

A G E N D A

**I CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES - OCTOBER 2020** Page 5

This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

**II REPORT ON MEDALS AND PRIZES
TO BE AWARDED AT THE OCTOBER CONVOCATION**

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

III MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

IV ELECTION OF SENATE REPRESENTATIVES

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- From among the Vice-Presidents, Deans of Faculties and Directors of Schools.

V MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

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RE: Dr. Giuseppe Retrosi

Dr. Retrosi's curriculum vitae will be available for inspection by members of Senate upon request to the Office of the University Secretary prior to the October Senate meeting.

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	Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. on the Friday preceding the meeting.	
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2. **Report of the Senate
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5. **Report of the Senate Committee on Nominations** Page 148
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- | | | |
|----|---|----------|
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| 2. | <u>Proposed Academic Schedule for the 2021 Summer Term</u> | Page 166 |

XIV ADJOURNMENT

Please send to shannon.coyston@umanitoba.ca.

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. Degrees Notwithstanding a Deficiency

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

Deans and Directors should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

2. Report of the Senate Committee on Appeals

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

3. List of Graduands

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to October 9, 2020.

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. One Senator is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools to fill a vacancy for the balance of a term ending May 31, 2022:

- (a) Eligible for election are:
 - (i) Vice-Presidents: N. Andrew, C. Cook, D. Jayas, J. Kearsey
 - (ii) Deans/Directors: M. Scanlon, K. Wilson Baptist, S. Pflugmacher Lima, T. Falkenberg, L. Simard, G. Jacoby, D. Brown, D. Asper, N. Sepehri, B. Postl, S. Baum, M. Yellow Bird, D. Mandzuk

- | | | | | |
|-----|--------------------|------------------|-------|------|
| (b) | Presently serving: | Jeffery Taylor | Arts | 2021 |
| | | Edward Jurkowski | Music | 2023 |

3. Procedures:

- (a) Nominations for the position shall be received from the floor.
- (b) Senators shall vote for no more than one candidate. The election will be conducted via an electronic vote.
- (c) The candidate receiving the largest number of votes shall be elected.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

August 13, 2020

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

**Re: Application for Approval under Subsection 181 of the Regulated Health Professions Act –
Dr. Giuseppe Retrosi**

Dear Colleagues:

The Senate Committee on Medical Qualifications held a virtual meeting on August 12, 2020 to consider the application from the Department of Surgery, Max Rady College of Medicine, Rady Faculty of Health Sciences, to grant Dr. Giuseppe Retrosi a certificate under the academic seal of the University. Dr. Retrosi's Curriculum Vitae and letters of support are enclosed.

Dr. Retrosi received his medical degree from the Università Cattolica del Sacro Cuore, "A. Gemelli" Hospital Rome in Italy in 2006, and completed specialty training in Pediatric Surgery in 2010 from the same university. Following his surgical residency, he completed several pediatric clinical and research fellowships at the Catholic University of Sacred Heart (Rome), Great Ormond Street Hospital for Children (London UK), Chelsea and Westminster Hospital (London UK) and the Hospital for Sick Children (Toronto). During his time in London, he completed a Master of Education at Imperial College London, focused on simulation-based surgical education and surgical performance.

He joined the Department of Surgery, Section of Pediatric Surgery physician on provisional temporary licensure (Section 10, 2017-2019). He is currently completing a Pediatric Surgery Fellowship at the University of Manitoba. The Department of Surgery conducted a formal search prior to offering Dr. Retrosi a permanent GFT position at the rank of Assistant Professor. No equivalently qualified Canadian trainees were identified. In addition to his strong clinical background, Dr. Retrosi will bring expertise and experience in minimally invasive surgery and surgical education, all of which will be assets to the academic mission of the Department of Surgery.

The Senate Committee on Medical Qualifications supports this application for the use of Subsection 181 of the Registered Health Professions Act pertaining to licensure for academic faculty. The Head of the Department of Surgery, and the Senate Committee on Medical Qualifications agree, that Dr. Retrosi's expertise will be highly beneficial in the Section of Pediatric Surgery, where he will practice.

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

Sincerely,



Sara J. Israels, MD FRCPC
Vice-Dean, Academic Affairs, Rady Faculty of Health Sciences
Chair, Senate Committee on Medical Qualifications

cc: Dr. Edward Buchel, Head, Department of Surgery
Dr. Brian Postl, Dean, Max Rady College of Medicine, Vice Provost, Rady Faculty of Health Sciences
Dr. Anna Ziomek, Registrar, College of Physicians & Surgeons of Manitoba

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



June 11, 2020

Dr. Sara Israels
Department Head Pediatric Hematology/Oncology
675 McDermot Ave
Winnipeg, MB R3E 0V9

Dear Dr. Israels,

RE: DR. GIUSEPPE RETROSI

Thank you for considering our request to apply for academic licensure for Dr. Giuseppe Retrosi as a Pediatric Surgeon in the Department of Surgery at the University of Manitoba. We recruited Dr. Retrosi when he was working as a staff pediatric surgeon in one of the most prestigious hospitals in Rome (Catholic University of Sacred Heart). He joined the Department of Surgery in November 2016 for a locum position in the Section of Pediatric Surgery. He functioned so well within the Section that he was offered a GFT position in November 2017. We were excited to recruit Dr. Retrosi to our Department as he came with extensive training in surgical education and research in addition to clinical training at two of the largest hospitals in the world: Great Ormond Street Hospital for Children in London, UK and The Hospital for Sick Children in Toronto.

After Dr Retrosi completed his pediatric surgery training at one of the most prestigious academic hospitals (Catholic University of Sacred Heart) in Rome, Italy, he moved to Great Ormond Street Hospital for Children in London, UK to work as a research fellow with Dr. Agostino Pierro (please refer to Dr. Pierro's reference letter for additional details). This one year fellowship resulted in six manuscripts (two first author) and a third author manuscript in *Annals of Surgery*, the highest ranked Surgery journal with an impact factor of 9.2.

Next, Dr. Retrosi moved to Chelsea and Westminster Hospital and, while working as a Clinical Fellow in Paediatric Surgery, he completed a Master of Education at Imperial College London focusing on surgical performance and simulated-based surgical education. He was responsible for developing the pediatric surgical simulation program (please refer to Dr. Clarke's letter for more details). This area of research has been his focus since then and has resulted in two first author publications including one from the research Dr. Retrosi started when he was establishing his practice as a Pediatric Surgeon in Winnipeg. His current areas of research include the development and validation of a pediatric inguinal hernia model for open and laparoscopic repair and the implementation of virtual reality for laparoscopic pediatric surgery training. The virtual reality laparoscopic pediatric surgery training program was selected by the Children's Hospital to compete in the Children's Hospital Foundation Innovator's program as one of two clinical finalists in 2018.

Since Dr. Retrosi joined our Department in 2016, he has actively contributed to the Academic mission of the Department of Surgery. He is the Pediatric Surgery representative on the Surgical Undergraduate Education Committee and in that role, he has re-developed the curriculum for the academic half day of Pediatric Surgery.

Of note, his educational sessions are very well received by the residents and medical students. As an example, Dr. Retrosi received the following comment from Dr. Postl via the PGME - Keep it up button after one of his educational sessions: "Excellent focus on teaching! Great job incorporating both hands-on learning and case-based format. Willing to tailor learning topics to interests of the residents. Really went out of his way to produce a positive learning environment."

He is also a member of the Surgical Grand Rounds Committee and in that capacity, he was responsible for the re-development of our Department of Surgery Grand Rounds. Finally, he has served as one of the Co-Chairs of the Department of Surgery Annual Research Day Committee. This year, Dr. Retrosi invited Dr. Paolo De Coppi, Head of Stem Cells & Regenerative Medicine Section of the Developmental Biology & Cancer Programme at Great Ormond Street Hospital and the University College of London Institute of Child Health to give the keynote lecture during the Department of Surgery Annual Research Day.

In addition to these academic accomplishments, Dr. Retrosi brings unique international clinical training in (minimal invasive) pediatric surgery and urology to the Section of Pediatric Surgery and Urology. He has established a practice within the Section of Pediatric Surgery but also helped the Pediatric Urology Section to further develop their practice and offer minimal invasive treatment to many of their patients. He introduced innovative procedures such as the *laparoscopic vascular hitch* technique as an alternative for pyeloplasty allowing patients to be treated in day surgery. No other center in North America performs this procedure. Another innovative procedure with better patient outcomes is the *laparoscopic ureteral clipping* technique. Usually, these patients undergo partial or total nephrectomy while with this operation we dramatically simplify their surgical management. To the best of my knowledge, this operation is only performed in Toronto and Winnipeg.

I hope I have convinced you that Dr. Retrosi has brought a unique combination of academic (both research and education) and clinical expertise to the Section of Pediatric Surgery and Pediatric Urology. We want to retain him as a GFT Pediatric Surgeon and allow him to play a more prominent role to improve Surgical Undergraduate Education within the Department. With his Master of Education and expertise in developing (virtual) laparoscopic surgery training models combined with his research validating these models we are convinced that he will be essential for our Department to further expand our academic profile. In order to facilitate his role, we will hire him with a profile of 70% clinical duties and 30% research and education.

We are not aware that there are currently other Canadian trained pediatric surgeons with the requisite skill set to fill this position.

If you have any further questions, please feel free to call or email me.

Sincerely,



Edward W Buchel, MD, FACS

Provincial Specialty Lead, Surgery, Shared Health

Professor and Head, Department of Surgery

Rady Faculty of Health Sciences, Max Rady College of Medicine, University of Manitoba

Surgery Site Director- Health Sciences Centre

Section Head & Regional Leader, Section of Plastic Surgery: University of Manitoba and WRHA

Program Director, University of Manitoba, Microvascular Reconstructive Fellowship

Affidavit

Translation of: CERTIFICATE (GIUSEPPE RETROSI)


Date: JUNE 8, 2020

I hereby certify that the ITALIAN to ENGLISH translation
of the above mentioned is accurate and true.


Anastasia Lamykina

A commissioner for oaths in and for
the province of Manitoba.

Expires: 2021.12.08

Ivan Lamykin 

JUNE 8, 2020



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DEPARTMENT OF PAEDIATRIC SURGERY & UROLOGY

Reference for Dr. Giuseppe Retrosi

7th June 2020

Period of Employment June 2012 – May 2015

Employer: Chelsea and Westminster Hospital NHS Foundation Trust

I am writing this reference letter at the request of Dr Giuseppe Retrosi.

Dr. Giuseppe Retrosi was employed as Clinical Fellow in the Department of Paediatric Surgery Paediatric Surgery at Chelsea & Westminster Hospital NHS Foundation Trust, for the period June 2012 to May 2015.

During this period Dr Retrosi proved himself to be a highly motivated and enthusiastic surgeon who was committed to enhancing his professional development both in terms of knowledge as well as surgical skill.

Dr. Retrosi was reliable and hard-working and was a very popular member of the team . He carried out his daily duties with both professionalism and humility. His character and integrity are of the highest level and he always made patient care and safety his highest priority.

Dr. Retrosi demonstrated excellent clinical judgment and enhanced operative ability, in particular minimally invasive surgery. I had the opportunity of supervising his technical skills both in the operating theatre, as well as in the research setting and he regularly performed above the level expected of a trainee at his stage of training.

During his time at Chelsea and Westminster, Dr Retrosi was actively involved in the departmental academic research program. He successfully completed a Master's degree in Surgical Education at Imperial College London, one of the highest ranking universities in the World. He also presented at various national and international meetings, publishing several abstracts and articles on the topics of surgical expertise and simulated-based surgical education on behalf of our department. In addition Dr Retrosi was first author on a peer reviewed book chapter "Malrotation" in a medical text book "Key Clinical Topics in Paediatric Surgery. London: JP Medical, 2013".

The surgical simulation program developed at Chelsea has expanded significantly over the years and much of that has been possible to due to some of the preliminary work and collaborative projects that Dr Retrosi helped to achieve during his time with us. Dr Fernando Bello , Professor Roger Kneebone and myself, have continued to develop the Paediatric Surgical research portfolio at Imperial College and Chelsea, both in the field of Simulation and Virtual Reality and would welcome the opportunity to collaborate with Dr. Retrosi again in the future.

I would very happily re-employ Dr. Giuseppe Retrosi . I considered him to be a highly valued member of the team, who consistently achieved excellent results and delivered on all expectations.

I am happy to provide further information if required.

Sincerely,



Mr Simon Clarke FRCS Paed Surg
Consultant Paediatric Surgeon
Clinical Lead Childrens Surgery
North Thames Paediatric Network



**North Thames
Paediatric Network**
Connecting paediatric services

Honorary Senior Lecturer Imperial College London
President of the British Association of Paediatric Endoscopic Surgeons



June 4th, 2020

To whom it may concern

Re: Letter of reference for Dr. Giuseppe Retrosi

I am very glad to write this reference letter for Dr. Giuseppe Retrosi.

I personally know Dr. Giuseppe Retrosi very well since he did his Medical School and his Pediatric Surgery training at our University.

We were very happy to have him back working with us as Staff Pediatric Surgeon in May 2015. Beside in 2015 he worked at the Catholic University of Sacred Heart – “A. Gemelli” Hospital only for a short period of time, he was able to show his outstanding academic and clinical skills.

In a few weeks he was able to obtain ethical approval to start a study on learners' abilities to acquire laparoscopic surgery skills. During this study he was able to involve other members of the team such as fellows, residents and medical students showing great leadership attitudes. He was able to coordinate the team while he was in Toronto for his NICU Surgical Fellowship at Sick Kids Hospital. The results of this study were presented at the European Paediatric Surgeons' Association Meeting in Milan in 2016.

Dr. Giuseppe Retrosi showed his academic interest already when he was a trainee. He was appointed clinical and research fellow at the *UCL Institute of Child Health and Great Ormond Street Hospital for Children, London UK* under the supervision of Prof. Agostino Pierro. During that year his research was focused mainly on neuroblastic tumors. He was able to publish his data and to present them at several international meetings.

I also remember that when he was a senior trainee, he supervised several medical students during their final year dissertation project, on important Pediatric Surgery topics such as treatment and management of sacrococcygeal teratoma and CPAM (Congenital Pulmonary Airway Malformation).

While he was working as Staff Surgeon with us, I noticed that he has a remarkable teaching attitude. He always spent time with trainees and medical students during their Pediatric Surgery rotation giving them formal and informal teaching sessions, making sure they always had the best possible learning experience.

I also consider Dr. Giuseppe Retrosi to be a very good surgeon. He is highly competent in the management and treatment of neonates and pediatric patients with surgical and urological issues. His high-level laparoscopic performances really impressed all team members at our Institution. He can perform independently neonatal and pediatric surgical procedure using a minimal invasive or open approach. He is also fully competent in performing pediatric urology procedures such as laparoscopic pyeloplasty, laparoscopic vascular hitch for renal crossing vessels, laparoscopic nephrectomy and so on.

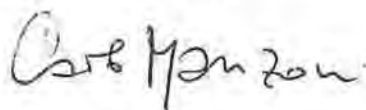
He has always been a humble and approachable person, good team player and hard worker. We were very sad to hear during his fellowship in Toronto that he wanted to continue his career in Canada and that he applied for a job in Winnipeg.

I strongly support Dr. Giuseppe Retrosi for a position at your University, confident that he is going to be a valuable member of your academic Department.

Sincerely,

Dott. CARLO MANZONI
9051200670907864
Policlinico Universitario A. Gemelli

Prof. Carlo Manzoni
Pediatric Surgeon



Catholic University of Sacred Heart – “A. Gemelli” Hospital

June 8, 2020

TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

Re: Dr. Giuseppe Retrosi

It is my pleasure to write a letter in support of Dr. Giuseppe Retrosi's application for academic position at the University of Manitoba.

I have been fortunate to be involved in the scientific, academic and clinical training of Dr. Retrosi over the years.

Giuseppe graduated from one of the most prestigious Universities and Medical Schools in Italy, the "*Università Cattolica del Sacro Cuore, "A. Gemelli" Hospital Rome, Italy*". In this University he also completed his training in Pediatric Surgery.

My interaction with Giuseppe dates from 2009-2010 in London, UK when he was appointed as Research Fellow in my Department and worked scientifically under my direct supervision. My position at that time was Nuffield Professor of Pediatric Surgery at University College London, Institute of Child Health and Head of Surgery at Great Ormond Street Hospital for Children, London, UK. After completing his research, he worked also as junior clinical fellow under my supervision in Great Ormond Street Hospital, London, UK.

Giuseppe was extremely active scientifically and academically carrying out not only basic science research on neuroblastic tumours but also being deeply involved in completing a randomized controlled trial on the use of thoracoscopy in the repair of esophageal atresia and congenital diaphragmatic hernia. This resulted in a relevant publication on *Annals of Surgery* which has created a significant impact on the care of children with the above conditions and influenced the introduction of thoracoscopy and laparoscopy in neonates.

As I continued to be a mentor for Giuseppe, I suggested to him to expand and diversify his clinical expertise by working also in another hospitals in London. He was appointed Clinical Fellow in Paediatric Surgery at St George's Healthcare NHS Trust, London UK and subsequently at Chelsea and Westminster Hospital of Imperial College London. In

addition, to further improve his academic potentials he completed at Imperial College London a Master in Education (MEd) on “Surgical Education”.

My colleagues in these two hospitals in London always reported extremely positive comments on Giuseppe’s academic, scientific and clinical skills.

Following the work in these two prestigious Universities in London (University College London and Imperial College London), he returned to Rome and was appointed Staff Pediatric Surgeon at the Università Cattolica del Sacro Cuore, “A. Gemelli” Hospital Rome, Italy.

My interaction and mentorship of Giuseppe continued in SickKids, University of Toronto, Canada during my tenure as Division Head and Program Director. In July 2015 Giuseppe was appointed as NICU Surgical Fellow in my Division and training program. In this hospital, I have been able to appreciate the clinical skills of Giuseppe in dealing with neonatal surgery, trauma and his particular interest in minimally invasive surgery. I was very positively impressed by his teaching of general surgery and pediatrics junior residents rotating through our Division.

As you know since 2016, Giuseppe has been working as staff pediatric surgeon in your University and hospital and I received extremely good feedback from my colleagues in Winnipeg.

Reflecting on Giuseppe’s accomplishments and skills, I can confirm that he has been one of the best research and clinical fellows I had the pleasure of working with. His academic capacities can be demonstrated by the achievements scientifically and his Master in Surgical Education. His teaching skills are extremely effective and have been always appreciated. His clinical skills are superb. Giuseppe has a very gentle personality, he is always very popular with other members of staff, nurses and parents. I would like to add that he has an academic mind, he is very inquisitive as well as extremely organized and very capable to coordinate clinical trials. He has published a significant number of important papers. He has presented the results of his research to various national and international scientific meetings. Therefore, I am convinced that he would be a great addition to your Faculty.

I really appreciate the opportunity of expressing my view on such a talented young surgeon. Pediatric Surgery needs young, motivated academic surgeons like Giuseppe.

Please contact me if you need further information.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Agostino Pierro', with a stylized, cursive script.

Agostino Pierro, OBE, MD, FRCS (Eng.), FRCS(Ed), FAAP

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 June 11, 2020, the Senate Committee on Awards approved 3 new offers, 2 revised offers, and the withdrawal of 4 awards as set out in the *Report of the Senate Committee on Awards (June 11, 2020)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 3 new offers, 2 revised offers, and the withdrawal of 4 awards as set out in the *Report of the Senate Committee on Awards (June 11, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

June 11, 2020

1. NEW OFFERS

Norway House Cree Nation Community Health & Wellness Foundation Bursary

Through the newly formed Norway House Cree Nation Health & Wellness Foundation, the Norway House Cree Nation Health Centre of Excellence established an annually funded bursary valued at \$6,000 per year for a period of four years. The purpose of this bursary fund is to financially support students who are members of the Norway House Cree Nation band who are in an undergraduate degree program in the Rady Faculty of Health Sciences at the University of Manitoba. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2020-2021 and ending in 2023-2024, two bursaries valued at \$3,000 each will be offered to two undergraduate students who:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;
- (2) have self-declared as a member of the Norway House Cree Nations band;
- (3) are enrolled full-time (minimum 60% course load) in any year of an undergraduate degree program offered by the following Faculty and Colleges at the University of Manitoba:
 - (a) Rady Faculty of Health Sciences Interdisciplinary Health Program;
 - (b) Max Rady College of Medicine;
 - (c) College of Rehabilitation Sciences;
 - (d) College of Pharmacy;
 - (e) College of Nursing; or
 - (f) Dr. Gerald Niznick College of Dentistry;
- (4) have either:
 - (a) if enrolled in any of the Interdisciplinary Health programs offered by the Rady Faculty of Health Sciences, have met the minimum entry requirements;
 - (b) if a continuing student, have achieved a minimum degree grade point average of 2.5, or
 - (c) if enrolled in the Max Rady College of Medicine, are in good standing; and
- (5) have demonstrated financial need on the standard University of Manitoba bursary application form.

In the event that there is only one student or no students who do not meet all of the above criteria, the bursary or bursaries will be given to a student or students who have graduated from a high school within the Province of Manitoba, and who meet criteria (1), (3), (4) and (5) above.

In the event that there is only one student or no students who not meet criteria (1), (3), (4), (5) and who have graduated from a high school within Manitoba as outlined in the paragraph directly above, the bursary or bursaries will be given to a student or students who have met criteria (1), (3), (4) and (5) above.

The Director of Financial Aid and Awards (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.

Faculty of Education Indigenous Education Scholarship

In response to the Truth and Reconciliation Calls to Action, the Faculty of Education established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2019. Initially funded by the Faculty of Education's Endowment Fund, the purpose of the fund is to recognize the achievements of undergraduate students in the Faculty of Education at the University of Manitoba who are engaging in, and contributing to, Indigenous (First Nations, Inuit, and Métis) Education in Canada. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are enrolled part-time or full-time in any Bachelor of Education degree program offered by the Faculty of Education;
- (2) have achieved a minimum degree grade point average of 3.0;
- (3) have demonstrated a commitment, interest, and involvement in Indigenous Education in Canada by having a combination of two or more of the following:
 - (a) a teachable major or minor in Native Studies;
 - (b) a teachable major or minor in Heritage, Aboriginal (Indigenous) and International Languages, specifically Indigenous languages in Canada;
 - (c) a strong record of service work/volunteerism (e.g. school, local band or community, city, region, province);
 - (d) active involvement in organizations and/or schools that offer educational programming for Indigenous children and/or youth; and/or
 - (e) other outstanding achievements related to Indigenous Education.

In order to be considered for this scholarship, candidates must either:

- i. self-nominate by submitting (a) a current *curriculum vitae*, and (b) a written statement (maximum 500 words) which outlines how they meet criterion (3); or
- ii. be nominated by one of the following people with a letter of nomination and support:
 - a. a faculty member (professor or instructor);
 - b. practicum advisor (supervisor for the practicum);
 - c. teacher or school leader from their practicum school; or
 - d. a relevant individual who can speak directly to the student's experience.

Letters of nomination and support must demonstrate the student's commitment, interest, and involvement related to Indigenous Education. The nomination may include supporting material (e.g. lesson and learning plans, photos).

Each year the Faculty of Education will advertise the call for applications in March.

The selection committee will have the discretion to determine the number and value of awards offered in each year based on the available funds, as outlined in the criteria above.

The selection committee will be named by the Dean of the Faculty of Education (or designate) and may include a representative of the Faculty of Education's Indigenous scholars (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 modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

John M. Vail Memorial Scholarship

Prof. John M. Vail established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2019. The purpose of the fund is to reward the highest academic achievements of students who excel in math and science with an emphasis on physics, and who are pursuing studies in the Faculty of Science at the University of Manitoba. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has graduated from Gordon Bell High School;
- (2) is enrolled full-time (minimum 80% course load) in the first year of study in the Faculty of Science via the Direct Entry option; and
- (3) of the students who meet (1) and (2) above, has achieved the highest combined standing in the following high school courses:
 - a. 40S Physics,
 - b. one 40S science course in either Chemistry or Biology, and
 - c. one 40S math course in either Applied or Pre-Calculus Math.

Gordon Bell High School will nominate one candidate each year. The nomination, along with any alternates, will be forwarded to the Financial Aid and Awards office at the University of Manitoba.

The Director of Financial Aid and Awards (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.

2. AMENDMENTS

Donald J. Forsyth Memorial Scholarship

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

- The preamble was revised to:

In memory of Donald J. Forsyth, a 1936 graduate in Pharmacy from The University of Manitoba, Mrs. Z. Forsyth offers an annual scholarship to students in the Pharmacy degree program. Each

year, beginning in 1990-1991, 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 third year of study in the degree program in the College of Pharmacy at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.5; and*
 - (3) *has achieved high standing in the second year of the degree program in the College of Pharmacy.*
- The following paragraph was removed:

If for any reason the winner does not register as required, then the scholarship will be awarded by reversion to the next qualified candidate.
- The selection committee paragraph was revised to:

The selection committee for this award will be the College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was added.

Mary and Joe Zeal Prize

The following amendments were made to the terms of reference for the **Mary and Joe Zeal Prize**:

- The preamble was revised to:

In memorial tribute to Mary and Joe Zeal, a fund was established by members of their family circle to reward a student who demonstrates outstanding achievement in completing the requirements of the second year in the College of Pharmacy at the University of Manitoba. Each year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) *was enrolled full time (minimum 80% course load) in the second year in the Doctor of Pharmacy (PharmD) program in the College of Pharmacy in the year in which the award was tenable; and*
 - (2) *has achieved a minimum degree grade point average of 3.5;*
- The following paragraph was removed:

This prize shall be awarded to a student who shows outstanding merit in completing the requirements of second year Pharmacy at The University of Manitoba.
- The selection committee statement was revised to:

The selection committee will be The College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was added.

3. WITHDRAWALS

Manitoba Association of Registered Respiratory Therapists Future Leader Prize

At the request of the donor

Merck Sharp & Dohme Scholarship

At the request of the donor

Merck Scholarship in Pharmacy

At the request of the donor

Pfizer Bursary/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 August 25, 2020, the Senate Committee on Awards approved 5 new offers, 8 revised offers, and the withdrawal of 3 awards as set out in the *Report of the Senate Committee on Awards (August 25, 2020)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers, 8 revised offers, and the withdrawal of 3 awards as set out in the *Report of the Senate Committee on Awards (August 25, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

August 25, 2020

1. NEW OFFERS

Asper/Paterson Master's in History Human Rights and Social Justice Scholarship

A scholarship has been created by Gail Asper and Michael Paterson through The Winnipeg Foundation to support students who are studying history related to human rights and social justice. Each year, beginning in 2020-2021, one scholarship valued at \$7,500 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first or second year of study in the Joint Master's Program in the Department of History at the University of Manitoba;
- (2) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (3) is conducting research related to human rights and social justice history.

Applicants will be required to submit: (i) a description of the proposed research on the history of human rights and social justice and a statement of its relevance to the history of human rights and social justice in Canada, (ii) a current *curriculum vitae*, 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.

Extended Education Access Student Bursary

Extended Education established an endowment fund at the University of Manitoba in 2020. The purpose of the fund is to provide financial support to undergraduate students admitted to the University of Manitoba Access Program. Extended Education will make an additional gift of \$4,000 to offer three bursaries of equal value in 2020-2021. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer a minimum of three bursaries to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in any year of study in the University of Manitoba Access Program in Extended Education;
- (2) have either:
 - (a) as an entering student, met the minimum requirements for admission to University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba; or
 - (b) as a continuing student, achieved a minimum degree grade point average of 2.0; and
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Beginning in 2021-2022, the selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The Dean of Extended Education (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.

Faculty of Social Work PhD Scholarship

The Faculty of Social Work established an annually funded scholarship at the University of Manitoba in 2020. The purpose of this scholarship is to recognize the academic achievements of graduate students entering the Ph.D. program delivered by the Faculty of Social Work. Each year, beginning in 2020-2021, one or more bursaries valued at a minimum of \$5,000 each will be offered to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the first year of study in the Ph.D. program delivered by the Faculty of Social Work; and
- (2) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study.

The selection committee will have the discretion to determine the number and value of awards with a minimum value of \$5,000 offered each year based on the available funds, as outlined in the criteria above.

The Faculty of Social Work will be responsible for contacting the Financial Aid and Awards office by no later than March 31 to confirm the available funds each year.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Social Work (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.

The Leggett-Dowsett Bursary

The Leggett and Dowsett families established an endowment fund at the University of Manitoba in 2018. The purpose of the fund is to support undergraduate students pursuing studies in geological sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Each year, beginning in the 2020-2021, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in the Department of Geological Sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba;
- (2) has either:
 - (a) if a continuing student, achieved a minimum degree grade point average of 3.0, or
 - (b) if an entering student, has met the minimum direct entry admission requirements for the Clayton H. Riddell Faculty of Environment, Earth, and Resources; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is renewable, provided that the recipient:

- (a) continues into the next consecutive year of full-time study (minimum 60% course load) in the Department of Geological Sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- (b) maintains a degree grade point average of 3.5; and
- (c) demonstrates financial need on the standard University of Manitoba bursary application form.

If there are no eligible students in a given year, the bursary can be offered to any full-time student (minimum 60% course load) in any year of study in the Clayton H. Riddell Faculty of Environment, Earth, and Resources who meets criteria (2) and (3) above. If there is still no eligible candidate, the bursary will not be offered. Only one student per year can hold the Leggett-Dowsett Bursary.

The Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources will name the selection committee for this award. The selection committee must include two representatives from the Department of Geological Sciences.

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.

Western Grains Research Foundation Graduate Scholarship

The Western Grains Research Foundation (WGRF) established an annually funded scholarship to recognize the academic achievements of graduate students in the Faculty of Agricultural and Food Sciences at the University of Manitoba who are pursuing research that fits within the WGRF research priority areas as posted on their website. The WGRF will make an initial contribution of \$100,000 in 2020, and will contribute up to \$100,000 for four subsequent years. Each year, beginning in 2020-2021 and ending in 2024-2025, a minimum of two and up to four scholarships with a minimum value of \$25,000 each will be offered to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the first year of a Master's or Doctoral program delivered by a department in the Faculty of Agricultural and Food Sciences;
- (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 proposed to undertake thesis research in an area of crop research that fits within the WGRF research priority areas.

Candidates will be required to submit an application that will consist of: (a) a description of their proposed research project (maximum 500 words) and an explanation of how it fits within the WGRF research priority areas, (b) a current *curriculum vitae*, (c) current academic transcript(s), and (d) two academic letters of reference.

Recipients of the WGRF Graduate Scholarship will be required to submit a summary of their research and academic progress (maximum 500 words) to the WGRF by the end of each academic year during the tenure of the award.

The Scholarship is renewable for either one subsequent year for Master's students or two subsequent years for Doctoral students, provided that they continue to be enrolled full-time in the Faculty of Graduate

Studies in a Master's or Doctoral program delivered by a department in the Faculty of Agricultural and Food Sciences, continue to meet criteria (2) and (3) above, and have submitted a satisfactory progress report to their supervisory committee

In the event that a recipient does not qualify for renewal of the award, the selection committee may offer the scholarship to a new recipient who meets the selection criteria. No more than four students can hold this scholarship in a given year.

The selection committee will have the discretion to determine the number and value of awards offered in each year based on the available funds, as outlined in the criteria above.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Faculty of Agricultural and Food Sciences Awards Committee to serve as the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

2. AMENDMENTS

AESES Scholarship

The following amendments were made to the terms of reference for the **AESES Scholarship**:

- The title was changed to the ***AESES Bursary***.
- The preamble was revised to:
The Association of Employees Supporting Education Services (AESES) will provide seven annual bursaries valued at \$1,000 each to the dependent children of its membership. Each year, one bursary will be awarded to one undergraduate student from each of the following groupings:
- The numbered criteria was revised to:
 - (1) *University 1;*
 - (2) *Faculty of Arts;*
 - (3) *Faculty of Science;*
 - (4) *Faculty of Education, Price Faculty of Engineering, or Desautels Faculty of Music;*
 - (5) *Asper School of Business, Clayton H. Riddell Faculty of Environment, Earth, and Resources, or Faculty of Law;*
 - (6) *Faculty of Agricultural and Food Sciences, Faculty of Architecture, School of Art, Faculty of Kinesiology and Recreation Management, or Faculty of Social Work;*
 - (7) *Rady Faculty of Health Sciences.*
- Additional numbered criteria was revised to:
Each year, the bursaries will be offered to undergraduate students who:
 - (1) *are a dependent child* of a current regular, retired, or deceased AESES member**;*
 - (2) *are enrolled full-time (minimum 60% course load) in any year of study in one of the groups listed above at the University of Manitoba;*

- (3) *have either:*
 - (a) *as entering students, achieved the required minimum entrance requirements based on those courses used for admission to the University;*
 - (b) *as continuing students, achieved a minimum grade point average of 2.0; or*
 - (c) *as students in the Undergraduate Medical Education Program, are in good standing; and*
- (4) *have demonstrated the highest financial need on the standard University of Manitoba bursary application form.*
- The selection committee paragraph was revised to:
The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.
- The following paragraphs were revised to:
**As defined by AESES, dependent children refers to any unmarried natural child, adopted child or step-child, including any child for whom the member has been appointed legal guardian, who is chiefly dependent on the member for support and maintenance, up to 25 years of age. NOTE: A student who turns 25 years of age prior to the academic year in which the scholarship is tenable will not be eligible.*
***Those members who have signed an AESES Membership Application. Financial Aid and Awards will confirm membership with AESES as part of the selection process.*

Caroline A. Cope Award for Excellence in Oncology Research

The following amendments were made to the terms of reference for the **Caroline A. Cope Award for Excellence in Oncology Research**:

- The preamble was revised to:
An endowment fund was established at the University of Manitoba through a bequest from Ms. Caroline A. Cope to support students demonstrating excellence in cancer research. Each year, the available annual income from the fund will be used to provide one or more scholarships to graduate or postgraduate students who:
- The numbered criteria was revised to:
 - (1) *is enrolled as either:*
 - (i) *full-time in the Faculty of Graduate Studies in a Masters or Doctoral program delivered by a department in the Max Rady College of Medicine; or*
 - (ii) *full-time in the Postgraduate Medical Education Program, either as a resident or as a fellow, in good standing;*
 - (2) *have achieved either:*
 - (i) *as a graduate student, a minimum cumulative grade point average of 3.5 (or equivalent) in the graduate program;*
 - (ii) *as a Post Graduate Medical Education student, is in good standing.*
 - (3) *have demonstrated research excellence in the area of oncology.*

- The selection committee paragraph was revised to:

The selection committee will have the discretion to determine the number and value of scholarships offered each year as outlined above, based on the available annual income.

The selection committee will be the Major Awards Committee of the Max Rady College of Medicine. Any graduate student recipients named to receive the scholarship under category (1)(i) above will be reported through the Dean of the Faculty of Graduate Studies.

- The standard Board of Governors statement was updated.

Charles Biesick Memorial Award

The following amendments were made to the terms of reference for the **Charles Biesick Memorial Award**:

- Criterion 1 was changed to:

is enrolled full-time (minimum 60% course load) in the second year of study or higher in a general major, advanced major, or minor program in Labour Studies;

Clara Kemila Anderson Memorial Award

The following amendments were made to the terms of reference for the **Clara Kemila Anderson Memorial Award**:

- The preamble was revised to:

In memory of Clara Kemila Anderson (B.A./'63, B.S.W./'65, M.S.W./'66), who was Lady Stick of Social Work in 1965-66, her husband, Mr. Peter D. Anderson, established an endowment fund at the University of Manitoba in 1982. The purpose of this scholarship is to reward the academic achievement of students in Social Work. Each year 50% of the annual available income from the fund will be used to offer one scholarship to a graduate student who:

- The numbered criteria was revised to:

- (1) is enrolled full-time in the first year of study in the Faculty of Graduate Studies in any Master's program offered by the Faculty of Social Work;*
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and*
- (3) has obtained the highest admission score to any of the Master's programs offered by the Faculty of Social Work.*

- Additional criteria was revised to:

Each year, the remaining 50% of the annual available income from the fund will be used to offer one prize to a graduate student who:

- (1) was enrolled full-time in the Faculty of Graduate Studies in any Master's program offered by the Faculty of Social Work in the year in which the award was tenable;*
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and*
- (3) who, in the opinion of the selection committee, has either written the most promising thesis or has achieved the highest standing in the course-based route of the Master's program.*

- The selection committee paragraph was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Social Work (or designate) to name the selection committee for this award.
- The standard Board of Governors statement was updated.

Lila MacDonald Goodspeed Centenary Bursary

The following amendments were made to the terms of reference for the **Lila MacDonald Goodspeed Centenary Bursary**:

- The name of the award was changed to:
Lila MacDonald Goodspeed Everett Centenary Bursary
- The preamble was revised to:
In recognition of the 100th anniversary of the former Faculty of Human Ecology, Mrs. Lila MacDonald Goodspeed Everett (B.Sc.H.Ec./'64, Cert. Ed./'68, B.Ed./'79) established an endowment fund at the University of Manitoba with an initial gift of \$5,120, in 2010. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) is enrolled full-time in the second, third or fourth year of study in the Human Nutritional Sciences degree program in the Faculty of Agricultural and Food Sciences;*
 - (2) has achieved a minimum degree grade point average of 2.5;*
 - (3) has demonstrated leadership through involvement in volunteer work;*
 - (4) has demonstrated financial need on the standard University of Manitoba bursary application form.*
- The selection committee paragraph was revised to:
The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.
- The Standard Board of Governors statement was updated

MMCF – Jack Wilt Travel Award

The following amendments were made to the terms of reference for the **MMCF – Jack Wilt Travel Award**:

- The preamble was revised to:
Through gifts received from friends and family of Dr. John Charles (Jack) Wilt, as well as from medical institutions and medical conferences, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Jack Wilt Travel Award at The Winnipeg Foundation. Dr. John Charles (Jack) Wilt was born in 1920 and passed away in 1989. He graduated from the University of Manitoba in 1954 with an MD. The purpose of the fund is to provide travel awards for postgraduate students at the University of Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the

University of Manitoba. The available earnings from the fund will be used to offer one travel award to a student who:

- The numbered criteria were revised to:
 - (1) is enrolled in either:*
 - (a) the Postgraduate Medical Education program in the Department of Medical Microbiology in the Max Rady College of Medicine; or*
 - (b) the Adult or Pediatric Infectious Disease residency training program in the Max Rady College of Medicine;*
 - (2) is in good standing; and*
 - (3) will be attending a professional meeting or conference in order to present the results of his/her research (poster or oral presentation).*
- The paragraph after the numbered criteria was revised to:

Evidence documenting the acceptance of a paper or poster presentation should be included with the request for funding. The intention of this award is to assist students with travel expenses for conference travel up to the available annual income generated by this fund.
- The selection committee paragraph was revised to:

The selection committee will be named by the Dean of the Max Rady College of Medicine (or designate) and will include the Head of the Department of Medical Microbiology and Infectious Diseases (or designate).
- The Standard Board of Governors statement was added.

Slusman Family Scholarship

The following amendments were made to the terms of reference for the **Slusman Family Scholarship**:

- The preamble was revised to:

Through a \$25,000 bequest, Ms. Molly Slusman established an endowment fund at the University of Manitoba in 2000. The purpose of this fund is to recognize the academic achievement of undergraduate students who are pursuing studies at the University of Manitoba. Each year, the available annual income from the fund will be used to offer scholarships valued at \$1,000 each to undergraduate students who:
- The numbered criteria was revised to:
 - (1) are enrolled full-time (minimum 80% course load) in any year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba; and*
 - (2) have either:*
 - (a) as an entering student, achieved a minimum average of 85% on the best five courses considered for the University of Manitoba General Entrance Scholarship Program; or*
 - (b) as a continuing student, achieved a minimum degree grade point average of 3.0.*
- The following paragraph was added:

The selection committee will have the discretion to determine the number of awards offered each year based on the available funds, as outlined in the criteria above.
- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

Theresa Sullivan Prize for Professionalism and Professional Reasoning Skills

The following amendments were made to the terms of reference for the **Theresa Sullivan Prize for Professionalism and Professional Reasoning Skills**:

- The preamble was revised to:

In memory of Theresa Sullivan, her family, friends, and students established the Theresa Sullivan Prize for Professionalism and Professional Reasoning Skills. The purpose of the prize is to recognize a graduate student (or students sharing a fieldwork placement) who have demonstrated excellence in the components of the Master of Occupational Therapy program that focus on professionalism and professional reasoning. Each year, beginning in 2019-2020, the available annual income will be used to offer one or more prizes of equal value to graduating students who:

- The numbered criteria was revised to:

- (1) were enrolled full-time in the Faculty of Graduate Studies in the Master of Occupational Therapy program in the College of Rehabilitation Sciences at the University of Manitoba in the year in which the award was tenable;*
- (2) have achieved a minimum degree grade point average of 3.5;*
- (3) have been nominated by a fieldwork educator of Advanced Fieldwork (currently numbered OT 7800) for excellence in professionalism and professional reasoning; and*
- (4) have attained a B+ or above in the course Professionalism and Enabling Occupation (currently numbered OT 6142).*

3. WITHDRAWALS

Schwartz Reisman Scholars Program

At the request of the donor

Nutrien Ltd. Indigenous Student Bursaries in Agriculture

At the request of the donor

Western Grains Research Foundation Endowment Fund Graduate Scholarship

At the request of the donor

June 18, 2020

Report of the Senate Committee on Libraries RE: Sub-committee to Advance Open Access

Preamble:

1. The terms of reference for the Senate Committee Libraries (SCL) can be found at: https://umanitoba.ca/admin/governance/governing_documents/governance/sen_committ ees/505.html
2. At its meeting on June 18, 2020 the Senate Committee on Libraries approved the establishment of a sub-committee to advance open access.

Observations:

1. The mandate of the sub-committee would be to construct and carry out a planning framework to identify steps and phases to advance open access at the University of Manitoba.
2. The membership would include:
 - a) University Librarian, Chair
 - b) Up to 4 librarians from the University of Manitoba Libraries
 - c) Up to 6 faculty members named by the Chair of the Senate Committee on Libraries
 - d) Up to 2 student members named by UMSU/UMGSA
 - e) Up to 2 members from the Office of the Vice-President of Research.

Respectfully submitted,

Ms. Lisa O'Hara, Chair
Senate Committee on Libraries

John Loxley (b. 1942 Sheffield, England) passed away on July 28, 2020, in Winnipeg, Manitoba. He joined the Department of Economics at the University of Manitoba in 1977 and taught there for 43 years. From 1984 to 1997, he served as Department Head.

Dr. Loxley earned a B.A. Honours (Economics) from the University of Leeds in 1963, and received his Ph.D (Leeds) in 1966. His dissertation advisor at Leeds was the renowned Africanist, Walter Newlyn. The topic of Dr. Loxley's dissertation was the development of the east African monetary system. From 1965 to 1967, he taught at Makerere University in Uganda. In 1967 he moved to Dar es Salaam, Tanzania, serving as resident economist at the National Bank of Commerce, as Senior Lecturer at the University of Dar es Salaam, as Director at the Institute of Financial Management, and then as UNDP Professor of Economics and Planning, and Head of the Department of Economics and Planning at the Institute of Financial Management and Planning, Dar es Salaam. In 1975, he moved to Winnipeg taking on the position of Secretary (Deputy Minister) of the Resource and Economic Development Sub-Committee of Cabinet with the Manitoba government. He joined the Department of Economics at the University of Manitoba as an Associate Professor in July, 1977.

Dr. Loxley's research and expertise in the area of development economics and policy resulted in an extensive list of academic publications, ranging from reviews to journals to monographs. International recognition resulted in a large and sustained flow of requests for his services with respect to demand for background reports, consultations, evaluations and advice. He served as a consultant to various national governments, especially those of Tanzania, Mozambique, and Uganda, and to major international development organizations (CIDA, ILO, Swedish International Development Agency). Students benefitted enormously from this experience and expertise. Dr. Loxley taught both upper-level undergraduate and graduate courses on economic development and international finance for many years. These proved to be popular courses. His reputation attracted strong graduate students from around the world, and especially from Africa, to the University of Manitoba. Many of these students wrote graduate theses on development issues under Dr. Loxley's supervision. He was also a recognized authority on community economic development. Much of his work in this field has focused on Indigenous communities, and his expertise concerning the specific developmental challenges facing Indigenous peoples in both urban and non-urban Canada has been deployed across a wide range of professional service activities (including acting as Economic Advisor to Manitoba Chiefs, and as Economic Advisor to the Royal Commission on Aboriginal Peoples). Also related to community economic development was his pioneering work on aspects of public finance, such as public-private partnerships, and especially on alternative budgets and public participation in the budgetary process.

Dr. Loxley was a committed and engaged member of the university community. He never forgot his roots growing up the son of a steelworker and one of twelve children, in working class Sheffield, leading him to be described as Canadian economics' "answer to Robin Hood." He saw research, service and teaching as part of an organic whole, the purpose of which was to mobilize intellectual resources so as to not only improve economic and social conditions, but to contribute to the empowerment of people and communities themselves, and especially those who have been particularly disadvantaged.

His contributions, integrity and generosity have left their mark, both locally and internationally. Dr. Loxley has been the recipient of a number of prestigious awards and honours, including the Canadian Association of University Teachers (CAUT) Distinguished Academic Award (2008), the CAUT Distinguished Service Award (2006), and election to the Royal Society of Canada. He received the John Kenneth Galbraith Prize (2010) (awarded biannually by the Progressive Economics Forum) and was honoured with invitations to deliver the Julius K. Nyerere Memorial Lecture (2002) at the University of Manitoba, and the Phyllis Clark Memorial Lecture (2011) at Ryerson University. Members of the university community here at Manitoba have been very fortunate to work with him in varying capacities and were proud to have him as colleague. Many more have enjoyed direct and long lasting benefits through their personal connections with Dr. Loxley in his role as teacher, mentor and supervisor.

John Loxley was predeceased by his parents Elizabeth and John, and siblings Joan, June, Betty, and Brian. He is survived by his partner, Aurelie Mogan, children Salim (Jaime), Camille (Ian), Raina and Matthew (Catherine), his beloved grandson Peter and siblings Mavis, Verna, Harold, Keith, Carol, Christine and David and their families.



University of Manitoba | Office of the President

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Date: July 9, 2020

To: Jeff Leclerc
University Secretary

From: Dr. Michael Benarroch
President and Vice-Chancellor

Re: Extension of Suspension of Intake to Programs

The recommendation to extend the suspension of intake to the programs listed was brought forward for consultation with Senate on June 24, 2020 and the Board of Governors on June 23, 2020, with no significant concerns being raised.

As established by the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation with the Dean/Director, Senate, and the Board of Governors. As a result, the suspension of intake for the following programs should be extended for one year to allow for the additional time required to complete reviews, as appropriate:

- Biotechnology Major (B.Sc., Hons.; B.Sc., Maj.)
- Internationally Education Agrologists Post-Baccalaureate Program (IEAP)
- Integrated Bachelor of Music/Bachelor of Education Program
- Post-Baccalaureate Certificate in Applied Leadership (PBCAL)

I would request that you proceed accordingly.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Todd Mondor, Deputy Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Stefi Baum, Dean, Faculty of Science
Edward Jurkowski, Dean, Desautels Faculty of Music
David Mandzuk, Dean, Faculty of Education and Acting Dean, Division of Extended Education
Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Jeff Adams, Executive Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



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Date: July 6, 2020

To: Dr. Stefi Baum, Dean, Faculty of Science

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Implementation of Bachelor of Science (Major) in Data Science

On June 22, 2020, the University received formal notification from the Assistant Deputy Minister, Manitoba Economic Development and Training, that the proposal to establish a Bachelor of Science (Major) in Data Science has been approved (see attached). The letter highlights the key role the program will play in developing university graduates with data science expertise.

I hereby approve the implementation of the program commencing Fall 2021, noting the following:

- The program is a 4-year, 120 credit hour program that offers a cooperative option.
- The program will be funded through the reallocation of existing resources and tuition revenue. As such, no additional financial support will be allocated in support of this implementation.
- Tuition for courses introduced in support of the program will be based on the per credit hour undergraduate tuition rate for the Faculty of Science.
- The maximum seat capacity for the program, defined as first-year enrolment in the program, is 100 students.
- The program can normally be completed fully in-person, although there is no limit on the number of courses that can be completed online, where available.

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.: Michael Benarroch, President and Vice-Chancellor
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
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June 22, 2020

Dr. David Barnard
President and Vice-Chancellor
University of Manitoba
Email: president@umanitoba.ca

Dear Dr. Barnard:

I am pleased to advise that Economic Development and Training has approved University of Manitoba's proposal to establish a new Data Science program, as submitted.

I read with interest that the program strongly aligns to labour market need and has the support of major employers in Manitoba. I trust the proposed program will play a key role in nurturing much needed data science talents in the province. I appreciate the University of Manitoba's continued efforts to enhance its programs to ensure positive student outcomes and labour market alignment.

During the COVID-19 pandemic period, when institutions are being asked to adjust programs based on an ever-changing environment, it is important to note that an approval of a proposal does not obligate a university or college to implement the change. Approval of a proposal is valid for three years from the effective date of the approval. Institutions retain the ability to implement at their discretion during that period. If the institution fails to implement the proposed change in that time, it must resubmit the proposal for the intended change.

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. Ms Sonya Penner, Executive Director, Post-Secondary Education and Labour Market Outcomes, Economic Development and Training
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba



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Date: July 6, 2020

To: Dr. Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Notification – Closure of the Master of Science, Textile Sciences

Please find attached Manitoba Economic Development and Training's approval of the UM proposal to permanently close the Master of Science, Textile Sciences. This decision follows Senate's recommendation on December 4, 2019 and the Board of Governor's approval on March 24, 2020 to close the program.

In March 2015, the Board of Governors approved the merger of the Department of Textile Sciences, in the former Faculty of Human Ecology, and the Department of Biosystems Engineering, in the Faculty of Agricultural and Food Sciences. With the merger, new students are admitted to the M.Sc. in Biosystems Engineering. The M.Sc. in Textile Sciences was to be closed once all current students had an opportunity to complete their program.

As there are currently no students enrolled in the program, the closure of the program is effective **September 1, 2020.**

Thank you to everyone involved in the process.

Cc.: Michael Benarroch, President and Vice-Chancellor
Todd Mondor, Deputy Provost (Academic Planning and Programs)
Jeff Leclerc, University Secretary
Jeff Adams, Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



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June 22, 2020

Dr. David Barnard
President and Vice-Chancellor
University of Manitoba
president@umanitoba.ca

Dear Dr. Barnard:

I am pleased to advise that Economic Development and Training has approved the University of Manitoba's proposal to permanently cease the Master of Science in Textile Sciences program, as submitted.

It is understood that the program no longer serves the needs of students and the labour market. It is also understood that enrolment in the program has been ceased since 2015, and that remaining students in the program have completed their degree requirements and graduated. I appreciate the University's proactive and ongoing commitment to provide students with excellent education that is aligned with the labour market needs of business and industry.

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. Sonya Penner, Executive Director, Post-Secondary Education and Labour Market Outcomes, Economic Development and Training
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba



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Date: July 6, 2020

To: Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Increase to Admission Target, Bachelor of Kinesiology

Please find attached Manitoba Economic Development and Training's approval of the UM proposal to increase the seat capacity of the Bachelor of Kinesiology program. This follows Dr. Barnard's decision of February 5, 2020 to approve a request to increase admission targets for the program, following consultation with Senate and the Board of Governors.

Accordingly, please accept this letter as notice to proceed with the approved increase from 65 to 100 seats for the Fall 2021 intake. As indicated throughout the approval process, any resources required to accommodate the expansion will be addressed within existing resources; as such, no additional financial support will be allocated in support of this implementation.

Thank you to everyone involved in the process.

Cc.: Michael Benarroch, President and Vice-Chancellor
Todd Mondor, Deputy Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Jeff Leclerc, University Secretary
Jeff Adams, Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



Economic Development and Training

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June 22, 2020

Dr. David Barnard
President and Vice-Chancellor
University of Manitoba
president@umanitoba.ca

Dear Dr. Barnard:

I am pleased to advise that Economic Development and Training has approved the University of Manitoba's proposal to significantly modify the Bachelor of Kinesiology degree program, as submitted.

I understand from the proposal that the significantly modified program will allow for increasing student demand, and help to meet projected labour market demands through 2024. I appreciate the University of Manitoba's continued efforts to improve its programs for better student outcomes and labour market alignment. It is important to note that the University has three years from the date of notification of approval to implement the change but is not obligated to do so. If enrolment changes occur as a result of the COVID-19 pandemic, the University maintains the ability to adjust enrolment rates accordingly.

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. Ms Sonya Penner, Executive Director, Post-Secondary Education and Labour Market Outcomes, Economic Development and Training
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba



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Date: July 6, 2020

To: Dr. Brian Postl, Dean, Max Rady College of Medicine

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Notification – Suspension of Admissions to the Bachelor of Human Ecology (Family Social Science) and Family Social Sciences, After-Degree Program

Please find attached Manitoba Economic Development and Training's approval of the UM proposal for temporary cessation of the Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program. This follows Dr. Barnard's decision of April 16, 2020 to approve the request to extend the suspension of intake to the program, following consultation with Senate and the Board of Governors.

Accordingly, the current suspension of intake to the B.H.Ecol. (Family Social Sciences) will extend through the 2021-2022 and 2022-2023 academic years. A review of this status should begin for no later than February 1, 2022.

Cc.: Michael Benarroch, President and Vice-Chancellor
Janice Ristock, Provost and Vice-President (Academic)
Jeff Leclerc, University Secretary
Jeff Adams, Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



Economic Development and Training

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June 22, 2020

Dr. David Barnard
President and Vice-Chancellor
University of Manitoba
Email: president@umanitoba.ca

Dear Dr. Barnard:

I am pleased to advise that Economic Development and Training has approved the University of Manitoba's proposal to extend the temporarily suspension of new intakes to the Family Social Sciences program for two years, as submitted.

As I understand from the proposal, during the extended temporary cessation, the University of Manitoba will redirect new students who might be potentially interested in a Family Social Science program into the Bachelor of Health Studies program and, where appropriate, transfer the remaining Bachelor of Human Ecology students into the Bachelor of Health Studies program. I hope the extended temporary cessation of enrolment will assist with a smooth transition. I appreciate the University of Manitoba's continued efforts to improve its programming to enhance positive student outcomes and labour market alignment.

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. Ms Sonya Penner, Executive Director, Post-Secondary Education and Labour Market Outcomes, Economic Development and Training
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba



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Date: July 7, 2020

To: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies
Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy

From: Dr. Todd A. Mondor, Deputy Provost (Academic Planning and Programs)

Re: Program Approval – Specialization in Pharmacoepidemiology

At its meeting of June 24, 2020, the University of Manitoba Senate approved the proposal by the Faculty of Graduate Studies to offer a graduate specialization in Pharmacoepidemiology in graduate programs in the College of Pharmacy. A 15-credit hour specialization will be made available to interested students enrolled in the M.Sc., Pharmacy program; and a 12-credit-hour specialization will be made available to students enrolled in the Ph.D., Pharmacy program.

I hereby approve the implementation of the concentration effective the Fall 2020 term. As outlined in the proposal, no new resources are required for implementation.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



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Date: July 7, 2020

To: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies
Dr. Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences

From: Dr. Todd A. Mondor, Deputy Provost (Academic Planning and Programs)

Re: Program Approval – Graduate Specialization in Engineering Education

At its meeting of June 24, 2020, the University of Manitoba Senate approved the proposal by the Faculty of Graduate Studies to offer a 12-credit hour Graduate Specialization in Engineering Education in the Ph.D., Biosystems Engineering program. This specialization will be available to interested students enrolled in the doctoral program in Biosystems Engineering.

I hereby approve the implementation of the specialization effective the Fall 2020 term. As outlined in the proposal, no new resources are required for implementation.


Cc: Janice Ristock, Provost and Vice-President (Academic)
Nariman Sepehri, Acting Dean, Price Faculty of Engineering
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



MEMORANDUM

DATE: June 24, 2020

TO: David Barnard, Chair, Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Board of Governors – June 23, 2020***

On June 23, 2020, Board of Governors approved the following motions:

THAT the Board of Governors approve eleven new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated February 20, 2020].

THAT the Board of Governors approve six new offers, seven amended offers, and the withdrawal of three offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated April 7, 2020].

THAT the Board of Governors approve four new offers, nine amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated May 14, 2020].

THAT the Board of Governors approve the establishment of an endowed research Professorship in Anesthesiology [as recommended by Senate, May 13, 2020].

THAT the Board of Governors approve a proposal to establish a Master of Supply Chain Management and Logistics [as recommended by Senate, May 13, 2020].

THAT the Board of Governors approve the establishment of the Manitoba Quantum Institute, for a five-year term, from March 4, 2020 through March 3, 2025 [subject to Senate approval, June 24, 2020].

THAT the Board of Governors approve the closure of the Diploma in Population Health, Department of Community Health Sciences [subject to Senate approval, June 24, 2020].

Copy: D. Jayas
J. Ristock


JL/sf



MEMORANDUM

DATE: August 27, 2020

TO: Michael Benarroch, Chair, Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION***
Board of Governors Executive Committee – August 25, 2020

On August 25, 2020, the Executive Committee, on behalf of the Board of Governors, approved the following motion:

THAT the Board of Governors approve three new offers, two amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated June 11, 2020].

Copy: D. Jayas
J. Ristock

JL/sf

PRESIDENT'S REPORT: October 7, 2020

GENERAL

The University of Manitoba has planned carefully for the return to campus for the Fall term, both virtually and physically. The University's [ResUMe 2020/21 Covid-19 Recovery Plan](#) outlines all the processes by which faculties and units will resume limited operations, is based on the advice of provincial health authorities, and reflects five guiding principles:

1. The health and safety of students, staff, faculty and visitors is the overarching priority.
2. All students, staff and faculty will work remotely unless approval has been granted to work on campus.
3. Any activity on campus, whatever its nature, will be carried out while strictly respecting the constraints of public health authorities and in accordance with government guidelines and directives.
4. Recovery of on-campus activities will be gradual and in keeping with the university's stated principles and recovery plan.
5. The university will continue to take into consideration and accommodate special circumstances for students, staff and faculty, including health conditions.

The committee structure that oversees the University's COVID-19 recovery efforts has been reviewed and updated and discussed with Senate. The new COVID-19 Recovery Steering Committee is chaired by Todd Mondor, Deputy Provost (Academic Planning and Programs) and will report to the Provost and Vice-President (Academic) through to the President/President's Executive Team. The Steering Committee will receive recommendations from four teams: Academic, chaired by Mark Torchia, Vice-Provost (Teaching and Learning); Research, chaired by Jay Doering, Associate Vice-President (Research and International); Health and Safety, chaired by Marcia Anderson, Vice-Dean, Indigenous Health, Rady Faculty of Health Sciences; and Operations, chaired by Andrew Konowalchuk, Associate Vice-President (Administration).

The Royal Society of Canada (RSC) announced the election of two UM professors as Fellows of the RSC, Dr. Joan Durrant (Community Health Sciences) and Dr. Thomas Nesmith (History), and Canada Research Chair in Population Health, Dr. Marcelo Urquia (Community Health Sciences/Manitoba Centre for Health Policy) has been elected as member of the RSC's College of New Scholars, Artists and Scientists.

- Durrant is a world-renowned scholar in child maltreatment prevention whose research has revolutionized professional practice and public policy, while also supporting families in their local communities.
- Nesmith has had an impact on scholarship in Canada by leading the transformation of the study of archives from a marginal academic subject into a vibrant body of complex theoretical and applied research.
- Urquia is internationally recognized for his contributions to the reproductive health of immigrants and the social determinants of marginalized groups' health and well-being.

Fellows, members and award winners from across the country will be officially inducted and honoured during the annual Celebration of Excellence and Engagement, Nov. 23-29, in Toronto. The event will be a weeklong scholarly, scientific and artistic exploration combining in-person activities with enhanced digital engagement.

These new inductees bring UM's number to 51 RSC Fellows and 10 Members of the College of New Scholars, Artists and Scientists.

First day enrolment numbers for Fall term, though subject to change, show an increase in overall enrolment from the first day of Fall term 2019 of 2.7 per cent, comprising an increase of 1.4 per cent in full-time enrolment and 3.7 per cent in part time enrolment.

ACADEMIC MATTERS

- Kelsey Wog, plant biotechnology student and UM Bison was named the winner of the 2020 Lieutenant Governor Athletic Awards, as U SPORTS Female Athlete of the Year for the 2019-20 season. She is the second Bison to be named U SPORTS Athlete of the Year, and first since basketball star Terri-Lee Johannesson in 1997.
- Dr. Vanessa Poliquin, obstetrics, gynecology and reproductive sciences, was awarded the Canadian Medical Association Award for Young Leaders (Early Career). Dr. Poliquin is one of two Canadian physicians to receive the award which is given annually to doctors who have demonstrated exemplary dedication and leadership, shown creativity and initiative, and acted as a positive role model for colleagues and peers.
- Arezou Zaresani, economics, was awarded the 2020 Young Economists Award by the International Institute of Public Finance (IIPF). The "IIPF Young Economists Award" was instituted in 2008, with the aim of encouraging young scholars who present their papers at the IIPF Annual Congress.
- Colette Simonot-Maiello, Faculty of Music and the students of MUSC 3084: Romantic Music History, partnered with Scott Miller, Education & Outreach Coordinator, Manitoba Opera, to learn about community engagement. After Scott visited the class to discuss community engagement in the arts and outlined the community projects he develops for Manitoba Opera, the students developed their own community engagement plans for an opera of their choice over the course of the term.
- Grace Nickel, assistant professor, Michael Zajac, sessional instructor and Janine-Annette Littman, MFA candidate, School of Art, were among the winners of the Manitoba Craft Council's Judith Ryan Award 2020 for their collaborative works in Lens Reflex. The Judith Ryan Award is presented as part of the Manitoba Craft Council's regular juried exhibitions to encourage excellence in Manitoba craft.
- MFA graduate Grace Han, School of Art, was short-listed for the Winifred Shantz Award, the highest honour bestowed in ceramics in Canada. This award is administered through the Canadian Clay and Glass Gallery and celebrates artists who have been working in ceramics professionally for ten years or less and show exceptional dedication, quality, and innovation in their practice.

- Faculty member Katherine Boyer, School of Art, was included in an Exhibition of unprecedented scope called Kwaata-nihtaawakihk – A Hard Birth, at the Winnipeg Art Gallery. This exhibition commemorates the 150th anniversary of the founding of the Province of Manitoba. Katherine Boyer was one of four artists commissioned to create new work to be exhibited along-side archival documents, historic objects, and the work of 15 contemporary Indigenous artists. Because of COVID-19 the exhibition was postponed until 2022.
- The Canadian Society of Animal Science recently announced their 2020 award recipients: Martin Nyachoti, Animal Science, received the Technical Innovation in Enhancing Production of Safe Affordable Food; Laurie Connor and Karin Wittenberg were both awarded Honorary Lifetime Memberships.
- Bradley Feltham, Food and Human Nutritional Sciences Ph.D. student, received the Prairie Indigenous Knowledge Exchange Network (PIKE-Net) Graduate Fellowship as well as FGS Doctoral Award for Indigenous Students.
- Joanne Thiessen Martens, Soil Science Ph.D. student, received this year's Karl Ivarson Scholarship, which is awarded annually to students in soil science and related disciplines.
- Biosystems Engineering students were winners of the 2020 Canadian Society for Bio Engineering (CSBE/SCGAB) awards. George Dyck received the Undergraduate Thesis Award and Navjot Brar Kaur received the Graduate Thesis Award (M.Sc.). Eva Kwok received the Undergraduate Scholarship, which is presented to a student member of the Society with the highest GPA in the preceding semester.
- Max Rady College of Medicine student Jakob Weirathmueller received a Canadian Medical Hall of Fame (CMHF) award. Second-year medical students with an established track record of community leadership, superior communication skills and demonstrated interest in advancing knowledge are recognized with the CMHF award.
- First-year medical students began their journey to becoming doctors after reciting the Physician's Pledge at this year's Inaugural Day Exercises and White Coat Ceremony. The 110 members of the Class of 2024 cloaked themselves in their first white coats in keeping with safety protocols and physical distancing during the COVID-19 pandemic.
- A new undergraduate program in Data Science is slated to start in the fall 2021. This program is interdisciplinary; combining a foundation in mathematics, statistics, and computer science with newly developed courses in data science projects from across the disciplinary fields, applications to broad swatches of industry, and a strong coop component.
- Graduate students in Faculty of Science will have the opportunity to participate in a series of interactive workshops on science communication to earn a Certificate of Science Communication. Interactive workshops will inspire students to foster science literacy in communities, which is especially relevant in this time of misinformation.

- A new Faculty of Science Lead for Equity Diversity and Community (EDC) was established and started by leading a survey to poll Science faculty on their EDI (Equity, Diversity and Inclusion) priorities to help guide directions moving forward. EDI seminars will be part of the faculty's regular seminar series going forward, with twice-yearly EDI presentations joining our repertoire of interdisciplinary science, pedagogy, and Indigenous Science talks.
- The new Science Public Online Talk (SPOT) series was launched in May, featuring presentations for a general audience by Science alumni (including our Nobel Prize winner Jim Peebles) and faculty. This series was initiated to create an inclusive and informed science ecosystem, support student engagement, and bring the community together (virtually) during covid-19.
- As part of the new Science Kindness Initiative, which seeks to remind us of all the helping and guiding hands we benefit from each and every day in science and our support for one another, science kindness masks were designed distributed to the faculty and staff.
- The Faculty of Science has launched the Indigenous Wawatay Project, a comprehensive approach to recruiting, retaining and graduating highly motivated Indigenous students. Named the Wawatay (Anishinaabe for Northern Lights) Project is aimed to dramatically change the environment for Indigenous students at both the undergraduate and graduate levels by infusing an appreciation of Indigenous approaches, engaging students in research early and often, and growing their science proficiency.

RESEARCH MATTERS

- At this time, research at the University of Manitoba (UM) is continuing remotely to the extent possible. UM has developed a phased approach to the recovery, cautiously resuming critical research and essential activities on our campuses, while ensuring a strong focus on health and safety. We are currently in Phase 3: September 1 to December 31 (Fall Term). Details on the phased approach for the campus can be found on the webpage [COVID-19 UM Recovery: Resources and Updates](#). Details on the guiding principles, process for requesting access and preventative measures are available in the updated [Researcher FAQs section of the COVID-19 webpage](#).
- In June, five outstanding UM graduate students were awarded 2019 Vanier Canada Graduate Scholarships. These awards, considered the Canadian equivalent of the United Kingdom's Rhodes Scholarships, help recruit and keep in Canada top doctoral students from across the country and around the world. Each recipient will receive \$150,000 over three years towards their research programs. The recipients are:
 - [Javad Alizadeh](#), Human Anatomy & Cell Science, will study how the recycling of old and damaged parts of the cell can control the escape of lung cancer to other organs, thanks to support from the Canadian Institutes of Health Research (CIHR).
 - [Ashley Hayward](#), Peace and Conflict Studies, will begin her project titled: "Incarcerated mother's experience with pregnancy and childbirth: A narrative inquiry," thanks to support from CIHR.
 - [Sarah Turner](#), Community Health Sciences/Children's Hospital Research Institute of Manitoba, will gain an understanding of the link between breastfeeding and child behaviour in the Canadian CHILD birth cohort study, thanks to support from CIHR.

- [Rachel Nickel](#), Physics & Astronomy, will begin her project titled: “Building magnetic nanoparticles to eliminate bacterial biofilms: A common source of hospital acquired infections,” thanks to support from the Natural Sciences and Engineering Research Council of Canada (NSERC).
- [Belal Zia](#), Psychology, will begin his study titled: “Developing an educational intervention to improve treatment seeking attitudes and intentions among Canadian Muslims,” thanks to support from the Social Sciences and Humanities Research Council (SSHRC).

In addition to the five Vanier Scholarships awarded, the federal government also announced the awarding of a total of \$2,205,000 in scholarships to [71 UM master’s and doctoral student researchers](#) through the Canada Graduate Scholarship programs (including Frederick Banting and Charles Best, Alexander Graham Bell, Joseph-Armand Bombardier scholarships, funded by the three granting agencies).

- Professor Tracie Afifi (Community Health Sciences/Psychiatry), a world-renowned expert in child maltreatment and mental health, has been awarded a Tier 1 Canada Research Chair (CRC) in Childhood Adversity and Resilience. The award provides \$1.4 million over seven years for her research through the Canada Research Chair Program and Canadian Institutes of Health Research. Her research uses a public health approach to understand how the experiences of child maltreatment are associated with negative mental and physical health outcomes. Her research focuses on preventive efforts and has proposed innovative research questions that go beyond clinical observations with the examination of nationally representative data. Regularly quoted in international and national media outlets, she has informed the global debate on not using physical punishment as a means of child discipline.
- The 2019 Winnipeg Rh Institute Foundation Awards recipients were celebrated on September 22. Distinguished Professor Dr. Aniruddha Gole, Electrical and Computer Engineering, NSERC Industrial Research Chair in Power Systems Simulation was awarded the Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award. Due to the global pandemic, an online celebration was held to honour the recipients.
- The 2019 Terry G. Falconer Memorial Rh Institute Foundation Emerging Researcher Awards were also celebrated. These awards recognize academic staff members who are in the early stages of their careers and who display exceptional innovation, leadership and promise in their respective fields. The recipients were:
 - **Applied Sciences** – Dr. Guozhen Zhu (Mechanical Engineering)
 - **Health Sciences** – Dr. Kellie Thiessen (Nursing); Dr. Frederick Zeiler (Surgery)
 - **Humanities** – Dr. Jonathan Peyton (Environment and Geography)
 - **Interdisciplinary** – Dr. Pingzhao Hu (Biochemistry and Medical Genetics)
 - **Natural Sciences** – Dr. Jacob Burgess (Physics and Astronomy)
 - **Social Sciences** – Dr. Will Oxford (Linguistics)

- Thirty-three researchers received a total of \$10,887,902 in grant funding for 34 COVID-19 related research projects:

PI	Sponsor	Title	Awarded
Azad, Meghan (Pediatrics and Child Health)	CIHR COVID-19 Rapid Research	Rapid research in the CHILD Cohort to inform Canada's response to the COVID-19 pandemic: Investigating the prevalence and predictors of SARS-CoV-2 infection, and the health and psychosocial impact of the COVID-19 crisis on Canadian families	\$1,589,795
Coombs, Kevin (Medical Microbiology and Infectious Diseases)	CIHR COVID-19 Rapid Research	Integrated multi-omic delineation of SARS-CoV-2-dysregulated cellular processes	\$790,162
Lavoie, Josee (Community Health Sciences)	CIHR COVID-19 Rapid Research	Developing strategies to support First Nation communities' decision-making during COVID-19 outbreaks	\$475,836
Nickel, Nathan (Community Health Sciences)	CIHR COVID-19 Rapid Research	A distinction-based study on equity in COVID-19 testing and associated outcomes for Manitoba First Nations, Metis and Inuit	\$317,917
Wilkinson, Lori (Sociology)	CIHR COVID-19 Rapid Research	COVID-19's differential impact on Indigenous peoples and newcomers: A socioeconomic analysis of Canada, US and Mexico	\$671,332
Zarychanski, Ryan (Internal Medicine)	CIHR COVID-19 Rapid Research	Anti-thrombotic therapy to ameliorate complications of COVID-19 (ATTACC): A randomized, international, multi-centre, adaptive, controlled clinical trial	\$3,573,336
Wilkinson, Lori (Sociology)	Mitacs Accelerate COVID-19 Rapid Response	What are the socioeconomic impacts of COVID-19 on Canadians	\$30,000
Thompson, Shirley (Natural Resources Institute)	Mitacs Accelerate Entrepreneur	Development of low-cost air purifiers for use in First Nation houses to improve indoor air quality affected by mould, smoke particulate, and air-borne viruses such as COVID-19	\$90,000
Friesen, Marcia (Electrical and Computer Engineering)	NSERC Alliance COVID-19	Developing algorithms that use individual mobility data to support tracking and contact tracing of SARS-CoV-2 causing COVID-19 and future pandemics	\$50,000
Irani, Pourang (Computer Science)	NSERC Alliance COVID-19	Investigating trust and adoption of contact tracing for mitigating the spread of COVID-19	\$48,504
Mark, Brian (Microbiology)	NSERC Alliance COVID-19	Bioengineering plant resilience to viral infection	\$120,000
Moussavi, Zahra (Electrical and Computer Engineering)	NSERC Alliance COVID-19	Post discharge tele-monitoring of COVID-19 survivors for long-term impacts and point-of-care	\$50,000
Moussavi, Zahra (Electrical and Computer Engineering)	NSERC Alliance COVID-19	A touchless tool to screen for Covid-19 for reopening industries	\$49,880

Torabi, Mahmoud (Community Health Sciences)	NSERC Alliance COVID-19	Modeling of COVID-19 pandemic in Canada: Projection and interventions	\$50,000
Tranmer, Geoffrey (Pharmacy)	NSERC Alliance COVID-19	FlowCoV: Development of flow chemistry methods related to COVID-19	\$49,985
Yuan, Qiuyan (Civil Engineering)	NSERC Alliance COVID-19	Developing a wastewater surveillance system for the estimation of the scale of COVID-19 infection	\$50,000
Azad, Meghan (Pediatrics and Child Health)	Research Manitoba COVID-19 Rapid Response	Rapid research in the CHILD Cohort to inform Manitoba's response to the COVID-19 pandemic: Investigating the prevalence and predictors of SARS-CoV-2 infection, and the health and psychosocial impact of the COVID-19 pandemic on Manitoban families	\$100,000
Chochinov, Harvey Max (Psychiatry)	Research Manitoba COVID-19 Rapid Response	Death, dying and dignity in the time of the COVID-19 pandemic	\$235,676
Decker, Kathleen (Community Health Sciences)	Research Manitoba COVID-19 Rapid Response	Evaluating the impact of the health care system's response to COVID19 on cancer patients in Manitoba	\$122,154
Eltonsy, Sherif (Pharmacy)	Research Manitoba COVID-19 Rapid Response	The impact of population-level physical distancing during COVID-19 pandemic on health care services in Manitoba: a focus on vulnerable populations	\$150,000
Haigh, Jody (Pharmacology and Therapeutics)	Research Manitoba COVID-19 Rapid Response	Development of humanized Ace2 mouse models for COVID-19 research	\$65,500
Halas, Gayle (School of Dental Hygiene)	Research Manitoba COVID-19 Rapid Response	Virtual visits and management of primary care in a pandemic environment	\$184,677
Leong, Christine (Pharmacy)	Research Manitoba COVID-19 Rapid Response	Evaluating the impact of COVID-19 on healthcare utilization, psychotropic drug use, and mortality among individuals living with mental illness: A population-based study using administrative data	\$100,000
Liu, Song (Biosystems Engineering)	Research Manitoba COVID-19 Rapid Response	Potent rechargeable anti-viral face mask	\$200,063
MacKenzie, Lauren (Internal Medicine)	Research Manitoba COVID-19 Rapid Response	Manitoba COVID-19 Serology (MaCS) Network	\$448,500
Nickel, Nathan (Community Health Sciences)	Research Manitoba COVID-19 Rapid Response	A distinction-based study on equity in COVID-19 testing among Manitoba First Nations, Metis and Inuit	\$99,435
Reynolds, Kristin (Psychology)	Research Manitoba COVID-19 Rapid Response	Dissemination and evaluation of a cognitive behavioral therapy e-health and m-health intervention for anxiety in pregnancy and postpartum during COVID-19	\$104,945

Roos, Leslie (Psychology)	Research Manitoba COVID-19 Rapid Response	The PACT program: Parenting Apart while Coming Together	\$198,232
Torabi, Mahmoud (Community Health Sciences)	Research Manitoba COVID-19 Rapid Response	Projection of COVID-19 pandemic and possible interventions in Manitoba	\$68,500
Udod, Sonia (Nursing)	Research Manitoba COVID-19 Rapid Response	The healthcare leader's role during the COVID-19 pandemic: Integrating crisis leadership and organizational resilience	\$95,876
Graham, Morag (Medical Microbiology and Infectious Diseases)	University of Alberta - Canadian COVID-19 Rapid Research	Rapid RNA sequencing of coronavirus for public health surveillance and transmission	\$231,107
Van Domselaar, Gary (Medical Microbiology and Infectious Diseases)	University of Alberta - Canadian COVID-19 Rapid Research	Rapid RNA sequencing of Coronavirus for public health surveillance and transmission	\$151,940
Pickering, Brad (Medical Microbiology and Infectious Diseases)	University of Montreal - COVID-19 Rapid Research	SARS-CoV-2 immunization strategies to enhance protective immunity with reduced risk of antibody-dependent enhancement (ADE)	\$250,000
Metge, Colleen (Community Health Sciences)	University of Windsor - COVID-19 Rapid Research	Development of an implementation framework to advance provincial and national system supply chain management of the COVID-19 pandemic	\$74,550

- Fifty-two researchers received a total of \$17,338,851.75 in grant funding for 132 projects from a variety of sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Azad, Meghan (Pediatrics and Child Health)	CFI IOF	Manitoba Interdisciplinary Lactation Center (MILC): A provincial infant feeding database and human milk biorepository	\$59,525
Bakker, Matthew (Microbiology)	CFI JELF	Investigating plant-associated microbiomes	\$159,990
Bakker, Matthew (Microbiology)	Research Manitoba John R. Evans Leaders Fund	Investigating plant-associated microbiomes	\$159,990
Budisa, Nediljko (Chemistry)	CFI JELF	Biomaterials discovery platform	\$159,139
Budisa, Nediljko (Chemistry)	Research Manitoba John R. Evans Leaders Fund	Biomaterials discovery platform	\$159,139
Gerstein, Aleeza (Microbiology)	CFI JELF	High-throughput genotypic and phenotypic fungal analysis research facility	\$239,631
Gerstein, Aleeza (Microbiology)	Research Manitoba John R. Evans Leaders Fund	High-throughput genotypic and phenotypic fungal analysis research facility	\$239,631
Gibbs, Jason (Entomology)	CFI JELF	Evolutionary ecology of prairie pollinators	\$206,558
Gibbs, Jason (Entomology)	Research Manitoba John R. Evans Leaders Fund	Evolutionary ecology of prairie pollinators	\$206,558
Jeffries, Kenneth (Biological Sciences)	CFI JELF	High-throughput examination of stress in fish	\$150,250

Jeffries, Kenneth (Biological Sciences)	Research Manitoba John R. Evans Leaders Fund	High-throughput examination of stress in fish	\$150,250
Jones, Meaghan (Biochemistry and Medical Genetics)	CFI JELF	Breaking the link between environmental exposures and health: Lessons from epigenetics	\$159,261
Jones, Meaghan (Biochemistry and Medical Genetics)	Research Manitoba John R. Evans Leaders Fund	Breaking the link between environmental exposures and health: Lessons from epigenetics	\$159,261
Liang, Xihui (Mechanical Engineering)	CFI JELF	Infrastructure for development of advanced condition monitoring techniques for gears and bearings	\$159,603
Liang, Xihui (Mechanical Engineering)	Research Manitoba John R. Evans Leaders Fund	Infrastructure for development of advanced condition monitoring techniques for gears and bearings	\$159,603
Livi, Lorenzo (Computer Science)	CFI JELF	Deep learning on graph-structured data for predicting protein-ligand interactions	\$160,000
Livi, Lorenzo (Computer Science)	Research Manitoba John R. Evans Leaders Fund	Deep learning on graph-structured data for predicting protein-ligand interactions	\$160,000
Schindler, Michael (Geological Sciences)	CFI JELF	Environmental nano-geoscience facility	\$238,498
Schindler, Michael (Geological Sciences)	Research Manitoba John R. Evans Leaders Fund	Environmental nano-geoscience facility	\$238,498
Scribbans, Trisha (Faculty of Kinesiology and Recreation Management)	CFI JELF	An integrative approach to understanding shoulder movement across the lifespan	\$156,891
Scribbans, Trisha (Faculty of Kinesiology and Recreation Management)	Research Manitoba John R. Evans Leaders Fund	An integrative approach to understanding shoulder movement across the lifespan	\$156,890
Zeiler, Frederick (Surgery)	CFI JELF	Multi-modal monitoring of cerebral autoregulation in cranial neurotrauma	\$155,600
Zeiler, Frederick (Surgery)	Research Manitoba John R. Evans Leaders Fund	Multi-modal monitoring of cerebral autoregulation in cranial neurotrauma	\$155,600
Jayas, Digvir (Office of the Vice-President (Research and International))	Canada Research Chair Program	Equity, diversity and inclusion (EDI) stipend	\$50,000
Afifi, Tracie (Community Health Sciences)	CIHR Catalyst Grant	Vaping and health outcomes, and use of the health care system among parents and adolescents in Manitoba	\$99,421
Balneaves, Lynda (College of Nursing)	CIHR Catalyst Grant	Cannabis vaping experiences and decisions among youth and young adults in Manitoba (The CaVED Project)	\$100,000
Mookherjee, Neeloffer (Internal Medicine)	CIHR Chair: Sex and Gender Science Chair	Sex and asthma: Immunomodulatory mechanisms of airway inflammation	\$694,484
Pascoe, Chris (Physiology & Pathophysiology)	CIHR Catalyst Grant	Understanding the pathology of vaping associated lung damage in young adults	\$100,000
Schultz, Annette (Nursing)	CIHR Fellowship	Identity as visibility: Gathering knowledge around the collection of racial and ethnic	\$110,000

		identifiers from the perspectives of Indigenous patients and health data collectors	
Osiowy, Carla (Medical Microbiology and Infectious Diseases)	Canadian Liver Foundation	Development of hepatitis B virus (HBV) serum RNA biomarker assay as a surrogate measure of intrahepatic HBV replication	\$40,000
Protudjer, Jennifer (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba	The mental health impact and needs of those living with food allergy: Perceptions from children, parents and care providers to inform needs based multi-faceted support programs and policy	\$85,000
Roos, Leslie (Psychology)	Children's Hospital Research Institute of Manitoba	The PACT Program: Parenting Apart while Coming Together	\$50,000
Wicklow, Brandy (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba	Genetic and environmental influences on development of type 2 diabetes in childhood: The next generation longitudinal birth cohort	\$60,000
Bassuoni, Mohamed (Civil Engineering)	City of Winnipeg	Improving soil conditions under pavements using cement and nanoparticles	\$91,000

Hanson, Mark (Environment & Geography)	Dalhousie University	Validating environmental and human health improvements associated with wastewater treatment upgrades in Arctic communities	\$242,500
Dhaliwal, Perry (Surgery)	Health Sciences Centre Foundation	Intraspinal pressure monitoring for acute traumatic spinal cord injury: A validation study	\$70,000
Poliquin, Vanessa (Obstetrics, Gynecology and Reproductive Sciences)	Health Sciences Centre Foundation	Prospective cohort study comparing two models of penicillin allergy-delabelling in pregnancy	\$32,600
Wright, Galen (Pharmacology and Therapeutics)	Health Sciences Centre Foundation	Fine-mapping of neurodegenerative disorder genomic risk loci for the prioritization of novel drug targets	\$70,000
Wright, Galen (Pharmacology and Therapeutics)	Health Sciences Centre Foundation	Precision medicine approaches in neurological disorders	\$125,000
Clark, Shawn (Civil Engineering)	KGS Group Winnipeg	Critical shear stress field assessment of glacial till	\$37,400
Gardiner, Phillip (Physiology & Pathophysiology)	Manitoba Paraplegia Foundation Inc	Technical salary support for Spinal Cord Research Centre	\$25,000
Choukou, Amine (College of Rehabilitation Sciences)	Mitacs Accelerate	A Virtual reality (VR)-based yoga exercise program targeting upper and lower extremities function in stroke survivors who are discharged home	\$60,000
Cicek, Nazim (Biosystems Engineering)	Mitacs Accelerate	Effectiveness of using engineered floating treatment wetlands to reduce nutrients, pharmaceuticals, and antibiotic resistant bacteria and genes in wastewater	\$120,000
Filizadeh, Shaahin (Electrical and Computer Engineering)	Mitacs Accelerate	Grid-forming techniques for converter-dominated power systems	\$80,000
Fraser, Kevin (Biological Sciences)	Mitacs Accelerate	Breeding and migratory habitat use in Eastern Whip-poor-will in relation to forest management	\$120,000
Irani, Pourang (Computer Science)	Mitacs Accelerate	Space-efficient health data visualization and interaction on smartwatches	\$45,000
Irani, Pourang (Computer Science)	Mitacs Accelerate	Effective and improved telerehabilitation in physical therapy	\$45,000
Jeffrey, Ian (Electrical and Computer Engineering)	Mitacs Accelerate	Applying machine learning to develop meaningful rail condition indices	\$32,500
Kindrachuk, Jason (Medical Microbiology and Infectious Diseases)	Mitacs Accelerate	Broad spectrum CoV therapeutic; rhACE2 Immunoaderisin to treat COVID19	\$45,000
Kinsner, Witold (Electrical and Computer Engineering)	Mitacs Accelerate	Implementation of an optimal system for the detection and avoidance system on an Unmanned Aircraft System (UAS)	\$45,000
Leung, Carson (Computer Science)	Mitacs Accelerate	Design and development of a big data analytics system to accommodate	\$120,000

		dynamic risk modeling of emergency responder delays at active rail crossings	
Leung, Carson (Computer Science)	Mitacs Accelerate	Constrained dynamic pricing for airport parking reservations	\$30,000
McLachlan, Stephane (Environment & Geography)	Mitacs Accelerate	Integration of indigenous knowledge and western science to produce value-added fishery products in northern Manitoba	\$110,000
Muthukumarana, Saman (Statistics)	Mitacs Accelerate	Assessing and identifying indoor environmental quality gaps in commercial buildings using wireless sensors and big data analysis tools	\$53,333
Ng, Marcus (Internal Medicine)	Mitacs Accelerate	Exploring the effects of functional connectivity to depict key differences between stages of sleep to determine why REM protects against seizures	\$30,000
Ripat, Jacqueline (Occupational Therapy)	Mitacs Accelerate	Capturing change: Understanding the physical and psychosocial impacts of adaptive bikes	\$45,000
Sri Ranjan, Ramanathan (Biosystems Engineering)	Mitacs Accelerate	Evaluating tile drainage/water management effects on wheat, canola, and soybeans productivity in heavy clay soils	\$45,000

Azad, Meghan (Pediatrics and Child Health)	Molly Towell Perinatal Research Foundation	Impact of human-derived human milk fortifiers (H2MF) on gut microbiota development and oxidative stress in premature infants	\$30,000
Durocher, Stephane (Computer Science)	NSERC Discovery Accelerator Supplement	Algorithms for summarizing, representing and analyzing trajectories of moving objects	\$120,000
Ehn, Jens (Centre for Earth Observation Science)	NSERC Discovery Grant	Seasonal decay and break-up of sea ice in the Arctic coastal domain	\$125,000
Ehn, Jens (Centre for Earth Observation Science)	NSERC Northern research supplement	Seasonal decay and break-up of sea ice in the Arctic coastal domain	\$75,000
Deconinck, Wouter (Physics and Astronomy)	NSERC Subatomic physics	Precision electroweak studies of the standard model	\$100,000
Chopek, Jeremy (Physiology & Pathophysiology)	Research Manitoba - New Investigator Operating Grant	Integration between locomotor and sympathetic spinal neural circuitry	\$129,900
Jones, Meaghan (Biochemistry and Medical Genetics)	Research Manitoba - New Investigator Operating Grant	Epigenetic mechanisms of biological embedding of prenatal cigarette smoke	\$130,000
Liang, Xihui (Mechanical Engineering)	Research Manitoba - New Investigator Operating Grant	Development of embedded sensors for bearing condition monitoring	\$50,000
Logue, Susan (Human Anatomy and Cell Science)	Research Manitoba - New Investigator Operating Grant	Understanding the contribution of the unfolded protein response to secretome regulation post-therapy in triple negative breast cancer cells	\$130,000
Prehna, Gerd (Microbiology)	Research Manitoba - New Investigator Operating Grant	Deciphering the molecular mechanism of protein assembly in the type six secretion system warhead	\$50,000
Protudjer, Jennifer (Pediatrics and Child Health)	Research Manitoba - New Investigator Operating Grant	A mixed methods investigation into the bidirectional association of atopic dermatitis and maternal-infant bonding	\$129,454
Schellenberg, Benjamin (Kinesiology and Recreation Management)	Research Manitoba - New Investigator Operating Grant	Fuelled by passion: Applying the quadripartite approach to passion with sports fans	\$38,157
Jayas, Digvir (Office of the Vice-President (Research and International))	SSHRC Canada Research Continuity Emergency Fund Stage 1	Canada Research Continuity Emergency Fund (CRCEF) - Stage 1	\$7,800,958
Au, Yik (Accounting and Finance)	SSHRC Insight Development Grant	Workplace racial discrimination and firm value	\$70,662
Bartlett, Nadine (Educational Administration, Foundations and Psychology)	SSHRC Insight Development Grant	Prevention and intervention: An examination of community mobilization responses to crime	\$66,645
Brown, Brenda (Landscape Architecture)	SSHRC Insight Development Grant	Manitoba farmstead shelterbelt landscapes: Documentations, analyses, stories	\$67,487

Cui, Hong (Victor) (Business Administration)	SSHRC Insight Development Grant	"When You Wish Upon a Star": The impact of Star Inventors on Firm Exploratory Innovation	\$56,440
Desmarais, Annette (Sociology)	SSHRC Insight Development Grant	Transitioning to agroecology in the Canadian Prairies: A research and visual methods pilot project	\$59,998
Hechter, Richard (Curriculum, Teaching and Learning)	SSHRC Insight Development Grant	Mah-Kom: Cultivating empathy through ethnoastronomy	\$63,718
Seniuk Cicek, Jillian (Centre for Engineering Professional Practice and Engineering Education)	SSHRC Insight Development Grant	Are Canadian access programs making space for indigenous students in postsecondary education?	\$62,650
Smandych, Russell (Sociology)	SSHRC Insight Development Grant	Reframing media studies of crime, insurgencies, and counterterrorism in Nigeria: Toward a new multi-disciplinary criminology-mass communication stakeholder approach	\$58,487
Wu, Zhenyu (Business Administration)	SSHRC Insight Development Grant	Climate risk and financial quality: International evidence	\$63,180
Jayas, Digvir (Office of the Vice-President (Research and International))	SSHRC	New Frontiers Research Fund Exploration - Indirect Costs	\$263,986
Peschken, Christine (Internal Medicine)	University Medical Group	Bridge funding for research programs	\$25,000
Azad, Meghan (Pediatrics and Child Health)	University of Manitoba (Gates (Bill and Melinda) Foundation)	International Milk Composition Consortium (IMiC)	\$75,000
Harris, Steven (Biological Sciences)	University of Maryland	Collaborative Research: Using multi-omic analyses and dynamic modeling to understand fungal cell wall stress responses	\$34,522

ADMINISTRATIVE MATTERS

- The Office of Sustainability is planning events to celebrate Sustainability Month (October), by highlighting sustainability work taking place on-campus and giving sustainability tips while working or studying from home. These events include weekly 'Green Flicks', Expert Chats featuring UM researchers, the Waste Reduction and Management survey for Waste Reduction Week (October 19-25) as well as other fun facts on social media.
- UM Dining Services and the Office of Sustainability are working together to implement a reusable food container program in Pembina Hall. This program will use tokens that students will initially have to purchase and exchange for container usage at every takeaway meal. This will run as a pilot project with the goal being to have this program in all food services locations on campus.

- The Office of Sustainability in partnership with Learning and Organizational Development has created an online Sustainability 101 course aimed at increasing sustainability knowledge and actions of UM staff and faculty. The course offers an overview of basic sustainability principles, real world examples of sustainability, overview of campus sustainability and resources and develops the participant's skills to take action in their department. First offering will be in October 2020.
- A new Data Classification guideline and Data Storage guidelines were created jointly with the Access and privacy office and will be published in September 2020.
- Office 365 Student/Staff tenant merger was successfully completed. Over 110,000 student and alumni accounts were migrated from the student tenant to the staff tenant, including all e-mail content for over 40,000 enrolled students.
- Staff Relations is actively bargaining with UMFA, CUPE 3909 Units 1 and 2, and AESES. The CUPE 1482 collective agreement has also expired, but they have not yet indicated an interest in beginning negotiations.
- Learning & Organizational Development (LOD) launched the UM Human Resources Essentials Program (UMHREP) in August. This certificate program provides a comprehensive foundation in how HR functions are performed at the university. Developed by subject matter experts throughout Human Resources, the program includes workshops relating to the employee life cycle, hiring, development, and staff relations and concludes with a capstone panel presentation where participants demonstrate learning by proposing a solution to a practical case to a panel of their peers and representatives from HR.
- In order to support employees working remotely, Learning & Organizational Development (LOD) has doubled the number of workshop sessions available this fall in a synchronous online format for groups and teams. Fourteen sessions are now available ranging from 90 minutes to three hours and are designed to support groups in communication and collaboration through engaging learning activities. These sessions are a valuable tool to help team building and provide a creative space for groups to virtually gather to learn and connect. New offerings include Social Intelligence: Building Impactful Relationships, Time Management, Virtual Meetings, Conversation Skills, Decision Making, and Respect in the Workplace.
- In June, Learning & Organizational Development (LOD) offered a new, online series of Managers' Forums to support supervisors and managers transitioning to leading their teams remotely. Three forums were held on the topics of Communication, Collaboration and Community Building.
- On June 22, 2020 both Access Copyright and York University sought leave to appeal the Federal Court of Appeal decision respecting the applicability of the Access Copyright tariffs and fairness of York's Fair Dealing Guidelines to the Supreme Court of Canada. At the Federal Court of Appeal the Access Copyright tariffs were found to be non-mandatory for post-secondary institutions, and York's guidelines (which are similar to those used in educational institutions throughout Canada) were found to be unfair. This case has ongoing significance for copyright management practices at the University of Manitoba and in post-secondary institutions across Canada.

- The Legal Office is working on the creation of a Brief and Temporary Student Absence Policy that establish a process for students to submit documentation when an absence due to brief illness will cause them to miss a for-credit assignment or assessment. This Procedure would create unified process across UM programs, would increase our ability to keep track of student absences and better assess when students may need accommodations or supports, and will reduce demands on the healthcare system by eliminating the existing requirement of a doctor's note for illness-related absences. The Legal Office is incorporating feedback received from stakeholder consultations, and anticipate that the newest draft will be provided to our collective bargaining units for consultation in mid-September.
- The Legal Office been reviewing, negotiating, and finalizing several clinical trials agreements related to the COVID-19 virus, as well as a number of material transfer agreements and data sharing agreements, which are also related to COVID-19 related research. The legal office has negotiated clinical trial agreements for sites in numerous countries including Canada, the USA, and Brazil.
- The Access and Privacy Office, Legal Office, and Copyright Office worked with IST Security and Compliance and the Centre for the Advancement of Teaching and Learning to create guidance documents for the University community to ensure the tools and processes used in virtual classrooms are compliant with privacy and copyright regulation, are safe and secure, and that they support academic integrity.

EXTERNAL RELATIONS

- Communications support around the safe return to campus and virtual learning is ongoing. New information is being actively communicated through UM news and social media channels, and using a variety of tools including videos, newsletters, emails and digital and print signage.
- Donor activity is beginning to increase and several \$1M+ philanthropic gifts have been confirmed in the current reporting period. Plans to publicly announce these significant investments are underway.
- Virtual Learning for Life, a nine-week seminar series sponsored by our affinity partner, IA Financial Group, was hosted in May and June. With nearly 1,100 alumni and friends registering for at least one of the sessions and based on very positive feedback, we will be hosting a fall program series beginning on September 30. Many thanks to the UM faculty members who shared their research with our alumni community during these sessions.
- UM Café on 10,000 Coffees, a Canadian-based online career-mentoring platform sponsored by RBC Future Launch, was launched in mid-June as a collaboration between Alumni Relations and Career Services. This program enables alumni and students/new graduates to connect online to share career journey advice and guidance. Over 1,600 alumni and students have joined the program to date.

- UM's first-ever online book club was launched in early June, sponsored by the Alumni Association. The first book – *The Glass Castle* – was selected by the book club host, Chancellor Anne Mahon, and the second book – *The Break* – written by Winnipeg author Katherena Vermette – was selected by book club members. Over 600 alumni and friend members from around the world have joined the book club to date.
- To mark the 40th anniversary of the Marathon of Hope, John Kearsy, Vice-President (External), joins 39 revered Canadians in recounting Terry Fox's legacy in *Forever Terry: A Legacy in Letters* released on September 1. The release of the book has received extensive national and international recognition.
- Migration of web content to the newly designed umanitoba.ca continues, targeting an early 2021 completion. The Student Viewbook, a key marketing tool targeted to prospective students, is now available in a digital format for the first time.
- Preparations continue for the UM Intranet, targeting an initial launch in late 2020 with migrations continuing into 2021.
- For the first time in its 99-year history, the Alumni Association will hold its Annual General Meeting virtually on September 30 from 6:30 to 7:30 p.m. CT. Guest speakers include the Honourable Janice Filmon, Lieutenant Governor of Manitoba, President Benarroch and John Kearsy, Vice-President (External). Please join Alumni Association Chair, Peter Wheatley, and fellow alumni from around the world for the AGM. All are welcome to attend.
- Fall Homecoming 2020 will be celebrated through a virtual ceremony on October 22 with President Benarroch, Chancellor Mahon and our Deans delivering congratulatory messages to the Class of 2020 along with a virtual student procession.
- Homecoming 2020 will not be celebrated in any official capacity either in-person or virtually and all in-person milestone reunion celebrations have been postponed to 2021.
- The Distinguished Alumni Awards (DAA) Celebration of Excellence gala event scheduled for October 1, has been cancelled. Instead, the nine DAA recipients will be announced in the Fall 2020 issue of *UM Today: The Magazine* and an in-person celebration will be hosted in 2021.
- President Benarroch and John Kearsy, Vice-President (External) met with Premier Brian Pallister on September 14, and will meet with the Treasury Board in October 2020 to discuss the University's commitment to advancing the province's economic strategy and shared priorities.

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 Derek Oliver will be the Speaker for the Executive Committee for the October meeting of Senate.

2. Vacancies on the Senate Committee on Nominations

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (see recommendation below). Senate Executive has made a recommendation on a nomination for one vacancy for a student member. (Attachment I)

3. ad hoc Committee of Senate Executive to Review Non-Degree Programs Taxonomy

The Executive Committee approved the establishment of an ad hoc committee to review the Non-Degree Programs Taxonomy, with terms of reference and membership as set out in Attachment II.

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 nomination of Mr. Md Tanvir Hasnine (student member) to the Senate Committee on Nominations, for a term ending May 31, 2021, be approved by Senate.

Respectfully submitted,

Dr. Michael Benarroch, Chair
Senate Executive Committee
Terms of Reference:

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

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	2023
Education, Kinesiology and Recreation Management & Extended Education	Steven Passmore*	2021
Health Sciences (2)	Reg Urbanowski*	2023
	Marie Edwards	2022
Libraries & Student Affairs	Lori Giles-Smith	2022
Management, Law & Social Work	Robert Biscontri*	2023
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 of Katelyn Casalla and Cody Ross as student members ended on May 31, 2020. However, the Senate Executive Committee, on behalf of Senate (March 25, 2020), approved the extension of appointments of student members on Senate Committees, whose terms ended on May 31, 2020, until such time that the Senate Committee on Nominations was able to make recommendations to Senate for new appointments.

The University of Manitoba Graduate Students' Association has identified Md Tanvir Hasnine as willing to serve in the position held by Cody Ross for a term ending on May 31, 2021.



Office of Provost and Vice-President (Academic)

**University
of Manitoba**

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: September 2, 2020

To: Jeff Leclerc, University Secretary

From: Dr. Todd A. Mondor, Deputy Provost (Academic Planning and Programs)

Re: Review of UM Non-Degree Programs Taxonomy

In November 2001, UM Senate approved a [Non-Degree Programs Taxonomy](#) as part of the *Report of the Cross-Functional Committee to Consider Issues Relating to Certificate and Diploma Programs*; to date, there has been no comprehensive review of the taxonomy. Further, a structure is needed to allow UM to provide more flexible programming in response to shifts in student demand and need.

The Office of the Provost is requesting that Senate Executive strike an Ad-Hoc Committee to complete a comprehensive review of the Non-Degree Programs Taxonomy to ensure currency and flexibility, and to consider the introduction of new classifications of non-degree programming such as academic/for-credit certificates and other micro-credentials.

If you would please include the attached request on the agenda for the September 23, 2020 Senate Executive meeting that would be much appreciated.

Thank you in advance.

Cc: Cassandra Davidson, Academic Programs Specialist
Shannon Coyston, Associate University Secretary (Senate)

Review and Update of Non-Degree Programming, UM

Fall 2020

September 2, 2020

Preamble:

In November 2001, UM Senate approved a [Non-Degree Programs Taxonomy](#)¹ as part of the [Report of the Cross-Functional Committee to Consider Issues Relating to Certificate and Diploma Programs](#); at the time, Senate recommended to Administration that identified technical and resource issues related to student record keeping still be addressed within the taxonomy. To date, there has been no comprehensive review of the taxonomy, nor has the taxonomy been revised to include updates in regard to changes in record keeping.

Further, a structure is needed to allow UM to provide more flexible programming in response to shifts in student demand and need.

The Office of the Provost is proposing that the institution undertake a review the Non-Degree Programs Taxonomy to ensure currency and flexibility, and to consider the introduction of new classifications of non-degree programming such as academic/for-credit certificates and other micro-credentials.

Scope:

To review and update the UM Non-Degree Programs Taxonomy, and in doing so:

- a) ensure the taxonomy reflects current best-practices and pedagogy for non-degree programming; while ensuring flexibility and quality in program offerings;
- b) ensure that non-degree program approval processes are clearly defined, efficient, and collegial, and that appropriate oversight is in place;
- c) consider the introduction of an “academic” or “for-credit” certificate credential consisting primarily of degree-level courses;
- d) consider the introduction of other micro-credentials, including but not limited to, badges, to recognize specific skills and accomplishments; *and*,
- e) ensure that the taxonomy reflects resolutions to previously identified issues related to technical resources and student record keeping/functions.

Process:

In order to complete the above, the following is recommended:

- 1) That an Ad-Hoc Committee be struck to review the Non-Degree Programs Taxonomy and develop structures for academic/for-credit certificate and other micro-credential categories. Proposed representation on the committee would be roughly based on the committee originally struck to develop the Non-Degree Programs Taxonomy in 2001. See section below for proposed membership.

¹ Non-Degree Programs Taxonomy URL:

https://umanitoba.ca/admin/governance/media/Submission_of_Course_Curriculum_and_Program_Changes_Policy_-_Non-Degree_Programs_Taxonomy_2001.pdf

- 2) Consult with other internal stakeholders, as appropriate and as identified (e.g. Deans and Directors, Associate Deans Undergraduate, Faculty of Graduate Studies, etc.).
- 3) Finalize proposals for submission to the Office of the University Secretary for consideration by Senate in late fall or early winter for implementation Fall 2021.

Timeline:

Preliminary conversations with Enrolment Services and the Registrar's Office have identified that changes to the Non-Degree Programs Taxonomy, notably in relation to the creation of new categories of academic programming, be approved in late fall or early winter to allow for program implementation for Fall 2021. In order to accommodate this deadline, the following timeline is proposed:

Stage 1: Consultation and Proposal Development

- **September 9:** deadline for materials to Senate Exec meeting, September 23.
- **Early-Mid September:** preliminary consultations with stakeholders:
 - **September 4:** ADU
 - **September 17:** Deans and Directors
 - **TBD:** Faculty of Graduate Studies
- **September 23:** Senate Exec meeting; request to endorse striking of Ad Hoc Committee
- **October, 1st week:** preliminary meeting with Ad-hoc Committee to discuss non-degree programs taxonomy, consultation to date, and associated materials.
- **November, 1st week:** second meeting with Ad-Hoc Committee, to review changes resulting from consultation process.
- **Mid-November** (*as required*): final meeting with Ad-Hoc Committee to finalize revisions and proposals.
- **Early November or Late November:** preparation and finalization of materials for review by Senate. Deadline will be determined based on work of the Ad Hoc Committee.

Stage 2: Senate Review (timing dependent on work of Ad-Hoc Committee)

	<u>December Senate</u>	<u>January Senate</u>
Senate Exec. Deadline	November 4	November 25
Senate Exec Mtg.	November 18	December 9
Senate Mtg.	December 2	January 6

Stage 3: Implementation and Proposal Development:

- **January-May 2021:**
 - unit proposals for new programs under revised taxonomy reviewed by Senate;
 - set-up of new programming in student systems and academic calendar;
 - set-up of badge functionality on UMLearn, if applicable.
- **May-July 2021:** intake for new programs effective Fall 2021.
- **Summer 2021:** unit development of micro-credentials not requiring Senate review for availability, Fall 2021.

Ad-Hoc Committee Members *(proposed)*:

- Deputy Provost (Academic Planning and Programs), Chair
- Representatives/designates from:
 - Vice-President (Indigenous)
 - Vice-Provost (Teaching and Learning)
 - Dean, Extended Education
 - Acting Dean, Faculty of Graduate Studies
 - Faculty Deans/ Associate Deans (2-3 representatives)
 - Faculty Members (2-3 representatives)
 - Executive Director, Student Engagement and Academic Success
 - Student Representatives (1 each from UMSU and GSA)
 - Chair or representative of:
 - SCCCC
 - SCADM
- Resource members, including representatives from the following areas:
 - Registrar's Office
 - Enrolment Services
 - Office of the Provost
 - Office of the University Secretary

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 Architecture.

Observations

1. The **Dept. of Architecture** proposes the introduction of two 3 CH courses, ARCH 7100, ARCH 7120, which are intended to offer students an in-depth exploration of topics and research subjects. They will be offered in addition to the existing 1.5 CH topics with the same names. The M. Arch. program modifications follow in the supplementary regulations (section 4.4.1).

Course introductions

ARCH 7100 Advanced Technology Topics

+3

Seminar and/or project-based topics offering in-depth study of advanced building systems, technology, and methods. Options are grounded in faculty research and build upon foundation technology courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms. Students may earn multiple credits for this course only when the topic subtitle is different.

ARCH 7120 Research Topics: History & Theory

+3

Lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in faculty research and build upon foundation history/theory courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms. Students may earn multiple credits for this course only when the topic subtitle is different.

NET CREDIT HOUR CHANGE

+6

Recommendations

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

Dept. of Architecture

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

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

MEMORANDUM

To: Programs & Guidelines Committee, Faculty of Graduate Studies.

From: Carlos Rueda, Department Head, Architecture.

Date: May 26, 2020

Subject: Introduction of two 3 credit Topic Courses

Rationale

While existing 1.5 credit Topics courses offer diversity of content and an agile pedagogical format, a considerable number of colleagues concur in that a term-long 3 credit disciplinary specific course format will be better suited for in-depth exploration of topics and research subjects in the areas History & Theory, and Advanced Technology. Those will serve other relevant purposes as well, like introducing indispensable content to incoming students at the M1 level. Currently it is possible to offer 3 credit courses at Graduate level but those are Faculty-wide electives -not Architecture disciplinary specific ones, and do not apply to the core curriculum. Relegating Architecture Department offered, 3 credit courses, exclusively to the elective component of our program, puts them at a clear disadvantage. With the introduction of these new 3 credit courses the Department attempts to achieve a better balance between diversity and depth in our pedagogical offer. The possibility to consider these courses as part of core curriculum contributes to that balance. The introduction of these new courses does not mean obliterating the existing 1.5 credit ones. They will coexist. As a consequence, an adjustment to the Supplemental Regulations is required and proposed as follows (4.4.2): "Students must complete 3 credit hours of Advanced Technology Topics and 3 credit hours of Research Topics: History and Theory, each satisfied by either two 1.5 credit Topics courses or one 3 credit course. The remaining 6 credit hours may be made up of any ARCH Topics course or approved electives."

The introduction of these new courses was approved in Department Council (February 25, 2020): "Course description changes and revisions to the supplemental regulations will go forward to the Faculty Graduate Studies. C. Rueda will work with Yvonne Halden to move this forward." Subsequently course outline templates have been prepared and shared with the Department and FGS, and adjustments and

refinements have been introduced following suggestions and edits from both ends. The latest version of the course-outline templates in question will be presented in Faculty Council on June 2nd.

Please find attached the following

Course introduction Form – ARCH 7100 – including Library statement and Course Outline

Course introduction Form – ARCH 7120 – Including Library statement and Course Outline

Sincerely,

A handwritten signature in black ink, appearing to read 'Carlos Rueda', with a stylized flourish at the end.

Carlos Rueda, PhD, MArchII, BArch
Associate Professor and Head
Department of Architecture
Faculty of Architecture

<p>4.4 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p>4.4.1 Thesis/Practicum Route</p> <p>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.</p>	
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>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.</p>	<p>The Department of Architecture students complete their Master's degree with a Design Thesis.</p> <p>Students taking the first professional Master's degree in Architecture are required to take 48 credit hours of coursework and the Design Thesis.</p> <p>The course work (including studios) must be taken in the order offered in any year. Students may not defer any first year Master's (M1) studio or course until the second year (M2) except in exceptional circumstances, and with the permission of the department head.</p> <p><u>Required Core Courses: 42 Credit hours</u></p> <ul style="list-style-type: none"> • <u>*ARCH 7000 Advanced Technology Topics 1 (M1 or M2 year) (1.5 credit hours) and ARCH 7010 Advanced Technology Topics 2 (M1 or M2 year) (1.5 credit hours); OR</u> <ul style="list-style-type: none"> • <u>*ARCH 7100 Advanced Technology Topics (M1 or M2 year) (3 credit hours)</u> • <u>*ARCH 7020 Research Topics: History and Theory 1 (M1 or M2 year) (1.5 credit hours) and ARCH 7030 Research Topics: History and Theory 2 (M1 or M2 year) (1.5 credit hours each); OR</u> <ul style="list-style-type: none"> • <u>*ARCH 7120 Research Topics: History and Theory (M1 or M2 year) (3 credit hours)</u> • ARCH 7350 (M1) Legal Aspects (3 credit hours) • ARCH 7040 (M1) Professional Practice (3 credit hours)

	<ul style="list-style-type: none"> • ARCH 7050 (M1) Arch Studio 5 and Comprehensive Program Report (9 credit hours) • ARCH 7060 (M1) Arch Studio 6 (9 credit hours) • ARCH 7070 (M2) Design Research Studio (9 credit hours) • ARCH 7080 (M2) Technology Thesis Report (3 credit hours) • GRAD 7090 (M2) Design Thesis (0 credit hours) <p><u>Elective Options: 6 credit hours</u></p> <p><u>*Students must complete 3 credit hours of Advanced Technology Topics and 3 credit hours of Research Topics: History and Theory, each satisfied by either two 1.5 credit Topics courses or one 3 credit course. The remaining 6 credit hours may be made up of any ARCH Topics course or approved electives.</u></p> <p>Approved electives consist of any 3000 level (or higher) course within the Faculty of Architecture or another University course, as approved by the Department Head.</p> <p>Students may apply to the Faculty of Architecture's Cooperative Education/Integrated Work program (Co-op/1) graduate option. Students must complete a minimum of two and maximum of three four-month work terms to have the Co-op/I option acknowledged on their graduation parchment. For each work term, students must enroll in the appropriate course: ARCG 7150 Work Term 1 and, subsequently, ARCG 7250 and/or ARCG 7350. Each course requires submission of a written report and portfolio covering the work completed for the professional assignment. Work term courses are valued at zero credit hours and evaluated as pass/fail. These are Occasional Courses, above and beyond graduate course requirements. Additional fees will apply.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p>	<p>There is no language requirement.</p>

<p>(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.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (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.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>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.</p> <p>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.</p>	<p>At the start of the M1 and M2 academic years, students are assigned a studio professor through the Department of Architecture's studio selection process, which is described in the Welcome Letter mailed to all new and returning students and posted on the Department's registration website.</p> <p>The student's studio professor is their advisor. At the discretion of the studio professor, a student may stay in a studio for both M1 and M2 years. The student's M1 studio professor will undertake the progress review at the end of the M1 academic year.</p> <p><u>M2 students will work with a thesis advisor who is different from their M1 advisor.</u></p> <p>The student's M2 Design Research Studio professor will normally be their Design Thesis Advisor. However, there are some circumstances (research leaves, etc.) in which a different Design Thesis Advisor will be assigned.</p> <p>The department head will resolve any issues arising out of the studio selection process, including the assignment of studio professors.</p>
<p>4.5.2 Student's Co-advisor</p>	<p>NEW 2019-20! <i>The student's co-advisor no longer needs to be a member of the unit offering the program</i></p>

Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Natural Resources Institute.

Observations

1. The **Natural Resources Institute** proposes a reduction in credit hours for their Master of Natural Resources Management program from 27 to 21 CH, with the option that students (in consultation with the unit) may take up to 30 CH. This change is in response to a recent program review, which found that comparable programs across the U15 require 9-15 CH.

Recommendations

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

Natural Resources Institute

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.

MEMORANDUM

DATE: May 11, 2020

TO: Dr. Xikui Wang, Associate Dean
Faculty of Graduate Studies, University of Manitoba; and
Andrea Kailer, Assistant to Associate Dean, Faculty of Graduate Studies,
University of Manitoba;

FROM: Dr. John Sinclair, Director
Natural Resources Institute (NRI), University of Manitoba

SUBJECT: Response to recommendations made by the 2018 NRI External Review
Committee

The 2018 review of the Natural Resources Institute (NRI) Graduate Programs by the External Review Committee recommended to your office that the NRI “reduce the 27 cu course load for thesis-based Master’s to help ensure more timely program completions” (p.5). The external reviewers noted that the 27 cu course load requirements often resulted in extending a student’s Time of Completion (ToC) beyond the typical 2-year period, and that, notwithstanding the benefits, the ToC was problematic for some students who were challenged to secure adequate funding for the duration of their programs when they extended beyond 2 years.

In order to assess and explore the means and ways to implement the former recommendation, the then Acting Director of the NRI, John Sinclair, formed a Curriculum Review Committee (NRI-CRC) in March, 2019, with the mandate to assess and make recommendations in the following areas:

- Review the Master of Natural Resource Management (MNRM) program’s 27 credit hour course requirement in light of the recommendation made by the 2018 external review committee of the FGS to reduce credit hours; and
- Review of core and elective courses to be sure they meet evolving societal needs.

The NRI-CRC was composed of 12 members, representing all NRI faculty members, two Masters student representatives, one PhD student representative, two alumni representatives, one University of Manitoba Other Faculty unit (external) representative, and two external representatives of the NRI adjunct professors and instructors.

The Committee’s review took place between March 2019-March 2020. In conducting the review,

the NRI-CRC met face-to-face seven times, sought and procured information from current students, alumni, public and private sector employers, and faculty members, and considered documentation from both within and outside the University of Manitoba. The attached NRI-CRC Final Report was preceded by a Draft Report that was distributed to the NRI-CRC members, NRI faculty, students, and other concerned parties.

In reviewing the current NRI Masters program and its required core and elective courses, and in considering any course reduction, the NRI-CRC studied course outlines, input from students, alumni and NRI faculty members, along with the program requirements of similar Master's programs across Canada, as described in the attached. This involved considerable discussion around current course offerings at the NRI and other comparable Canadian university programs. The NRI-CRC's findings in regards to the credit hour requirements of other comparable Master's programs included the following:

Simon Fraser University – Master's in Resource Management

Thesis Option

- A minimum of 4 graduate courses with a minimum of 6 graduate courses – plus an MRM Project or Thesis

University of Waterloo – MES in Social and Ecological Sustainability

Thesis Option

- 9 credit of required courses (3 courses) plus 3 credit hours of elective (1 graduate level course (12 credit hours total) plus a thesis

– MES in Sustainability Management

Thesis Option

- 4 required courses and 2 electives (18 credit hours) plus a thesis

University of Saskatchewan – Master of Sustainable Environmental Management

- A minimum of 12 credit hours (graduate level) + a research project

– MES in Sustainability Management

- A minimum of 12 credit hours

Dalhousie University – Masters of Environmental Studies

Thesis Option

- Twelve credit hours plus a thesis

University of Northern British Columbia – Masters in Natural Resource and Environmental Management

- 4 required courses (12 credit hours) plus elective(s) or
- 3 credits for Thesis Option (9 credit hours) or
- 9 credits for the Project Option (21 credit hours).

After extensive deliberations on the pros and cons of various options regarding course load requirements for the MNRM program, and in consideration of the data collected and the consideration of MNRM NRI grad competencies, the NRI-CRC agreed and recommended that ***a flexible course load requiring a minimum of 21 credit hours, with the potential of doing up to 30 credit hours*** would be best suited for the Master's program requirement.

The NRI-CRC agreed that a flexible course load requirement would facilitate: i) development of academic programs suited to individual student needs; ii) opportunity for more timely graduation of NRI Master's students; iii) opportunity for students to adjust their programs in an evolving manner ensuring a better success rate.

The key arguments in favor of a flexible course load requirement between 21 and 30 credit hours were:

- i) to enable timelier completion of the Master's degree;
- ii) to remain more nationally competitive with comparable programs;
- iii) to provide flexibility to account for the different needs and competencies of students with a wide range of differing academic backgrounds; and,
- iv) to make room for NRI faculty members to supervise new students by facilitating timely completion.

The NRI-CRC agreed that in order to conform with national trends and other comparable programs (most of which have a 9-12 credit hours course load requirement), offering a flexible course load between 21 and 30 credit hours will also help the program to be more competitive.

In consideration of the above, we are requesting approval of the change from 27 credit hours to 21 credit hours minimum for NRI Masters in Natural Resource Management, with the option to require up to 30 credit hours as explained further in the attached.

We look forward to discussing and working further with you on this matter.



Curriculum Review Committee

FINAL REPORT

May 8, 2020

Introduction

In March of 2019, the Acting Director of the Natural Resources Institute (NRI) formed a Curriculum Review Committee (CRC) for the Institute's graduate programs with the mandate to assess and make recommendations in the following areas:

- Review the Master of Natural Resource Management (MNRM) program's 27 credit hour course requirement in light of the recommendation made by the 2018 external review committee of the FGS to reduce credit hours;
- Review of core and elective courses to be sure they meet evolving societal needs;
- Other pertinent issues as established by the Committee.

The CRC was composed of 12 members, including: Emdad Haque (Chair), Denis De Pape, Heather Fast (PhD student rep.), Nicola Koper, Maire McDermott, Sheldon McLeod, Sadia Mustafa (Masters student rep.), Zachary Rempel (Masters student rep.)/Michael Bagamery (Masters student rep. replacement), Mary Shariff, Shailesh Shukla, John Sinclair, Shirley Thompson, Dalia Naguib (recording secretary). The committee's review took place between March 2019-March 2020. In conducting the review, the CRC met face-to-face seven times, sought and procured information from current students, alumni, public and private sector employers, and faculty members, and considered documentation from both within and outside the University of Manitoba. This Final Report was preceded by a Draft Report that was distributed to the CRC members, NRI faculty, students, and other concerned parties. Not included in this report is the discussion outcomes regarding the new practicum-based stream of the MNRM program and its associated curriculum, which is being developed by another committee of the Institute, chaired by Iain Davidson-Hunt. Although the issues concerning the new stream were raised throughout the review, it was decided that any required adjustments in the scholarly work and thesis-based stream would be made only following the establishment of the new practicum-based stream.

The following constitutes the CRC's Final Report, which we are handing over to the Director and circulating among NRI faculty members and those who responded to our request to provide input. The CRC recommends consideration of the following list of actions (in light of CRC recommendations with respect to each component of this Report noted below) to the Director:

1. Formulate an administrative response to the 2018 “Interim Review of the Natural Resources Institute Graduate Programs” by the External Review Committee.
2. Distribute the response to NRI faculty members, followed by an NRI Council Meeting.
3. If and when approved by the Faculty of Graduate Studies, initiate implementation of a competency-oriented, flexible total credit hour requirement (21-30 hours) for MNRM students, and thereby facilitate ‘timelier program completions’ (External Review Committee Report, 2018, p. 5).
4. Issue a call for developing guidelines for NRI faculty members and other instructors for assessing the competencies of each incoming graduate student to determine the total credit hour requirement of his/her MNRM program.

Competencies of NRI Graduates

Assessment of the Masters of Natural Resource Management (MNRM) degree program began with considering the question: ‘what is the vision for NRI graduates?’ There were considerable deliberations and discussions on this issue, which highlighted three interrelated, and to some degree overlapping, dimensions of NRI graduates: i) they are leaders in sustainability of natural resources and environmental management; ii) they will lead transitions to sustainability for natural resources and environmental management; and iii) they can be relied on to make distinctive and valued contributions to sustainability in resource and environmental management. With this in mind, the CRC agreed to the following vision statement: *Graduates will lead transitions to sustainability for natural resources and environmental management using integrative perspectives* (Minutes of January 14, 2020).

The CRC underscored that attaining the above stated vision of an NRI graduate required consideration of needed competencies in terms of certain specific Key Elements, which include: i) *foundation* in regard to values, beliefs, attitudes and behaviour; ii) *skills*; and iii) *knowledge*. With input from current students and alumni, and NRI Council members, the CRC formulated a list of areas/items under each Key Element, as follows:

FOUNDATION

- Interdisciplinarity
- Sustainability: environment, economy, society, and culture
- Collaborative and collegial
- Respect for diverse knowledge and lived experience
- Creativity, innovation and discovery (adaptive)
- Global citizens
- Integrity and professionalism

SKILLS

- Leadership
- Relationship-building and maintenance
- Building community capacity and networking
- Teamwork
- Stakeholder mobilization
- Decision-making processes
- Project management, planning
- Environmental and risk assessment
- Manage complexity, transitions and change
- Oral and written communication
- Theoretical and applied research
- Strategic and critical thinking
- Evaluation and monitoring
- Conservation and restoration
- Self-awareness and reflection, reflexivity

KNOWLEDGE

- Complex systems thinking
- Multiple dimensions of sustainability (e.g., ecological, human, social sustainability)
- Natural resources and environmental management
- Transitions thinking
- Integration of theory and practice
- Inter- and transdisciplinarity
- Methodology
- Indigenous rights, perspectives and knowledges
- Governance systems

- Law and legal frameworks/legislation
- Risks, hazards and adaptation
- Resilience and vulnerability
- Development studies
- Social and environmental justice
- Climate change – impact, mitigation and adaptation
- Conservation and biodiversity
- Experiential knowledge
- Effects of environment on health

The CRC recognized that there is overlap among the areas under the various Key Elements (i.e., foundation, skills and knowledge); however, for the purpose of assessing competencies, such overlaps do not create insurmountable obstacles, but rather they could be regarded as necessary.

The CRC pursued an assessment of the NRI's current course offerings and their alignment with the above stated competency elements and coverage of areas under each element. In consideration of the scope of this immediate exercise, and on the direction of the NRI Faculty, only skills and knowledge were considered.

The current alignment of NRI course offerings as well as the knowledge and skills obtained through the thesis process was considered against the above listed skill and knowledge competencies via a survey of all NRI faculty members and sessional instructors. The results, shown in Annex I, revealed that although it was difficult to conduct such a cross-checking quantitatively using the above lists, considered qualitatively, certain patterns were quite clear. In general, the NRI's current course contents and offerings are reasonably well aligned with the stated competencies. However, some areas are covered minimally, especially in the required courses, and deserve further attention for strengthening, such as: decision-making processes; Indigenous rights; governance systems; project management and planning; environmental and risk assessment; and the effects of environmental degradation on health (Annex I, and Minutes of March 13, 2020).

Recommendations:

1. Determination of individual students' MNRM program credit hour requirements should be guided by a competency-based assessment.
2. The important areas of competency that are covered only minimally in the required courses should be assessed by the Director and NRI Council and strengthened with appropriate strategies and actions.
3. The Director should ensure that all core and NRI elective courses reflect the overriding goals related to management, inter-disciplinarity and sustainability.

Discussion of Time of Completion and Reducing the MNRM 27 Credit Hour Program Requirement

The 2018 Review of the Natural Resources Institute's Graduate Programs by the external review committee of the Faculty of Graduate Studies recommended to "reduce the 27cu [credit units] course load for thesis-based Master's to help ensure timelier program completions" (p.2). This external review noted that these requirements often resulted in extending a student's Time of Completion (ToC) beyond the typical 2-year period, and that, notwithstanding the benefits, the ToC was problematic for some students who were challenged to secure adequate funding for the duration of their programs.

Recognizing that the reduction of the existing course load for the Master's program is a contested issue among the students and alumni (see 2004 Curriculum Committee Report and 2018 Interim Review Report), the CRC collected primary data from Master's and PhD students, alumni and faculty members on this question. The results revealed that there are still opposing views between current students and alumni about course load reduction: the former tend to favor a substantial reduction whereas the latter had mixed opinions, sometimes supporting keeping the present course load (i.e. 27 credit hours). Some alumni respondents were in favour of continuing to require 27 credit hours of courses, arguing that it will enable graduates to have the skills and knowledge to competently work as professional resource/environmental managers. Current students were generally in favour of a reduction of the 27 credit hour course load to facilitate a timelier completion of their degree, although a few supported

enhancing the overall course load (e.g., up to 30 credit hours) to enable them to obtain more breadth and competencies in their program.

After extensive deliberations on the pros and cons of various options to change the course load requirement for the Master's program, and in consideration of the data collected and the consideration of MNRM NRI grad competencies, the CRC considered 3 options: 1: reduction of course load to 24 credit hours; 2: a flexible course load within the range from 24 to 30 credit hours; and 3: a flexible course load within the range from 21 to 30 credit hours. All options included keeping the required core (12 credit hours) intact.

The CRC agreed that a flexible course load requirement would facilitate: i) development of academic programs suited to individual student needs; ii) opportunity for more timely graduation of NRI Master's students; iii) opportunity for students to adjust their programs in an evolving manner ensuring a better success rate. However, the CRC also agreed that a minimum requirement of 24 credit hours is not adequate to facilitate a timely graduation for some students. The CRC concluded that Option 3, which includes a flexible course load in the range between 21 and 30 credit hours, would be best suited for the Master's program requirement.

The key arguments in favor of a flexible course load requirement in the range between 21 and 30 credit hours were:

- i) to enable timelier completion of the Master's degree;
- ii) to remain more nationally competitive with comparable programs;
- iii) to provide flexibility to account for the different needs and competencies of students with a wide range of differing academic backgrounds; and,
- iv) to make room for NRI faculty members to supervise new students by facilitating timely completion.

The CRC agreed that in order to conform with national trends and other comparable programs (most of which have a 9-18 credit hours course load requirement), offering a flexible course load between 21 and 30 credit hours will not only ensure student's competencies, but also will enable a timelier completion. Providing scope for a substantial reduction in the overall course load would help with completion of degrees within 2 years. The NRI Faculty recommended, and the CRC agreed, that developing the core competencies of the Master's students can be accomplished within the minimum of 21 credit hours recommended plus a

thesis project (dependent upon a student's entry competencies, which may require a student to take more than 21 credit hours), including the existing 12 credit hours of the required core courses. This will also provide students more time to focus on their thesis work, which also satisfies a number of core competencies and provides students with a better opportunity to build on these achievements. At the same time, offering flexibility for students to take up to 30 credit hours will enable some students to develop additional skills and competencies as desired or needed to reach their goals.

Recommendations:

1. Revise the Masters' program (Master of Natural Resources Management) from a minimum of 27 credit hours to requiring a minimum of 21 credit hours, with the flexibility to require and/or allow a student up to a maximum of 30 credits hours.
2. Adopt a competency-based assessment to guide the determination of individual students' credit hour and course requirements.

Core Course Composition

In reviewing the current MNRM required core courses, and also in considering any course reduction, the CRC studied course outlines, input from students, alumni and NRI faculty members, along with the program requirements of similar Master's programs across Canada. This involved considerable discussion around current course offerings at the NRI and other comparable Canadian university programs.

In terms of the NRI's Master's program required core courses, the CRC noted that the four courses adequately encourage inter- and transdisciplinary as well as critical thinking around the broad theme of resources and environmental management and sustainability.

The CRC's findings in regards to the core course requirements of other comparable Master's programs included the following (see Annex II for details):

Simon Fraser University – Master's in Resource Management

Thesis Option

1 of

- Population and Community Ecology
- Earth Systems and Global Change; and

1 of

- Sustainable Community Planning and Regional Development
- Public Policy Analysis and Administration
- Social Science of Natural Resource Management

PLUS

- Ecological Economics
- Principles of Research Methods
- Field Resource Management Workshop

Project Option

- Social Science of Natural Resource Management
- Applied Population and Community Ecology
- Ecological Economics
- Earth System and Global Change
- Principles of Research Methods
- Field Resource Management Workshop

University of Waterloo – MES in Social and Ecological Sustainability

- Research and Design Methods
- Sustainability Foundation

MES in Sustainable Management

- Foundations of Sustainable Management
- Theories and Concepts of Sustainable Management
- Research Methods for Sustainable Management
- Thesis Development

Dalhousie University – Masters in Resource and Environmental Management

- Management of Resource and the Environment
- Environmental Informatics
- Biophysical Dimensions of Resource and Environmental Management

- Sociopolitical Dimensions of Resource and Environmental Management
- Law and Policy for Resource and Environmental Management
- Internship in Resource and Environmental Management
- Management without Borders

Masters in Environmental Management

- Research Design and Methods
- Graduate Seminar in Resource and Environmental Management
- Management without Borders
- Graduate Seminar in Resource and Environmental Management (in Year 2)

York University – Masters in Environmental Studies

- Interdisciplinary Research in Environmental Studies
- A Method/Research Design Course (chosen by the student)

University of Northern British Columbia – Masters in Natural Resource and Environmental Management

- NRES 700-3
- NRES 701-1
- NRES 703-3
- A Method Course

University of Manitoba – Master of Natural Resources Management

- Human Dimensions of Natural Resource and Environmental Management
- Ecological Dimensions of Natural Resource and Environmental Management
- Sustainability, Economics, and Natural Resources
- Master's Thesis Research Seminar

Recommendations:

1. The 12 credit hour core course requirements (the four 3 credit hour courses listed above) should remain.
2. The required core course contents be assessed by the Director and NRI Council in terms of desired competency outcomes.

Elective Course Composition

The CRC agreed that the NRI has a lengthy list of strong elective courses on the books. It was noted, however, that due to the limited number of faculty members, not all elective courses are available to students during their program period. In consideration of this limitation and the recommendations noted above regarding competency elements, elective course offerings should consider current and newly recruited students' competency needs.

Recommendation:

1. Elective course offerings each year should pay attention to trying to meet students' competency needs.
2. The Director should request the Dean to act on the external evaluators recommendations regarding increasing the number of NRI faculty.

Doctoral Program

As there were no concerns regarding the PhD program expressed in the 2018 Interim Review of the NRI Graduate Programs by the external review committee nor in the alumni and student surveys, the CRC recognized the external review of the FGS conclusion that there is no need to make changes to the PhD program's curriculum at this time.

Nonetheless, discussions with Alumni and current PhD students revealed the need and a desire to gain competency elements from more social interaction among students and more opportunities for teaching. In this regard, the CRC agreed that the Director should consider meeting with PhD students to discuss their concerns, suggestions and ways to facilitate more social interaction.

Recommendation:

1. Arrange a meeting(s) of the Director with PhD students to discuss their concerns, suggestions and ways of facilitating more social interactions.
2. The Director and NRI Council should attempt to secure more teaching opportunities for PhD students.

Conclusion

In reviewing the NRI's MNRM program curriculum in light of the recommendations by the 2018 external review committee, the CRC considered time of completion along with key foundational, skill and knowledge competencies of the graduates. The CRC concluded that instead of substantially reducing the current Master's degree 27 credit hour course requirement, a flexible course load within the range of a minimum of 21 credit hours and a maximum of 30 credit hours would be more appropriate and effective. Such flexibility should not only strengthen the curriculum structure and graduates' competencies, but should also ensure timelier completions. It was also noted that the NRI already successfully uses this model at the PhD level.

The Faculty of Graduate Studies External Review Committee's recommendation of developing a course/project-based (non-thesis) Master's option was beyond the scope of this CRC; however, it was felt strongly that some of the practice-based courses being developed could be complementary to the thesis-based option.

The CRC suggests that implementation of competency-based assessments to determine students' program credit hours will require a further spelling out of the appropriate methods and procedures to ensure students' rights and privileges and the academic freedom of faculty members are respected.

Finally, implementation of the above recommendations will require attention to both administrative and resource requirements and meeting the requirements of the Faculty of Graduate Studies.

<p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p>4.4.1 Thesis/Practicum Route</p> <p>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.</p>	<p><u>Thesis Stream:</u></p> <p>A minimum of 27<u>21</u> credit hours (12 credit hours of required course work plus 15<u>9</u> credit hours of elective courses), <u>with the option of up to 30 credit hours</u>, plus a thesis <u>or practicum</u>.</p> <p>The compulsory courses for the Master's program<u>MNRM thesis and practicum streams</u> are:</p> <ul style="list-style-type: none"> • <u>NRI 7222 Human Dimensions of Natural Resources and Environmental Management (3)</u> • <u>NRI 7232 Ecological Dimensions of Resource and Environmental Management (3)</u> • <u>NRI 7182 Sustainability, Economics, and Natural Resources (3)</u> <p><u>In addition:</u></p> <p><u>Thesis Stream</u></p> <ul style="list-style-type: none"> • NRI 7262 Master's Thesis Research Seminar <u>(3)</u> <p>or</p> <p><u>Practicum Stream</u></p> <ul style="list-style-type: none"> • <u>NRI 7380 Project Management in Natural Resources and Environmental Management (3)</u>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>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.</p>	
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p>	

<p>Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements.</p> <p>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:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	
<p>4.8.1.3 Oral Examination</p> <p>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.</p> <p>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.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and 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.</p> <p>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.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty</p>	<p><u>Oral Examination</u></p> <p>Thesis Stream: An oral presentation of the thesis will be provided by the student prior to the formal questioning. -The presentation will be approximately 20 minutes in length. <u>At the end of the final oral examination, the Faculty of Graduate Studies requires the committee to determine if the thesis is a pass or fail. In determining this, the committee will consider the following:</u></p> <ul style="list-style-type: none"> • <u>Is the thesis well written, demonstrating the student's ability to synthesize complex ideas and produce a well-structured document that meets Faculty of Graduate Studies standards?</u> • <u>Does the thesis reflect sufficiently the ability of the student to conduct advanced research in the selected topic/thematic area relating to resource and environmental management?</u> • <u>Does the thesis demonstrate critical thinking in natural resource and/or environmental management on the topic researched?</u> <p>The thesis is evaluated at the final oral examination in terms of whether the research report is defensible as a written document; does it meet the Faculty of Graduate Studies standards; has the student demonstrated mastery of interdisciplinary research in the subject area; has the student demonstrated the ability to produce applied research that is useful in decision-making. The duration of the oral examination will normally be no more than 2 hours.</p>

Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Physical Therapy.

Observations

1. The **Dept. of Physical Therapy** proposes to require completion of the CASPer test as part of their admission criteria. At this point, no minimum score is required, as they intend to collect data about the correlation between scores on the test and other admission factors.

Recommendations

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

Dept. of Physical Therapy

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.

<p>admission. Please note: In all cases, test scores older than two (2) years (from the time of completing the test) are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> 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) 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) <p>Note:</p> <p>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.</p>	<p>The University of Michigan English Language Battery (MELAB), the Canadian Academic English Language Assessment (CAEL) and the Academic English Program for University and College Entrance (AEPUCE) will not be considered for evaluation of English language proficiency.</p> <ol style="list-style-type: none"> Test of English as a Foreign Language (TOEFL), internet-based (iTOEFL) <p>A minimum total score of 92 is required, with no sub-score lower than 21.</p> Academic International English Language Testing System (IELTS) <p>An overall score of at least 7 and must include all components of the test (i.e., listening, reading, writing and speaking).</p> Canadian Test of English for Scholars and Trainees (CanTEST) <p>A minimum band of 4.5 in Listening, Reading and Oral Expression with a minimum band of 4.0 in Writing.</p>
<p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</p>	
<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Program webpage at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p>	<p>Not required for MPT program.</p>
<p>1.1.10 Admission Tests</p> <p>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</p>	<p>Not required for MPT program. <u>CASPer Test administered by Altus Assessments.</u></p>

Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Social Work.

Observations

The **Faculty of Social Work** proposes the introduction of course SWRK 7002 and program modifications to the Master of Social Work and Master of Social Work–Indigenous Knowledges.

The Faculty of Social Work is proposing to replace their pre-MSW program (to which admission has been indefinitely suspended) with a two-year MSW program in response to recommendations from a recent program review. This proposal is consistent with the unit's accrediting body.

Students entering the program with a four-year non-BSW degree would enroll in the two-year program, completing 24 CH of foundational courses and 6 CH of fieldwork in year one, and then progress to the second year, for a program total of 54 CH (thesis option) or 57 CH (course-based or project options). SWRK 7002 *Foundation in Social Work Practice and the Profession* would be taken by non-BSW-entering students.

Students entering with a BSW from an accredited program would be admitted to the second (advanced) year and complete a total of 24 CH (thesis option) or 27 CH (course-based or project options).

Course introduction

SWRK 7002 Foundation in Social Work Practice and the Profession **+3**
 Situates the social work profession within the context of a settler colonial state and examines the intersection of knowledge, theory, values, ethics, and power relations that form the foundation of the profession and shape interventions and norms within social service agencies.

NET CREDIT HOUR CHANGE **+3**

Recommendations

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

Faculty of Social Work

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

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak



University
of Manitoba

Faculty of Social Work

March 20, 2020

The Faculty of Social Work has indefinitely suspended admission into Pre-Master of Social Work (Pre-MSW) Program. The decision to suspend admission came as a result of a program review that demonstrated consistent low enrollment in the courses and the program. Current students have raised concerns about the expectation to complete 33 credit hours, but without any formal recognition that the program has been completed and the necessity to apply a second time (including the payment of a second registration fee) to enter the MSW Program.

The Pre-MSW Program has functioned as a route into the Master of Social Work (MSW) and the Master of Social Work based in Indigenous Knowledges (MSW-IK) Programs for students who have completed a four-year undergraduate degree, but do not have a Bachelor of Social Work (BSW) degree from an accredited program or its equivalent.

To replace this route into the MSW Program, the Faculty of Social work will offer a two-year Master of Social Work (MSW) Program. Students who have completed a four-year undergraduate degree, but do not have a Bachelor of Social Work (BSW) degree from an accredited program or its equivalent will be admitted into the first and foundation year of the MSW Program. This first year will be 24 credit hours of foundation level courses and six credit hours of field work. Students with a BSW degree from an accredited program will be admitted directly into the second and advanced year of MSW Program. These proposed changes are consistent with the accreditation standards of the Canadian Association for Social Work Education (CASWE, Accreditation Standards, <https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf>). This description of the change to the MSW Program has been added to section 4.4.1 of the supplemental regulations.

Students seeking direct admission to the advanced year of the MSW or the specialized courses of the MSW-IK program who have a BSW degree from an accredited program will complete 24 credit hours for the option thesis and 27 credit hours for the course-based or project-based options. Students entering without a BSW from an accredited program will complete 54 credit hours for the thesis option and 57 credit hours for the course-based or project-based options.

Eligibility Requirements:

Students without a BSW degree from an accredited program or its equivalent will seek admission to either the MSW Program or the MSW-IK Program. Distinctions between the two programs will be clearly identified on the Faculty of Social Work website and promotional materials.

For students seeking an MSW degree, the following minimum criteria must be met:

- Possession of a BSW degree (convocated) by June 30 of the application year from an accredited program or its equivalent, which is recognized by the University of Manitoba; or completion of the year one foundation level courses and field education requirements at the University of Manitoba.
- A minimum Grade Point Average of 3.0 (B) is required in the last 60 credit hours of the degree at the point of application.
- Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration. Applicants with Grade Point Averages below 2.5 will not be considered. For more information on the Education Equity Initiative please see section 1.1.11 above.
- If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree they will be calculated into the Grade Point Average as part of the last 60 credit hours.

For students seeking an MSW-IK degree, the following minimum criteria and admission processes are necessary:

- Possession of a BSW degree (convocated) by June 30 of the application year from an accredited program or its equivalent, which is recognized by the University of Manitoba; or completion of the year one foundation level courses and field education requirements at the University of Manitoba.
- A minimum Grade Point Average of 3.0 (B) is required in the last 60 credit hours of the degree at the point of application.
- Applicants are required to participate in an admission interview process and program orientation, and submit a well-developed statement of intent and a declaration of whether they intend to follow the thesis option or the project option.
- Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration.
- Applicants with adjusted grade point averages below 2.5 will not be considered. For more information on the Education Equity Initiative see Section 1.1.11.
- If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree, they will be calculated into the Grade Point Average as part of the last 60 credit hours.

These changes have been made to section 4.3.1 of the supplemental regulations.

Course Requirements – Year One Foundation Year

The intent of the year one foundation level courses is to build on the existing background and experience of students by providing them with an opportunity for focused study on Canadian social welfare policy, generalist social work practice, the philosophy and values of the profession of social work, including content on diversity and anti-oppression and supervised practice in the field of social work. This year of foundation courses is intended to be equivalent to what

undergraduate BSW students are required to complete and, therefore to prepare them for the second year of advanced-level courses in the MSW Program or the specialized courses of the MSW-IK Program.

The courses for this foundation year are listed in Table A below. These courses are similar to existing Pre-MSW courses that this proposed year of courses are replacing (see Table B). Students in this first year will take a three-credit hour course, SWRK 7002 Foundation in Social Work Practice and the Profession. An application for this new course is attached (including the new course introduction form, the library statement, and a proposed course outline). Letters of support from other units have not been sought, as content for this proposed course will focus on core readings from scholars in social work. As such, no duplication or overlap with content in other disciplines or units is expected.

These changes meet the accreditation standards of the Canadian Association for Social Work Education (CASWE), which require at least eight one-semester courses or equivalent (24 credit hours) and a field practicum of at least 450 hours (CASWE, Accreditation Standards, <https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf>). These changes are added to section 4.4.1 of the supplemental regulations.

Table A: Proposed Year One Foundation-Level Courses

Course Requirements	Credit Hours
SWRK 7002 Foundation in Social Work Practice and the Profession	3
SWRK 3130 Contemporary Canadian Social Welfare	3
SWRK 4220 Social Work and Aboriginal People	6
SWRK 4200 Field Focus of Social Work Practice	6
SWRK 6020 Social Work Practice Seminar Course Pre/co-requisite: SWRK 6050 Co-requisite: SWRK 4200	6
Field Course: SWRK 6050 Advanced Field Practice Pre/co-requisite: SWRK 6020 Co-requisite: SWRK 4200	6 (field work course)
Total	24 course work 6 credit hours of field work

Table B: Existing Pre-MSW Courses

Course Requirements	Credit Hours
SWRK 3100 Systematic Inquiry in Social Work	3
SWRK 6030 Canadian Social Welfare Policy Analysis	6
SWRK 4200 Field Focus of Social Work Practice	6
SWRK 6060 Social Work and Aboriginal People	3
SWRK 6040: Anti-Oppressive Social Work Practice	3

Field Course: SWRK 6050 Advanced Field Practice Pre/co-requisite: SWRK 6020 Co-requisite: SWRK 4200	6 (field work course)
SWRK 6020 Social Work Practice Seminar Course Pre/co-requisite: SWRK 6050 Co-requisite: SWRK 4200	6
Total	27 course work 6 credit hours of field work

Students entering without a BSW from an accredited program must complete all courses and the field component of the foundation year before registration into the year two advanced level courses of the MSW Program or the specialized courses of the MSW-IK Program. In order to complete and receive the MSW or MSW-IK degree, students without a BSW from an accredited program must complete both the year one foundation level and the year two advanced level courses or the specialized MSW-IK courses. To receive the MSW degree, at least one year is needed to complete the foundation level courses and at least another 12-18 months of full-time study in the advanced level MSW or specialized MSW-IK courses.

The additional changes to the social work supplemental regulations submitted with this application are made in section 4.5.1. As part of a previous submission of changes to the course-based advanced field option, the role of faculty advisors in providing direct supervision of students' course-based advanced field practicum in the MSW Program was changed. Removal of the descriptions of this previous role have been marked to be removed.

All references to the Pre-MSW Program in the supplemental regulations have been removed.

Sincerely,



Judy Hughes, Ph.D.

Associate Professor and Associate Dean, Graduate Programs and Research

Faculty of Social Work

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<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> 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 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. <p>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.</p> <ul style="list-style-type: none"> No more than 50% of the coursework required in a graduate program may be imported. Only courses 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. Courses completed more than seven (7) years prior to the date of awarding a degree may not normally be used for credit towards the degree (see section 4.7.2 Lapse of Credit of Courses) 	<p>All newly admitted and returning graduate Social Work students are required to register on the University of Manitoba web-site. In-person registration is not permitted for Social Work; graduate students are eligible to register by Aurora Student.</p> <p>Steps to Register:</p> <ol style="list-style-type: none"> Consult the Faculty of Social Work section of the Graduate Calendar regarding the course requirements for your program of studies. Graduate Calendar is available on the University website; Contact your Pre-Master's advisor or your M.S.W.-MSW, M.S.W.-MSW-IK or Ph.D. program Faculty advisor to discuss and/or review your program of studies; Obtain written approval of your program of studies from your advisor. Any changes to your program must be approved by your advisor. It is advisable to determine your program well in advance of registration. <p>For Pre-Master's Students, if you have completed your Pre-Master's program and are intending to submit an application to the M.S.W. program, you may do so provided you have:</p> <ol style="list-style-type: none"> met all program requirements; maintained a cumulative Grade Point Average of B (3.0); completed an online application form and paid the application fee; completed a transfer survey form which is sent by the Student Services and Admissions/Advising Office. <p>The application and application fee are to be submitted on-line directly to the Faculty of Graduate Studies, and the transfer survey is to be submitted directly to the Graduate Programs Student Advisor by January 15 of the year you intend to transfer to the M.S.W. or M.S.W.-IK program. Once you are notified of your admission to the M.S.W. or M.S.W.-IK program,</p>

All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar.

Any student not registering by 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.

~~and you have accepted the offer of admission, you will be able to register for M.S.W. or M.S.W.-IK courses.~~

~~4. Once having met with your advisor to select and approve the courses you require, familiarize yourself with Aurora Student **prior** to your scheduled initial registration access date. Please refer to the Aurora Student on the University website to determine your Initial Access Time to register.~~

~~5. Register by using the University of Manitoba web site: www.umanitoba.ca click on Aurora Student.~~

~~6. Identify fee assessment on Aurora Student.~~

~~7. Pay fees or arrange to pay fees. Registration is complete.~~

~~If you have only your thesis or course based specialization (SWRK 7180/SWRK 7190) to complete, **you still must register.**~~

Steps to Register – M.S.W.-MSW- IK Program:

a) Consult the Faculty of Social Work section of the University of Manitoba Graduate Calendar regarding the course requirements for your program of studies. The Graduate Calendar is available on the University website:
<http://umanitoba.ca/student/records/academiccalendar.html>

b) Contact your **M.S.W.-MSW- IK** advisor council to discuss and/or review your program of studies.

c) Obtain the written approval of your program of studies from your advisor council. Any changes to your program must be approved by your advisor council. It is advisable to determine your program well in advance of registration.

d) Having met with your advisor council to select your program of studies and having the courses you require approved, read the Faculty of Social Work Registration Instructions and Program Information in the Graduate Studies section of the Registration Guide in order to familiarize yourself with Aurora Student prior to your scheduled initial registration access date. Please refer to Aurora Student on the University website to determine your Initial Access Time to register.

e) Register by using the University of Manitoba website.
www.umanitoba.ca Click on Aurora Student.

f) Identify fee assessment on Aurora Student.

	<p>g) Pay fees or arrange to pay fees. Registration is complete once fees are paid.</p> <p>If you have only SWRK 7820 Project Seminar 3 (for Project option students) or GRAD 7000 Master's Thesis (for Thesis option students) to complete, you still must register.</p>
<p>1.2.2 Re-Registration</p> <p>All students must re-register in all Fall, Winter, and Summer terms of their program until a degree is obtained. Failure to re-register will result in the student being discontinued from their 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).</p> <p>The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	<p>For returning MSW and MSW-IK students, ensure that you and your Faculty advisor have completed and signed the Faculty of Graduate Studies Progress Report form and for students in a thesis route, the Advisor Student Agreement. Students who have not completed these forms will be blocked from registering for the following year by the Faculty of Graduate Studies.</p>
<p>1.2.3 Registration Revisions</p> <p>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.</p> <p>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.</p>	
<p>1.2.4 Advisor Student Guidelines</p> <p>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. If a student does not have an advisor/co-advisor at this time, the interim advisor will be required to complete the Advisor Student Guidelines. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor. The Advisor Student Guidelines form is available through JUMP only.</p>	
<p>1.2.5. Western Deans' Agreement</p> <p>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</p>	

<p>level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p> <p>3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course.</p>	
<p>1.4 Student Status/Categories of Students</p> <p>1.4.1 Full-Time And Part-Time Students</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>1.4.2 Pre-Master's Or Qualifying Students</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study. 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.</p>	<p>The Pre-M.S.W. program is designed to prepare students who do not have a B.S.W. degree from an accredited university or its equivalent for entry to the M.S.W. program. It is intended to build on the existing background and experience of students by providing them with an opportunity for focused study on Canadian social welfare policy, generalist social work practice, the philosophy and values of the profession of social work, including content on diversity and anti-oppression and supervised practice in the field of social work.</p>
<p>1.4.3 Occasional Students</p> <p>A student wishing to take graduate courses with no intention of applying them toward an advanced degree at the University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average</p>	<p>Occasional Students in the Pre-M.S.W. Program:</p> <p>Applicants who hold a 4-year degree in a discipline other than Social Work at the point of application</p>

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 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.

~~from an accredited university which is recognized by the University of Manitoba may apply as Pre-M.S.W. Occasional students:~~

~~Admission requirements to apply as Pre-M.S.W. Occasional students include:~~

- ~~• a minimum Grade Point Average of 3.0 (B) in the last 60 credit hours of university study. If courses have been taken as a special student, occasional student and/or in a subsequent degree or Pre-Master's program, they will be calculated into the Grade Point Average as part of the last 60 credit hours;~~
- ~~• possession of a 4-year degree in a discipline other than Social Work at the point of application from an accredited university which is recognized by the University of Manitoba.~~

~~Social Work courses available to Pre-M.S.W. Occasional students:~~

- ~~• SWRK 3100 Systematic Inquiry in Social Work (3-CH)~~
- ~~• SWRK 6030 Canadian Social Welfare Policy Analysis (6 CH)~~
- ~~• SWRK 6040 Anti-Oppressive Social Work Practice (3 CH)~~
- ~~• SWRK 6060 Social Work and Aboriginal People (3 CH)~~

~~The maximum number of credit hours (CH) permitted is 6 CH plus SWRK 3100 (3 CH)~~

Occasional Students in the M.S.W.-MSW Program:

Applicants who hold a degree in Social Work at the point of application from an accredited university which is recognized by the University of Manitoba may apply as M.S.W.-MSW Occasional students.

Admission requirements to apply as M.S.W.-MSW Occasional students include:

- possession of a B.SW-BSW, M.S.W.-MSW, Ph.D. in Social Work at point of application from an accredited university which is recognized by the University of Manitoba;
- a minimum Grade Point Average of 3.0 (B) in the last 60 credit hours of university study. If courses have been taken as a special student, occasional student and/or in a subsequent degree or Pre-Master's program, they will be calculated into the Grade Point Average as part of the last 60 credit hours.

<p>Visiting and Occasional students are not expected to complete GRAD 7500. For further information see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html).</p>	
<p>SECTION 3: General Regulations: Pre-Master's</p> <p>3.1 Admission and Program Requirements</p> <p>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. <u>Admission to a Pre-Master's program does not guarantee future admission to a Master's program.</u> As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 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 or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p>	<p>Admission suspended indefinitely Eligibility Requirements:</p> <ul style="list-style-type: none"> ● Possession of, or eligible for the granting of, a minimum three-year degree other than Social Work at point of application from an accredited university which is recognized by the University of Manitoba. Persons who plan to graduate in May of the year of application are not eligible for admission; ● One year (1680 hours) of relevant social work experience paid or volunteer (see application package for details); ● A minimum Grade Point Average of 3.0 (B) is required in the last 60 credit hours of the degree. <p>Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration. Applicants with Grade Point Averages below 2.5 will not be considered. For more information on the Education Equity Initiative please see section 1.1.11 above.</p> <p>If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree or Pre-Master's program, they will be calculated into the Grade Point Average as part of the last 60 credit hours.</p> <p>The program is offered on a part-time basis. Students have a maximum of three years to complete the program.</p> <p>Coursework:</p> <p>Thirty three credit hours (CH) of course work are required for the Pre-M.S.W. program. Course Requirements are:</p> <ul style="list-style-type: none"> ● SWRK 3100 Systematic Inquiry in Social Work (3 CH) ● SWRK 6020 Social Work Practice Seminar (6 CH) ● SWRK 6030 Canadian Social Welfare Policy Analysis (6 CH) ● SWRK 6040 Anti-Oppressive Social Work Practice (3 CH) ● SWRK 6050 Field Practice (6 CH)

	<ul style="list-style-type: none"> • SWRK 6060 Social Work and Aboriginal People (3 CH) • SWRK 4200 One section of Field/Focus Seminar (6 CH) <p>One Pre-M.S.W. Faculty advisor is appointed to advise students in the Pre-M.S.W. program. This advisor approves a program of study for each student and can be consulted on an "as need" basis by the student during their studies in the Pre-M.S.W. program.</p> <p>Challenge for Credit Policy:</p> <p>The Faculty of Social Work accommodates those students who are qualified and who can demonstrate an acceptable level of knowledge and skill, by allowing them to challenge certain social work courses. In this regard, evaluation methods have been devised to assure that challenge students possess the values, knowledge, and skill expected at the exit level of the course as it is commonly taught and to assist qualified students to undertake an academic program which is responsive to their individual circumstances.</p> <p><u>Courses Available for Challenge for Credit for Pre-M.S.W. students:</u></p> <ul style="list-style-type: none"> • SWRK 3100 Systematic Inquiry in Social Work (3 CH) <p>No course which appears on a student's transcript as a previously failed attempt may be challenged. Challenge for credit is only available to students registered in the Pre-M.S.W. program of the Faculty of Social Work at the University of Manitoba.</p> <p><u>Procedures for challenge for credit:</u></p> <ul style="list-style-type: none"> • A student must inform the Pre-M.S.W. advisor of their intent to challenge. The advisor will arrange for the student to consult with an instructor teaching the course to determine course content and general expectations of a challenge for credit. In this regard, the instructor shall provide the student with a course outline, and the date, time and place for the Challenge Credit Examination. Where an examination is not the basis for any or part of the evaluation, the instructor shall provide the student in writing with the required assignments(s), due date(s) and weighting of each assignment where applicable. • If a student is confident in proceeding with the Challenge for Credit the student will secure the Challenge for Credit form from the instructor and submit it to the Student Advising Officer who will complete the registration for the student. Registration deadlines and examination periods are listed in the Academic
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	<p>Schedule of the current University of Manitoba General Calendar. An instructor may not refuse a student Challenge for Credit.</p> <ul style="list-style-type: none"> • The minimum passing grade for a challenge for credit is C+ (2.5). • Once the examination or assessment has been administered, the result will be entered on the student's academic record as a final grade. The student may not choose whether or not the result will be recorded. <p>Equivalency Policy:</p> <p><u>Guidelines for the Granting of Equivalency Credit:</u></p> <p>Pre M.S.W. students may request for equivalency for SWRK 3100 Systematic Inquiry in Social Work. As well, students who have completed SWRK 1310 Introduction to Social Welfare Policy Analysis, SWRK 2110 Emergence of the Canadian Welfare State and SWRK 3130 Contemporary Canadian Social Welfare may request equivalency for SWRK 6030 Canadian Social Welfare Policy Analysis. To request consideration of equivalency transfer, the student must contact the Pre-M.S.W. advisor.</p> <p>Only courses taken in the last nine years with a minimum grade of C+ (2.5) will be considered for equivalency transfer. Requests for equivalency transfer will normally be considered only in the first six months after the student has been admitted into the Faculty.</p> <p>Students will be advised to provide the Faculty with descriptive and evaluative information related to courses they have completed. Information should include:</p> <p>Course outlines, assignments and bibliographies; Evaluative feedback; Students who are refused social work equivalency may initiate a challenge for credit (applicable to SWRK 3100 only).</p> <p>Waiver of Field Practice Requirement — Pre-M.S.W. Program:</p> <p><u>Criteria to Judge Requests for Waivers of Field Practice Requirement in the Pre-Master's Program:</u></p> <p><u>Background:</u></p> <p>Students must complete Field Practice (SWRK 6050) as part of their program. This course may be waived if the student has had sufficient experience to build knowledge equivalent to that expected from this course.</p> <p><u>The Criteria to Waive SWRK 6040:</u></p>
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	<p>The student will have completed at least 3 years in paid employment carrying a full professional social work role including all the assessment, planning, implementation and evaluative functions required of the role; AND</p> <p>Such credited time will have included supervision by, or consultation with, a professional social worker, of such a nature as to permit reflection on the student's practice, and allow for growth in skill and knowledge grounded in that practice; AND</p> <p>Such credited time will have included continuing education or professional development hours in accordance with the current requirement for ongoing certification by MIRS.W. (40 hours); AND</p> <p>The student's existent or a revised statement of intent in regard to a thesis or practicum, should demonstrate specificity and feasibility and generally sufficient pre-existing knowledge of the area such that a preparatory field component to the Pre-M.S.W. program is redundant.</p> <p><u>Process for Waiver of Field Practice Requirement:</u></p> <p>The student shall be provided with a form (or briefing notes) and solicit comment from at least one supervisor or two colleagues providing corroboration that the criteria are met.</p> <p>The Pre-M.S.W. advisor shall receive the student's and the supporting documentation, and will make the final determination after receiving appropriate advice.</p> <p>If you have completed your Pre-Master's program and are intending to enter the M.S.W. program, you may do so provided you have:</p> <p>met all program requirements;</p> <p>maintained a cumulative Grade Point Average of B (3.0);</p> <p>completed an online application form and paid the application fee;</p> <p>completed a transfer form which is available from the Student Services and Admissions/Advising Office.</p> <p>The application and application fee are to be submitted on line directly to the Faculty of Graduate Studies, and the transfer survey is to be submitted directly to the Graduate Programs Student Advisor by January 15 of the year you intend to transfer to the M.S.W. program. Once you are notified of your admission to the M.S.W. program you will be able to register for M.S.W. courses.</p>
3.2 Academic Performance	

<p>program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	
<p>4.2 Diploma Programs</p> <p>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.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ 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: <ul style="list-style-type: none"> ○ The University of Manitoba; or ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p><u>M.S.W.-MSW Program – Year One Foundation Courses</u></p> <p><u>Eligibility Requirements – MSW Program:</u></p> <ul style="list-style-type: none"> • <u>Possession of At the point of application, possession of, or eligible for the granting of (by June 30th of the application year), a minimum four-year degree other than a Bachelor of Social Work (BSW) from an accredited university program (convocated) by June 30 of the application year, which is recognized by the University of Manitoba. Persons who plan to graduate in May of the year of application are not eligible for admission.</u> • <u>A minimum Grade Point Average of 3.0 (B) is required in the last 60 credit hours of the degree at the point of application.</u> • <u>Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration. Applicants with Grade Point Averages below 2.5 will not be considered. For more information on the Education Equity Initiative please see section 1.1.11 above.</u> • <u>If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree they will be calculated into the Grade Point Average as part of the last 60 credit hours.</u> <p><u>Eligibility Requirements – MSW-IK Program:</u></p>

	<p><u>MSW Program – Year Two Advanced Courses</u></p> <p>Eligibility Requirements:</p> <ul style="list-style-type: none"> • Possession of a B.S.W. degree (convocated) by June 30 of the application year from an accredited <u>program or its equivalent university</u>, which is recognized by the University of Manitoba; or successful completion of the Pre-Master's program in social work at the University of Manitoba. • A Minimum Grade Point Aaverage of 3.0 (B) is required in the last 60 credit hours of a B.S.W.BSW degree <u>at the point of application.</u> • Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration. Applicants with a Grade Point Average below 2.5 will not be considered. For more information on the Education Equity Initiative see section 1.1.11 above. • If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree or Pre-Master's program, they will be calculated into the Grade Point Average as part of the last 60 credit hours. <p><u>M.S.W.-MSW-IK Program:</u></p> <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Possession of a B.S.W.BSW degree (convocated) by June 30 of the application year from an accredited <u>program or its equivalent university</u>, which is recognized by the University of Manitoba; or completion of the year one foundation level course all Pre-M.S.W. requirements at the University of Manitoba. • <u>A Minimum Grade Point average of 3.0 (B) is required in the last 60 credit hours of a BSW degree at the point of application.</u> • Applicants are required to participate in an admission interview process and program orientation, and submit a well-developed statement of intent and a declaration of whether they intend to follow the thesis option or the project option.
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	<ul style="list-style-type: none"> • Applicants who self-identify as members of one or more of the Educational Equity priority groups and who possess a Grade Point Average between 2.5 and 2.99 will be reviewed for special consideration. • Applicants with adjusted grade point averages below 2.5 will not be considered. For more information on the Education Equity Initiative see Section 1.1.11. <p>If courses have been taken subsequent to the degree as a Special Student and/or Occasional Student and/or in a subsequent degree or Pre-Master's program, they will be calculated into the Grade Point Average as part of the last 60 credit hours.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study (Section 3).</p> <p>The Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major department/unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p>4.4 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p>4.4.1 Thesis/Practicum Route</p> <p>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.</p>	<p><u>The two-year Master of Social Work (MSW) Program provides two entry routes:</u></p> <ol style="list-style-type: none"> <u>1. Foundation Level for students who have completed a four-year undergraduate degree, but do not have a Bachelor of Social Work (BSW) degree from an accredited program or its equivalent</u> <u>2. Advanced Level for students with a BSW degree from an accredited program</u> <p><u>Students may take the M.S.W.-MSW program on a full-time or part-time basis. There is a four-year time limit to complete the M.S.W.-MSW program on a full-time basis and a six-year time limit to complete the M.S.W.-MSW program on a part-time basis.</u></p> <p><u>Year One Foundation Level</u></p>

	<p><u>Students who have completed a four-year undergraduate degree, but do not have a Bachelor of Social Work (BSW) degree from an accredited program or its equivalent will be offered admission into the first and foundation year of the MSW Program. This first year will be 24 credit hours of foundation level courses and six credit hours of field work.</u></p> <p><u>All courses and the field component of the foundation year must be completed before students register into the year two advanced level courses. In order to complete and receive the MSW degree, students must complete both the year one foundation level and the year two advanced level courses of the MSW or MSW-IK Program. —The program requires at least one year to complete the foundation level courses and at least another 12-18 months of full-time study for the advanced level courses of the MSW or MSW-IK Program.</u></p> <p><u>COURSE REQUIREMENTS (30 CH)</u></p> <ul style="list-style-type: none"> • <u>SWRK 7002 Foundation in Social Work Practice and the Profession (3CH)</u> • <u>SWRK 3130 Contemporary Canadian Social Welfare (3CH)</u> • <u>SWRK 4220 Social Work and Aboriginal People (6 CH)</u> • <u>SWRK 4200 Field Focus of Social Work Practice (6 CH)</u> • <u>SWRK 6050 Advanced Field Practice (6 CH)</u> • <u>SWRK 6020 Social Work Practice Seminar Course (6 CH)</u> <p><u>Year Two Advanced-Level</u></p> <p><u>Students with a BSW degree from an accredited program will be admitted directly into the second and advanced year of MSW Program.</u></p> <p><u>The program requires at least 12-18 months of full-time study (students who choose the thesis option may require more time depending on the nature of their research).</u></p> <p><u>This second year advanced level courses of the M.S.W. program structure include s both common core and specialized courses. This structure ensures that students have knowledge and skills required to meet the standards of our accreditation body, the Canadian Association for Social Work Education (CASWE). The program offers students flexibility in designing a program that meets their learning objectives.</u></p> <p><u>Students may take the M.S.W. program on a full-time or part time basis. There is a four year time limit to complete the M.S.W. program on a full time</u></p>
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	<p>basis and a six-year time limit to complete the M.S.W. program on a part-time basis.</p> <p>The program requires at least 12-18 months of full-time study (students who choose the thesis option may require more time depending on the nature of their research).</p> <p>The credit hour requirement is 27 credit hours in the course-based option and 24 credit hours in the thesis option.</p> <p>All students must complete four core courses (12 CH), and an additional 9 CH of specialized courses from within Social Work.</p> <p>All students must complete an additional 3 credit hours of electives which may be taken within Social Work or other departments.</p> <p>Students choose either the course-based option, which includes the completion of SWRK 7180 (0 CH) and SWRK 7190 (3 CH), or the thesis option (GRAD 7000, 0 CH).</p> <p>COURSE REQUIREMENTS</p> <p><u>Core Courses (12 CH):</u></p> <p><u>These courses are required for all students.</u></p> <ul style="list-style-type: none"> • SWRK 7600 Critical Perspectives and Social Work (3 CH); • SWRK 7620 Paradigms, Methodologies, and Methods for Social Work Research (3 CH); • SWRK 6010 Data Analysis for Social Work Research (3 CH); • SWRK 6070 Qualitative Research in Social Work (3 CH). <p><u>Specialized Courses (9 CH)</u></p> <p><u>All students are required to take 9 credit hours from this list of specialized courses. Not all of the courses will offered in each academic year.</u></p> <ul style="list-style-type: none"> • SWRK 7630 Advanced Social Work Practice with Individuals and Families (3 CH); • SWRK 7640 Application and Critique of Theory and Research in Social Work Practice with Individuals and Families (3 CH); • SWRK 7300 Clinical Evaluation of Social Work Interventions (3 CH); • SWRK 7650 Advanced Social Work Practice with Groups (3 CH); • SWRK 7660 Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities (3 CH); • SWRK 7670 Community Mobilization: Application of Concepts in Social Work
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<p>4.4.6 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • 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. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.</p>	
<p>4.4.7 Time in Program</p> <p>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.</p> <p>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.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (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.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>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:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; 	<p><u>M.S.W.-MSW Program - Advanced Year</u></p> <p><u>Choosing Faculty Advisors</u></p> <p>This program has been designed to allow students to select a topic or area of special focus for study. Thus, students have an opportunity to select one or more electives and a thesis or advanced field practice based on their professional interest.</p>

- 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.

Faculty members who are members of the Faculty of Graduate Studies are eligible to advise ~~M.S.W.-MSW~~ students. Faculty advisors are matched with students during the admission process for the second and advanced year or when the course and field program requirements for the foundation year are complete. The advisor must approve the student's initial course plan and any changes that are made during the student's program of study.

The student may take the initiative in selecting a faculty advisor. The faculty advisor should be a person who is willing and able to work with the student in her/his major personal academic and professional field of study. Students who have not reached an agreement with a faculty advisor by the time of formal admission to the ~~M.S.W.-MSW~~ Program will be assigned an advisor by the Faculty of Social Work.

The student may find that s/he wants to change advisors after a contract has been made with the faculty advisor. This can be done after the student has found that another advisor is willing to work with her/him. The student should notify the first advisor in writing when a new advisor has consented to enter into a contract. As well, the student must fill out a Change of Advisor form to notify the Chair of the Graduate Program Committee. These forms are available in the General Office of the Faculty of Social Work and on the Faculty website. If difficulties arise in advising, the chair of the Graduate Program Committee may be consulted. If the chair of the Graduate Program Committee is not able to provide the help needed, the Dean of the Faculty of Social Work should be consulted.

The Role of the Faculty Advisor

~~Consistent with the objectives of the program, the specific role of the advisor is to assist the student to develop a theoretical and methodological approach to her/his selected area of enquiry. In order to accomplish this, the following steps are to be taken:~~

- ~~• The student contracts a faculty member regarding the area of study s/he wants to pursue. This contract includes a discussion of the student's overall program with particular reference to outside course work, which is intended to complement the student's area of specialization;~~
- ~~• The student designs, with the advisor, a program of study that will lay the base for her/his theoretical and methodological approach to~~

	<p>her/his area of enquiry. The program needs to be approved by the advisor;</p> <ul style="list-style-type: none"> • The advisor <u>assists</u> the student in selecting electives that best support and enrich her/his area of interest and expected expertise. Before a student can register for an elective course in or outside the Faculty, the advisor must approve the student's selection. If a student wishes to transfer a course taken prior to entry in the <u>M.S.W.-MSW</u> program, approval of the advisor is required. Excluding courses taken during the <u>Pre-M.S.W.-MSW</u> program, only those courses that have not been used towards a prior degree and appear on the student's transcript with a grade of C+ or higher can be considered; • A Progress Report form must be completed by the student and the advisor by the end of May every year. This form must be submitted to the Faculty of Graduate Studies by June 1 of each year. Failure to do so will prevent students from registering, leading to discontinuation of the student from her/his program; • The advisor acts as the Chair of the student's thesis committee if the thesis-based option has been selected. If the student chooses the specialized course-based option, the advisor is the faculty coordinator for the Advanced Field Practice course and teaches the Integrating Theory & Research in Advanced Field Practice course as a tutorial; • When an advisor leaves the Faculty or will be absent for more than 4 months a considerable period of time, s/he will be responsible for finding a suitable replacement or substitute, and will advise the Chair of the Graduate Program Committee of her/his absence; • The Chair of the Graduate Program Committee is responsible for ensuring that the student has an advisor; • The advisor may teach a tutorial through the "Selected Topics" course, but is not required to do so; • The advisor acts as a link to the Graduate Program Committee regarding situations in which the student is not maintaining sufficient grades. <p><u>M.S.W.-MSW</u>-IK Program: Advisor Councils:</p> <p>1. Choosing Faculty Advisors and Advisor Council Members</p>
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<p>Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p> <p>Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.</p>	
<p>SECTION 5: Doctor of Philosophy General Regulations</p> <p>The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual 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.</p>	
<p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p> <p>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.</p>	<p><u>Ph.D. Program:</u></p> <p>Eligibility Requirements:</p> <p>Master of Social Work degree, or equivalent, from an accredited degree-granting university, with a minimum grade point average of 3.0 (B) (as defined by the University of Manitoba) <u>at the point of application</u>.</p> <p>Minimum research competency in both qualitative and quantitative methods equivalent to the level required for the Masters of Social Work degree from the University of Manitoba, with a minimum grade of 3.0 (B) within the last 10 years. A student not meeting this entrance requirement can be recommended for conditional admission with the stipulation that the student take the necessary course or courses. The course or courses will be an additional requirement beyond the 24 credit hours required for the program.</p> <p>Evidence of educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work. Applicants will be asked to submit a curriculum vitae.</p>

MEMORANDUM

Date: September 22, 2020

To: Jeff LeClerc, University Secretary
Shannon Coyston, Associate University Secretary (Senate)

Copy: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

From: Dr. Netha Dyck, Chair, College of Nursing College Executive Council

Re: Clinical Agency Requirements Amendments: Mask Fit Testing

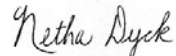
Please find enclosed proposed revisions to the Bachelor of Nursing Program's requirements for mask fit testing.

These revisions were recommended for approval by the College Executive Council on August 18, 2020 and College Council on August 27, 2020.

We are requesting approval from Senate.

I look forward to hearing from you regarding the recommendation for approval of these revisions.

Sincerely,



Dean, College of Nursing

Encl.

Proposed Changes to Clinical Agency Requirements for Mask Fit Testing

College of Nursing

Background:

As a result of the COVID-19 pandemic, issues have arisen in relation to our mask fit testing regulations for students. Motions were passed at the College of Nursing Executive Council meeting on August 18, 2020 and then at College Council on August 27, 2020 to address these issues, and we are now forwarding our recommendations to Senate for consideration.

N95 mask fit testing is a requirement of the health care system for any clinical placement for students in the Bachelor of Nursing Program. Due to COVID-19, N95 masks are in short supply worldwide, making it challenging to mask fit test all students in our program. With the provincial strategy of assigning certain types of masks to certain clinical facilities, even if we could get a reliable and quality supply of N95 masks to mask fit test our students, they would likely not be tested with the brand being used in the facility they are placed in. Therefore, students would need to be re-fit tested, further depleting a constrained worldwide supply chain.

Our plan is to not have students caring for any known COVID-19 positive patients and, therefore, the N95 mask may not be required. There are other instances where N95 masks are required (e.g., tuberculosis). The Rady Faculty of Health Sciences is working with Shared Health and UM Environmental Health and Safety Office to have our students mask fit tested on an as-needed basis, with the preference being that this be done prior to the start of a clinical rotation.

Students would not be expected to care for any patients where an N95 mask is required unless they are mask fit tested and provided a mask, their preceptor/clinical education facilitator and clinical course leader are supportive of this (in consultation with the Director of Clinical Education), and the student is agreeable to participating in this kind of clinical learning opportunity.

Given the unusual circumstances we find ourselves in with COVID-19, the requirement for N95 mask fit testing is changing from mandatory to on demand as required.

a) Newly Admitted Students:

Current Regulation

Respirator Mask-Fit Testing

Applicants must be fit-tested with the respirator mask that is used in the event that airborne precautions are required in clinical agencies. All new students will be given the opportunity to have mask-fit testing addressed at the start of the program. Testing includes basic education about the masks, precise determination of your mask size, and

issue of an official card which indicates your mask size and confirms that you have met this requirement. Official proof of the mask-fit test must be submitted by a designated date to the College of Nursing in advance of participation in any clinical practice course. Students carry the official card for all clinical practice rotations.

Proposed Change:

Students in the Bachelor of Nursing Program may be required to complete mask fit testing as part of their clinical placement(s). Mask fit testing will occur on an as-needed basis only, should the student be placed on a unit or in a setting where an N95 mask is required for patient care, and as determined by the clinical course leader and Director of Clinical Education.

Motion: That the proposed revisions to the regulation for newly admitted students to the Bachelor of Nursing Program regarding mask fit testing be approved.

b) **Continuing Students:**

Current Regulation

Respirator Mask Fit Testing

Mask-fit test cards are required for clinical practice and will be checked at clinical sites.

Proposed Change:

Students in the Bachelor of Nursing Program may be required to complete mask fit testing as part of their clinical placement(s). Mask fit testing will occur on an as-needed basis only, should the student be placed on a unit or in a setting where an N95 mask is required for patient care, and as determined by the clinical course leader and Director of Clinical Education.

Motion: That the proposed revisions to the mask fit testing regulation for students in the Bachelor of Nursing Program be approved.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to modify the admission requirements for the Bachelor of Education Degree program (2020.06.15)

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 Education is proposing a revision to the admission requirements for the Physical Education teachable majors and minors. If approved applicants presenting a Bachelor of Physical Education degree will meet the teachable subject course requirements for admission to the program with a teachable major in Physical Education. For applicants presenting other degrees the teachable courses are specified.
3. The proposal was approved by the Faculty of Education Council on April 6th, 2020 and was endorsed by SCADM on June 15th, 2020.

Observations:

1. The proposed modifications will make the requirements clear for all applicants.
2. There is concern that without the proposed changes applicants could be admitted to the Physical Education teachable major and minor without being sufficiently prepared for this stream.
3. The proposed change ensures alignment with the course numbering designations within the Faculty of Kinesiology and Recreation Management.
4. The Faculty of Education consulted with the Faculty of Kinesiology and Recreation Management as part of the process; the proposed changes have been endorsed by the Faculty of Kinesiology and Recreation Management.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Education degree program 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.



UNIVERSITY
OF MANITOBA

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DATE: June 1, 2020

TO: Ms Laurie Schnarr, Committee Chair, SCADM
Mr Jeff Adams, Executive Director, Enrolment Services

FROM: Dr David Mandzuk, Chair, Faculty of Education Council

RE: Motions for Senate

CC: Ms Olga Kuznetsova, Assistant to the Executive Director, Enrolment Services
Dr Francine Morin, Chair, Undergraduate Programs Committee (UPC)
Dr Clea Schmidt, Senator
Dr Amy Farrell-Morneau, Senator
Ms Desiree Kennedy, Coordinator of Undergraduate Programs
Ms Tara Baxter, Committee Secretary, UPC

The following motion was passed by the Faculty of Education Undergraduate Programs Committee (UPC) [on February 10, 2020] and subsequently by Faculty of Education Council [on April 6, 2020]. Please forward this motion for consideration at the next SCADM meeting, and if approved forward to the appropriate Senate for consideration.

MOTION: *THAT* effective September 2022, the admission requirements for Physical Education Teachable Majors/Minors be revised from the current to the proposed requirements as described in the accompanying revised *Bachelor of Education Program Applicant Information Bulletin*.

PROPOSAL

Section I- Description of the change

Change Being Proposed and Current Regulation:

The Faculty of Education is proposing revising the admission requirements for Physical Education Teachable Majors/Minors effective September 2022. In addition to other academic criteria, applicants presenting a Bachelor of Physical Education or the equivalent (BHPE) will meet the teachable subject course requirements for admission to Education with a teachable major in physical education.

For applicants presenting with other degrees (e.g., BA, BKin), required courses for this teachable subject are specified. Specific courses are being proposed as admission requirements.

Please see the charts ([Appendix A](#) and [Appendix B](#)).

These charts illustrate the following:

[Appendix A - Current Requirements](#) reflects the requirements as currently laid out in the appendices of the Bachelor of Education Program Applicant Information Bulletin which includes [Appendices 1, 2, and 3](#) (note: [Appendix 4 Music Education Specialization](#) has been removed as it is not relevant to the proposal).

[Appendix B - Proposed Requirements](#) reflects the proposed changes to the current requirements as laid out in the appendices of the Bachelor of Education Program Applicant Information Bulletin [Appendices 1, 2, and 3](#) (note: [Appendix 4 Music Education Specialization](#) has been removed as it is not relevant to the proposal), and proposes the addition of [Appendix 5 Physical Education](#).

Background Information and Rationale:

The Faculty of Education admission requirements for the After Degree B.Ed. Program for students presenting with a Physical Education Teachable Major or Minor were based in the past on courses designed specifically for K-12 physical educators using the Faculty of Physical Education's departmental 057.XXX numbering designation. In recent years, the Faculty of Physical Education has been renamed the Faculty of Kinesiology and Recreation Management, and along with this change, a new numbering system for courses was established including the following: PHED XXXX, KPER XXXX and KIN XXXX. The new numbering changes have now made it possible for applicants to be admitted to the B.Ed. Program with courses related solely to athletic therapy, physical therapy, and/or exercise science, all of which are non-physical education courses.

Admitting teacher candidates without the proper background coursework in PE/HE does not position them well for success when taking PE/HE curriculum and instruction courses or when placed in K-12 PE/HE programs in schools for practicum courses. School Principals, Practicum Advisors, Cooperating Teachers, Academic Advisors, and B.Ed. course instructors have all raised serious concerns when working with TCs without physical education coursework. The teacher candidates affected have experienced insurmountable challenges in their related education coursework, to the extent that some choose to drop out of the program. For a small number, we have been able to re-examine their transcripts, change their teachable major/minor, and re-work their programs to support them in new teachable areas. This approach, however, is not ideal or even possible for every student who is in this situation.

Consequently, members of the Faculty of Education engaged in a consultation process with members of the Faculty of Kinesiology and Recreation Management, all with expertise in the field of K-12 Physical/Health Education to clearly identify the coursework deemed essential and appropriate for those preparing to teach PE/HE in the school system. Recommendations from this ad hoc team were further discussed, and fully supported by members of the Undergraduate Program Committee, which includes representatives from the Manitoba Association of School Superintendents, Manitoba School Boards Association, Manitoba Education, Manitoba Teachers' Society, CTL, EAFP, Student Services Office, the Director of Practicum and Partnerships, and Associate Dean Undergraduate Programs.

In our UPC deliberations, we discussed the idea of listing specific UM coursework or more general content labels for required coursework. The decision to list specific UM coursework or the equivalent is founded upon what seems most feasible for our applicant pool. Based on admissions data over the past four years we admitted 102 applicants with a teachable major in Physical Education, 79% (81) of our Physical Education Teachable Major applicants came from the University of Manitoba, 15% (15) came from other Manitoba universities, and 6% (2) came from out of the province. During this same timeframe, we admitted four applicants with a teachable minor in Physical Education, 50% (2) from UM, and 50% (2) from other MB universities, and 0(0%) from outside of our province.

Listing the required UM coursework and/or the equivalent is the most direct way to communicate the necessary admission requirements to the vast majority of potential applicants. It is the most feasible approach for staff assessment of requirements, and it still offers students flexibility. Students coming from other Manitoba universities can readily go to AURORA to locate an online list of course equivalents that have been assessed for transfer credit. The same holds true for some but not all potentially equivalent courses for students coming from other Canadian universities, or from outside of Canada. For these small number of cases, the ADU and Admissions Coordinator assess the courses for equivalency. If necessary, we consult with professors or sessional instructors with expertise in Physical/Health Education.

Finally, there will be grandfathering of the new admission requirements that will be dependent upon the date that SCADM approves the changes. The grandfathering process will be in keeping with Senate approved guidelines.

Section II - Consultation with other Faculties

Members of the Faculty of Education engaged in a consultation process with members of the Faculty of Kinesiology and Recreation Management to arrive the proposed revised requirements for the Physical Education Teachable Majors/Minors. **Appendix C** is a letter of support from the Faculty of Kinesiology and Recreation Management.

Section III - Recommendation

The Faculty of Education recommends that the SCADM approve the changes to the admission requirements for Physical Education Teachable Majors/Minors as described in Section I and illustrated in the revised *Bachelor of Education Program Applicant Information Bulletin* charts provided in **Appendix A** and **B** of this proposal, and that these changes be effective September 2022.

Appendix A - Current Requirements (3 pages)

Appendix 1 Early Years Teachable Subject Areas

Applicants must choose **two different** teachable subjects from the following table for their major (18 credit hours) and minor (12 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ANTHROPOLOGY	n/a	✓	
ART	✓	✓	
CLASSICS	n/a	✓	
DANCE	n/a	✓	
DEVELOPMENTAL STUDIES (Family Studies & Developmental Psychology)	n/a	✓	Acceptable courses can be found on the Education website under <i>Future Students</i> .
EARTH SCIENCE (Geological Sciences)	n/a	✓	
ECONOMICS	n/a	✓	
ENGLISH (Language Arts)	✓	✓	
ENVIRONMENTAL SCIENCE	n/a	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	n/a	Must include 3 (only) Science disciplines ¹ In each discipline, a minimum of 3 cr. hrs. is required. Additionally, 3 cr. hrs. must be at the 2000 level or above.
GEOGRAPHY	✓	✓	6 cr. hrs. of Canadian or North American Geography are required in the major or minor.
HISTORY	✓	✓	6 cr. hrs. of Canadian or North American History are required in the major or minor.
LAW	n/a	✓	
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHILOSOPHY	n/a	✓	
PHYSICAL EDUCATION ²	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition KPER (formerly PERS) 1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system).
POLITICAL SCIENCE (Political Studies)	n/a	✓	
PSYCHOLOGY	n/a	✓	
RELIGIOUS STUDIES	n/a	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
SOCIOLOGY	n/a	✓	
DRAMA/THEATRE	✓	✓	

¹ Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major *excludes* Mathematics, Psychology, Statistics, and Geography.

² If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education and are subject to limitation.

Appendix 2 Middle Years Teachable Subject Areas

Applicants must choose **two different** teachable subjects from the following table for their major (18 credit hours) and minor (12 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ANTHROPOLOGY	n/a	✓	
ART	✓	✓	Applicants must possess a minimum of 12 cr. hrs. of studio courses for a major or 9 cr. hrs. of studio courses for a minor.
CLASSICS	n/a	✓	
COMPUTER SCIENCE	✓	✓	
DANCE	n/a	✓	
DEVELOPMENTAL STUDIES (Family Studies & Developmental Psychology)	n/a	✓	Acceptable courses can be found on the Education website under <i>Future Students</i>
EARTH SCIENCE (Geological Sciences)	n/a	✓	
ECONOMICS	n/a	✓	
ENGLISH (Language Arts)	✓	✓	
ENVIRONMENTAL SCIENCE (Environmental Studies)	n/a	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	n/a	Must include 3 (only) Science disciplines ¹ In each discipline, a minimum of 3 cr. hrs. is required. Additionally, 3 cr. hrs. must be at the 2000 level or above.
GEOGRAPHY	✓	✓	6 cr. hrs. of Canadian or North American Geography are required in the major or minor.
HISTORY	✓	✓	6 cr. hrs. of Canadian or North American History are required in the major or minor.
HUMAN ECOLOGY (Home Economics)	✓	✓	Human Ecology courses are those acceptable courses in the Human Ecology Major or Minor and can be found in the following departments: Family Social Sciences (FMLY), Human Nutritional Science (HNSC), and Textile Sciences (TXSC). **
LAW	n/a	✓	
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	Applicants must possess a major or minor in one of the following specializations: Choral, Early/Middle or Instrumental music (see <i>Appendix 4: Music Education Specialization</i>). Applicants must declare 2 different subject areas as their teachables (Example: A major in Music: Choral and a minor in Mathematics).
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHILOSOPHY	n/a	✓	
PHYSICAL EDUCATION [^]	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition KPER (formerly PERS) 1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system).
POLITICAL SCIENCE (Political Studies)	n/a	✓	
PSYCHOLOGY	n/a	✓	
RELIGIOUS STUDIES	n/a	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
SOCIOLOGY	n/a	✓	
DRAMA/THEATRE	✓	✓	

¹ Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major *excludes* Mathematics, Psychology, Statistics, and Geography.

[^] If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.

**Students could receive a school placement in any of the areas of Human Ecology (Clothing & Textiles, Foods and Nutrition, Family Social Science and Home Economics).

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education and are subject to limitation.

Appendix 3 Senior Years Teachable Subject Area

Applicants must choose **two different** teachable subjects from the following table for their major (30 credit hours) and minor (18 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ART	✓	✓	Applicants must possess a minimum of 18 cr. hrs. of studio courses for a major or 12 cr. hrs. of studio courses for a minor.
BIOLOGY	✓	✓	
CHEMISTRY	✓	✓	
COMPUTER SCIENCE	✓	✓	
ENGLISH (Language Arts)	✓	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	✓	Major: Must include 2 (only) science disciplines with at least 3 cr. hrs. at the 3000 level or higher. Minor: Must include 2 (only) separate science disciplines with at least 6 cr. hrs. at the 2000 level or higher from either discipline. * A minimum of 3 credit hours (cr. hrs.) is required from each of the two separate science disciplines. ¹
GEOGRAPHY	✓	✓	
HISTORY	✓	✓	
HUMAN ECOLOGY (Home Economics)	✓	✓	Human Ecology courses are those acceptable courses in the Human Ecology Major or Minor and can be found in the following departments: Family Social Sciences (FMLY), Human Nutritional Science (HNSC), and Textile Sciences (TXSC). **
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	Applicants must possess a major or minor in one of the following specializations: Choral or Instrumental music (see <i>Appendix 4: Music Education Specialization</i>). Applicants must declare 2 different subject areas as their teachables (Example: A major in Music: Choral and a minor in General Science).
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHYSICAL EDUCATION [^]	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition KPER (formerly PERS) 1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system).
PHYSICS	✓	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
DRAMA/THEATRE	✓	✓	

¹ Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major *excludes* Mathematics, Psychology, Statistics, and Geography.

[^] If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.

**Students could receive a school placement in any of the areas of Human Ecology (Clothing & Textiles, Foods and Nutrition, Family Social Science and Home Economics).

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education and are subject to limitation.

Appendix B - Proposed Requirements (4 Pages)

Appendix 1 Early Years Teachable Subject Areas

Applicants must choose **two different** teachable subjects from the following table for their major (18 credit hours) and minor (12 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ANTHROPOLOGY	n/a	✓	
ART	✓	✓	
CLASSICS	n/a	✓	
DANCE	n/a	✓	
DEVELOPMENTAL STUDIES (Family Studies & Developmental Psychology)	n/a	✓	Acceptable courses can be found on the Education website under <i>Future Students</i> .
EARTH SCIENCE (Geological Sciences)	n/a	✓	
ECONOMICS	n/a	✓	
ENGLISH (Language Arts)	✓	✓	
ENVIRONMENTAL SCIENCE	n/a	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	n/a	Must include 3 (only) Science disciplines ¹ In each discipline, a minimum of 3 cr. hrs. is required. Additionally, 3 cr. hrs. must be at the 2000 level or above.
GEOGRAPHY	✓	✓	6 cr. hrs. of Canadian or North American Geography are required in the major or minor.
HISTORY	✓	✓	6 cr. hrs. of Canadian or North American History are required in the major or minor.
LAW	n/a	✓	
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHILOSOPHY	n/a	✓	
PHYSICAL EDUCATION ²	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition PERS-1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system). A BPE or equivalent (BHPE, etc). For Non-BPE degrees, see Appendix 5
POLITICAL SCIENCE (Political Studies)	n/a	✓	
PSYCHOLOGY	n/a	✓	
RELIGIOUS STUDIES	n/a	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
SOCIOLOGY	n/a	✓	
DRAMA/THEATRE	✓	✓	

¹Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major *excludes* Mathematics, Psychology, Statistics, and Geography.

²~~If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.~~

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education and are subject to limitation.

Appendix 2 Middle Years Teachable Subject Areas

Applicants must choose **two different** teachable subjects from the following table for their major (18 credit hours) and minor (12 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ANTHROPOLOGY	n/a	✓	
ART	✓	✓	Applicants must possess a minimum of 12 cr. hrs. of studio courses for a major or 9 cr. hrs. of studio courses for a minor.
CLASSICS	n/a	✓	
COMPUTER SCIENCE	✓	✓	
DANCE	n/a	✓	
DEVELOPMENTAL STUDIES (Family Studies & Developmental Psychology)	n/a	✓	Acceptable courses can be found on the Education website under <i>Future Students</i>
EARTH SCIENCE (Geological Sciences)	n/a	✓	
ECONOMICS	n/a	✓	
ENGLISH (Language Arts)	✓	✓	
ENVIRONMENTAL SCIENCE (Environmental Studies)	n/a	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	n/a	Must include 3 (only) Science disciplines ¹ In each discipline, a minimum of 3 cr. hrs. is required. Additionally, 3 cr. hrs. must be at the 2000 level or above.
GEOGRAPHY	✓	✓	6 cr. hrs. of Canadian or North American Geography are required in the major or minor.
HISTORY	✓	✓	6 cr. hrs. of Canadian or North American History are required in the major or minor.
HUMAN ECOLOGY (Home Economics)	✓	✓	Human Ecology courses are those acceptable courses in the Human Ecology Major or Minor and can be found in the following departments: Family Social Sciences (FMLY), Human Nutritional Science (HNSC), and Textile Sciences (TXSC). **
LAW	n/a	✓	
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	Applicants must possess a major or minor in one of the following specializations: Choral, Early/Middle or Instrumental music (see <i>Appendix 4: Music Education Specialization</i>). Applicants must declare 2 different subject areas as their teachables (Example: A major in Music: Choral and a minor in Mathematics).
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHILOSOPHY	n/a	✓	
PHYSICAL EDUCATION ^Δ	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition PERS 1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system). A BPE or equivalent (BHPE, etc). For Non-BPE degrees, see Appendix 5
POLITICAL SCIENCE (Political Studies)	n/a	✓	
PSYCHOLOGY	n/a	✓	
RELIGIOUS STUDIES	n/a	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
SOCIOLOGY	n/a	✓	
DRAMA/THEATRE	✓	✓	

¹ Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major excludes Mathematics, Psychology, Statistics, and Geography.

^Δ If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.

**Students could receive a school placement in any of the areas of Human Ecology (Clothing & Textiles, Foods and Nutrition, Family Social Science and Home Economics).

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education

Appendix 3 Senior Years Teachable Subject Area

Applicants must choose **two different** teachable subjects from the following table for their major (30 credit hours) and minor (18 credit hours).

TEACHABLE SUBJECT	MAJOR	MINOR	NOTES
ART	✓	✓	Applicants must possess a minimum of 18 cr. hrs. of studio courses for a major or 12 cr. hrs. of studio courses for a minor.
BIOLOGY	✓	✓	
CHEMISTRY	✓	✓	
COMPUTER SCIENCE	✓	✓	
ENGLISH (Language Arts)	✓	✓	
FRENCH	✓	✓	
GENERAL SCIENCE*	✓	✓	Major: Must include 2 (only) science disciplines with at least 3 cr. hrs. at the 3000 level or higher. Minor: Must include 2 (only) separate science disciplines with at least 6 cr. hrs. at the 2000 level or higher from either discipline. * A minimum of 3 credit hours (cr. hrs.) is required from each of the two separate science disciplines. ¹
GEOGRAPHY	✓	✓	
HISTORY	✓	✓	
HUMAN ECOLOGY (Home Economics)	✓	✓	Human Ecology courses are those acceptable courses in the Human Ecology Major or Minor and can be found in the following departments: Family Social Sciences (FMLY), Human Nutritional Science (HNSC), and Textile Sciences (TXSC). **
MATHEMATICS	✓	✓	A minimum of 6 cr. hrs. must be above the 1000 level. Major or minor may include courses from either the department of Mathematics and/or the department of Statistics.
MUSIC	✓	✓	Applicants must possess a major or minor in one of the following specializations: Choral or Instrumental music (see <i>Appendix 4: Music Education Specialization</i>). Applicants must declare 2 different subject areas as their teachables (Example: A major in Music: Choral and a minor in General Science).
NATIVE STUDIES	✓	✓	May include 6 credit hours of a Native Language course.
PHYSICAL EDUCATION ^Δ	✓	✓	All courses with a PHED designation will fulfill this requirement. In addition PERS 1200, 1500, 2200, 3100, 3170, 3340 & 3460 will meet the teachable requirements (course numbering reflects University of Manitoba system). A BPE or equivalent (BHPE, etc). For Non-BPE degrees, see Appendix 5
PHYSICS	✓	✓	
SECOND LANGUAGE	✓	✓	Major or minor in a language other than English or French.
DRAMA/THEATRE	✓	✓	

¹ Science Disciplines for teachable major: Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics.

*General Science major excludes Mathematics, Psychology, Statistics, and Geography.

^Δ If you do not have a Bachelor of Physical Education or equivalent degree, you should discuss your options with a Bachelor of Education Academic Advisor.

**Students could receive a school placement in any of the areas of Human Ecology (Clothing & Textiles, Foods and Nutrition, Family Social Science and Home Economics).

Courses to be used in the major and minor must be taught in their respective departments. Course substitutions require prior approval from the Faculty of Education and are subject to limitation.

Appendix 5 Physical Education

Applicants presenting a non-Bachelor of Physical Education degree (B.Kin, BA, BRec, etc) must present specific coursework as defined in chart below with credit hours as defined by requirements outlined in Section 2. Non UM course outlines will be required to determine acceptable alternatives/equivalencies for admission purposes only.

Senior Years major 30 credit hours	Group A (9) Group B (6) EDUB 3722 (3) <i>Coaching Theory and Practice</i> 12 credits from any other PHED, KPER or KIN course ¹
Senior Years minor 18 credit hours	PHED 3722 (3) Group A (9) Group B (6)

¹focusing on human movement, health, dance, fitness, indigenous pedagogies, inclusive Physical/Health Education, outdoor education and/or sport skill acquisition.

Middle Years major 18 credit hours	Group A (9) Group C (9)
Middle Years minor 12 credit hours	Group A (9) one of Group C (3)

Early Years major 18 credit hours	Group A (9) Group C (9)
Early Years minor 12 credit hours	Group A (9) one of Group C (3)

Group A	Group B	Group C
PHED 2710 (3) <i>Human Movement Principles</i> PHED 3122 (3) <i>Developmental Games and Activities</i> PHED 3362 (3) <i>Culturally Relevant Pedagogies</i> or other inclusion/diversity course	PHED 2442 (3) <i>Health Education</i> PHED XXXX (3) <i>any PHED course</i>	PHED 2442 (3) <i>Health Education</i> PHED 3732 (3) <i>Dance and Rhythmic Activities</i> PHED 3722 (3) <i>Coaching Theory and Practice</i>

MEMORANDUM

DATE: May 7, 2020

TO: Francine Morin, Associate Dean (Undergraduate), Faculty of Education

FROM: Douglas A. Brown, Dean, Faculty of Kinesiology and Recreation Management

RE: Proposed admission requirements for the Physical Education teachable major and minor

The Faculty of Kinesiology and Recreation Management supports the proposed changes to the admission requirements for the Physical Education teachable major and minor in senior, early, and middle years streams.

The Faculty of Education has consulted the Faculty of Kinesiology and Recreation Management regarding the ideal selection of courses to include in the Physical Education teachable major and minor admissions requirements. The proposed revisions to the admissions requirements were made in consultation with Christine Van Winkle (Acting Associate Dean, Undergraduate Education), multiple faculty members who teach in the Bachelor of Physical Education degree led by Joannie Halas, our Undergraduate Program Administrator, and the Coordinator of Health Living for the Louis Riel School Division, Grant McManes.

The Faculty of Kinesiology and Recreation Management confidently endorses the proposed admissions requirements for senior, middle, and early years Physical Education teachable majors and minors. The Faculty believes the proposed changes will optimally prepare prospective physical and health educators for the Bachelor of Education degree and the teaching profession.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
ON THE REVIEW OF THE
The Centre for Defense and Security Studies

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 September 10th, 2020, SCUR received a report from the Centre for Defense and Security Studies (CDSS) 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. Michelle Porter, Faculty of Kinesiology and Recreation Management (Chair)
Dr. Stefi Baum, Faculty of Science
Dr. Jay Doering, Office of the Vice-President, Research and International

3. The assessment of the sub-committee in the following areas is listed below:

(a) The extent to which the research centre/institute has fulfilled:

- (i) The general objectives of research centres/institutes as stipulated under the Policy; and
- (ii) Its specific objectives, as indicated on its establishment;

CDSS has highlighted how they have addressed the concerns outlined in the previous two-year renewal report. Namely, they have bolstered their complement of researchers from other departments or faculties at the University of Manitoba, and they have provided more details of their 5-year plan.

CDSS has met all of the objectives of research centres in terms of their: permanence, complement of members, research productivity, training, attracting of scholars from other institutions, and funding. It is also meeting its specific objectives in the areas of research, knowledge translation, and training. In the past two years they report the following publications: 5 books, 38 peer reviewed articles, and 25 reports and essays. They have also hosted numerous outreach activities in Winnipeg, Manitoba, Canada and internationally.

(b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

In addition to involving 13 student researchers as Fellows or Research Assistants, CDSS supports students in taking part in highly specialized training opportunities (e.g., West Point Student Conference on US Affairs, UN Intensive Summer School, NATO Summer Field School).

The five-year plan outlines three areas (Arctic and NORAD, regional security and defence policy and security), as well as tangible goals to accomplish by the first year, third year and fifth year in terms of research, knowledge translation, collaborative defence research, improving the visibility of CDSS research, and building the next generation of defence researchers and experts. They also have planned for several major and events, student training activities, publications, media interviews and reports.

(c) Its current and projected financial viability.

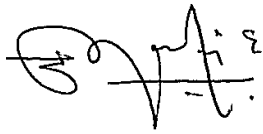
CDSS appears to be able to maintain its many activities with its given financial model. Some of their funding comes from a Mobilization Insights in Defence and Security grant, as well as funding from the Canadian Defence and Security Network. There are also conference funds and in-kind support from the Political Studies Department. There are also SSHRC funded projects.

Recommendation:

THAT the *Centre for Defence and Security Studies*, be renewed for a term of 5 years, from January 7, 2021 through January 8, 2026.

Respectfully submitted,

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



Dr. Digvir Jayas, Chair
Senate Committee on University Research

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
ON THE REVIEW OF THE
The Centre for Professional and Applied Ethics

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 September 10th, 2020, SCUR received a report from the Centre for Professional and Applied Ethics (CPAE) 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:

Prof. Shawn Clark, Faculty of Engineering (Chair)
Dr. Gary Glavin, Office of the Vice-President, Research and International
Dr. Jeffery Taylor, Faculty of Arts

3. The assessment of the sub-committee was as follows:

(a) The extent to which the research centre/institute has fulfilled:

- (i) The general objectives of research centres/institutes as stipulated under the Policy; and
- (ii) Its specific objectives, as indicated on its establishment;

The Centre for Professional and Applied Ethics was established in 1985 with the mandate to “promote research, teaching and informed public awareness on issues of contemporary concern” in both academic and non-academic settings. It is the sub-committee’s opinion that the Centre continues to focus on this mandate and in so doing satisfies the University of Manitoba’s *Policy for Research Centres, Institutes and Groups*.

The Centre strives to “encourage research and scholarly activity in the field of professional and applied ethics”. It fulfills this objective by serving as a University-wide hub for research involving ethical concerns. The Report contains a thorough overview of the research undertaken by the Centre over the past 5 years (despite the previous 3 year renewal). Members have published many scholarly books, book chapters, and articles. In 2017 the Centre Directors edited the book “Fragile Freedoms: the Global Struggle for Human Rights”. Members have provided consultation services to individuals and groups within and outside the University, and the Centre promotes ethical awareness through sponsoring of workshops, conferences, lectures and symposia. Much of their work is interdisciplinary in nature - over the past 5 years the Centre has worked with the Faculties of Medicine, Architecture, Education and Kinesiology.

(b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

The SCUR review in 2017 of the Centre’s activities noted a lack of detail regarding unique training opportunities for students. The 2020 report has satisfied these previous concerns by providing additional detail on student training. Although the Centre does not offer courses itself, it does consult with other programs at the University of Manitoba and elsewhere in Canada to improve existing courses or introduce new courses on topics related to professional and applied ethics. This role has continued over the past 5 years. A new Teaching and Research Ethics series was launched by the Centre in 2018. These half-day seminars target graduate and advanced undergraduate students, and have piqued the interest of faculty members as well. The Centre plans to offer two new Ethics Student Research Fellowships (\$3000 each for one graduate and one undergraduate student) starting in 2020. The report outlines additional student involvement and training through participation in a large number of community outreach events such as the annual Ethics Slam. High school students are even engaged through an annual Ethics Competition and the High School Ethics Bowl that attracts roughly 450 Manitoban students.

(c) Its current and projected financial viability.

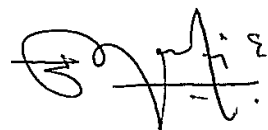
The Centre has been historically funded through an endowment that is believed to be secure for the next 5 years. Over the past 5 years the Centre has maintained a balanced budget and anticipates the ability to continue this in the future. In addition, the Faculty of Arts has made administrative support available starting in 2020 which has considerably reduced the Centre’s expenses. Since public events have been cancelled due to COVID-19, the Centre has been ‘saving’ money and will continue to

do so into the near future. Overall the financial position of the Centre is strong and their financial viability over the next 5 year term does not seem to be in question.

Recommendation:

THAT the *Centre for Professional and Applied Ethics*, be renewed for a term of 5 years, from January 1, 2021 through December 31, 2025.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Digvir Jayas', written over a horizontal line.

Dr. Digvir Jayas, Chair
Senate Committee on University Research

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE
Center for Research and Treatment of Atherosclerosis (CRTA)

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 September 10th, 2020, SCUR received a report on the Centre for Research and Treatment of Atherosclerosis (CRTA).
3. The Policy for *Research Centres, Institutes and Groups* stipulates that the authority to establish research centres/institutes resides with the Board of Governors, normally on the recommendation of the Senate of the University. Proposals are transmitted from SCUR to the Chair of the Senate Planning and Priorities Committee to determine if SPPC review is required, and to Senate through its Executive Committee. Prior to their transmittal to SCUR, proposals for the establishment of research centres/institutes are normally supported by departmental and faculty councils, as appropriate.
4. Research Centres, Institutes and Groups are to be reviewed by SCUR on a periodic basis but not less than once every 5 years.
5. SCUR shall determine whether a formal, independent review committee should be struck to conduct a full review of the research centre/institute. If a full review of the research centre/institute is not warranted, in that it is clear that the research centre/institute either qualifies for continuation or that it does not, SCUR will recommend to Senate that the research centre/institute continue for a period of three to five years, or that it be terminated, without further review.

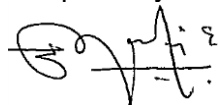
Observations:

1. On November 8, 2019 the management committee of the CRTA, comprised of Drs. Grant Hatch, Patrick Choy and David Mymin, decided to request dissolution of the CRTA due to financial viability.
2. The Rady Faculty of Health Sciences Faculty Executive Council met on August 25, 2020 and unanimously endorsed the motion to dissolve the CRTA.
3. An August 25th, 2020 memo from Dr. Brian Postl, Dean of the Rady Faculty of Health Sciences, has requested the initiation of Senate approval to dissolve of the CRTA.

Recommendation:

THAT upon the recommendation of the Faculty Executive Council of the Rady Faculty of Health Sciences (August 25, 2020), the *Center for Research and Treatment of Atherosclerosis (CRTA)* be dissolved, effective November 4, 2020.

Respectfully submitted,



Dr. Digvir Jayas,
Vice-President, Research and International
And Chair of the Senate Committee on University Research

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

Memorandum

Date: Aug 25 2020

To: Mr. Jeff Leclerc, University Secretary



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

Re: Senate Approval for the endorsement to dissolve the Centre for Research and the Treatment of Atherosclerosis (CRTA)

The Rady Faculty of Health Sciences is requesting initiation of Senate approval to dissolve the Centre for Research and the Treatment of Atherosclerosis (CRTA)

The above motion was approved unanimously at the Rady Faculty of Health Sciences Faculty Executive Council meeting on August 25 2020.

Attached is one file in pdf format that includes this cover memo and related documents.

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

Copy: Shannon Coyston

Brian Postal, MD, FRCPC

January 17, 2020

Dean, RFHS & Vice-Provost (Health Sciences)

Max Rady College of Medicine, University of Manitoba

260 Brodie Center-727 McDermot Ave.

Winnipeg, MB, Canada R3E 3P5

Re: Dissolution of the Center for Research and Treatment of Atherosclerosis

Dear Dr. Postl,

Please be advised that I am requesting the dissolution of the Center for Research and Treatment of Atherosclerosis (CRTA). On November 8, 2019 the management committee comprised of Drs. Grant Hatch, Patrick Choy and David Mymin met to discuss the future of the CRTA. At that meeting it was decided to request dissolution of the CRTA. After a successful run for over 20 years it was felt that the CRTA can no longer meet its mandate due to lack of financial resources. In 1999 the CRTA was established through a \$500,000 grant from the Federated Life Insurance Company of Canada and this was managed through the Heart and Stroke Foundation of Manitoba. Through this fund the CRTA was able to leverage funding from pharmaceutical companies, conduct cardiovascular risk factor clinics for the public, invite world class speakers to the University, and provide lipid research support for the University. The management committee remains proud of the fact that the CRTA never requested operating funding from the University during its history yet served the University in its capacity for over 20 years.

I attach the 2019 Annual Report for the CRTA that was submitted on November 13, 2019 to Dr. Digvir Jayas and our previous 5 year report submitted on May 19, 2015.

Sincerely,



Dr. Grant M. Hatch

Director, CRTA

Professor, Department of Pharmacology & Therapeutics

/gmh

Encl.

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on September 18, 2020 (electronically), to consider nominations to fill vacancies on the standing committees of Senate.

Observations

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees, their faculty/school, and the expiry date of their terms. Following the list is the membership list for each of those committees, including the names of the nominees, which have been highlighted.

Recommendations

The Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Awards	Karen Kampen	Arts	2022.05.31
Senate Committee on Libraries	Netha Dyck	Health Sciences	2022.05.31

The Committee also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Computing	Lanlan Li	Graduate Studies	2022.05.31
Senate Committee on Awards	Maryam Samsamikor	Graduate Studies	2021.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC COMPUTING

last updated July 7, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International)(or designate)	Jay Doering, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mario Lebar, designate K-L Holter		<i>Ex-officio</i>
University Librarian (or designate)	Lisa O'Hara, designate Les Moor		<i>Ex-officio</i>
Manager, Learning Management Systems	Sol Chu		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Stefi Baum	Science	2021.05.31
	Reg Urbanowski	Health Sciences	2022.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Franklin Bristow	Science	2021.05.31
	James Gilchrist	Health Sciences	2021.05.31
	Ian Jeffrey	Engineering	2021.05.31
	Kari Kumar	Extended Education	2022.05.31
	Neil McArthur	Arts	2022.05.31
	David Walker	Environment, Earth, and Resources	2022.05.31
Four Students (two grads, two undergrads)	Alexandre Morakis	Management	2022.05.31
	Jessica Ritchie	Health Sciences	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
	Lanlan Li	Graduate Studies	2022.05.31
Resource: Sandi Utsunomiya 474-8174 Resource (technical): Gilbert Detillieux 474-8161 Resource: Lynette Phyfe 474-8013 Terms of Office: three-year terms; students = two-year terms			

SENATE COMMITTEE ON AWARDS

last updated July 7, 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	Michelle Faubert (S)	Arts	2021.05.31
	Jared Carlberg, Chair	Agricultural and Food Sciences	2022.05.31
	Peter Cattini	Health Sciences	2022.05.31
	Karen Kampen	Arts	2022.05.31
	Darcy MacPherson, Vice-Chair	Law	2023.05.31
	Jennifer McLeese	Science	2023.05.31
Two students (one graduate and one undergraduate)	Jenna Hepburn	Health Sciences	2021.05.31
	Maryam Samsamikor	Graduate Studies	2021.05.31
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Sara Sealey, designate		<i>Ex-officio</i>
Director, Financial Aid and Awards (or delegate)	Jane Lastra, designate Lesli Lucas-Aseltine		<i>Ex-officio</i>
Associate Vice-President (Alumni & Donor Relations) (or delegate)	Carolyn Basha, designate		<i>Ex-officio (non-voting)</i>
Executive Director, Enrolment Services (or delegate)	Jeff Adams		<i>Ex-officio (non-voting)</i>
Up to three Awards Establishment Coordinators and one Awards Selection Coordinator from Financial Aid and Awards	Pamela Gareau		<i>Non-voting</i>
	Mabelle Magsino		<i>Non-voting</i>
	Regan Sarmatiuk		<i>Non-voting</i>
	Mandy Laing		<i>Non-voting</i>
Resource: Pamela Gareau 474-9261 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON LIBRARIES

last updated August 4, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Lisa O'Hara, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Jay Doering, designate		<i>Ex-officio</i>
University Librarian (or designate)	Lisa Demczuk, designate		<i>Ex-officio</i>
Dean, Faculty of Graduate Studies (or designate)	Kelley Main, designate		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Netha Dyck	Health Sciences	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
	Mirosław Pawlak	Engineering	2023.05.31
Four students (two graduate, two undergraduate)	Lilja Best	Arts	2022.05.31
	Ashley Ginter	Social Work	2022.05.31
	William Dowie	Graduate Studies	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = two-year terms			

SUMMER TERM ACADEMIC SCHEDULE REVIEW: SUMMARY OF PROCESS AND RECOMMENDATIONS

Note: A comprehensive report is appended to this summary document.

Consultation

- review committee comprised of faculty and staff representatives from across campus met several times throughout 2019 and 2020
- recommended summer term model presented to Deans Council in October 2019.
- an invitation to the UofM community to submit opinions and feedback to the committee issued through UM Today in November 2019
- the UofM community invited to a Town hall presentation in January 2020
- review committee reviewed feedback from university community, Deans and Directors and recommended a schedule to be presented to Senate Executive

Goals

- provide an outstanding student experience
- establish a structure that ensures learning experience comparable to the fall and winter terms
- ensure an appropriate number of contact hours
- maintain sufficient time for the final examination period
- simplify the schedule and reduce the potential for conflicts
- provide appropriate time for marking and submission of final grades and prerequisite checking
- consider academic schedules used at peer institutions

Main Recommendations

- reduce complexity but still allow 'compression'
- equate contact hours regardless of term (36–37.5 hrs)
- Improve time for student learning, assigned readings, exams, etc.
- reduce conflicts by establishing a dedicated exam period
- increase time for marking, grade processing, prerequisite checking, etc.
- basic structure: two 6-week terms separated by an exam & break period
- 3 credit hour courses may be taught in one 6 week term or over 12 weeks
- 6 credit hour courses are to be offered over a 12 week term
- on campus day and evening courses and courses offered by Distance and Online to follow the same schedules
- permit exceptions for field-based and travel study courses, institutes and programs with unique scheduling requirements

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

Report to Senate Executive on the Review of the Summer Term Academic Schedule

INTRODUCTION

Background

The 2017 review of the Fall and Winter Term academic schedule prompted discussions about current practices with regard to teaching during the summer months, particularly with respect to the purpose of teaching in the Summer Term and the current teaching timelines. Recently, responsibility for the administration of Summer Term has been de-centralized, passing from the Summer Session Office in Extended Education to the academic units and the Registrar's Office.

Guiding Principles in development of the Summer Term Academic Schedule

- Contact hours required to deliver the full course curriculum in a variety of teaching modalities.
- Optimal time afforded to students for learning, discovery, study, and completion of projects, assignments, lab work, and term papers.
- Flexibility to allow students an opportunity to take courses in addition to being able to take a break or to work and save for the school year.

Scope of the Review

- The purpose of Summer Term course offerings: Is this a time to get ahead or catch up? Should Summer Term continue to include reduced courses offerings? Or should Summer Term course offerings be in balance with those of Fall and Winter Terms?
- Are there opportunities for study in the Summer Term, such as field and travel study, that are not possible in the Fall and Winter Terms?
- Standard and Non-Standard Schedules: What are the criteria used to determine programs that must follow the standard schedule and the need for program specific schedules?
- Number and duration of Summer Parts of Term. Start and end dates of the Fall and Winter Terms. Should the current condensed class schedule continue? How many days/weeks are required to deliver the curriculum and to learn effectively? Is this subject dependent?
- Should the current Winter – Summer Term for spanned Distance and Online courses continue?
- Examination Periods: How should examinations be scheduled in the Summer Term?
- Registration Revision Period: Last day to register for a class? Last day to drop classes without penalty?

Membership of the Review Committee

Senate Executive approved the makeup of the Review Committee that included broad representation from the university community, including representation from the Provost, Associate Deans, faculty members, students and administrative and advising staff. Specific members were appointed by the Provost.

Membership on the Review Committee was as follows:

Jelynn Dela Cruz	Vice President (Student Life), UMSU
Carl Neumann	President, Graduate Student's Association
Steven Lecce	Associate Dean, Arts
Ben Li	Associate Dean, Science
Michael Czubryt	Associate Dean, Grad Studies; Professor, Health Sciences
David Stangeland	Associate Dean, Asper School of Business
Tracey Peter	Professor and Associate Department Head, Sociology, Arts
Kristina Hunter	Senior Instructor, Environment, Earth, and Resources
Jenna Tichon	Instructor, Science
Neil Marnoch	Registrar
Valerie Shantz	Director, Integrated Planning, Office of the Provost
Laura Bean	Undergraduate Program, Asper School of Business
Taylor Friesen	Academic Advisor, Agricultural and Food Sciences
J.P. Burak	International Program, Engineering
Ali Wood-Warren	First Year Centre Coordinator
Melissa Kowalchuk	Registrar's Office
Todd Mondor	Deputy Provost, Committee Chair

REVIEW OF SCHEDULING FACTORS, CONSTRAINTS AND IMPACTS

The committee met four times between March 2019 and February 2020. The committee discussed current scheduling practices and constraints at the University of Manitoba, and reviewed scheduling practices of several Canadian universities, with particular attention to other Manitoba institutions and the U15 (Appendix 1).

Review of UM student and course data and scheduling practices at other universities resulted in the development of a basic approach and a scheduling model, as described in this report.

Key findings and recommendations were presented and reviewed at Dean's Council and received unanimous approval. The concept was presented to the university community with a request for feedback through a UM Today article directed to faculty, staff and students. A wide range of responses were received. Town hall presentations held in January 2020 offered an opportunity for community members to hear additional details and provide further feedback and engage in dialog. The review committee met in February 2020 to review email feedback and comments and discussion at the town hall presentation. The committee unanimously agreed to move forward with the proposal.

Areas of consideration

1. Purpose and use of Summer Term

Summer Term is traditionally a time for students to make up for unsuccessful course attempts, to register in courses they were unable to complete in Fall and Winter Term, and to accelerate their study or to get a head start on their next year. Some cooperative education programs have also considered the Summer Term as one of three equal terms in the academic year, with students alternating between work terms and academic terms.

Students also increasingly enrol in the Summer Term as a way to balance their credit loads by taking lighter course loads in Fall and Winter and increasing their course load in Summer Term to stay on track for completion of their programs. Although average credit loads in Summer Term are lower than for Fall and Winter Terms, 60% of students enrol in more than one course. International students rely more heavily on Summer Term, making up 24% of Summer Term undergraduate enrolment vs. 17% in Fall and Winter Terms.

2. Unique opportunities in Summer Term

Summer Term presents unique opportunities for field and travel-based study that are not available in the Fall and Winter Terms. Several courses are offered in the Summer Term that take advantage of the ability to study outdoor environments, many of which are in remote locations.

3. Number and duration of Summer Parts of Term

Start and end dates of courses offered in Summer Term have become increasingly complex, with the number of parts of terms growing to 16. See appendix 2. Several parts of terms overlap and create confusion and potential scheduling conflicts for students. Based on how courses have been scheduled, there is an apparent lack of agreement across disciplines on the optimal schedule. Additional parts of term have been added to address a concern that the standard schedule is too condensed and does not provide sufficient time for effective learning.

4. Standard vs non-standard scheduling

In addition to the growing number of 'standard' parts of term, several departments offer courses in a non-standard timeframe. The committee examined the types of courses that are scheduled outside the defined parts of terms and the rationale for scheduling in this manner. Many of the non-standard courses are field and travel based study courses. Other courses include short term institutes, intensive music courses that include one on one instruction, and courses timed to meet the needs of a specific target population (e.g. Post Baccalaureate Diploma in Education students).

5. Winter-Summer Distance and Online courses

A small number of 6 credit hour courses are taught in a term that spans Winter and Summer Terms, with courses being taught in a January to July time period by Distance and Online delivery. The committee discussed the complexities involved in supporting this manner and timing of delivery and considered if this is a necessary scheduling practice.

6. Final Examinations

Current practice is to schedule final examinations on the two days immediately following the last class. This practice leaves very little preparation time for students and creates conflicts as the exams may be scheduled at a time when students have other classes that follow a different time schedule.

7. Registration Revision Period

The review of the Fall-Winter academic schedule resulted in the introduction of staggered drop and add registration dates. The committee discussed whether this practice is appropriate for the Summer Term given the quicker pace of the term.

Observations

- Committee members agreed that courses offered in the 3 ½ week parts of term are too condensed and do not offer an equitable learning experience for students who take the same courses in Fall and Winter. This was illustrated in the feedback received by the community from students and instructors. Some instructors indicated that they had to adjust the content and assignments of the course in order to complete the course within the condensed time frame.

- Committee members agreed that even in cases in which the lecture material can be covered, there is very little time for students to complete outside readings, to digest and analyze, and to complete assignments that would make the courses comparable to courses taught in the Fall and Winter.
- The timetable has become overly complex as some departments have responded to concerns about the pace of the courses and have developed new parts of terms that are of a longer duration. There are currently 16 parts of term.
- Evening courses and courses offered by Distance and Online follow different schedules than courses offered on campus during the day. The committee agreed that such courses could be scheduled using the same dates and durations as courses taught on campus during the day, to provide greater alignment of courses offered in the summer months.
- Computer Science courses offered in the summer are taught during the day, but follow dates set for the Evening courses. This is in order to offer summer courses in the same time range as Fall and Winter courses. i.e. over 12 weeks.
- Another scheduling anomaly is the Winter-Summer term spanning 6 credit hour courses offered through Distance and Online delivery. The committee observed that very few courses are offered in this format. In Winter-Summer 2020, six courses were offered in this format, including two Education courses and four Arts courses. Just over 300 students registered in these courses. These offerings require a high level of administration for relatively few students, due to the need for a specialized registration process
- Because of the overlapping of different parts of term, student schedules may result in conflicts between classes and exams, and further complicate scheduling. This impacts instructors and administrative staff and affects students' choice of courses.
- The committee also observed that under the present scheduling, there is little time between the final exam and the beginning of the next part of term. In some cases, this may mean students are starting a course before knowing their grade in a prerequisite course.
- The committee acknowledged that, although there is a need for a more standardized and simplified schedule, there are several situations in which non-standard scheduling is appropriate; such as field courses, travel study, institutes and courses aimed at student cohorts with specific scheduling constraints.

Proposed Summer Term Schedule

Based on this discussion, the following principles were established and a proposed scheduling model was developed.

Principles

- Reduce variations of course offerings, while providing students with the ability to take courses in early May/June and/or July/August timeframes.
- Potential for completion of up to 15 credit hours in Summer Term
 - Facilitate Co-op Academic Terms and students who choose to focus their study in Summer Term
- 36 – 37.5 Contact hours per 3 credit hour course (to be consistent with Fall/Winter courses) to

allow sufficient teaching time to deliver the curriculum.

- Ensure sufficient time for student learning, analysis of information, and completion of assigned readings and assignments.
- Sufficient days/weeks for laboratory and studio-based learning and completion of projects.
- Dedicated exam period
- Sufficient time for marking, grade processing, prerequisite checking, etc.

Proposed Schedule

May/June

- 3 credit hour courses (including 3 credit hour Distance and Online courses)
- 6 weeks commencing 2nd Monday in May.
- 36 contact hours
- Day Classes 1.5 Hrs per day x 4 days per week (Monday – Thursday)
 - Hold make up class on Friday for Monday Holiday
- Evening Classes 3 Hrs per evening x 2 days per week (Monday/Wednesday or Tuesday/Thursday)
 - Hold make up class on Monday following the last week of classes to make up for Holiday Monday
- Add/Drop Date at end of first week of classes (after 6 class hours)
- Exams held in week following last class.

July/August

- 3 credit hour courses (including 3 credit hour Distance and Online courses)
- 6 weeks commencing first week of July.
- 36 contact hours
- Day Classes 1.5 Hrs per day x 4 days per week (Monday – Thursday)
 - Hold make up class on Friday for Monday Holiday
- Evening Classes 3 Hrs per evening x 2 days per week
 - Hold make up class on Monday following the last week of classes to make up for Holiday Monday
- Add/Drop Date at end of first week of classes (after 6 class hours)
 - May/June course grades available prior to this date
- Exams held in week following last class.

May/August

- 6 credit hour courses (including 6 credit hour Distance and Online courses)
- 12 weeks commencing 2nd Monday in May.
- 72 contact hours
- Classes 1.5 Hrs per day x 4 days per week (Monday – Thursday)
 - Hold make up class on Friday for Monday Holiday

- Add/Drop Date at end of first week of classes (after 6 class hours)
- Two week break in June may be used for Mid-Term Test, time to complete readings and assignments.
- Exams held in week following last class.

Full Summer Term

- May 1 – Aug 31
- Intended to administer non-instructional (administrative) courses.
 - E.g. Graduate Studies Re-Reg Terms

Summer Irregular

- To administer short courses, institutes, field courses, travel study, etc.
- May/June & July/August
- Registrar's Office to review and recommend

This model results in a full summer of courses running from early May to mid to late August. The schedule is structured to provide time for teaching and learning, marking and assessments. Breaks are scheduled between the end of Winter Term and the start of Summer Term, as well as between the first and second parts of Summer Term, and between Summer Term and the beginning of Fall Term. It is anticipated there will be one week between the end of exams and the start of the next term of classes. This provides some break time for students between classes and time for marking and marks processing to be completed before the add/drop date of the next term. There is at least a two week break between the end of last Summer Term examinations and the beginning of the Fall Term.

One feature of the scheduling model is that the 3 credit hour and 6 credit hour courses follow the same date ranges. This means there are no classes scheduled for 6 credit hour classes during the May/June exam period or the following 'break week' in order to provide needed break time for students and instructors between the 3 credit hour courses. This two-week break between classes in 6 credit hours may be used as downtime, for writing mid-term tests or may also be used by students to complete reading, research and major assignments.

The model also allows for administration of irregularly scheduled courses and administrative courses, such as the Graduate Studies re-Reg course.

The committee did not reach a conclusion regarding the offering of Distance and Online Education courses in the January to July (Winter/Summer) time period. Changes affecting these offerings require further consideration and consultation with the departments who offer courses in this manner.

Community Feedback

Key findings and recommendations were presented and reviewed at Dean's Council and received unanimous approval. The concept was presented to the university community with a request for feedback through a UM Today article directed to faculty, staff and students. A wide range of responses were received. Town hall presentations held in January 2020 offered an opportunity to community members to hear additional details, provide further feedback and engage in dialog with members of the review committee.

A number of Students, instructors and staff spoke in favour of the proposal, noting that the pace of courses expected in the Summer Term under the current format is not conducive to effective learning. It was noted that academic advisors often recommend to students that they not take summer courses for this reason. Several administrative staff were in favour of the fact the model removed much of the complexity that exists in the current schedule, with several different schedules for on campus courses and separate schedules for courses taught in the evening and online.

Some concerns were expressed by a small number of instructors that students will not have sufficient break time between terms and that sessional instructors will need to teach 12 months a year in order to meet teaching load requirements. Students did not share the same concerns about a lack of break time between terms. Some instructors felt that the loss of the accelerated 3 ½ week 3 credit hour and 7 week 6 credit hour courses meant that students will lose the ability to work and earn money to fund their education. Others pointed out that the July-August period is used by many faculty members for research or time to spend with family and there would be difficulty finding instructors who will to teaching this period.

Concern was also expressed by instructors and students from areas that schedule outside the standard schedule and wished to ensure that this option would still exist under the new format. One department pointed out that courses in their area have been historically taught over the full summer period, so as to mirror the schedules of Fall and Winter and asked if this would be an option or would be considered irregularly scheduled courses that require approval and special setup.

Review of Feedback

The Review Committee reconvened in February 2020 to review issues that were raised in both the Town Hall meetings and in the online feedback.

The committee discussed again the relative merits and challenges of offering courses in a 3 ½ week term and agreed that courses should not be offered in this manner. UMSU stated that students support this model, and added that many students are not in favor of taking summer term courses in the way it is offered now. It was felt that if student feel they need to take a break from school for downtime or to earn income, they will limit their enrolment accordingly. With respect to meeting the needs of students who must balance work and summer courses, it was suggested that more courses may be offered in the evening.

It should be noted that the proposed model is already a condensed model of teaching and learning, as most courses will be offered in half the time afforded in Fall and Winter. The current practice of even further compression does not allow for an equitable learning experience.

The new model offers streamlined organization of courses and appropriate scheduling for instructors teaching the summer term courses. It was acknowledged that there is no perfect solution and ideal model. The committee respects and is taking into consideration the comments from the Town Hall and the online feedback; however, in the current 16 parts of term, timetabling is in disarray with overlapping courses, conflicting exam times and not enough time for marking, which causes more stress for both instructors and students. As we know, students are taking more than one course over the summer. Advisors do not recommend taking courses in summer, due to course and exam overlap. With this

**Secretary's note: The Report includes a correction made following the meeting, to change "first week of classes " to "second week of classes," as indicated below.*

change in scheduling, there will be a need for academic units to review their course offerings in all three terms – Fall, Winter and Summer - to ensure alignment and that the needs of students are met.

This proposal allows exceptions and some flexibility. We will work to develop specific criteria and a template for exceptions such as field based courses, travel study, and courses scheduled to meet the needs of a specific target population.

The committee unanimously agreed to move the proposal forward with one revision – to add an option to offer 3 credit hour courses over the full summer period (over 12 weeks of study). The committee agreed that this should be included as a standard scheduling option as it meets the scheduling principles and provides more time for teaching and learning. This option would match the teaching schedule of Fall and Winter courses.

The following part of term was added to the proposal:

May/August 2

- 3 credit hour courses (including 3 credit hour Distance and Online courses)
- 12 weeks commencing 2nd Monday in May.
- 36 contact hours
- Classes 1.5 Hrs per day x 2 days per week (Monday/Wednesday or Tuesday/Thursday)
 - Hold make up class on Friday for Monday Holiday
- Add/Drop Date at end of **second week*** of classes (after 6 class hours)
- Two week break in June may be used for Mid-Term Test, time to complete readings and assignments.
- Exams held in week following last class.

Conclusions

The Review Committee unanimously agreed to forward the proposal to Senate for consideration. The proposed model allows for offering courses on the following schedules:

May/June

- 6 weeks commencing 2nd Monday in May.
- 3 credit hour courses
- Includes 3 credit hour Evening courses and Distance & Online courses
- 36 contact hours

July/August

- 6 weeks commencing 1st week of July
- 3 credit hour courses
- Includes 3 credit hour Evening courses and Distance & Online courses
- 36 contact hours

May/August 1

- 12 weeks commencing 2nd Monday in May.
 - 6 weeks in May/June; 6 weeks in July/August
 - Class break last 2 weeks of June.
- 6 credit hour courses
- Includes 6 credit hour Evening courses and Distance & Online courses
- 72 contact hours

May/August 2

- 12 weeks commencing 2nd Monday in May.
 - 6 weeks in May/June; 6 weeks in July/August
 - Class break last 2 weeks of June.
- 3 credit hour courses
- Includes 3 credit hour Evening courses and Distance & Online courses
- 36 contact hours

Full Summer Term

- May 1 – Aug 31
- Intended to administer non-instructional (administrative) courses.
 - E.g. Graduate Studies Re-Reg Terms

Summer Irregular

- To administer short courses, institutes, field courses, travel study, etc.
- May/June & July/August
- Criteria for exceptions includes: Field-based study, Travel Study, institutes, courses directed at student cohorts with unique scheduling considerations. To be scheduled in consultation with the Registrar's Office.

Appendix 1

Summer Term Schedules at U15 and Mb Universities

University		Summer Term Starts	Term Ends	Length of Term(s)
MB	Manitoba	Mon May 6	Wed Aug 21	4, 6, 8, 16 weeks
	Winnipeg	Mon May 6 Wed Jun 5 Wed Jun 19	Mon Jun 3/17 Wed Jul 3 Wed Jul 31	4, 6, 8, 12 weeks
	Brandon	Mon May 6/ Mon Jun 3 Tues Jul 2/ Mon Jul 29	Mon May 27/ Thurs Jun 20 Mon Jul 22/ Mon Aug 19	3 or 6 weeks (spring, summer)
U15	Alberta	Mon May 6/ Wed Jun 12 Mon Jul 11/ Thurs Aug 1	Fri May 24/ Wed Jun 12 Fri Jul 26/ Wed Aug 14	3 or 6 weeks (spring, summer)
	British Columbia	Mon May 6 Tues Jul 2	Thurs Jun 20 Tues Aug 13	28 teaching days (spring, summer)
	Calgary	Mon May 6 Tues Jul 2	Fri Jun 17/ Thurs Aug 13 Tues Aug 13	6 or 14 weeks (spring, summer, spring/summer)
	Dalhousie	Mon May 6 Thurs May 30 Tues Jul 2 Thurs Jul 25	Tues May 28/ Fri Jun 24/ Tues Jul 30 Thurs Jun 20/ Fri Aug 23 Tues Jul 23/ Tues Aug 20 Fri Aug 16	3, 7, 12 weeks
	Laval	Mon May 6 Mon Jul 8	Fri Jun 21/ Fri Aug 16	6 weeks (spring, summer)
	McGill	Wed May 1/ Tues Jun 4/ Mon Jul 8	Mon Jun 5/ Fri Jul 7/ Mon Aug 7	5 weeks (May, June, July sessions)
	McMaster	Mon May 6 Mon Jun 24	Fri June 21/ Fri Aug 9 Fri Aug 9	34-68 days (spring, summer, spring/summer)
	Montreal	Wed May 1	Fri Jun 21/ Thurs Aug 15	7 or 14 weeks (summer trimester: intensive and regular sessions)
	Ottawa	Wed May 1 Mon Jun 17 Mon Jul 15	Tues Jun 11 (session B) / Tues Jul 23 (A) Fri Jul 26 (C) Mon Aug 26 (D)	6 or 12 weeks (sessions A-D)
	Queen's	Wed May 1 Tues Jul 2	Mon June 17/ Fri Aug 2 Sat Aug 12	6 or 12 weeks (May-Jun/Jul, Jul-Aug)

Saskatchewan	Wed May 8 Mon Jun 3 Thurs Jun 27 Tues Jul 23	Wed May 29 (q1) or Fri Jun 21 (spring) Fri Jun 21 (q2) Thurs Jul 18 (q3) or Tues Aug 13 (summer) Tues Aug 13 (q4)	3-6 weeks (spring/summer terms [2mo]; quarter 1, 2 [1mo])
Toronto	Mon May 6 (f, y sections) Tues Jul 2 (s sections)	Fri Jun 14 (f) Mon Aug 12 (s, y)	6 or 12 weeks (f, s, y sections)
Waterloo	Mon May 6	Tues Jul 30	12 weeks (spring term)
Western	Mon May 6 (summer evening)/13 (intersession) Jun 3 (intersession) / 17 (summer evening) Mon Jul 8 (summer day)	Tues Jun 21 (intersession) Fri Jul 26 (summer evening) Fri Aug 16 (summer day)	6 or 12 weeks (intersession, summer day or evening)

Appendix 2

Current UM Summer Term Parts of Terms

Summer Session	Course Dates	Exam Dates
May Day	May 6 to 29	May 31 & June 1
May/June Day	May 6 to June 25	June 27 & 28
May-June Expanded	May 6 to June 25	June 27 & 28
May/June Evening	May 6 to June 20	June 21 & 22
May-Aug Evening	May 6 to Aug 8	Aug 9 & 10
May-June Irregular Dates	Apr 1 to Aug 30	By course
June Day	June 3 to 25	June 27 & 28
June-August Evening	June 24 to Aug 8	Aug 9 & 10
July Day	July 2 to 24	July 26
July/August Day	July 2 to Aug 21	Aug 23 & 24
July-August Irregular Dates	July 1 to Aug 30	By course
July-August Expanded	July 2 to Aug 21	Aug 23 & 24
August Day	July 29 to Aug 21	Aug 23 & 24
Dist Ed Winter/Summer (Part B)	Apr 15 to Jul 6	July 3 to 6
Distance Education Summer	May 6 to Aug 2	Aug 6 to 13
Summer Non-degree Irregular	Apr 1 - Aug 23	By course

Proposed UM Summer Term Parts of Terms

Summer Session	Course Dates	Exam Dates
May/June	May 10 to June 17	June 21 to June 24
July/August	July 5 to August 12	August 16 to 19
May/August 1	May 10 to August12	August 16 to 19
May/August 2	May 10 to August12	August 16 to 19
Full Summer Term	May 1 to August 31	By course
Summer Irregular 1	May 1 to June 30	By course
Summer Irregular 2	July 1 to August 31	By course

MEMO

REGISTRAR'S OFFICE

Room 400 UMSU University Centre

PH: 204 474 9425



**University
of Manitoba**

Date: September 16, 2020

Memo To: Senate

From: Neil Marnoch, Registrar

Re: **Proposed Academic Schedule for the 2021 Summer Term**

Please consider the attached academic schedule for the 2021 Summer Term. This schedule has been developed in accordance with the recommendations contained in the report of the ad hoc Committee established by Senate Executive to review the Summer Term schedule.

Encl.

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

Student Affairs: Creating Opportunities for Student Success



updated October 7, 2020

2.1 Summer Term 2021 Dates

2.1.1 Start and End Dates (generally Monday to Thursday classes)

Classes on Monday, May 24th will be made up on Friday, May 28th

Classes on Monday, August 3rd will be made up on Friday, August 7th

May – June	May 10 to June 17, 2021	6 hours instruction/week
July – August	July 5 to August 12, 2021	6 hours instruction/week
May – August 3 credits	May 10 to August 12, 2021	3 hours instruction/week
May – August 6 credits	May 10 to August 12, 2021	6 hours instruction/week

2.1.2 Registration and Withdrawal Dates

Regular Registration Period

Registration start dates are to be determined by the Registrar's Office.

May – June	ends May 9, 2021
July – August	ends July 4, 2021
May – August 3 credits	ends, May 9, 2021
May – August 6 credits	ends May 9, 2021

Late Registration/Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule.

May – June	May 10 to May 13, 2021
July – August	July 5 to July 8, 2021
May – August 3 credits	May 10 to May 20, 2021
May – August 6 credits	May 10 to May 13, 2021

Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. There will be no refunds for courses dropped after this date.

May – June	May 13, 2021
July – August	July 8, 2021
May – August 3 credits	May 20, 2021
May – August 6 credits	May 13, 2021

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

May – June	June 8, 2021
July – August	August 3, 2021
May – August 3 credits	July 22, 2021
May – August 6 credits	July 22, 2021

2.1.3 Fee Deadlines**Fee Payment Deadlines**

*A financial penalty will be assessed on accounts with an outstanding balance after this date.
(determined by Financial Services)*

2.1.4 Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled.

May – June	June 21 to 26, 2021
July – August	August 16 to 21, 2021
May – August 3 credits	August 16 to 21, 2021
May – August 6 credits	August 16 to 21, 2021

2.1.5 Other Summer Term Start and End Dates

Business Administration (M.B.A.) May 1 to Aug. 30, 2021 (multiple courses)

Dentistry
IDDP Program, Year 1 May 3 to June 25, 2021

Medicine
Year 3 May 31 to July 9, 2021
Year 3 Summer Break Jul 12 to 23, 2021
B.Sc. (Med.) Year 1 TBD
B.Sc.(Med.) Year 2 TBD

Music
Summer Term July 6 to 31, 2021

Nursing
Year 4 NURS 4580 Senior Practicum May 10, 2021

Occupational Therapy
Year 2 Advanced Fieldwork June 28 to Sept 10, 2021 (flexible start and end dates)

Pharmacy

IPPE Hospital

4 week block completed between May 31 to Aug 27, 2021

Physician Assistant Studies

Summer Term

April 26 to July 23, 2021

Respiratory Therapy

RESP 1460, RESP 2390

May 3 to 28, 2021

RESP 2380

May 30 – June 25, 2021