
    - Two major clerkships in different disciplines (Core Medicine, Surgery, Surgery Selective, Pediatrics, Psychiatry, Family Medicine, and Obstetrics/Gynecology)

OR

- One major clerkship and one or more of the following:
  - Its remedial
  - An ITC remedial
  - A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology)
  - An Elective remedial

OR

- A remedial in two of the following:
  - Anesthesia
  - Emergency Medicine
  - Otolaryngology
  - Ophthalmology
  - Elective
  - Community Health Sciences
  - ITC

- Failure of Examinations: The student has failures in one or more of the following:
  - A single NBME subject examination three (3) times

  OR
  - A total of five (5) NBME examinations

  OR
  - The CCE after remediation
- Remediation Period: If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks. Failure of a core clinical rotation would require remediation of the full six weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

Students commencing Clerkship in 2014 or later

3.5 Successful completion of an academic year is deemed as follows:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.
- Successful pass on all Longitudinal Courses

3.6 Failure of an academic year is deemed as follows:

- Failure of Clinical Assessments: The student who has received failing evaluations in one or more of the following:
  - Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

  OR
  - One major clerkship and:
    - Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial, or,
    - A remedial in any of the assignments integral to either the Professionalism or Population Health courses.
    - A Public Health remedial, or
    - A remedial in the Evidence-Based Medicine Practice Course, or

        - A TTR Selective remedial, or
        - An Elective remedial

    OR

    - A remedial in two of the following:
        - Medicine Selective
        - Musculoskeletal Course
        - Any of the assignments integral to either the Professionalism or Population Health courses.
        - Public Health
        - The Evidence-Based Medicine Practice course
        - TTR Selective
        - Elective

- Failure of Examinations: The student has failures in one or more of the following:
    - A single NBME subject examination three (3) times

    OR

    - A total of five (5) NBME examinations

    OR

    - The CCE after remediation
- Remediation Period: If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

3.7 FITER Pass/Fail Criteria

- FITERs will be automatically assessed, based on preceptor input, as a Pass, Borderline Pass, or Fail. The following situations constitute a FAIL:
    - If a student receives a grade of "unsatisfactory" in ONE MAJOR criterion.
    - If a student receives a grade of "unsatisfactory" in TWO MINOR criteria.
    - If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.
- The following situation constitutes a BORDERLINE PASS:
    - If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass" constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.
- The following constitutes a PASS:
    - If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

GENERAL POLICY STATEMENTS

3.8 A student who fails Year One or Two will be required to repeat that particular year.

3.9 Until a student successfully completes all of the required coursework in a given year, they will not proceed to the next year.

3.10 A student, who fails Clerkship due to failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the entire Clerkship Program.

3.11 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Max Rady College of Medicine program.

3.12 Acceptance of student results for Course, NBME, OSCE-type Examinations, and

FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for review and approval.

3.13 The Progress Committee does not hear student appeals.

3.14 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

3.15 This policy will be reviewed every five years following the approval date.

4. PROCEDURES

4.1 Pre-Clerkship — Course/Module Examinations, OSCE-type examinations

- Each course must have at least two assessments; and the final exam is to be no more than 70% of the course. Course leaders may add points for written assignments, formative assessments, attendance, and lab exams. Assessment criteria shall be articulated in the respective course syllabus.

- The Administrator, Evaluations Pre-Clerkship will track longitudinal student performance on all assessments within each year/module of the Pre-Clerkship Program. Longitudinal tracking of performance is reported to PSEC as required.

- For the CV1 and RS1 courses, the remediation periods will begin immediately after the course has been failed, and will therefore occur at the same time as other mandatory curricular time. For all other courses, remediation periods will take place in the summer. Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. Three (3) summer remediation periods will be created following each year to allow students to continue with their academic progress.

- Students required to remediate within Pre-Clerkship will be encouraged to access the College of Medicine UGME Peer to Peer mentoring program.

- At the end of the academic year, PSEC will determine whether a student has passed or failed based on cumulative performance.

- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after decision of PSEC, to each student who did not meet the criteria for promotion to the following year.

- The Administrator, Evaluations Pre-Clerkship will provide the Administrator, Enrolment within three (3) working days after the decision of PSEC of students who:
  - Have successfully completed the academic year.
  - Are required to write supplemental examination(s) or,
  - Have failed the academic year.

- The Administrator, Evaluations Pre-Clerkship will send a listing to the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
  - Are writing supplemental examination(s) or,
  - Have failed the academic year

- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).

- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of the PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.

- The Administrator, Evaluations Pre-Clerkship will send a listing to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of the PSEC for students who wrote the supplemental examination(s) and:
    - Successfully completed the academic year
    - Failed the academic year

- The Chair of PSEC will bring all information pertaining to the conduct of assessment within Pre-Clerkship to Progress Committee for discussion and approval when necessary.

4.2 Clerkship - FITERs, NBME Examinations, CCE

- The Administrator, Evaluations Clerkship will track student performance on evaluation criteria integral to the Clerkship Program. Tracking of longitudinal assessment data will be reported to the CSEC.

- CSEC and Progress Committees will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all evaluation criteria.

- Clerkship remediation periods will be scheduled on consultation with the Director, Clerkship, and Director, Remediation. Students will only remediate one (1) rotation at a time and supplemental exams will be scheduled as required.

- Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances remediation will occur during the year concurrent with other rotations.

- In October of each academic year, the Program Manager, UGME will begin to prepare a preliminary graduand listing of Med IV students together with the Administrator, Enrolment, Administrator, Clerkship, and Administrator, Electives based on the criteria established within this policy.

- When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.

- Students who pass the Repeat Clerkship program will be included in the spring or fall grandaunt listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.

- The Chair of CSEC will bring all information pertaining to the conduct of assessment within Clerkship to Progress Committee for discussion and approval when necessary.

5. REFERENCES

5.1 UGME Policy and Procedures - Communicating Methods of Evaluation

5.2 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities

5.3 UGME Policy and Procedures – Deferred Examination

5.4 UGME Policy and Procedures – Supplemental Examinations

5.5 UGME Policy and Procedures - Examination Results

5.6 UGME Policy and Procedures – Invigilation of Examiners

5.7 UGME Policy and Procedures – Examination Conduct

5.8 University of Manitoba – Final Examination and Final Grades Policy

5.9 University of Manitoba – Deferred and Supplemental Examinations Procedures

5.10 University of Manitoba – Final Examination Procedures

5.11 University of Manitoba – Final Grades Procedures

6. POLICY CONTACT

Please contact the Director, Evaluations with questions respecting this policy.

COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND

Commencing with the Class of 2018, course weights (CW) are as follows:

Year One

- Foundation of Medicine – 4
- Blood and Immunology One – 3
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women's Reproductive Health/Obstetrics One – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary Tract One – 2
- Introduction to Infectious Disease Two – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

Year Two

- Oncology Two – 1
- Blood and Immunology Two - 3
- Neuroscience Two – 6
- Women's Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Tract Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6
- Dermatology Two - 1

Annex B to Promotion and Failure Policy

WEEKS ASSIGNED TO CLERKSHIP REMEDIATION

Students required to remediate Clerkship rotations

- Anesthesia - 4 weeks
- Any Population Health Course Assignment – 0.5 week
- Any Professionalism Course Assignment- 0.25 week
- CCE - 2 weeks
- Core Medicine - 6 weeks
- Elective – A period of weeks equal to the length of the elective requiring remediation
- Emergency Medicine - 4 weeks
- Evidence Based Medicine (EBM) Course - 2 weeks
- Family Medicine - 5 weeks
- Medicine Selective - 2 weeks
- Musculoskeletal Course - 2 weeks
- Obstetrics/Gynecology - 6 weeks
- Pediatrics - 6 weeks
- Psychiatry - 6 weeks
- Public Health - 1 week
- Repeat NBME Failure - 4 weeks
- Surgery - 6 weeks
- Transition to Residency (TTR) Selective – A period of weeks equal to the length of the TTR selective

Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Promotion and Failure
Application/ Scope:	Undergraduate Medical Education (UGME) Students
Approved (Date):	TBD
Review Date:	February 2025
Revised (Date):	January 2020
Approved By:	Progress Committee [September 2019] College Executive Council [January 2020] Senate Committee on Instruction and Evaluation [TBD] Senate [TBD]

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2.4 **Rotation** – A unit of clinical work in Clerkship.

2.5 **Midterm Examination** - A summative examination normally conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.

2.6 **Final Examination** – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.

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2.8 **Objective Structured Clinical Examination (OSCE-type)** – an examination used to assess the clinical skills of students.

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- The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.

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of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance.

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  - Case One: Attaining a pass on each course/module and successfully completing all the required coursework in a given year
  - Case Two: Failing a number of Courses/Modules up to the maximum allowable failures, ~~and~~ successfully completing the corresponding supplemental examination(s) and successfully completing all the required coursework in a given year~~.~~

3.2 Failure of an academic year is deemed as follows:

- Year One and Two (MED I and II)
  - Case One: Failing a number of Course/Modules in excess of the maximum allowable failures. Students may fail up to nine (9) Course Weights (CW) Year One (I) or ten (10) Course Weights (CW) in Year Two (II). A listing of CW is outlined in Annex A.
  - Case Two: Failing the supplemental assessment for any two (2) modular courses.

- Case Three: Failing any three (3) longitudinal courses, or the supplemental assessment in a longitudinal course.

B. CLERKSHIP

Students commencing Clerkship in 2013 or earlier

3.3 **Successful completion of an academic year is deemed as follows**:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

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- Failure of Clinical Assessments: The student who has received failing evaluations in one or more of the following:
  - Two major clerkships in different disciplines (Core Medicine, Surgery, Surgery Selective, Pediatrics, Psychiatry, Family Medicine, and Obstetrics/Gynecology)

  OR
  - One major clerkship and one or more of the following:
    - Its remedial
    - An ITC remedial
    - A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology)
    - An Elective remedial

  OR
  - A remedial in two of the following:
    - Anesthesia
    - Emergency Medicine
    - Otolaryngology
    - Ophthalmology
    - Elective
    - Community Health Sciences
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  OR
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- Remediation Period: If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks. Failure of a core clinical rotation would require remediation of the full six weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

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- Successful pass on all Longitudinal Courses

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- Failure of Clinical Assessments: The student who has received failing evaluations in one or more of the following:
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    - A remedial in any of the assignments integral to either the Professionalism or Population Health courses.
    - A Public Health remedial, or
    - A remedial in the Evidence-Based Medicine Practice Course, or
    - A TTR Selective remedial, or
    - An Elective remedial

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  - If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.
- The following situation constitutes a BORDERLINE PASS:
  - If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass"

constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.

- The following constitutes a PASS:
  - If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

GENERAL POLICY STATEMENTS

3.8 A student who fails Year One or Two will be required to repeat that particular year.

3.9 Until a student successfully completes all of the required coursework in a given year, they will not proceed to the next year.

~~3.9~~3.10 A student, who fails Clerkship due to failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the entire Clerkship Program.

~~3.10~~3.11 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Max Rady College of Medicine program.

~~3.11~~3.12 Acceptance of student results for Course, NBME, OSCE-type Examinations, and FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for review and approval.

~~3.12~~3.13 The Progress Committee does not hear student appeals.

~~3.13~~3.14 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

~~3.14~~3.15 This policy will be reviewed every five years following the approval date.

4. PROCEDURES

4.1 Pre-Clerkship — Course/Module Examinations, OSCE-type examinations

- Each course must have at least two assessments; and the final exam is to be no more than 70% of the course. Course leaders may add points for written assignments, formative assessments, attendance, and lab exams. Assessment criteria shall be articulated in the respective course syllabus.

- The Administrator, Evaluations Pre-Clerkship will track longitudinal student performance on all assessments within each year/module of the Pre-Clerkship Program. Longitudinal tracking of performance is reported to PSEC as required.

- For the CV1 and RS1 courses, the remediation periods will begin immediately after the course has been failed, and will therefore occur at the same time as other mandatory curricular time. For all other courses, remediation periods will take place in the summer. Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. Three (3) summer remediation periods will be created following each year to allow students to continue with their academic progress.

- Students required to remediate within Pre-Clerkship will be encouraged to

access the College of Medicine UGME Peer to Peer mentoring program.

- At the end of the academic year, PSEC will determine whether a student has passed or failed based on cumulative performance.

- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after decision of PSEC, to each student who did not meet the criteria for promotion to the following year.

- The Administrator, Evaluations Pre-Clerkship will provide the Administrator, Enrolment within three (3) working days after the decision of PSEC of students who:
    - Have successfully completed the academic year.
    - Are required to write supplemental examination(s) or,
    - Have failed the academic year.

- The Administrator, Evaluations Pre-Clerkship will send a listing to the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
    - Are writing supplemental examination(s) or,
    - Have failed the academic year

- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).

- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of the PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.

- The Administrator, Evaluations Pre-Clerkship will send a listing to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of the PSEC for students who wrote the supplemental examination(s) and:
    - Successfully completed the academic year
    - Failed the academic year

- The Chair of PSEC will bring all information pertaining to the conduct of assessment within Pre-Clerkship to Progress Committee for discussion and approval when necessary.

4.2 Clerkship - FITERs, NBME Examinations, CCE

- The Administrator, Evaluations Clerkship will track student performance on evaluation criteria integral to the Clerkship Program. Tracking of longitudinal assessment data will be reported to the CSEC.

- CSEC and Progress Committees will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all evaluation criteria.

- Clerkship remediation periods will be scheduled on consultation with the Director, Clerkship, and Director, Remediation. Students will only remediate one (1) rotation at a time and supplemental exams will be scheduled as required.

- Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances remediation will occur during the year concurrent with other rotations.

- In October of each academic year, the Program Manager, UGME will begin to prepare a preliminary graduand listing of Med IV students together with the Administrator, Enrolment, Administrator, Clerkship, and Administrator, Electives based on the criteria established within this policy.

- When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.

- Students who pass the Repeat Clerkship program will be included in the spring or fall grandaunt listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.

- The Chair of CSEC will bring all information pertaining to the conduct of assessment within Clerkship to Progress Committee for discussion and approval when necessary.

5. REFERENCES

5.1 UGME Policy and Procedures - Communicating Methods of Evaluation

5.2 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities

5.3 UGME Policy and Procedures – Deferred Examination

5.4 UGME Policy and Procedures – Supplemental Examinations

5.5 UGME Policy and Procedures - Examination Results

5.6 UGME Policy and Procedures – Invigilation of Examiners

5.7 UGME Policy and Procedures – Examination Conduct

5.8 University of Manitoba – Final Examination and Final Grades Policy

5.9 University of Manitoba – Deferred and Supplemental Examinations Procedures

5.10 University of Manitoba – Final Examination Procedures

5.11 University of Manitoba – Final Grades Procedures

6. POLICY CONTACT

Please contact the Director, Evaluations with questions respecting this policy.

COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND

Commencing with the Class of 2018, course weights (CW) are as follows:

Year One

- Foundation of Medicine – 4
- Blood and Immunology One – 3
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women's Reproductive Health/Obstetrics One – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary Tract One – 2
- Introduction to Infectious Disease Two – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

Year Two

- Oncology Two – 1
- Blood and Immunology Two - 3
- Neuroscience Two – 6
- Women's Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Tract Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6
- Dermatology Two - 1

Annex B to Promotion and Failure Policy

WEEKS ASSIGNED TO CLERKSHIP REMEDIATION

Students required to remediate Clerkship rotations

- Anesthesia - 4 weeks
- Any Population Health Course Assignment – 0.5 week
- Any Professionalism Course Assignment- 0.25 week
- CCE - 2 weeks
- Core Medicine - 6 weeks
- Elective – A period of weeks equal to the length of the elective requiring remediation
- Emergency Medicine - 4 weeks
- Evidence Based Medicine (EBM) Course - 2 weeks
- Family Medicine - 5 weeks
- Medicine Selective - 2 weeks
- Musculoskeletal Course - 2 weeks
- Obstetrics/Gynecology - 6 weeks
- Pediatrics - 6 weeks
- Psychiatry - 6 weeks
- Public Health - 1 week
- Repeat NBME Failure - 4 weeks
- Surgery - 6 weeks
- Transition to Residency (TTR) Selective – A period of weeks equal to the length of the TTR selective

February 14, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy on Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation, Max Rady College of Medicine, Rady Faculty of Health Sciences

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Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.

2. At its meeting on February 13, 2020 SCIE considered a proposal from the Max Rady College of Medicine to revise its Policy on Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation.

Observations:

1. As required to meet accreditation standards, policy statements would be added to reflect notification periods for Final In-Training Evaluations (FITERs):
   a) In the event of a fail or a borderline pass, notification would be required within five working days of completion of the rotation.
   b) Electronic submission of all FITERs would be required within six weeks of completion of the rotation.
2. The responsibilities of the Clerkship Director would be clarified by noting that FITERs are required to be submitted within six weeks of completion of the rotation, and that this may require coordination of input from multiple preceptors.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the Policy on Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective August 1, 2020.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Max Rady College of Medicine
Undergraduate Medical Education
260 Brodie Centre
727 McDermot Avenue
Winnipeg, Manitoba R3E 3P5
Telephone: 204-789-3557
Fax: 204-789-3929

Date: January 22, 2020

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Ira Ripstein, Associate Dean, Undergraduate Medical Education

Re: Policy on Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation

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Background: Over the last seven years, UGME has been committed to formalizing core process through the development of policy and procedure documents. This version of the policy was approved by the Max Rady College of Medicine College Executive Council on January 14, 2020.

Purpose: To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

Revisions – statements are as follows:

- New Policy Statements
  - Established notification period 3.2
- New Procedure Statements
  - Modified to reflect established deadlines 4.12

Evidence of Best Practice: Accreditation standards set by the Committee on Accreditation of Canadian Medical Schools were used as a guide for the creation of this policy document. Specifically, Standard 9 Element 8 on fair and timely summative assessment was reviewed.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including Progress Committee and the Max Rady College of Medicine Executive Council. Please note that both student and faculty membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of policy and procedure documents in advance of each type of examination in which they participate. Existing in digital format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the UGME Policy webpage. Notification of policy changes will also be communicated on the notice board in the Curriculum Management System.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2025.

Max Rady College of Medicine- UGME Policy

Policy Name:	Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation
Application/ Scope:	Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates
Approved (Date):	TBD
Review Date:	February 2025
Revised (Date):	February 2020
Approved By:	Progress Committee [August 2019] College Executive Council [January 2020] Senate Committee on Instruction and Evaluation [TBD] Senate [TBD]

1. PURPOSE

To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

2. DEFINITIONS

2.1 **Clerkship** – Year III and Year IV of the UGME program.

2.2 **Essential Clinical Presentations (ECP)** – Are Rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experience(s), and the expected level of student responsibility, which must be part of each particular rotation. This listing of presentations is distributed in electronic format at the start of each core rotation and must be completed electronically.

2.3 **Midpoint In-Training Evaluation Report (MITER)** – A formative assessment report completed by the student, and then reviewed by the preceptor. Distributed at the start of each core rotation that is at least four (4) weeks duration, the MITER must be completed and submitted electronically. This must include a narrative description of medical student performance

2.4 **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training which demonstrates the full range of competencies (knowledge, skills and attitudes) required of a physician. Electronically distributed at the start of each rotation, FITERs must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance.

2.5 **FITER Approval Confirmation and ECP Remediation Completion (FACERC)** - The FITER Approval Confirmation and ECP Remediation Completion survey**.**

2.6 **Clerkship Student Evaluation Committee (CSEC)** – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of assessments/examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.

2.7 **Working Day** – A day when the University of Manitoba is open for regular business.

3. POLICY STATEMENTS

3.1 Each student involved in a core rotation is responsible for completing all rotation specific ECPs, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing the ECP remediation plan, as well as a remedial rotation based on a FITER failure, if required.

3.2 Each Clerkship Director/Designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.

3.2.1 For FITERs that demonstrate either a fail or a borderline pass, notification of the FITER must occur within five working days of completion of the rotation.

~~3.1.1~~3.2.2 Electronic submission of all FITERs must occur within six weeks of completion of the rotation.

~~3.2~~3.3 Each Clerkship Director/Designate is responsible for auditing each assigned student's ECPs throughout the core rotation to identify gaps in learning, organizing a remediation plan to address the learning gaps and ensuring the student completes the remediation.

~~3.3~~3.4 Each Clerkship Director/Designate is responsible for developing a standard list of strategies that can be used in ECP remediation plans.

~~3.4~~3.5 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduand list (no later than the College Executive Council session scheduled in early to mid-April of the academic year). Failure to meet this deadline will result in a delay of graduation.

~~3.5~~3.6 This policy and its procedures will be on the first anniversary of its original passage and every five years thereafter.

4. PROCEDURES

RESPONSIBILITIES OF THE STUDENTS

4.1 Track all learning experiences related to the ECP throughout each core rotation.

4.2 Complete the MITER (if required) prior to the midpoint of the rotation and submit it for viewing by the Clerkship Director/Designate.

4.3 Attend scheduled meetings with Clerkship Director/Designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.

4.4 Ensure the rotation evaluation is completed no later than the last day of the rotation to initiate release of the FITER for the student's personal file.

4.5 Ensure the ECP is submitted no later than the end of the day on the last day of the rotation.

4.6 Complete the student component of the FITER within one (1) working day of receiving the FITER from the Clerkship Director/Designate.

4.7 Ensure any ECP remediation is completed as directed by the Clerkship Director/Designate within nineteen (19) working days from the end of the rotation.

RESPONSIBILITIES OF THE CLERKSHIP DIRECTOR/DESIGNATE

4.8 Audit each assigned student's ECP throughout the core rotation.

4.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and discuss the ECP with the student.

4.10 Organize a plan for remediation of ECP if gaps in learning are identified at the midpoint of the rotation.

4.11 Examine each student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.

4.12 Complete a FITER for each assigned student ~~no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors.~~as per policy statement 3.2. This may require coordination of input from multiple preceptors.

~~4.12~~

4.13 Meet with each student to discuss the FITER and to discuss the ECP remediation plan if one is required.

4.14 Ensure the student completes the remediation plan within fifteen (15) working days of the end of the rotation.

4.15 Within nineteen (19) days of the end of the rotation submit the FACERC Survey to the Administrator, Clerkship.

4.16 Develop a standard list of strategies that can be incorporated into a remediation plan.

RESPONSIBILITIES OF THE ADMINISTRATOR, CLERKSHIP/ADMINISTRATOR EVALUATIONS CLERKSHIP PRIOR TO THE START OF EACH CORE ROTATION

4.17 Prepare the electronic ECP, MITER, FITER and rotation evaluation in accordance with each core rotation requirements.

4.18 Prepare the electronic ECP remediation reflection for each department.

4.19 Inform the Department Assistant, where appropriate, for each rotation that the electronic documents are ready.

ESSENTIAL CLINICAL PRESENTATIONS - ECPS

4.20 Send students a reminder e-mail two (2) days before the rotation ends informing them that they are required to complete and submit the ECP on the last day of the rotation.

4.21 Generate and print the ECP Gap Report on the morning of the second day of the new rotation.

4.22 Within five (5) working days:
- Cross reference the ECP Gap Report with the completed FITERs.
- Create and distribute the ECP Gap Notification letter to the Clerkship Directors and Department Assistants indicating where required that the FITERs have not yet submitted.
- Notify Clerkship Directors and Department Assistants who have no ECP gaps.

ROTATION EVALUATION

4.23 Send students a reminder e-mail two (2) prior to a rotation ending, informing them that they are required to complete and submit the rotation evaluation on the last day of the rotation.

MITER

4.24 Send a template reminder e-mail to students, Clerkship Directors and Assistants two (2) working days prior to the midpoint of the rotation for all rotations that have a MITER.

4.25 Run the MITER Status Report five (5) working days after the midpoint of the rotation and distribute it to the Clerkship Directors and Department Assistants for action.

4.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

FITER

4.27 Send a template reminder e-mail to Clerkship Directors, Department Assistants and students five (5) working days prior to the end of the rotation.

4.28 Run the FITER Status Report one (1) working day and five (5) working days into the new rotation and distribute each to the Clerkship Directors and the Department Assistants for action.

FACERC SURVEY

4.29 In the ECP Gap Notification, identify the date for completion of the FACERC Survey. Ensure every rotation is notified of requirement to complete the FACERC irrespective of ECP gaps. FACERC completion is nineteen (19) working days into the current rotation.

4.30 Send a reminder e-mail to Clerkship Directors and Department Assistants five (5) working days prior to the required completion date of the FACERC.

4.31 On the required FACERC completion date, check to see that all FACERC have been submitted.

4.32 Immediately inform the Clerkship Director and Department Assistant for any departments where the required FACERC has not been submitted on the required date.

4.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
- The status of FACERC completion

RESPONSIBILITIES OF THE DEPARTMENT ASSISTANT

4.34 At the beginning of each rotation, organize the electronic distribution of:
- The ECP, MITER (if applicable), FITER (view only access), and rotation evaluation to each student.
- The FITER, MIITER (if applicable and view only) and ECP (view only) to each Clerkship Director/Designate.

4.35 Audit the completion of MITERs at the midpoint of the rotation and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s).

4.36 Audit the completion of FITERs and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s) prior to the end of the rotation.

4.37 Audit the student submission of ECPs and email any student(s) who has not submitted their ECP progress ensuring that all ECPs are submitted by the end of the day on the final day of the rotation.

4.38 If notified by the UGME office that inconsistencies exist between the ECP Gap Report and FITERs, have the Clerkship Director/Designate indicate the appropriate ECP remedial plan on the FITER and resubmit the FITER.

4.39 Upon completion of all of the above, ensure the Clerkship Director/Designate submits the FACERC to close the period. The deadline for submission is nineteen (19) working days into the current rotation.

5. REFERENCE

5.1 UGME Policy and Procedures - Program Evaluation

5.2 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program

5.3 UGME Policy and Procedures – Promotion and Failure

5.4 UGME Policy and Procedures – Formative Assessment

6. POLICY CONTACT

Please contact the Director, Evaluations with questions respecting this policy.

March 12, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Modification of Time Limit and Lapse of Credit Regulation, Faculty of Agricultural and Food Science

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 March 12, 2020 SCIE considered a proposal from the Faculty of Agricultural and Food Science to modify its Time Limit and Lapse of Credit regulation.

Observations:

1. Currently, the Time Limits and Lapse of Credit regulation applies to all degree programs within the Faculty of Agricultural and Food Science. The current regulation requires that students complete their degree program ten years from the date of first registration. The Faculty is proposing to include the word “normally”, to allow for exemptions to the regulation.
2. The Faculty is proposing that, for students in the Human Nutritional Sciences Second Degree program, science courses in chemistry, biology or statistics would be exempt from the ten-year time limit.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

> ***THAT Senate approve the modification of the Time Limit and Lapse of Credit regulation, Faculty of Agricultural and Food Science, effective September 1, 2020.***

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.

Faculty of Agricultural and Food Sciences

Office of the Dean
256 Agriculture Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 6026
F: 204 474 7525

MEMORANDUM

DATE: February 25, 2020

TO: Senate Committee on Instruction and Evaluation

FROM: Dr. Jitendra Paliwal, Associate Dean (Graduate Programs) and Associate Dean (Academic)

RE: **Faculty of Agricultural and Food Sciences Proposal**

Through its Faculty Council, Agricultural and Food Sciences has approved the following change to its Academic Regulation on Time Limits and Lapse of Credit.

Current practice is that students must complete their degree within ten years of admission and may not use courses more than ten years old at the time of graduation. Students can apply for an exemption to this regulation and therefore, we have added the word “normally” to allow for special cases.

The Human Nutritional Sciences program has a ‘second degree’ option where students with a first degree complete a required 60 credit hours. The program has seen a rise in the number of students in this option and special requests to use courses past the ten-year time limit. Students in the second degree must complete all the HNSC courses within the ten-year timeframe and must complete a minimum of 60 credit hours. However, students coming in with first degrees and who have completed the science requirements more than ten years prior have demonstrated that they are successful and can self-determine whether upgrading is required. Therefore, we are requesting to modify the regulation, so that HNS second degree students can automatically use courses taken more than ten years ago to meet degree requirements.

Materials for this proposed change include a clean version of the proposed calendar changes and a second version with tracked changes.

SECTION 3: Faculty Academic Regulations

3.1 Academic Regulations for all Degree Programs

Time Limits and Lapse of Credit

The normal maximum time allowed for the completion of the Agriculture degree programs is ten years from the date of first registration. A candidate for a degree will not **normally** be permitted to count toward that degree any courses taken more than ten years prior to the date of awarding the degree.

Students registered in the HNS Second Degree program will be exempted from the ten-year time limit only for science-based courses (subject areas of CHEM, BIOL and STAT) taken at the U of M or if they have previously been granted equivalences by the U of M. They will be permitted to use the science courses they already have credit for towards their program.

March 12, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to the Available Minors in Departments and Faculties Regulation, Clayton H. Riddell Faculty of Environment, Earth and Resources

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 March 12, 2020 SCIE considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth and Resources to revise its *Available Minors in Departments and Faculties* regulation.

Observations:

1. The Faculty is proposing to revise its *Available Minors in Departments and Faculties* regulation by allowing students in the Bachelor of Arts (Honours) in Geography to complete a minor.
2. The minor would be in a different subject field than that of the declared major.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

> ***THAT Senate approve the revisions to the Available Minors in Departments and Faculties regulation, Clayton H. Riddell Faculty of Environment, Earth and Resources, effective September 1, 2020.***

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.

Section 3: Degree Regulations and Services Applicable to all Programs in the Clayton H. Riddell Faculty of Environment, Earth and Resources

3.2 Available Minors in Departments and Faculties

Students in the **B.A. Geography (Honours),** Bachelor of Environmental Science, Bachelor of Environmental Studies, Bachelor of Science in Geological Sciences (Geology and Geophysics) and Bachelor of Science in Physical Geography degree programs may, if they wish, declare and complete a Minor from departments and interdisciplinary programs in which a Minor is offered. Students registered in the B.A. Geography (General; Advanced) and B.Sc. Geological Sciences (General) are required to complete a Minor prior to graduation. Students may not, however, declare both their Major and Minor from the same subject area. For example: a student in B.A. Geography program may not declare a minor in physical geography; a student in Environmental Science program may not declare a minor in Environmental Studies, etc.. Students can declare only one minor. For specific requirements to complete a Minor, please refer to the relevant Faculty/School's chapter in the Academic Calendar ~~& Catalog~~.

It should be noted that for Honours students any consideration of completing a Minor should be made early due to restricted opportunities in later years in their programs. ~~Students in the B.A. Geography (Honours) may not declare a Minor.~~

A Minor will normally consist of at least 18 credit hours, with a minimum of 12 credit hours being at the 2000-, 3000-, and 4000-levels (although there are some exceptions). Courses required in a student's specific degree program are acceptable for use in a chosen Minor, subject to the Riddell Faculty regulation stating that students may not declare both their Major and Minor from the same department or interdisciplinary program.

Students planning to enrol in the I.H. Asper School of Business [Management Minor] must consult a Riddell Faculty student advisor as enrolment in this minor program is limited. *The Management Minor consists of any 18 credit hours in courses offered by the Asper School of Business.*

March 12, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie, with Co-operative Option, Université de Saint-Boniface

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 March 12, 2020 SCIE considered the proposed revisions to the academic regulations of the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie and the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie cooperative stream, submitted by the Université de Saint-Boniface.

Observations:

1. The Université de Saint-Boniface is proposing a number of changes to the academic regulations of the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie and the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie cooperative stream, to reflect their current practices and make some clarifications.

Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie

1. A number of editorial changes and clarifications have been proposed to the academic regulations of the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie. A substantive change is that students who have completed University 1 would be required to transfer to the Baccalauréat ès sciences general, after which they could apply for entrance to the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie
2. The Université is clarifying that students who have obtained more than 48 credit hours would be eligible for the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie cooperative stream, and excess credits which meet requirements would be applied in the joint major program.
3. Students in the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie would be permitted to complete a research project in the last year of their program.

Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie cooperative stream

1. A number of editorial changes and clarifications have been proposed to the section outlining the entrance requirements of the Baccalauréat ès sciences avec majeure conjointe en biochemie-microbiologie cooperative stream. A substantive clarification is that students who are not selected for the cooperative stream would be considered for entrance to the regular stream, provided they meet the entrance requirements.

2. In addition to the current requirements of continuation, students would be required to obtain a minimum GPA of 2.0 in the evaluation of their scientific language skills in English and strengthen their skills by completing any recommended training, complete workshops within established deadlines, meet Citizenship and Immigration Canada's criteria for paid internship work, and successfully complete each of the placement courses.
3. Students would be required to demonstrate professional behaviour. Students who fail to do so could be required to withdraw from the co-operative stream.
4. If a student chooses to voluntarily withdraw from the co-operative stream, the withdrawal would take effect immediately, provided the withdrawal was during an academic session and there was no acceptance of an internship position confirmed. If the internship is in progress, the voluntary withdrawal would take effect at the start of the next academic session.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT the Senate approve the proposed revised academic regulations of the following programs, Université de Saint-Boniface, effective September 1, 2020.

- ***Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie***
- ***Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, cooperative stream***

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.

Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie

Le ~~b~~Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologi~~que~~ prévoit des études plus approfondies en biochimie et en microbiologie. L'approfondissement des connaissances dans ces disciplines permet à la diplômée ou au diplômé de se qualifier ~~dans~~ **pour** une carrière ~~r~~eliée à son ~~sujet~~ **champ** d'études. De plus, ce programme permet d'accéder directement à des études de deuxième cycle.

1.0 Admission au ~~programme du~~ Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet régulier.

Si on satisfait aux critères d'admission **de la Faculté des sciences** (directe ou après Université 1) on peut s'inscrire au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. **Selon le type d'admission, les exigences sont les suivantes :**

A. EXIGENCES SUITE À L'ADMISSION DIRECTE

Pour les étudiantes et les étudiants qui ont satisfait aux critères d'admission directe et choisit **le Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie,** les conditions à satisfaire **en 1re année pour demeurer dans le programme** sont les suivantes :

1. obtenir une note minimale de C+ (2,5) dans le cours spécifié par le secteur, soit CHEM 1311 (Université I chimie – une introduction à la chimie physique);
2. compléter les cours d'introduction requis au programme de majeure conjointe avec une note minimale de C (2,0), y compris :
    - BIOL 1021 (Biologie I: Thèmes et principes),
    - BIOL 1031 (Biologie II : ~~d~~Diversité biologique, fonction et interactions),
    - **CHEM 1301 (Université I chimie : La structure et la modélisation chimique),**
    - **MATH 1501 (Introduction au calcul),**
    - MATH 1701 (Calcul II),
    - **PHYS 1021 (Physique générale I) ou PHYS 1051 (Physique I: La mécanique),**
    - PHYS **1031 (Physique générale II) ou PHYS 1071 (Physique II : La physique des ondes et la physique moderne); et**
3. obtenir une moyenne pondérée cumulative du programme (MPCP) d'au moins 2,00 (C) indépendamment du point d'entrée, et satisfaire aux ~~exigences de continuation du programme~~ **conditions de poursuite des études (seuil de rendement).**

B. EXIGENCES SUITE À L'ADMISSION APRÈS UNIVERSITÉ 1

Les étudiantes et les étudiants qui ont terminé Université 1 **doivent transférer au Baccalauréat ès sciences général. Ils pourront par la suite faire une nouvelle demande d'admission au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie.**

Les conditions **à satisfaire pour être admis au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie - volet régulier sont les suivantes:**

1. avoir complété 30 crédits à Université 1. Toutefois, sur recommandation du département, il est possible de ~~s'inscrire~~ **faire une demande** après avoir obtenu 24 crédits;
2. avoir obtenu une note minimale de C+ (2,5) dans le cours spécifié par le secteur, soit CHEM 1311 (Université I chimie – une introduction à la chimie physique);
3. avoir préférablement complété les cours d'introduction requis au programme de majeure conjointe avec une note minimale de C (2,0), y compris :
    - BIOL 1021 (Biologie I: Thèmes et principes),
    - BIOL 1031 (Biologie II : ~~d~~Diversité biologique, fonction et interactions),
    - **CHEM 1301 (Université I chimie : La structure et la modélisation chimique),**
    - **MATH 1501 (Introduction au calcul),**
    - MATH 1701 (Calcul II),
    - **PHYS 1021 (Physique générale I) ou PHYS 1051 (Physique I: La mécanique),**
    - PHYS 1031 (Physique générale II) ou PHYS 1071 (Physique II : lLa physique des ondes et la physique moderne); et
4. avoir une moyenne pondérée cumulative du programme (MPCP) d'au moins 2,00 (C) indépendamment du point d'entrée, et satisfaire aux ~~exigences de continuation du programme~~ **conditions de poursuite des études (seuil de rendement).**

Une étudiante ou un étudiant qui aurait obtenu plus de 30 crédits est admissible au ~~b~~Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – **volet régulier** et les crédits excédentaires qui satisfont aux exigences seront appliqués au programme de majeure conjointe.

Une étudiante ou un étudiant qui aurait obtenu plus de 48 crédits est admissible au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie - volet coopératif et les crédits excédentaires qui satisfont aux exigences seront appliqués au programme de majeure conjointe. Voir les exigences d'admission au volet coopératif.

La demande d'admission s'effectue en ligne à partir du site du Registrariat.

2.0 Organisation et structure du programme

Le volet régulier du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie comprend seulement des sessions académiques, par contre, un projet de recherche peut être réalisé dans sa dernière année du programme.

Plusieurs cours obligatoires du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie sont offerts en rotation. Il est donc important de communiquer avec la vice-doyenne ou le vice-doyen de la Faculté des sciences (info_cours_sciences@ustboniface.ca) pour établir la liste et la séquence des cours à suivre.

Les cours requis dans le volet régulier sont les mêmes que ceux du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie - volet coopératif.

3.0 Seuil de rendement (conditions de poursuite des études)

Une fois admis, l'étudiante ou l'étudiant doit répondre aux conditions suivantes pour demeurer inscrit dans le volet régulier du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, sinon, elle ou il devra se retirer :

1. ~~M~~maintenir une moyenne pondérée cumulative du programme (MPCP) de 2,00 (C) à chaque évaluation de rendement.
2. ~~L~~l'évaluation de rendement se fera après avoir obtenu 54 crédits et, par la suite, après la série d'examens de fin de session d'hiver (avril). Si on n'obtient pas la moyenne pondérée cumulative du programme (MPCP) de 2,00 (C), il faut se retirer du baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie.
3. ~~C~~cours échoués : si on échoue plus de 18 crédits après avoir été admis au baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, il faut se retirer du programme. Les cours échoués, s'ils sont requis au programme, doivent être repris. Un cours échoué et facultatif au programme pourra être remplacé par un autre cours facultatif avec l'autorisation du ~~d~~Département.

L'étudiante ou l'étudiant inscrit au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie peut~~, s'il le veut,~~ déclarer une ou plusieurs mineures.

4.0 Conditions d'obtention de diplôme

L'Université du Manitoba accordera le grade de Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie à toute étudiante ou à tout étudiant de l'USB qui aura obtenu :

1. 120 crédits avec une note minimale de C+ dans le cours CHEM 1311, une note minimale de C dans les cours propres à la majeure conjointe et une note minimale de D dans les autres cours du baccalauréat;
2. un minimum de 6 crédits (avec un maximum de 36 crédits) sont exigés hors des sciences;
3. une moyenne pondérée cumulative du programme (MPCP) de 2,00 (C);
4. un maximum de 18 crédits de cours échoués après avoir été admis au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les cours échoués, s'ils sont requis au programme, doivent être repris. Un cours facultatif au programme qui est échoué pourra être remplacé par un autre cours facultatif avec l'autorisation du ~~d~~Département.

Palmarès du doyen

Les étudiantes et les étudiants à la Faculté des sciences inscrits à un minimum de 12 crédits par session et qui obtiennent une moyenne pondérée de 3,75 ou plus seront inscrits au Palmarès du doyen.

Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, volet coopératif

Le ~~b~~Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif prévoit des études plus approfondies en biochimie et en microbiologie, avec une alternance de huit sessions académiques et de trois (ou quatre) stages de quatre mois rémunérés au sein de l'industrie, de laboratoires ou d'organismes gouvernementaux. L'approfondissement des connaissances dans ces disciplines permet à la diplômée ou au diplômé de se qualifier ~~dans~~ pour une carrière ~~reliée~~ à son ~~sujet~~ champ d'études. De plus, ce programme permet d'accéder directement aux études de deuxième cycle.

Les stages professionnels en milieu de travail sont gérés par l'Université du Manitoba.

Communiquer avec **la personne responsable des stages du Département des sciences expérimentales** pour toute demande d'information.

1.0 Admission au ~~programme~~ volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie

Si on satisfait aux critères d'admission de la Faculté des sciences (directe ou après Université 1), on peut, durant sa deuxième année, faire une **nouvelle** demande d'admission au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif si l'on satisfait les exigences suivantes :

1. avoir complété ou être sur le point de terminer un minimum de 48 crédits (y compris les 6 crédits de français recommandés par le *Service de perfectionnement linguistiques*), mais moins de 90 crédits au Baccalauréat ès sciences;
2. avoir complété les cours et les préalables de première et de deuxième années requis au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie avec une note minimale de C (2,0), y compris :
   - BIOL 1021 (Biologie I: Thèmes et principes),
   - BIOL 1031 (Biologie II : ~~d~~Diversité biologique, fonction et interactions),
   - **CHEM 1301 (Université I chimie : La structure et la modélisation chimique),**
   - **MATH 1501 (Introduction au calcul),**
   - MATH 1701 (Calcul II),
   - PHYS 1021 (Physique générale I) ou PHYS 1051 (Physique I: La mécanique),
   - PHYS 1031 (Physique générale II) ou PHYS 1071 (Physique II : ~~l~~La physique des ondes et la physique moderne),
   - **CHEM 2211 (Introduction à la chimie organique I : Structure et fonction),**
   - CHEM 2221 (Introduction à la chimie organique II : ~~r~~Réactivité et synthèse),
   - **MBIO 1011 (Microbiologie I),**
   - MBIO 2021 (Microbiologie II)
   - **CHEM / MBIO 2361 (Biochimie 1 : Les molécules biochimiques et une introduction à l'énergie métabolique),**
   - CHEM / MBIO 2371 (Biochimie II : ~~c~~Catabolisme, synthèse et les voies d'information);
3. avoir obtenu une note minimale de C+ (2,5) dans le cours CHEM 1311 (Université I chimie – une introduction à la chimie physique);
4. avoir une moyenne pondérée cumulative du programme (MPCP) d'au moins 2,5 (C+); et
5. être aux études à temps plein.

Note : Une étudiante ou un étudiant qui aurait complété plus de 48 crédits (mais moins de 90 crédits) peut soumettre une demande d'admission au volet coopératif et les crédits excédentaires qui satisfont aux exigences seront appliqués au baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif.

La demande d'admission s'effectue en ligne à partir du site du Registrariat. Le formulaire dûment rempli ainsi que toutes les pièces appuyant la demande doivent être acheminés au Registrariat avant la date limite. Le Département des sciences expérimentales procède à l'évaluation des demandes d'admission et au processus de sélection.

Le volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie est un programme compétitif et sélectif. Le fait de satisfaire aux exigences d'admission du volet coopératif ne garantit pas une place dans le volet coopératif. De plus, si le nombre de demandes excède le nombre de places disponibles, le ~~d~~Département se réserve le droit de sélectionner les candidats les mieux qualifiés.

Advenant que le comité de sélection ne puisse pas retenir la candidature d'une étudiante ou d'un étudiant pour le volet coopératif, l'étudiante ou l'étudiant sera redirigé au volet régulier si elle ou il satisfait aux exigences.

Chaque étudiante et étudiant coopératif s'engage à faire évaluer ses compétences linguistiques scientifiques en anglais et, au besoin, à les renforcer ~~par l'entremise des~~ **en suivant les** formations qui lui seront recommandées. La maîtrise de l'anglais est essentielle afin que l'étudiante ou l'étudiant puisse intégrer le milieu dans lequel il sera appelé à travailler dans le cadre de ses stages professionnels.

L'étudiante ou l'étudiant a la responsabilité de répondre aux exigences du programme d'études et de Citoyenneté et Immigration Canada, le cas échéant, afin de pouvoir effectuer les stages professionnels.

Les stages professionnels en milieu de travail sont gérés par l'Université du Manitoba.

2.0 Organisation et structure du programme

Le volet coopératif comprend une alternance de sessions académiques et de stages **professionnels** en milieu de travail.

Chaque session académique et chaque stage professionnel commencent en septembre, en janvier ou en mai.

Plusieurs cours obligatoires du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie sont offerts en rotation. Il est donc important de communiquer avec la personne responsable des stages pour établir la liste et la séquence des cours à suivre.

L'étudiante ou l'étudiant est également tenu de suivre la séquence des sessions académiques et des stages professionnels en milieu de travail établie **par la personne responsable des stages.**

A. Sessions académiques

Les cours requis dans le volet coopératif sont les mêmes que ceux du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie - **volet régulier.**

L'étudiante ou l'étudiant doit poursuivre ses études à temps plein (équivalent au minimum de 9 heures crédits par session académique).

B. Stages professionnels

Les stages professionnels en milieu de travail sont gérés par l'Université du Manitoba.

Il est recommandé de suivre MBIO 3411 avant de partir en stage.

Chaque stage (~~MBIO 3981, MBIO 3991, MBIO 4981, MBIO 4991,~~ SCI 3981, SCI 3991, SCI 4981, SCI 4991), d'une durée de quatre mois, est rémunéré. Chaque stage **professionnel** est équivalent à la durée d'une session académique régulière. Il faut compléter un minimum de trois stages **professionnels.**

L'étudiante ou l'étudiant est tenu de s'inscrire aux stages professionnels appropriés et de s'acquitter des droits de scolarité associés aux stages professionnels selon les dates établies par le Registrariat.

Après chaque stage professionnel, l'étudiant ou l'étudiante doit soumettre un rapport de stage pour évaluation (de type réussite/échec). La date de remise des rapports de stage est déterminée par la personne responsable des stages du Département des sciences expérimentales et communiquée à l'étudiante ou à l'étudiant par la coordonnatrice ou par le coordonnateur des stages à l'Université du Manitoba.

L'étudiante ou l'étudiant est tenu d'obtenir le guide de rédaction du rapport de stage, afin que celui-ci soit conforme quant à la forme et au contenu, auprès de la personne responsable des stages du Département des sciences expérimentales.

La note globale « réussite » doit être obtenue dans chacun des stages professionnels. Si l'évaluation d'un rapport de stage s'avère insatisfaisante (échec), les procédures mises en place seront suivies.

Durant les stages professionnels en milieu de travail, l'étudiante ou l'étudiante ne peut pas suivre plus de 3 heures crédits de cours. Tout cours suivi durant les stages professionnels nécessite l'approbation de la coordonnatrice ou du coordonnateur des stages à l'Université du Manitoba et de l'employeur.

3.0 Seuil de rendement (conditions de poursuite des études)

Une fois admis, l'étudiante ou l'étudiant doit répondre aux conditions suivantes pour demeurer inscrit dans le volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie, sinon, elle ou il devra se retirer:

1. **obtenir une cote globale minimale de 2 lors de l'évaluation des compétences linguistiques scientifiques en anglais et renforcer ses compétences en suivant les formations qui lui seront recommandées, le cas échéant;**
2. **compléter les ateliers d'intégration professionnelle dans les délais établis;**
3. **avoir la citoyenneté canadienne, le statut de résident permanent ou un permis de travail coop;**
4. maintenir une moyenne pondérée cumulative du programme (MPCP) de 2,5 (C+) à chaque évaluation de rendement. (L'évaluation de rendement se fera après chaque fin de session académique. Si on n'obtient pas la moyenne pondérée cumulative du programme (MPCP) de 2,50 (C+), il faut se retirer du volet coopératif du baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie.);
5. répondre aux exigences académiques du Baccalauréat ès sciences avec majeure conjointe en biochimie et microbiologie;
6. **réussir ses stages professionnels (évaluation de l'employeur et réussite du rapport de stage);**
7. étudier à temps plein.

L'étudiante ou l'étudiant doit être en session académique ou en stages professionnels. ~~Il ou elle~~ **Elle ou il** doit terminer son baccalauréat par une session académique.

L'étudiante ou l'étudiant qui ne satisfait pas aux exigences académiques, linguistiques et professionnelles devra se retirer du volet coopératif.

L'étudiante ou l'étudiant doit faire preuve d'un comportement professionnel irréprochable. Tout manque de professionnalisme ou comportement jugé insatisfaisant par l'employeur coop ou par la personne responsable des stages sera étudié et pourrait entrainer le retrait de l'étudiante ou de l'étudiant du volet coopératif.

En cas d'un retrait volontaire du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif, le retrait entre en vigueur immédiatement s'il s'agit d'une session académique et qu'aucun énoncé d'acceptation d'offre de stage professionnel n'a été confirmé pour la période de stage qui s'annonce.

Le retrait volontaire du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif pourrait n'entrer en vigueur qu'au début de la session académique suivante si l'étudiante ou l'étudiant coop a déjà confirmé l'acceptation d'offre de stage professionnel avec une employeuse ou employeur coop ou si le stage professionnel est en cours.

En cas d'accord de retrait volontaire d'un stage professionnel, l'étudiante ou l'étudiant doit s'acquitter des droits de scolarité pour un stage professionnel si elle ou il a déjà confirmé une acceptation d'offre de stage professionnel avec une employeuse ou employeur coop ou si le stage professionnel est en cours.

L'étudiante ou l'étudiant qui échoue un cours obligatoire dans le programme, doit le reprendre. Un cours facultatif au programme et qui est échoué pourra être remplacé par un autre cours facultatif avec l'autorisation du ~~d~~**D**épartement.

L'étudiante ou l'étudiant qui échoue plus de 18 crédits après avoir été admis au Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif devra se retirer du programme.

L'étudiante ou l'étudiant qui se retire du volet coopératif, volontairement ou non, doit s'assurer de répondre à toutes les exigences de son nouveau programme.

4.0 Conditions d'obtention de diplôme

L'Université du Manitoba accordera le grade de Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie – volet coopératif à toute étudiante ou à tout étudiant de l'USB qui aura obtenu :

1. 120 crédits avec une note minimale de C+ dans le cours CHEM 1311, une note minimale de C dans les cours propres à la majeure conjointe et une note minimale de D dans les autres cours du baccalauréat;
2. un minimum de 6 crédits (avec un maximum de 36 crédits) sont exigés hors des sciences;
3. une moyenne pondérée cumulative du programme (MPCP) de 2,50 (C+);
4. une note de « réussite » dans un minimum de 3 stages professionnels et **qui satisfait les exigences professionnelles;**
5. un maximum de 18 crédits de cours échoués après avoir été admis au volet coopératif du Baccalauréat ès sciences avec majeure conjointe en biochimie-microbiologie. Les cours échoués, s'ils sont requis au programme, doivent être repris. Un cours facultatif au programme et qui est échoué pourra être remplacé par un autre cours facultatif avec l'autorisation du ~~d~~**D**épartement.

Palmarès du doyen
Les étudiantes et les étudiants à la Faculté des sciences inscrits à un minimum de 12 crédits par session et qui obtiennent une moyenne pondérée de 3,75 ou plus seront inscrits au Palmarès du doyen.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
The Legal Research Institute

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html

2. At meetings on March 26th and April 9th 2020, SCUR considered a report from the Legal Research Institute (LRI) for its periodic review, as per University policy.

3. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes

4. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in sections 2.6 to 2.13 of the Procedures, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which (as per section 2.8 of the Procedures) contained:

    a) A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
    b) a five-year plan which identifies future research directions and development strategies;
    c) letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
    d) the names of individuals who could provide external assessments of the research centre/institute.

2. The membership of this sub-committee was as follows:

    Dr. Gary Glavin, Office of the Vice-President (Research and International) (Chair)
    Dr. Norm Halden, Riddell Faculty of Environment, Earth, and Resources
    Dr. Michelle Porter, Faculty of Kinesiology and Recreation Management

3. The assessment of the sub-committee was as follows:

The Legal Research Institute (LRI) aims to support the creation and dissemination of

research that is of high quality, independent, and of interest and relevance, particularly to the Manitoba legal community, policy makers, and public.

The LRI has the following specific objectives:

- to stimulate and facilitate legal research
- to support legal research by academic staff at the University of Manitoba, primarily in the Faculty of Law;
- to obtain research funding;
- to promote the development of legal research skills among students;
- to support conferences, workshops or seminars on legal topics of significance to Manitoba and/or featuring Manitoba-based research;
- to support scholarly publications associated with the Faculty of Law; and
- to promote and publicize the research activity funded by the LRI.

In large part these objectives appear to have been met in terms of the number of students supported, publications and presentations. It is less clear that "obtaining research funding" has been met. While there is annual support from the Manitoba Law Foundation, this appears to be the sole source of funding supporting the LRI.

It might be assumed that some of the (SSHRC) research funding obtained by the participants is the result of LRI activities, however, this could be made more explicit and connected to the research projects that were funded.

The Five-Year Plan of the LRI (2019-2024) contemplates the enhanced capacity of the LRI to support the publication of research and to disseminate and render accessible research. Accordingly, the LRI has the following objectives:

- supporting legal research by academic staff at the University of Manitoba, primarily in the Faculty of Law;
- promoting the development of legal research skills among students;
- supporting conferences, workshops or seminars on legal topics of significance to Manitoba and/or featuring Manitoba-based research;
- supporting scholarly publications associated with the Faculty of Law; and
- publicizing the research activity funded by the LRI.

It appears that the development of this plan is an ongoing process and is discussed on a regular basis.

It would be useful to clarify who the "members" of the LRI are. Is the Institute comprised of all members of the Faculty of Law or selected faculty members?

One suggestion is that the LRI look to add members/contributors who are from faculties other than law in order to increase collaboration and add additional persepctives.

It does not necessarily follow that there should be no longer any need to "obtain research funding". This phrase may reflect the need for funding for the LRI operation, rather than research funding per se, and this should be clarified.

It will be important for the Institute to explore additional sources of operational funding support (other than the Manitoba Law Foundation).

The LRI proposes future research directions which hold true to the original mandate in the areas of advancing legal knowledge, fostering excellence within the legal profession and facilitating community understanding of the justice system. Development strategies, and what these might mean and how they might be linked to ongoing research by the principals, are not discussed. Strategic influences, challenges, and opportunities are listed where there is recognition that a sole funder makes the LRI vulnerable, and that new sources of income

and support need to be considered, perhaps in the form of J.D. tuition fee revenue.

It might be useful for the Institute to undertake a strategic research planning exercise in order to define several selected research areas in which the faculty has a critical mass of research expertise and use these areas as focal points on which to concentrate the research activities of the LRI.

The LRI seeks to continue support for its Research Assistant and Journal Publication Program (Canadian Journal of Human Rights and the Manitoba Law Journal) which are considered amongst the LRI's strengths. The LRI will also continue supporting conferences and workshops.

It might be worth noting how (if at all) the LRI will integrate into the new Master of Human Rights program and how research in human rights and social justice can or will be part of the LRI mandate.

Letters of support for renewal of the LRI from Dr. Judy Hughes, Faculty of Social Work, University of Manitoba, Dr. Bruce MacDougall, Faculty of Law, University of British Columbia and Dr. Neil McArthur, Faculty of Arts, University of Manitoba, are uniformly supportive.

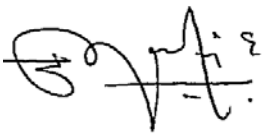
In summary, the LRI has generally fulfilled both the general objectives of research centres/institutes as stipulated under the current Policy as well as its specific objectives, as indicated on its establishment.

The research training and funding of the centre has remained stable and, as noted, the Institute should make concrete efforts to expand its funding beyond the annual grant from the Manitoba Law Foundation.

Recommendation:

THAT the *Legal Research Institute*, be renewed for a term of 5 years, from May 31, 2020 through May 30, 2025.

Respectfully submitted,



Dr. Digvir Jayas, Chair
Senate Committee on University Research

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

April 2, 2020

Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Anesthesiology

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html

2. At its meeting on March 26, 2020, SCUR received for review, a proposal to establish a Professorship in Anesthesiology.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

Observations:

1. The Rady Faculty of Health Sciences has proposed a Professorship in Anesthesiology.

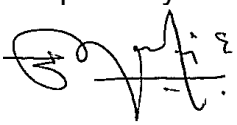
2. The purpose of the Professorship is to provide research, scholarship, innovation, leadership and mentorship in support of knowledge creation.

3. The Chair will be funded through an endowment fund from contributions from Dr. James Beckstead and his wife Doreen and the Health Science Centre Anesthesiologists Group, as well as a contribution from the Health Science Centre Foundation.

Recommendation:

The Senate Committee on University Research recommends THAT: the Professorship in Anesthesiology be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

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

University of Manitoba Office of the Provost and Vice-President (Academic)
208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: February 24, 2020

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

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Anesthesiology

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Professorship in Anesthesiology. This Professorship aligns with the priorities of the College, the Faculty, and the University and will support research in the areas of anesthesiology, and perioperative and pain medicine.

The policy on Chairs and Professorships specifies that:

(1) Professorships are established to advance the University's academic goals and objectives;
(2) Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
(3) Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;
(4) The establishment of a Professorship normally shall not be tied to the appointment of a particular person;
(5) Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
(6) The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies the above requirements. Funding will be derived from an endowment from Dr. James Beckstead and his wife Doreen, the Health Sciences Centre Anesthesiologists group, and the Health Sciences Centre Foundation totaling almost $1,100,000.

I support this proposal from the Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

Rady Faculty of Health Sciences | UM

Max Rady College of Medicine
A103 Chown Bldg
753 McDermot Avenue
Wpg MB Canada R3E 0T6
Ph: 204-789-3485

Memorandum

Date: Nov 19 2019

To: Janice Ristock
Provost & Vice-President (Academic)

From: Dr. Brian Postl, Dean and Chair of the Max Rady College of Medicine Council

Re: Senate Approval

The Max Rady College Council is requesting initiation of the Senate approval process for the following:

1) Proposal/ToR for a Professorship in Anesthesiology
~~2) Proposal/ToR for a Professorship in Diabetes~~

The above motions were approved unanimously at the Max Rady College Council meeting on Nov 18 2019.

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

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

Copy: Diane Hiebert-Murphy

PROPOSAL TO ESTABLISH A PROFESSORSHIP IN ANESTHESIOLOGY AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba, the Department of Anesthesiology, Perioperative and Pain Medicine, Max Rady College of Medicine requests approval for the establishment of a Professorship in Anesthesiology.

TYPE OF APPOINTMENT:

Professorship

AREA OF PROFESSORSHIP:

Anesthesiology, Perioperative and Pain Medicine

PURPOSE AND OBJECTIVES OF THE PROFESSORHIP:

The purpose of the endowed Professorship in Anesthesiology will be to provide research, scholarship, innovation, leadership and mentorship in support of knowledge creation. The benefits of the establishment of this professorship within the Department of Anesthesiology, Perioperative and Pain Medicine are as follows:

- The promotion of clinical, translational, basic and epidemiologic research in Anesthesiology subject areas.
- Recruitment or retention of a clinician scientist with an interest in developing a collaborative research program within the Department and with external stakeholders in the Max Rady College of Medicine and other local, national and international research organizations.
- Foster a team science approach to building and sustaining a Departmental research program.
- Enhanced grant funding competitiveness at the local and national levels.
- Support the supervision and mentorship of learners (students, residents, Fellows) interested in pursuing research activities within the department.
- Research knowledge translation to improve and enhance the care of patients in Manitoba, Canada and potentially globally.

RELATIONSHIP AND PROPOSING UNIT:

The Department of Anesthesiology, Perioperative and Pain Medicine, in the Max Rady College of Medicine is well positioned to support and foster research both locally and nationally. The development of an Anesthesia Research Office, Anesthesia Oversight and Advisory Committee coupled with robust internal grant systems for Faculty well over a decade ago has resulted in a very significant increase in research and academic productivity. The financial support provided by the Faculty members has

been instrumental in fostering and supporting the academic mission. The global knowledge creation mission in the Department has led to a substantial number of excellent publications in national and international Anesthesiology and related field journals. Faculty members have been able to leverage the lessons learned from the submission of internal grant applications with associated peer review to enable success at local and national granting agency competitions (Canadian Anesthesiologists Society Research Awards). Three of our Faculty members have been part of highly successful collaborative grant awards from the Canadian Institutes of Health Research within the past two years. The Perioperative Anesthesia Clinical Trials Group (PACT) secretariat was successfully relocated to our Department from Dalhousie University. This is the largest and most successful Anesthesia clinical trials group in Canada with a track record of grant application success totaling several million dollars. The Chair of PACT is Dr. Eric Jacobsohn (former Department Head and Associate Dean, Professionalism in the Max Rady College of Medicine).

METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:

The Professorship will be funded by an endowment fund created through extremely generous contributions by longtime Department and Faculty member, Dr. James Beckstead and his wife Doreen and the Health Sciences Centre Anesthesiologists group. The endowment fund has a balance of $974,464 and the Health Sciences Centre Foundation has made a further commitment of $115,000 to be fulfilled once the professorship is approved, bringing the total value of the endowment fund to over $1 million. The annual spending allocation will be divided between salary and operating research support as deemed appropriate based on a candidate's need. The appointee will also have the ability to compete for research grants managed by the Department of Anesthesiology, Perioperative and Pain Medicine Oversight and Advisory Committee.

GENERAL AND SPECIFIC ACADEMIC REQUIREMENTS FOR THE PROFESSORHSIP:

In accordance with the Procedures and Mechanisms for establishing Chairs and Professorships at the University of Manitoba, individuals appointed to the "Professorship in Anesthesiology" shall have the following qualifications:

- Canadian Citizen or permanent resident.
- M.D. (Royal College certified in Anesthesiology).
- Holding a current academic appointment at the rank of Assistant Professor, Associate Professor or Professor.
- Hold a full-time academic appointment in the Department of Anesthesiology, Perioperative and Pain Medicine, Max Rady College of Medicine and maintain their primary clinical practice at the Health Sciences Centre, Winnipeg.
- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic and clinical community at the local, national and/or international level.
- History of mentoring students, junior colleagues and investigators.
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

Selection of candidate:

- The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.
- The professorship award recipient will be selected by a committee comprising the following members of the Department of Anesthesiology, Perioperative and Pain Medicine:
    - Head of Department (Chair).
    - Vice-Dean Research or delegate, Rady Faculty of Health Sciences.
    - Associate Head, Research and Academics.
    - Associate Head, Education.
    - Three Members-at-large (2 - Department Oversight and Advisory Committee, 1-Faculty).
    - External member of the Max Rady College of Medicine (at the Discretion of the Chair).

TERM OF THE APPOINTMENT:

The initial term of the appointment will be for 5 years and renewable based on performance and the availability of funds per University policy.

- The incumbent will acknowledge that she or he holds the Professorship in Anesthesiology in the Department of Anesthesiology, Perioperative and Pain Medicine at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.
- Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of research and teaching activities to the Head of the Department of Anesthesiology, Perioperative and Pain Medicine, Associate Head - Research and Academics of the Department and the Dean of the Max Rady College of Medicine, Rady Faculty of Health Sciences. In turn, the Dean shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- The appointee in collaboration with the Associate Head, Research and Academics and ordelegate will provide an annual written report to the donor on the year's activities, and offer an annual opportunity for a face-to-face meeting to discuss their research activities.
- The appointee to the Professorship will participate in an annual research performance review that will include the Associate Head, Research and Academics and the Head, Department of Anesthesiology, Perioperative and Pain Medicine.
- The incumbent will also provide an annual written progress report to the Department of Anesthesiology, Perioperative and Pain Medicine Oversight and Advisory Committee. The appointee will be expected to provide updates to Faculty regarding research activities using Grand Rounds or Research-In-Progress presentation formats.
- The renewal of the appointment for an additional term will be subject to a successful review of the incumbent's performance by the Associate Head, Research and Academics and the Head of the Department of Anesthesiology, Perioperative and Pain Medicine with feedback from the Department of Anesthesiology, Perioperative and Pain Medicine Oversight and Advisory Committee.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities:

The Professorship holder is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication:

1. Publications – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.

2. Presentations – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding:

1. Operating – There is evidence that the Professorship holder plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.

2. Student Funding – The Professorship holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision:

The Professorship holder is expected to be involved in the supervision of research trainees.

Other Provisions:

- The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- Cross appointment to an appropriate basic science department may also be considered.
- The incumbent will participate in an appropriate amount of teaching activity, including undergraduate students, residents, Fellows and graduate students, where appropriate.

May 5, 2020

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on April 16, 2020 to consider nominations to fill vacancies on the standing committees of Senate.

Observation

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms. Unless otherwise stated, all terms begin on June 1, 2020.

Following the list is the membership list for each of those committees, including the names of the nominees, which have been highlighted.

Recommendations

The Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Terri Ashcroft (R)*	Health Sciences	2023.05.31
	Carrie Madden (R)	Science	2023.05.31
	Virginia Torrie (R)	Law	2023.05.31
	Elizabeth Troutt (R)	Arts	2023.05.31
Senate Committee on Academic Freedom	Colette Simonot-Maiello (S)**	Music	2023.05.31
	Parimala Thulasiraman	Science	2023.05.31

Senate Committee on Admissions	David Mandzuk (S) (R) *(term starts July 1, 2020)*	Education and Extended Education	2021.05.31
	Robert Biscontri (S) (R)	Management	2023.05.31
	Derek Brewin (R)	Agricultural and Food Sciences	2023.05.31
	Karen Dow (R)	Engineering	2023.05.31
	Edward Jurkowski (S)	Music	2023.05.31
Senate Committee on Admission Appeals	Jitendra Paliwal (R)	Engineering	2023.05.31
	Subbu Sivaramakrishnan (R)	Management	2023.05.31
	Karen Wilson Baptist (R)	Architecture	2023.05.31
Senate Committee on Appeals	Rod Lastra (R)	Extended Education	2023.05.31
	Malcolm Smith (S) (R)	Management	2023.05.31
Senate Committee on Awards	Darcy MacPherson (R)	Law	2023.05.31
	Jennifer McLeese (R)	Science	2023.05.31
Senate Committee on Curriculum and Course Changes	Judith Hughes	Social Work	2023.05.31
	Ben Li (R)	Science	2023.05.31
Joint Senate Committee on Master's Programs	Andrea Rounce (R)	Arts	2023.05.31
Senate Committee on Libraries	Stefi Baum (S) (R)	Science	2023.05.31
	Miroslaw Pawlak (R)	Engineering	2023.05.31
Senate Committee on Medical Qualifications	Rakesh Arora	Health Sciences	2023.05.31

Senate Planning and Priorities Committee	Derek Oliver (S) *(term starts July 1, 2020)*	Engineering	2022.05.31
	Gary Anderson (R)	Science	2024.05.31
	Orvie Dingwall (R)	Libraries	2024.05.31
Senate Committee on Rules and Procedures	John Anderson (S) (R)	Science	2023.05.31
	Reg Urbanowski (S) (R)	Health Sciences	2023.05.31
Senate Committee on University Research	Anita Brûlé-Babel (R)	Agricultural and Food Sciences	2023.05.31
	Shawn Clark (S) (R)	Engineering	2023.05.31
	Michelle Porter (R)	Kinesiology and Recreation Management	2023.05.31
	Jeff Taylor (S) (R)	Arts	2023.05.31

* (R) indicates re-appointment
** (S) indicates a member of Senate

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	Robert Hoppa	Arts	2021.05.31
Vice-Chair, elected by and from the academic staff members	TBD		2021.05.31
Ten members of the academic staff appointed by Senate	Nancy Hansen	Graduate Studies	2021.05.31
	Robert Hoppa	Arts	2021.05.31
	Christine Kelly	Health Sciences	2021.05.31
	Krystyna Koczanski	Science	2021.05.31
	TBD	TBD	2021.05.31
	Terri Ashcroft	Health Sciences	2023.05.31
	Carrie Madden	Science	2023.05.31
	Virginia Torrie	Law	2023.05.31
	Elizabeth Troutt	Arts	2023.05.31
	TBD		2023.05.31
Two students appointed by Senate	Julia Minarik	Graduate Studies	2020.05.31
	Erin Thomas	Engineering	2020.05.31

Resource: Marcia Yoshida 474-6166

Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON ACADEMIC FREEDOM

as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units	Cam Morrill	Management	2021.05.31
	Jeffery Taylor (S)	Arts	2021.05.31
	Johan van Lierop (S)	Science	2022.05.31
	Colette Simonot-Maiello (S)	Music	2023.05.31
	Parimala Thulasiraman	Science	2023.05.31
Two students, at least one of whom shall be a student Senator	Julia Minarik (S)	Graduate Studies	2020.05.31
	Nina Lam (S)	Arts	2020.05.31

Resource: Shannon Coyston 474-6892
Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON ADMISSIONS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Laurie Schnarr, designate		*Ex-officio*
Vice-Provost (Students) (or designate)	Laurie Schnarr, designate Erin Stone		*Ex-officio*
Executive Director, Enrolment Services	Jeff Adams		*Ex-officio*
Dean, Faculty of Arts (or designate)	Jason Leboe-McGowan, designate		*Ex-officio*
Dean, Faculty of Science (or designate)	Ben Li, designate Peter Loewen (alternate)		*Ex-officio*
Dean, Rady Faculty of Health Sciences (or designate)	Bruce Martin, designate		*Ex-officio*
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Jonathan Beddoes (S) David Mandzuk (S) *(term starts July 1, 2020)*	Engineering & Architecture Education/Extended Ed.	2020.06.30 2021.05.31
	Edward Jurkowski (S)	Music	2023.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Sarah Teetzel	Kinesiology & Recreation Management	2021.05.31
	Rusty Souleymanov (S)	Social Work	2022.05.31
	Robert Biscontri (S)	Management	2023.05.31
	Derek Brewin	Agricultural and Food Sciences	2023.05.31
	Karen Dow	Engineering	2023.05.31
Three students	Katelyn Casalla	Science	2020.05.31
	Kristine Macalinao	Science	2020.05.31
	TBD		2020.05.31
Deputy Minister of Economic Development and Training (or designate)	DECLINED		*Ex-officio*
One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association	Kelly Teixeira	St. John's-Ravenscourt School	2021.05.31

Resource: Olga Kuznetsova 474-8820
Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON ADMISSION APPEALS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
One member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee*	David Mandzuk, Chair	Education	2021.05.31
One member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee.* The Vice-Chair shall not be from the same Faculty/School/College as the Chair	Brenda Hann, Vice-Chair	Science	2021.05.31
Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University	Ryan Cardwell	Agricultural and Food Sciences	2021.05.31
	Silvia Alessi-Severini *(leave replacement for Leisha Strachan)*	Health Sciences *(Kin. & Rec. Mgt.)*	2020.06.30 *(2021.05.31)*
	Lucas Tromly	Arts	2021.05.31
	Mike Domaratzki	Science	2022.05.31
	Jennifer Schulz	Law	2022.05.31
	Jitendra Paliwal	Engineering	2023.05.31
	Subbu Sivaramakrishnan	Management	2023.05.31
	Karen Wilson Baptist	Architecture	2023.05.31
Two students	Tyrese Gibbes	Engineering	2020.05.31
	Tanjit Nagra	Graduate Studies	2020.05.31
President of UMSU (or designate)	Jelynn Dela Cruz		*Ex-officio*
Director (Admissions), Enrolment Services (non-voting)	Erin Stone		*Ex-officio*
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

* the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee

SENATE COMMITTEE ON APPEALS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by Senate Executive	Charlotte Enns	Education	2022.05.31
Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or each other)	Peter Blunden	Science	2022.05.31
	Derek Oliver	Engineering	2022.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Douglas Brown	Kinesiology & Rec. Mgt.	2020.05.31
	Jonathan Black-Branch	Law	2022.05.31
	Lalitha Raman-Wilms	Health Sciences	2022.05.31
Five academic members of Senate	Peter Blunden (S)	Science	2021.05.31
	Lisa Landrum (S)	Architecture	2022.05.31
	Derek Oliver (S)	Engineering	2022.05.31
	Jitendra Paliwal (S)	Agricultural and Food Sciences	2022.05.31
	Malcolm Smith (S)	Management	2023.05.31
Six academic members	Charlotte Enns	Education	2021.05.31
	Vanessa Swain	Health Sciences	2021.05.31
	Michael Campbell	Environment Earth & Res.	2022.05.31
	Nicholas Harland	Science	2022.05.31
	Melanie Soderstrom	Arts	2022.05.31
	Rod Lastra	Extended Education	2023.05.31
President of UMSU (or desig.)	Jelynn Dela Cruz		*Ex-officio*
Six students (four undergrads from different Faculties or Schools, and two grads)	Jaime McNicholl	Science	2020.05.31
	Joseph Asaminew	Health Sciences	2020.05.31
	Katelyn Casalla	Science	2020.05.31
	TBD		2020.05.31
	Julia Minarik	Graduate Studies	2020.05.31
	Tanjit Nagra	Graduate Studies	2020.05.31
One member of USB	Jules Rocque		2020.05.31
One student of USB	Elizabeth Labbé		2020.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON AWARDS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Six members of the academic staff, at least one shall be a Senator; at least one from Arts and one from Science; and at least two from professional faculties/schools	Glenn Clark (S) *(l/r for Michelle Faubert (S))*	Arts *(Arts)*	2020.06.30 *(2021.05.31)*
	Jared Carlberg, Chair	Agricultural and Food Sciences	2022.05.31
	Peter Cattini	Health Sciences	2022.05.31
	Laura Loewen, Vice-Chair	Music	2022.05.31
	Darcy MacPherson	Law	2023.05.31
	Jennifer McLeese	Science	2023.05.31
Two students (one graduate and one undergraduate)	Lilja Best	Arts	2020.05.31
	Tanjit Nagra	Graduate Studies	2020.05.31
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Sara Sealey, designate		*Ex-officio*
Director, Financial Aid and Awards (or delegate)	Jane Lastra, designate Lesli Lucas-Aseltine		*Ex-officio*
Associate Vice-President (Alumni & Donor Relations) (or delegate)	Stephanie Levene, designate Carolyn Basha		*Ex-officio (non-voting)*
Executive Director, Enrolment Services (or delegate)	Jeff Adams		*Ex-officio (non-voting)*
Up to three Awards Establishment Coordinators and one Awards Selection Coordinator from Financial Aid and Awards	Pamela Gareau		*Non-voting*
	Mabelle Magsino		*Non-voting*
	Regan Sarmatiuk		*Non-voting*
	Mandy Laing		*Non-voting*

Resource: Pamela Gareau 474-9261
Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Dean McNeill, Vice-Chair	Engineering	2021.05.31
	Royce Koop	Arts	2021.05.31
	Sarah Teetzel	Kinesiology & Recreation Management	2022.05.31
	Greg Smith, Chair	Arts	2022.05.31
	Joanne Hamilton	Health Sciences	2022.05.31
	Judith Hughes	Social Work	2023.05.31
	Ben Li	Science	2023.05.31
Three students	Hayley Jenkins	Agricultural and Food Sciences	2020.05.31
	Marianna Pozdirca	Health Sciences	2020.05.31
	Julia Minarik	Graduate Studies	2020.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Peter Dorrington		*Ex-officio*
One librarian named by the University Librarian	Kristen Kruse		*Ex-officio*
Deputy Provost (Academic Planning and Programs)(and/or delegate)	Todd Mondor and Cassandra Davidson		*Ex-officio (non-voting)*
Vice-President (Indigenous) (or delegate)	Catherine Cook, designate Cary Miller		*Ex-officio (non-voting)*
Registrar (or delegate)	Sharon Bannatyne, designate		*Ex-officio (non-voting)*
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

JOINT SENATE COMMITTEE ON MASTER'S PROGRAMS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Manitoba]	Kelley Main, designate	Graduate Studies	*Ex-officio*
	Sean Byrne	Graduate Studies	2022.05.31
	Mark Libin	Arts	2022.05.31
	Andrea Rounce	Arts	2023.05.31
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Winnipeg]	Mavis Reimer	Graduate Studies	*Ex-officio*
	William (Rory) Dickson	Religion & Culture	2020.06.30
	Malcolm Bird	Political Science	2021.06.30
	Manish Pandey	Economics	2021.06.30
Chair to be named by the Presidents of the UofM and UofW, with a tie-casting vote only	Hugh Grant	Business and Economics	2021.05.31
One graduate student enrolled in the JMP to be proposed by the GSA and approved by U of M Senate	Caitlin Thomas	Graduate Studies	2020.05.31
One graduate student enrolled in the JMP to be proposed by the Chairs of the JMP and approved by U of W Senate	TBD	Graduate Studies	2020.05.31

Resource:	TBD	U of W	204-786-9797
	Andrea Kailer	U of M	204-474-7298
Terms of Office:	three-year terms; students = one-year terms		

* Normally, each JMP will be represented on the JSC. Should a JMP not be represented on the committee, the Chair of the JMP, or his/her designate, will be invited to attend as a guest member.

** There will normally be a balance of UW and UM faculty members on the JSC.

SENATE COMMITTEE ON LIBRARIES
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Lisa O'Hara, designate		*Ex-officio*
Vice-President (Research and International) (or designate)	Jay Doering, designate		*Ex-officio*
University Librarian (or designate)	Les Moor, designate		*Ex-officio*
Dean, Faculty of Graduate Studies (or designate)	Kelley Main, designate		*Ex-officio*
Two Deans of Faculties or Colleges or Directors of Schools	Jonathan Black-Branch	Law	2022.05.31
	Stefi Baum	Science	2023.05.31
Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus	James Gilchrist (S)	Health Sciences	2021.05.31
	Michael Shaw (S)	Science	2021.05.30
	Sarah Ciurysek	School of Art	2022.05.31
	Orvie Dingwall	Libraries	2022.05.31
	Pam Perkins	Arts	2022.05.31
	Miroslaw Pawlak	Engineering	2023.05.31
Four students (two graduate, two undergraduate)	Carl Neumann	Graduate Studies	2020.05.31
	Sakib Rahman	Graduate Studies	2020.05.31
	Lilja Best	Arts	2020.05.31
	TBD		2020.05.31

Resource: Marcia Yoshida 474-6166
Terms of Office: three-year terms; students = two-year terms

SENATE COMMITTEE ON MEDICAL QUALIFICATIONS
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Dean, Max Rady College of Medicine (or designate), Chair	Sara Israels, designate	Health Sciences	*Ex-officio*
Provost and Vice-President (Academic) (or designate)	Todd Mondor, designate		*Ex-officio*
Three academic members from the Max Rady College of Medicine	Phil St. John	Health Sciences	2021.05.31
	Eric Jacobsohn	Health Sciences	2022.05.31
	Rakesh Arora	Health Sciences	2023.05.31
One member appointed by the College of Physicians and Surgeons of Manitoba	Anna Ziomek	Registrar/CEO, College of Physicians and Surgeons	2021.05.31
Resource: Jasmina Veinot 204-977-5647 Terms of Office: three-year terms			

SENATE PLANNING AND PRIORITIES COMMITTEE
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate)	Mark Torchia, designate		*Ex-officio*
Vice-President (Administration) (or designate)	Mario Lebar, designate		*Ex-officio*
Vice-President (Research and International) (or designate)	Jay Doering, designate		*Ex-officio*
Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, and one must be from Bannatyne campus	Colette Simonot-Maiello	Music	2021.05.31
	Cary Miller (S)	Arts	2021.05.31
	Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Mike Domaratzki (S)	Science	2022.05.31
	Richard Perron Derek Oliver (S) *(term starts July 1, 2020)*	Architecture Engineering	2020.06.30 2022.05.31
	David Watt, Chair	Arts	2022.05.31
	Mark Gabbert (S)	Arts	2023.05.31
	Karine Levasseur	Arts	2023.05.31
	Gary Anderson	Science	2024.05.31
	Orvie Dingwall	Libraries	2024.05.31
Three students, one graduate, one undergraduate and the President of UMSU or designate	Laura Forsythe	Graduate Studies	2020.05.31
	TBD		2020.05.31
	Jelynn Dela Cruz		2021.04.30
President	Todd Mondor, designate		*Ex-officio*
Vice-Provost (Students)	Laurie Schnarr		*Ex-officio*

Resource: Shannon Coyston 474-6892
Terms of Office: four-year terms; students = two-year terms

SENATE COMMITTEE ON RULES AND PROCEDURES
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate	Tracey Peter (S)	Arts	2021.05.31
	Jeffery Taylor (S), Chair	Arts and School of Art	2022.05.31
	John Anderson (S)	Science	2023.05.31
	Reg Urbanowski (S)	Health Sciences	2023.05.31
One student who, at time of appointment/re-appointment, is a member of Senate	Ehsan Tahmasebian (S)	Graduate Studies	2020.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON UNIVERSITY RESEARCH
as of June 1, 2020

Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Digvir Jayas		*Ex-officio*
President	David Barnard		*Ex-officio*
Provost and Vice-President (Academic)	Diane Hiebert-Murphy, designate		*Ex-officio*
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Gary Glavin Jay Doering		*Ex-officio*
Dean, Faculty of Graduate Studies	Louise Simard		*Ex-officio*
Research Grants Officer	Kerrie Hayes, Director of Research Contracts		*Ex-officio (non-voting)*
Four Deans or Directors representing a range of research activities	Stefi Baum	Science	2021.05.31
	Gady Jacoby	Management	2021.05.31
	Norm Halden	Env. Earth & Resources	2022.05.31
	Jeffery Taylor	Arts	2023.05.31
Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus	Samar Safi-Harb	Science	2021.05.31
	Clea Schmidt	Education	2021.05.31
	Andrew Halayko	Health Sciences	2022.05.31
	Jason Leboe-McGowan	Arts	2022.05.31
	Tamra Werbowetski-Ogilvie	Health Sciences	2022.05.31
	Anita Brûlé-Babel	Agricultural and Food Sciences	2023.05.31
	Shawn Clark (S)	Engineering	2023.05.31
	Michelle Porter	Kinesiology and Recreation Management	2023.05.31
Two graduate students selected by GSA	Laura Forsythe	Graduate Studies	2020.05.31
	Anjan Neupane	Graduate Studies	2020.05.31
Resource: Sarah Vanderveen 474-7952 Terms of Office: three-year terms; students = two-year terms			