

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 4, 2017
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. **Report of the Senate Committee on Honorary Degrees
[December 8, 2016]**

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

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Report of the Senate Committee on Curriculum and Course
Changes on Course and Program Changes – Part A** Page 4

III MATTERS FORWARDED FOR INFORMATION

1. **Student Advocacy Annual Report,
2014-2015 and 2015-2016** Page 156

2. **Items Approved by the Board of Governors
[November 22, 2016]** Page 170

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 7, 2016

VII BUSINESS ARISING FROM THE MINUTES - none

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

1. **Reports of the Senate Executive Committee**

a) **November 23, 2016 (addendum)** Page 171

(i) **Modification to Deadline for Submission of
Appeals of 2016 Fall Term Grades**

- b) December 14, 2016 Page 173
- (i) Revision to 2016-2017 Academic Schedule, Winter-Summer Spanned Course Dates

2. **Report of the Senate Planning and Priorities Committee**

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

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

- 1. **Undergraduate Course Changes Beyond Nine Credit Hours RE: Faculty of Kinesiology and Recreation Management** Page 175
 - a) **Report of the Senate Committee on Curriculum and Course Changes** Page 214
 - b) **Report of the Senate Planning and Priorities Committee** Page 216
- 2. **Proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources RE: Revised Degree Regulations, B.Sc. in Geological Sciences General and Major Programs**
 - a) **Report of the Senate Committee on Instruction and Evaluation** Page 219
 - b) **Report of the Senate Committee on Curriculum and Course Changes** Page 221
- 3. **Reports of the Senate Committee on Instruction and Evaluation**
 - a) **RE: Mandatory Orientation for Teacher Candidates, B.Ed. and Integrated B.Mus./B.Ed. Degrees, Faculty of Education** Page 225
 - b) **RE: Proposed Computer Policy, Undergraduate Medical Education Program, Max Rady College of Medicine** Page 229
 - c) **RE: Revisions to Policies and Procedures concerning Assessment of Students, Undergraduate Medical Education Program, Max Rady College of Medicine** Page 233
 - i) **Promotion and Failure** Page 237
 - ii) **Remediation** Page 264
 - iii) **Forward Feeding Clerkship Summative Evaluation Information** Page 279

| | | |
|----|---|----------|
| | iv) <u>Formative Assessment</u> | Page 290 |
| | v) <u>Midpoint In-Training Evaluation Report (MITER) and Final In-Training Evaluation Report (FITER) Preparation, Distribution and completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation</u> | Page 301 |
| d) | <u>RE: Revisions to Policies and Procedures concerning Examinations, Undergraduate Medical Education Program, Max Rady College of Medicine</u> | Page 315 |
| | i) <u>Deferred Examination</u> | Page 319 |
| | ii) <u>Supplemental Examinations</u> | Page 333 |
| | iii) <u>Examination Results</u> | Page 346 |
| | iv) <u>Examination Conduct</u> | Page 361 |
| | v) <u>Invigilation of Examinations</u> | Page 375 |
| 4. | <u>Report of the Senate Committee on Nominations</u> | Page 393 |
| X | <u>ADDITIONAL BUSINESS</u> | |
| XI | <u>ADJOURNMENT</u> | |

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

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

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on October 12, 18, 20, 21, 26 and 28, 2016 and participated in two electronic polls (December 4 - 6, 2016 and December 15 – 19, 2016), to consider curriculum and course changes from Faculties, Colleges, and Schools.
3. The Report outlines course and curriculum changes endorsed by the SCCCC at the meetings noted above.
4. Proposed course deletions, introductions, and modifications, and program modifications are described in detail in the attachment to the Report.

Observations:

1. **General**

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

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

HIST 3220 The History of Canadian-American Relations (A, C) (6)
WOMN 3330 Sex and Sexualities (3)

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

KPER 1200 Physical Activity, Health and Wellness (3)

5. **Courses to be Removed from the Recommended Introductory Course (RIC) List**

COMP 1260 Introductory Computer Usage 1 (3)
COMP 1270 Introductory Computer Usage 2 (3)
GRK 1310 Intermediate Readings in Ancient Greek (3)

GRK 1330 The Acts of the Apostles (3)
LATN 1320 Intermediate Readings in Latin (3)
PERS 1300 Introduction to Leisure Travel (3)

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

ASLL 1000 American Sign Language 1 (3)
COMP 1500 Computing: Ideas and Innovation (3)
COMP 1600 Navigating Your Digital World (3)
KPER 1200 Physical Activity, Health and Wellness (3)
KPER 1400 Concepts of Recreation and Leisure (3)
KPER 1500 Foundations of Physical Education and Kinesiology (3)
LING 1620 Language and the Media (3)

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

Agribusiness

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

Agriculture, General

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

8. **Faculty of Arts**

Anthropology

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

Canadian Studies

The program is proposing program modifications to the following programs, including modifications to the List of Approved Courses in Canadian Studies:

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

Catholic Studies

The program is proposing program modifications to **Minor (Concentration) in Catholic Studies** involving revisions to the List of Approved Courses in Catholic Studies.

Central and East European Studies

The program is proposing modifications to the following programs, including revisions to the Program Notes and to the List of Approved Courses in Central and East European Studies:

- **Bachelor of Arts (General Major) in Central and East European Studies**
- **Bachelor of Arts (Single Advanced Major) in Central and East European Studies**
- **Bachelor of Arts (Double Advanced Major) in Central and East European Studies**
- **Bachelor of Arts (Double Honours) in Central and East European Studies**
- **Minor (Concentration) in Central and East European Studies**

Classics

The department is proposing the deletion of three (3) courses, the introduction of three (3) courses, and the modification of ten (10) courses. There would be no change to the overall number of credit hours in course offerings.

The department is proposing modifications to the following programs:

- **Bachelor of Arts (Single Advanced Major) in Greek**
- **Minor (Concentration) in Greek**
- **Bachelor of Arts (Single Advanced Major) in Latin**
- **Minor (Concentration) in Latin**

Economics

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

English, Film and Theatre

The department is proposing program modifications to the following programs in English, including revisions to the Literature Prior to 1900 Course List:

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

The department is proposing program modifications to the following programs in Film Studies. The department is proposing a modification to the Film Studies List B, which relates to the program indicated with an asterisk:

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

French, Spanish and Italian

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

The department is proposing program modifications to the following programs:

- **Bachelor of Arts (General Major) in Spanish**
- **Bachelor of Arts (Single Advanced Major) in Spanish**
- **Minor (Concentration) in Spanish**

The department is proposing modifications to the Italian Studies List A, which relate to the following programs:

- **Bachelor of Arts (General Major) in Italian**
- **Bachelor of Arts (Single Advanced Major) in Italian**

German and Slavic Studies

The department is proposing the introduction of one (1) course and the modification of seven (7) courses. The overall number of credit hours offered by the department would increase by 3 credit hours.

History

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

Icelandic

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

Judaic Studies

The program is proposing program modifications involving changes to List A, which relate to the **Minor (Concentration) in Judaic Studies**.

Labour Studies

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

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

- **Bachelor of Arts (General Major) in Labour Studies**
- **Bachelor of Arts (Single Advanced Major) in Labour Studies**

Latin American Studies

The program is proposing program modifications to the **Minor (Concentration) in Latin American Studies**.

Linguistics

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

The department is proposing modifications to the following programs, including revisions to the Core Courses List:

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

Medieval and Early Modern Studies

The program is proposing modifications to the following programs, involving changes to the Group 1 Course List:

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

Native Studies

The department is proposing modifications to the following programs, involving changes to the List of Approved Courses in Native Studies:

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

Philosophy

The department is proposing the deletion of two (2) courses, the introduction of two (2) courses, and the modification of two (2) courses. The overall number of credit hours offered by the program would decrease by 6 credit hours.

The department is proposing modifications to the following programs, including among other changes, revisions to the Program Notes and to the History of Philosophy course list:

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

- **Minor (Concentration) in Philosophy**

Political Studies

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

Psychology

The department is proposing the deletion of three (3) courses, the introduction of two (2) courses, and the modification of ten (10) courses. The overall number of credit hours offered by the department would decrease by 3 credit hours.

Religion

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

The department is proposing modifications to the following programs:

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

Sociology

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

Women's and Gender Studies

The program is proposing the deletion of four (4) courses and the introduction of seven (7) courses. The overall number of credit hours offered by the program would increase by 9 credit hours.

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

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

Faculty of Arts

Art History

The faculty is proposing modifications to the following programs, including modifications to the Introductory Courses list, List A, and List B:

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

Option in Aging

The faculty is proposing modifications to the **Concentration in Option in Aging**.

Standardized Calendar Language for Faculty of Arts Course Descriptions for Topics Courses Eligible for Multiple Credit

The faculty is proposing that the standard statement in all topics courses in the Faculty of Arts be revised from: “As the course content will vary from year to year, students may take this course more than once for credit,” to: “The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.” The courses affected are set out in the attachment to the report.

Modification of Bachelor of Arts Science Requirement

The faculty is proposing a modification to the list of courses acceptable for use toward the Bachelor of Arts Science Requirement. GEOG 2250 would be removed from the list, as it is no longer offered.

9. **Faculty of Education**

The faculty requests that the deletion of EDUB 2970 Middle Years School Experience 2, which was approved by Senate in May 2014, be deferred to September 2019. The course had been deleted in 2014, when the curriculum of the Bachelor of Education degree underwent significant modification. The faculty would like to retain the course for a period of time, to permit two students who began their degree under the previous curriculum to complete the course. The faculty notes, in the request, that the revised curriculum does not include a 9 credit hour practicum that could be substituted for EDUB 2970.

10. **Faculty of Engineering**

Faculty of Engineering

The faculty is proposing the introduction of two (2) courses. The overall number of credit hours offered by the faculty would increase by 7 credit hours.

The faculty is proposing to add section 4.12 Approved Program Variations to the Faculty of Engineering’s section of the Academic Calendar to identify common course substitutions accepted by the faculty.

Biosystems Engineering

The department is proposing the introduction of two (2) courses and the modification of nine (9) courses. The overall number of credit hours offered by the faculty would increase by 8 credit hours.

The department is proposing modifications to the **Bachelor of Science in Engineering (Biosystems)**.

Mechanical Engineering

The department is proposing the introduction of one (1) course and the modification of three (3) courses. The overall number of credit hours offered by the faculty would increase by 4 credit hours.

The department is proposing modifications to the **Bachelor of Science in Engineering (Mechanical)**.

The department is proposing the closure of the **Manufacturing Option** in the Bachelor of Science in Engineering (Mechanical) program, effective for the Fall Term 2017.

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

Geological Science

The department is proposing the deletion of one (1) course and the modification of forty-six (46) courses. The overall number of credit hours offered by the department would decrease by three (3) credit hours.

The department is proposing program modifications to the following programs:

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

Faculty of Environment, Earth, and Resources

Faculty of Arts and Faculty of Science Requirement

The faculty is proposing a modification to the general degree regulations that apply to all programs in the faculty, involving changes to the Faculty of Arts and Faculty of Science Courses Requirements, which is to be renamed as the “Science and Faculty of Arts Course Requirements”. In particular, the range of courses that students could complete to meet the requirement for six credit hours of science courses will be broadened to include, in addition to courses offered by units in the Faculty of Science, to various courses with the subject code AGRI, ENTM, ENVR, GEOG, GEOL, PLNT, and SOIL, as detailed in the proposal.

12. **Faculty of Science**

Faculty of Science

The faculty is proposing program modifications to the **Bachelor of Science (General)** involving changes to the Academic Regulations and, in particular, to Group A of the Introductory Level Sciences Courses.

The faculty is proposing a program modification to the entrance requirements for the **Bachelor of Science (Major)**, to reflect that one of the entry routes to the B.Sc.(Major) in Physics and Astronomy has more rigorous entry requirements.

Actuarial Mathematics

The program is proposing program modifications to **Bachelor of Science (Honours) in Actuarial Mathematics**.

Biological Sciences

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

The department is proposing modifications to the following programs:

- **Bachelor of Science (Honours) in Biological Sciences**
- **Bachelor of Science (Honours) in Biological Sciences, Cooperative Option**
- **Bachelor of Science (Major) in Biological Sciences**
- **Bachelor of Science (Major) in Biological Sciences, Cooperative Option**
- **Bachelor of Science (General) in Biological Sciences**

Computer Science

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

Genetics

The program is proposing program modifications to the following programs, involving changes to the listing of optional courses:

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

Mathematics

The department is proposing the modification of thirty-one (31) courses. There would be no change to the overall number of credit hours of course offerings.

Microbiology

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

- **Bachelor of Science (Honours) in Microbiology**
- **Bachelor of Science (Honours) in Microbiology, Cooperative Option**

- **Bachelor of Science (Major) in Microbiology, Cooperative Option**

Physics and Astronomy

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

13. **Université de Saint-Boniface**

Faculté d'éducation et des études professionnelles

Faculté d'éducation

The faculty is proposing the introduction of two (2) courses.

École de traduction

The school is proposing the modification of two (2) courses.

The school is proposing a program modification to the **baccalauréat spécialisé en traduction**.

École de travail social

The school is proposing course and curriculum changes, including significant program modifications to the **baccalauréat en service social**. The revisions, which also include a proposal to revise the admission requirements, will be reported to Senate in February 2017.

Recommendation

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

Faculty of Agricultural and Food Sciences

Faculty of Arts

Faculty of Education

Faculty of Engineering

- **Program closure:**
 - **Manufacturing Option**, in the Bachelor of Science in Engineering (Mechanical)

Faculty of Environment, Earth, and Resources

Faculty of Science

Université de Saint-Boniface

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

Faculty of Agricultural and Food Sciences

Agribusiness

Modification:

ABIZ 2520 Introduction to Management Sciences Cr.Hrs. 3 0.0
An introduction to management science techniques and models. Topics include linear programming, distribution problems, decision theory and queuing models. May not be held with MSCI 2150 or MSCI 2151. Prerequisites: [MATH 1300 (or MATH 1301) and MATH 1500 (or MATH 1501)] or the former MATH 1680. Pre- or corequisite: STAT 1000 or STAT 1001.

NET CHANGE IN CREDIT HOURS: 0

Faculty of Agricultural and Food Sciences

Modification:

AGEC 3510 Agroecology Cr.Hrs. 3 0.0
Examination of how ecological principles and processes apply to, and function in, managed ecosystems, with emphasis on agricultural ecosystems. Influence of agricultural practices on populations, ecosystem function and productivity. Ecological concepts as tools in managing systems. Pre- or corequisite: AGECE 2370 or BIOL 2300 or BIOL 2301 or the former BOTN 2370 or the former BOTN 2371 or the former ZOOL 2370 or the former ZOOL 2371.

NET CHANGE IN CREDIT HOURS: 0

Faculty of Arts

Anthropology

Modification:

ANTH 3330 Sex and Sexualities Cr.Hrs. 3 0.0
Comparative approaches to the study of human sexuality and the diversity of sexual expression and identification from a feminist and cross-cultural ethnographic perspective. Sex and sexualities are examined as social and cultural constructions, experiences, discourses, identities, and practices located in specific local contexts and shaped by wider social processes including colonialism and globalization. Students may not hold credit for ANTH 3330 and any of: the former WOMN 3330 or the former ANTH 3350 or WOMN 3500 with the topic "Anthropology of Sex and Sexualities." Prerequisite: [a grade of "C" or better in a minimum of three credit hours of Anthropology or Women's and Gender Studies courses] or written permission of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Canadian Studies

Program modifications:

Modifications to the following programs, including modifications to the List of Approved Courses in Canadian Studies are outlined on the next seven pages:

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

Faculty of Arts – Canadian Studies

- Modification of General Major, Minor (Concentration), Single Honours and Double Honours
- Modification of List of Approved Courses in Canadian Studies [used in General Major, Minor (Concentration), Single Honours, Double Honours]

Added material
~~Deleted material~~

8.3 Canadian Studies Program

8.3.1 Program Information

Honours Program

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

Single Honours

Single Honours will consist of:

~~1) 54 credit hours from the list of approved courses in Canadian Studies, to be taken in the three Honours years, of which a maximum of 24 credit hours and minimum of 12 credit hours must be taken in any one department and 24 credit hours must be taken at the 4000 level. At least 24 credit hours must be taken in courses designated as Honours courses. One of these may be a 4000-level interdisciplinary Honours seminar in Canadian Studies.~~

~~2) The minimum total credit hours that students must hold in order to complete an Honours program in Canadian Studies are 30 in Year 1; 30 in Year 2; 30 in Year 3; and 30 in Year 4.~~

Double Honours

Double Honours shall consist of:

~~1) 36 credit hours in one of the participating departments, not necessarily courses in the Canadian field, selected in accordance with the regulations of that department.~~

~~2) 36 credit hours chosen from the list of approved courses in Canadian Studies, of which 18 credit hours must be taken at the 4000 level. At least 18 credit hours from the 36 must be Honours courses. One of these may be a 4000-level interdisciplinary seminar in Canadian Studies.~~

~~3) The minimum total credit hours that students must hold in order to complete a Double Honours program in Canadian Studies are 30 in Year 1; 30 in Year 2; 30 in Year 3; and 30 in Year 4.~~

A reading knowledge of French, while not required, is recommended. Students should note that, for certain specific Honours courses in the Canadian field, a reading knowledge of French is, in fact, a prerequisite.

Each of the participating departments is represented by at least one member on the Canadian Studies Program Committee. The initial academic advisor for the program is the committee as a whole or any one of its members. Students who are interested in Canadian Studies may obtain further information from the Canadian Studies Program Coordinator. Students should consult the appropriate department upon entering the program regarding prerequisites for specific courses.

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|---|--|--|
| GENERAL MAJOR¹ TOTAL: 30 CREDIT HOURS | | | |
| 6 credit hours in courses numbered at the 1000 or 2000 level from the list of approved courses in Canadian Studies | <ul style="list-style-type: none"> • 2418 credit hours from the list of approved courses in Canadian Studies, of which at least 6 credit hours must be numbered at the 3000 level • <u>6 credit hours in courses numbered at the 3000 level or above from the list of approved courses in Canadian Studies</u> | | |
| <u>Within the 30 credit hours from the list of approved courses in Canadian Studies above: 1) 12 credit hours, but no more, must be taken in one subject field, and 2) a maximum of 12 credit hours in courses numbered at the 1000 level may be used toward the Major</u> | | | |
| MINOR (CONCENTRATION)² TOTAL: 18 CREDIT HOURS | | | |
| 6 credit hours in courses numbered at the 1000 or 2000 level from the list of approved courses in Canadian Studies | 12 credit hours from the list of approved courses in Canadian Studies | | |
| <u>Within the 18 credit hours from the list of approved courses in Canadian Studies above: 1) at least 6 credit hours must be taken from each of two subject fields, and 2) a maximum of 6 credit hours in courses numbered at the 1000 level may be used toward the Minor (Concentration)</u> | | | |
| SINGLE HONOURS³ | | | |
| 6 credit hours in courses numbered at the 1000 or 2000 level from the list of approved courses in Canadian Studies | <ul style="list-style-type: none"> • 18 credit hours from the list of approved courses in Canadian Studies (6 credit hours are required in three subject fields) • 12 credit hours in ancillary options^{4,1} | <ul style="list-style-type: none"> • 1218 credit hours from the list of approved courses in Canadian Studies, of which at least 6 hours must be in an Honours course • <u>6 credit hours in courses numbered at the 4000 level from the list of approved courses in Canadian Studies</u> • 6 credit hours in ancillary options^{4,1} • 6 credit hours in free options^{5,2} | <ul style="list-style-type: none"> • 18 credit hours from the list of approved Honours courses in Canadian Studies in courses numbered at the 4000 level from the list of approved courses in Canadian Studies • 6 credit hours in ancillary options^{4,1} • 6 credit hours in free options^{5,2} |
| <u>Within the 54 credit hours from the list of approved courses in Canadian Studies above: 1) 6 credit hours are required in each of three subject fields, and 2) between 12 and 24 credit hours must be taken in one of the three subject fields</u> | | | |
| DOUBLE HONOURS³ | | | |
| 6 credit hours in courses numbered at the 1000 or 2000 level from the list of approved courses in Canadian Studies | <ul style="list-style-type: none"> • 12 credit hours from the list of approved courses in Canadian Studies • 12 credit hours in <u>second other-Honours field</u> • 6 credit hours in ancillary options^{4,1} | <ul style="list-style-type: none"> • 126 credit hours in approved courses in Canadian Studies • <u>6 credit hours in courses numbered at the 4000 level from the list of approved courses in Canadian Studies</u> | <ul style="list-style-type: none"> • 12 credit hours in courses numbered at the 4000 level from the list of approved courses in Canadian Studies • at least 12 credit hours in <u>second other-Honours field</u> |

| | | | |
|---|--|--|--|
| | | <ul style="list-style-type: none"> • 12 credit hours in <u>second other-Honours field</u> • 6 credit hours in free options^{5,2} | <ul style="list-style-type: none"> • 6 credit hours in free options^{5,2} |
| NOTES: | | | |
| <p>¹ A Major consists of 30 credit hours, chosen from the list of approved courses in Canadian Studies, of which 6 credit hours must be taken from courses numbered at the 3000 level and 12 credit hours, but no more, must be taken in one department on the list. A maximum of 12 credit hours in courses numbered at the 1000 level may be used toward the 30 credit hour Major.</p> | | | |
| <p>² A Minor (Concentration) consists of 18 credit hours including at least 6 credit hours from each of two departments, chosen from the list of approved courses in Canadian Studies. A maximum of 6 credit hours in courses numbered at the 1000 level may be used toward the 18 credit hour Minor.</p> | | | |
| <p>³ Honours Courses: all 4000 level courses.</p> | | | |
| <p>^{1,4} Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Canadian Studies courses).</p> | | | |
| <p>^{2,5} Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Canadian Studies courses).</p> | | | |

List of Approved Courses in Canadian Studies

In the following list of approved courses the designation (H) indicates an Honours course. Courses designated (USB) are offered in French at Université de Saint-Boniface.

* In the list below indicates courses no longer offered.

Faculty of Arts

| | | |
|------------------|--|---|
| Canadian Studies | | |
| CDN 1130 | Introduction to Canadian Studies | 6 |
| CDN 3730 | Canadian Identity: An Interdisciplinary Approach | 3 |
| CDN 4410 | Seminar in Canadian Studies (H) | 6 |
| Anthropology | | |
| ANTH 2040 | Native North America: A Sociocultural Survey (B) | 3 |
| ANTH 2041 | Les Amérindiens de l'Amérique du nord: une étude socioculturelle (B) (USB) | 3 |
| ANTH 2640 | Manitoba Prehistory | 3 |
| ANTH 3460* | Native North American Ethnology (B) | 3 |
| ANTH 3461 | Ethnologie des Amérindiens de l'Amérique du Nord (B) (USB) | 3 |
| ANTH 3500 | Peoples of the Arctic (B) | 3 |
| ANTH 3501 | Peuples de l'Arctique (B) (USB) | 3 |
| ANTH 3550 | Canadian Subcultures | 3 |
| ANTH 3551 | Sous-cultures canadiennes (USB) | 3 |
| ANTH 3910 | Archaeological Field Training (D,E) | 6 |
| Economics | | |
| ECON 1210 | Introduction to Canadian Economic Issues and Policies | 3 |
| ECON 1211 | Introduction aux politiques et aux problèmes économiques canadiens (USB) | 3 |
| ECON 2280* | Social Welfare and Human Resources | 6 |
| ECON 2310 | Canadian Economic Problems | 6 |
| ECON 2311 | Les problèmes économiques du Canada (USB) | 6 |
| ECON 2350 | Community Economic Development | 3 |
| ECON 2360* | Women in the Canadian Economy | 6 |
| ECON 2362 | Economics of Gender | 3 |
| ECON 3300* | Canadian Economic History | 6 |
| ECON 3301 | Histoire économique du Canada (USB) | 6 |
| ECON 3510* | Industrial Relations (Cross-listed with Labour Studies LABR 3510) | 6 |

| | | |
|-----------------------------|--|---|
| ECON 3690 | Economic Issues of Health Policy | 3 |
| ECON 3720 | Urban and Regional Economics and Policies | 3 |
| 018.352* | Introductory Regional Economics | 3 |
| 018.353* | Intermediate Regional Economics | 3 |
| 018.357* | Health Economics | 3 |
| 018.360* | Workshop in the Economy of Canada | 6 |
| English, Film, and Theatre | | |
| ENGL 2270 | Canadian Literature | 6 |
| ENGL 3270 | Studies in Canadian Literature | 3 |
| ENGL 3271 | Studies in Canadian Literature | 3 |
| 004.275* | Canadian Literature (H) | 6 |
| 004.288* | Canadian Literature to 1967 | 3 |
| 004.289* | Canadian Literature after 1967 | 3 |
| 004.377* | Canadian Poetry | 6 |
| 004.378* | The Canadian Novel | 6 |
| 004.388* | Studies in Canadian Literature | 6 |
| FILM 2430 | The Canadian Film | 3 |
| Français (USB) | | |
| FRAN 2831 | L'individu et le pays (USB) | 3 |
| FRAN 2881 | Civilisation canadienne-française (USB) | 3 |
| FRAN 3531 | Le théâtre québécois (USB) | 3 |
| FRAN 3541 | Le théâtre de l'Ouest (USB) | 3 |
| FRAN 3831 | L'époque de la contestation (USB) | 3 |
| FRAN 3841 | La révolution tranquille et le roman (USB) | 3 |
| FRAN 3851 | Le théâtre de l'Ouest: poésie, nouvelles (USB) | 3 |
| FRAN 3861 | Le théâtre de l'Ouest: romans (USB) | 3 |
| FRAN 4831 | Littérature de l'Acadie et des Cajuns (USB) | 3 |
| French, Spanish and Italian | | |
| FREN 2700 | Poésie et théâtre canadiens-français (B) | 3 |
| FREN 3140 | Roman canadien-français (B) | 3 |
| FREN 3850 | Civilisation canadienne-française (C) | 3 |
| 044.247* | French-Canadian Literature in Translation | 6 |
| 044.348* | Littérature canadienne-française (H) | 3 |
| 044.353* | Littérature canadienne-française (B) | 3 |
| History | | |
| HIST 1390 | History of Colonial Canada: 1500-1885 (C) | 3 |
| HIST 1400 | History of the Canadian Nation Since 1867 (C) | 3 |
| HIST 1440 | History of Canada (C) | 6 |
| HIST 1441 | Histoire du Canada (USB) | 6 |
| HIST 2191 | Histoire économique et sociale canadienne du XIXe siècle (USB) | 6 |
| HIST 2200 | Labour History: Canada and Beyond (C) | 3 |
| HIST 2280 | Aboriginal History of Canada (C) | 6 |
| HIST 2282 | Inventing Canada (C) | 3 |
| HIST 2284* | Democracy and Dissent in Canada: Social Movements in the 20th Century (C) | 3 |
| HIST 2286 | Modern Canada (C) | 3 |
| HIST 2288 | History of Social Movements in Canada (C) | 3 |
| HIST 2950* | Early Canada: from the Earliest Settlement to 1867 (C) | 6 |
| HIST 2951* | Les origines du Canada: depuis la première colonie jusqu'en 1867 (USB) | 6 |
| HIST 2960* | The New Dominion: 1867 to 1921 (C) | 6 |
| HIST 2961* | Le nouveau Dominion: de 1867 à 1921 (USB) | 6 |
| HIST 2970* | Modern Canada: 1921 to the Present (C) | 6 |
| HIST 2971 | Le Canada moderne: de 1921 à nos jours (USB) | 6 |
| HIST 3050 | Canada since 1945 (C) | 6 |
| HIST 3052 | Canada since the 1960s (C) | 3 |
| HIST 3054 | Canada and the United States (C) | 3 |
| HIST 3214 | Canada's Left: Rebellion and Repression (C) (Cross-listed with Labour Studies LABR 3214) | 3 |
| HIST 3220 | The History of Canadian-American Relations (A,C) | 6 |
| HIST 3250 | Canada and the World, 1867 to the Present (C) | 6 |
| HIST 3442 | Race, Ethnicity, Immigration, and Nation in Canadian History (C) | 3 |
| HIST 3572 | The History of Women, Gender, and Sexuality in Canada (C) | 6 |
| HIST 3690 | History of Northern Canada (C) | 6 |
| HIST 3721 | Histoire du Manitoba (C) (USB) | 6 |
| HIST 3730 | A History of Western Canada (C) | 6 |
| HIST 3780 | Studies in Canadian History 1 (C) | 3 |
| HIST 3781 | Études choisies en histoire du Canada 1 (USB) | 3 |

| | | |
|----------------|---|---|
| HIST 3790* | Studies in Canadian History 2 (C) | 3 |
| HIST 3791 | Études choisies en histoire du Canada 2 (USB) | 3 |
| HIST 3910 | The Ukrainians in Canada (C) | 3 |
| HIST 4060 | Gender History in Canada (C) (H) | 6 |
| HIST 4280 | Topics in the Cultural History of Canada (C) (H) | 6 |
| HIST 4340 | Introduction to Archival Science (G) (H) | 6 |
| HIST 4390* | The History of White Attitudes and Policies towards Native Peoples in North America (C) (H) | 6 |
| HIST 4680 | Social History of Health and Disease in Modern Canada (C) (H) | 6 |
| HIST 4700* | Canada, 1896 to the Present (C) (H) | 6 |
| HIST 4720* | History of Manitoba (C) (H) | 6 |
| HIST 4890 | Canadian Social History (C) (H) | 6 |
| HIST 4900* | The Hudson's Bay Company and British North America (C) (H) | 6 |
| HIST 4950* | History of Quebec (C) (H) | 6 |
| 011.133* | History of Canada from 1534 (C) | 6 |
| 011.133F* | Histoire du Canada (USB) | 6 |
| 011.254* | North American Indian (A,C,S) | 6 |
| 011.324* | Protestantism and the Development of the Canadian Community, 1749-1970 (C,S) | 6 |
| 011.438* | Intellectual History of Canada (C) (H) | 3 |
| 011.449* | The New Canada, 1867-96 (S) (H) | 6 |
| Icelandic | | |
| ICEL 2230 | Contemporary Icelandic-Canadian Literature | 3 |
| ICEL 2300* | Icelandic-Canadian Literature (H) | 6 |
| ICEL 3460* | Laura Goodman Salverson | 3 |
| ICEL 4440 | The Icelanders in Canada (H) | 3 |
| 012.445* | Stephan G. Stephansson (H) | 3 |
| Labour Studies | | |
| LABR 2200 | Labour History: Canada and Beyond (C) | 3 |
| LABR 3214 | Canada's Left: Rebellion and Repression (C) (Cross-listed with History HIST 3214) | 3 |
| LABR 3510 | Industrial Relations (Cross-listed with Economics ECON 3510) | 6 |
| Linguistics | | |
| LING 1360 | Languages of Canada | 3 |
| Native Studies | | |
| NATV 1200 | The Native Peoples of Canada | 6 |
| NATV 1220 | The Native Peoples of Canada, Part 1 | 3 |
| NATV 1240 | The Native Peoples of Canada, Part 2 | 3 |
| NATV 1250 | Introductory Cree 1 | 3 |
| NATV 1260 | Introductory Cree 2 | 3 |
| NATV 1270 | Introductory Ojibway 1 | 3 |
| NATV 1280 | Introductory Ojibway 2 | 3 |
| NATV 1290 | Introductory Inuktitut | 3 |
| NATV 2020 | The Métis of Canada | 3 |
| NATV 2040 | Native Peoples of the Northern Plains | 3 |
| NATV 2060 | The Native Peoples of the Eastern Woodlands | 3 |
| NATV 2070 | The Native Peoples of the Subarctic | 3 |
| NATV 2080 | Inuit Society and Culture | 3 |
| NATV 2220 | Native Societies and the Political Process | 3 |
| NATV 2250 | Intermediate Cree | 6 |
| NATV 2270* | Intermediate Ojibway | 6 |
| NATV 2272 | Intermediate Ojibway 1 | 3 |
| NATV 2274 | Intermediate Ojibway 2 | 3 |
| NATV 2300 | Cree Literature | 3 |
| NATV 2320 | Structure of the Cree Language | 3 |
| NATV 2410 | Canadian Native Literature | 3 |
| NATV 2420 | Inuit Literature in Translation | 3 |
| NATV 2450 | Images of Indians in North American Society | 3 |
| NATV 3000 | Selected Topics | 3 |
| NATV 3240 | Native Medicine and Health | 3 |
| NATV 3270 | The Métis Nation | 3 |
| NATV 3280 | Aboriginal Peoples and the Canadian Justice System | 3 |
| NATV 3300 | Native Language Planning and Development | 3 |
| NATV 3310 | Canadian Law and Aboriginal Peoples | 3 |
| NATV 3320* | Aboriginal Organizations | 3 |
| NATV 3340 | Circumpolar Cultures and Lifestyles | 3 |
| NATV 3370 | Political Development in the North | 3 |
| NATV 3380 | Cultural Constructions of Gender in Canadian Aboriginal Societies | 3 |

| | | |
|-------------------|--|---|
| NATV 4200 | First Nations Government | 3 |
| NATV 4210 | Seminar in Contemporary and Historical Métis Issues | 3 |
| NATV 4220 | Environment, Economy and Aboriginal People | 3 |
| NATV 4230 | Traditional Knowledge and Native Studies Research | 3 |
| NATV 4240 | Arctic Lifestyles | 3 |
| NATV 4250 | Topics on Aboriginal Identities | 3 |
| NATV 4260* | Sacred Lands and Sacred Spaces of Indigenous Peoples | 3 |
| NATV 4280 | Missionaries, Colonialism and Aboriginal Peoples | 3 |
| 032-090* | Introductory-Cree | 6 |
| 032-091* | Introductory-Ojibway | 6 |
| 032-121* | Intermediate-Ojibway | 6 |
| 032-130* | Intermediate-Cree | 6 |
| 032-205* | Coastal-Indians-of-Canada | 3 |
| 032-220* | Native-Societies-and-the-Political-Process | 3 |
| 032-321* | The-Native-Identity | 6 |
| 032-323* | Native-Peoples-and-the-Law-2 | 3 |
| 032-325* | Native-Peoples-and-the-Law-1 | 6 |
| 032-373* | Art-of-the-North-American-Native-Peoples | 3 |
| Political Studies | | |
| POLS 1070 | Law, Politics and Power in Canada | 3 |
| POLS 2070 | Introduction to Canadian Government | 6 |
| POLS 2071 | Introduction au système gouvernemental Canadien (USB) | 6 |
| POLS 2561 | Questions d'actualité en politique Canadienne (USB) | 6 |
| POLS 2570* | Introduction to Public Administration | 6 |
| POLS 2571 | Initiation à l'administration publique (USB) | 6 |
| POLS 3100 | Gender and Politics in Canada | 3 |
| POLS 3170 | The Canadian Charter of Rights and Freedoms | 3 |
| POLS 3470 | Canadian Public Management | 3 |
| POLS 3520 | Canadian Foreign and Defence Policy | 6 |
| POLS 3561* | Politique étrangère Canadienne (USB) | 6 |
| POLS 3670 | Canadian Political Parties | 3 |
| POLS 3860 | Canadian Federalism | 3 |
| POLS 3960 | Canadian Politics | 6 |
| POLS 4070 | Advanced Seminar: Canadian Government (H) | 3 |
| POLS 4080 | Advanced Seminar: Canadian Democracy (H) | 3 |
| POLS 4140 | Canadian Political Ideas (H) | 3 |
| POLS 4150 | Indigenous Governance (H) | 3 |
| POLS 4180 | Provincial Politics in Canada (H) | 3 |
| POLS 4190 | Manitoba Politics and Government (H) | 3 |
| POLS 4660 | The State in the Economy (H) | 6 |
| POLS 4860 | The Canadian Policy Process (H) | 6 |
| 019-156* | Introduction to Canadian Government | 6 |
| 019-156F* | Introduction au système gouvernemental Canadienne (USB) | 6 |
| 019-206* | Urban and Local Politics | 6 |
| 019-256* | Issues of Canadian Politics | 6 |
| 019-266* | Human Rights and Civil Liberties | 6 |
| 019-286* | Canadian Political Parties | 6 |
| 019-356* | Canadian Foreign Policy | 6 |
| 019-366* | Quebec and the Canadian Political System (H) | 3 |
| 019-368* | Canadian Defense Policy | 3 |
| 019-476* | Manitoba Politics and Voting Behaviour | 6 |
| 019-487* | Government and Public Sector Unionism (H) | 6 |
| Religion | | |
| RLGN 2410* | Religion in Canada (C) | 6 |
| RLGN 2411* | Les religions au Canada (USB) | 6 |
| RLGN 2590 | Religion and Social Issues | 3 |
| RLGN 2591 | La religion et les problèmes sociaux (USB) | 3 |
| 020-272* | Dimensions of Religiosity in Contemporary Canadian Literature | 6 |
| Slavic Studies | | |
| UKRN 2410 | Ukrainian Canadian Cultural Experience | 3 |
| UKRN 2420* | Ukrainian Canadian Literature | 3 |
| UKRN 2430* | Ukrainian Canadian Folklore | 3 |
| Sociology | | |
| SOC 2320 | Canadian Society and Culture | 3 |
| SOC 2321 | La société Canadienne et sa culture (USB) | 3 |
| SOC 2370 | Ethnic Relations | 3 |

| | | |
|--|--|---|
| SOC 2371 | Rapports ethniques (USB) | 3 |
| SOC 2531 | Sociologie du Manitoba (USB) | 6 |
| SOC 2610 | Sociology of Criminal Justice and Corrections | 3 |
| SOC 2620 | The Sociology of Aging | 3 |
| SOC 3380 | Power, Politics and the Welfare State | 3 |
| SOC-3470* | Political Sociology | 3 |
| SOC 3471 | Sociologie politique (USB) | 3 |
| SOC 3700 | Sociology of Law | 3 |
| Ukrainian Canadian Heritage Studies | | |
| UCHS 3100 | The Ukrainian Arts in Canada | 3 |
| School of Art | | |
| FAAH 3260 | Canadian Art and Architecture to World War II | 3 |
| FAAH 3270 | Canadian Art Since World War II | 3 |
| FAAH 3430 | Inuit Art | 3 |
| 054.358* | Inuit Culture and Art | 3 |
| 054.375* | Canadian Art 1 | 3 |
| 054.376* | Canadian Art 2 | 3 |
| Clayton H. Riddell Faculty of Environment, Earth, and Resources | | |
| Geography | | |
| GEOG-2450* | The Making of the Prairie Landscape (A) | 6 |
| GEOG 2570 | Geography of Canada (A) | 3 |
| GEOG 2900 | Geography of Canadian Prairie Landscapes (A) | 3 |
| GEOG 3431 | Géographie du Canada (USB) | 3 |
| GEOG-3480* | Canadian Problems | 3 |
| GEOG 3481 | Particularités de la géographie du Canada (USB) | 3 |
| GEOG-3700* | Canada: The Making of the Human Landscape (A) | 6 |
| GEOG-3701* | Canada: évolution de l'écosystème (USB) | 6 |
| GEOG-3900* | Geography of Manitoba (A) | 3 |
| 053.369* | Historical Geography of Indian Peoples in the Canadian Fur Trade | 6 |
| 053.378* | Historical Geography of Canadian Indians (A) | 6 |
| 053.470* | Historical Geography of the Ojibway Indians (H) | 3 |

Catholic Studies

Program modifications:

Modifications to the **Minor (Concentration) in Catholic Studies**, involving revisions to the List of Approved Courses in Catholic Studies, are outlined on the next page.

Faculty of Arts – Catholic Studies

- Modification of List of Approved Courses in Catholic Studies [used in Minor (Concentration)]

~~Added material~~
~~Deleted material~~

8.4 Catholic Studies

8.4.1 Program Information

List of Approved Courses in Catholic Studies

Faculty of Arts

Catholic Studies

| | | |
|-----------------------|--|--------------|
| CATH 1190 | Introduction to Catholic Studies | 3 |
| CATH 2000 | Special Topics in Catholic Studies | 3 |
| CATH 2010 | Literature and Catholic Culture 1 | 3 |
| CATH 2020 | Literature and Catholic Culture 2 | 3 |
| CATH 2100 | Field Studies in Catholic Culture | 6 |
| CATH 2200 | Catholicism and Human Sexuality | 3 |
| CATH 2300 | The Jesuits: Their Legacy and Influence | 3 |
| CATH 2400 | Mystics, Saints and Sinners: The Quest for Holiness in the Catholic Church | 3 |
| CATH 2500 | Reshaping the Catholic Landscape in Canada | 3 |
| CATH 2600 | Pilgrimage and the Localization of Catholic Devotion | 3 |
| CATH 3900 | Catholic Social Teaching | 3 |
| History | | |
| HIST 2180 | The History of Catholicism to 1540 (G) | 3 |
| HIST 2990 | The History of Catholicism since 1540 (G) | 3 |
| HIST 2991 | Histoire de l'Église catholique depuis 1540 (G) | 3 |
| HIST 4820* | The Crusades (D) | 6 |
| Philosophy | | |
| PHIL 2320* | Thomas Aquinas and Medieval Philosophy | 6 |
| PHIL 2780 | Thomas Aquinas | 3 |
| Religion | | |
| RLGN 2840 | The Second Vatican Council | 3 |
| RLGN 2850 | Contemporary Issues in Roman Catholicism | 3 |
| RLGN 3870 | The Thought of Bernard Lonergan | 3 |

School of Art

Art History

| | | |
|-----------|--|---|
| FAAH 2060 | Medieval to Early Renaissance Art and Architecture | 3 |
| FAAH 2070 | Renaissance to Baroque Art and Architecture | 3 |
| FAAH 3130 | Topics in Medieval Art and Architecture | 3 |
| FAAH 3140 | Topics in Renaissance and Baroque Art and Architecture | 3 |
| FAAH 3280 | Early Byzantine Art and Architecture | 3 |

~~*Indicates course no longer offered.~~

Central and East European Studies

Program modifications:

Modifications to the following programs, including changes to the program notes and the List of Approved Courses in Central and East European Studies, are outlined on the next four pages:

- **Bachelor of Arts (General Major) in Central and East European Studies**
- **Bachelor of Arts (Single Advanced Major) in Central and East European Studies**
- **Bachelor of Arts (Double Advanced Major) in Central and East European Studies**
- **Bachelor of Arts (Double Honours) in Central and East European Studies**
- **Minor (Concentration) in Central and East European Studies**

Faculty of Arts – Central and East European Studies

- Modification of General Major, Single Advanced Major, Double Advanced Major, Double Honours
- Modification of Program Notes [used in Minor (Concentration)]
- Modification of List of Approved Courses in Central and East European Studies [used in General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Double Honours]

Added material
~~Deleted material~~

8.5.2 Central and East European Studies

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|--|--------|--------|
| GENERAL MAJOR TOTAL: 30 CREDIT HOURS | | | |
| <ul style="list-style-type: none"> • 6 credit hours in a language from courses numbered at the 1000 or 2000 level² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish • 6 credit hours from the List of Approved Courses in Central and East European Studies | <ul style="list-style-type: none"> • 12 credit hours from the List of Approved Courses in Central and East European Studies, of which at least 6 <u>Within these 12 credit hours, a minimum of 3 credit hours must be taken-completed in each of two different subject fields</u> • 6 credit hours from the List of Approved Courses in Central and East European Studies or from language courses numbered at the 1000, 2000, or 3000 level³ in Russian, German, Ukrainian, Polish, Hungarian or Yiddish | | |
| SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS | | | |
| <ul style="list-style-type: none"> • 6 credit hours in a language from courses numbered at the 1000 or 2000 level² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish • 6 credit hours from the List of Approved Courses in Central and East European Studies | <ul style="list-style-type: none"> • 30 credit hours from the List of Approved Courses in Central and East European Studies, of which at least 12 <u>Within these 30 credit hours, a minimum of 6 credit hours must be taken-completed in each of two different subject fields</u> • 6 credit hours from the List of Approved Courses in Central and East European Studies or from language courses numbered at the 1000, 2000, or 3000 level³ in Russian, German, Ukrainian, Polish, Hungarian or Yiddish | | |
| DOUBLE ADVANCED MAJOR TOTAL: 42 CREDIT HOURS | | | |
| <ul style="list-style-type: none"> • 6 credit hours in a language from courses numbered at the 1000 or 2000 level² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish • 6 credit hours from the List of Approved Courses in Central and East European Studies | <ul style="list-style-type: none"> • 24 credit hours from the List of Approved Courses in Central and East European Studies, of which at least 12 <u>Within these 24 credit hours, a minimum of 6 credit hours must be taken-completed in each of two different subject fields</u> • 6 credit hours from the List of Approved Courses in Central and East European Studies or from language courses numbered at the 1000, 2000, or 3000 level³ in Russian, German, Ukrainian, Polish, Hungarian or Yiddish | | |

| MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS | | |
|---|--|---|
| 6 credit hours in a language from courses numbered at the 1000 or 2000 level ² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish, plus 6 credit hours from the List of Approved Courses in Central and East European Studies ⁴ | 6 credit hours from the List of Approved Courses in Central and East European Studies | |
| DOUBLE HONOURS¹ | | |
| 6 credit hours in a language from courses numbered at the 1000 or 2000 level ² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish | <ul style="list-style-type: none"> • 6 credit hours from the List of Approved Courses in Central and East European Studies • 6 credit hours in a language from courses numbered at the 1000 or 2000 level² in Russian, German, Ukrainian, Polish, Hungarian or Yiddish³ • 6 credit hours in a language from courses numbered at the 3000 level in Russian, German, Ukrainian or Polish • 6 credit hours from courses numbered at the 3000 level in <u>Economics, History, Economics, Political Studies, Russian, Ukrainian, German or Fine Arts (Art History)</u>⁵ • 24 credit hours in other Honours field • 6 credit hours in ancillary options⁶ • 6 credit hours in free options⁷ | <ul style="list-style-type: none"> • 12 credit hours from courses numbered at the 4000 level in Economics, German, History, Political Studies, Russian, Ukrainian or Fine Arts (<u>Art History</u>).⁵ (<u>Within these 12 credit hours, at least 6 a minimum of 3 credit hours must be completed in each of taken from two different subject fields</u>) • minimum of 12 credit hours in other Honours field • 6 credit hours in free options⁷ |
| NOTES: | | |
| <p>¹ Students must ensure that all course prerequisites are met when selecting courses for the Double Honours program. Students should consult the program coordinator when selecting courses in Year 1 and 2 of the program.</p> <p>² Students should note that while the majority of students begin language instruction with courses numbered at the 1000 level, in exceptional circumstances and with the approval of the committee, students may begin language instruction with courses numbered at the 2000 level.</p> <p>³ Students who begin their language instruction in Year 1 with 6 credit hours of courses numbered beyond the 1000 level may take 6 credit hours at the 1000, 2000 or 3000 levels in a different language approved by the program coordinator.</p> <p>⁴ Students who have declared a Major in Russian, German or Ukrainian can either take 12-6 credit hours from <u>each of at least two</u> different subject fields from the List of Approved Courses in Central and East European Studies, or 6 credit hours from courses numbered at the 1000 or 2000 level in a language (Russian, German, Ukrainian, Polish, Hungarian or Yiddish) other than their declared Major and 6 credit hours from the List of Approved Courses in Central and East European Studies.</p> <p>⁵ Courses must be individually approved by the program coordinator as relevant to Central and East European Studies. For information on available courses, please contact the program coordinator.</p> <p>⁶ Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding</p> | | |

Central and East European Studies courses).

⁷ Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Central and East European Studies courses).

List of Approved Courses in Central and East European Studies

Faculty of Arts

Anthropology

ANTH 2060 European Archaeology 3

Economics

ECON 2270* European Economic History 6

ECON 2510 The Economy of Ukraine 3

ECON 4450* Comparative Economic Systems 6

German and Slavic Studies

GRMN 1300 Masterpieces of German Literature in English Translation (C) 3

GRMN 1310 Love in German Culture in English Translation (C) 3

GRMN 2120 Introduction to German Culture from 1918 to the Present (C) 3

GRMN 2130 Introduction to German Culture from the Beginnings to 1918 (C) 3

GRMN 2510 German Fairy Tales from the Brothers Grimm to Hollywood (C) 3

GRMN 3260 Representations of the Holocaust (B) 3

GRMN 3262 Representations of the Holocaust in English Translation (C) 3

GRMN 3270 Studies in Contemporary German Cinema (C) 3

GRMN 3280 Sex, Gender and Cultural Politics in the German-Speaking World (B) 3

GRMN 3282 Sex, Gender and Cultural Politics in the German-Speaking World in English Translation (C) 3

GRMN 3290 History in Literature in German-Speaking Countries (B) 3

GRMN 3390 German Representations of War (C) 3

GRMN 3392 German Representations of War (B) 3

GRMN 3520* Special Topics in Comparative German and Slavic Studies 6

GRMN 3530 Special Topics in Comparative German and Slavic Studies (C) 3

POL 1900 Love, Heroes and Patriotism in Contemporary Poland 3

POL 2600 Polish Culture until 1918 3

POL 2610 Polish Culture 1918 to the Present 3

RUSN 1400 Masterpieces of Russian Literature in Translation 3

RUSN 1410 Love in Russian Culture in English Translation 3

RUSN 2280 Russian Culture until 1900 3

RUSN 2290 Russian Culture from 1900 to the Present 3

RUSN 2310 Exploring Russia through Film 3

RUSN 2410 Russian Literature after Stalin 3

RUSN 2740 Literature and Revolution 3

RUSN 2750* Contemporary Russian Literature and Film 3

RUSN 2770* Masterpieces of Russian Literature in Translation 3

RUSN 3770 Tolstoy 3

RUSN 3780 Dostoevsky 3

SLAV 2240* East-European Literature 1 3

SLAV 2250* East-European Literature 2 3

SLAV 2260 Russia, Ukraine and Poland Cultures in Dialogue 1 3

SLAV 2270 Russia, Ukraine and Poland Cultures in Dialogue 2 3

SLAV 3520* Special Topics in Comparative German and Slavic Studies 6

SLAV 3530 Special Topics in Comparative German and Slavic Studies 3

SLAV 3920 Gogol 3

UKRN 2200 Ukrainian Myth, Rites and Rituals 3

UKRN 2770 Ukrainian Culture until 1900 3

UKRN 2780 Ukrainian Culture from 1900 to the Present 3

UKRN 2800 Literature and Revolution in Ukraine 3

UKRN 2820 Holodomor and Holocaust in Ukrainian Literature and Culture 3

UKRN 3100 Ukrainian Story Writing Through the Ages 3

UKRN 3300 Literature of Independent Ukraine 3

UKRN 3670* Contemporary Ukrainian Literature 3

UKRN 3850* Ukrainian Short Story 3

History

HIST 2080* The Byzantine Empire and the Slavic World (D) 3

HIST 2240 History of Antisemitism and the Holocaust (E) 6

HIST 2490 History of Russia 6

HIST 2600 Introduction to Ukraine 3

HIST 2610 Making of Modern Ukraine 3

| | | |
|---|---|--------------|
| HIST 2660 | History of the Soviet Union (E) | 3 |
| HIST 2661 | Histoire de l'Union soviétique (E) | 3 |
| HIST 2840 | A History of Russia to 1917 | 3 |
| HIST 2841 | Histoire de la Russie jusqu'en 1917 (E) | 3 |
| HIST 3030* | Issues in Ukrainian History | 3 |
| HIST 3060* | German and German-Jewish History, 1780-1933 (E) | 3 |
| HIST 3062 | German and German-Jewish History, 1618 to the Present (E) | 6 |
| HIST 3064 | German and German-Jewish History, 1618-1900 (E) | 3 |
| HIST 3066 | German and German-Jewish History, 1900 to the Present (E) | 3 |
| HIST 3180* | Modern Russia: The Soviet Era and Beyond | 6 |
| HIST 4300 | Problems in Modern Russian and Soviet History | 6 |
| 011-255* | History of Ukraine | 6 |
| Judaic Studies | | |
| YDSH 2320 | Yiddish Literature and Language | 6 |
| Political Studies | | |
| POLS 3720 | Politics, Government and Society in Ukraine | 3 |
| POLS 3810 | Introduction to Marxism | 3 |
| POLS 2920* | Government, Politics and Society in Ukraine | 6 |
| POLS 4810* | Seminar in Marxist-Leninist and Contemporary Marxist Political Theory | 6 |
| Religion | | |
| RLGN 1350 | The History of Eastern Christianity | 6 |
| RLGN 2530 | Eastern Christianity in the Contemporary World | 3 |
| RLGN 3280 | Hasidism | 3 |
| School of Art | | |
| FAAH 3160 | Topics in 20th Century Art (only when topic focuses on Central and Eastern Europe) | 3 |
| FAAH 3280 | Early Byzantine Art and Architecture | 3 |
| FAAH 3290 | Later Byzantine Art and Architecture | 3 |
| FAAH 4070 | Seminar in Art History 1 (when its focus is on Central and Eastern Europe) | 3 |
| FAAH 4080* | Seminar in Art History 2 (when its focus is on Central and Eastern Europe) | 3 |
| Clayton H. Riddell Faculty of Environment, Earth, and Resources | | |
| Geography | | |
| GEOG 3600* | Geography of Ukraine | 3 |
| * Indicates course no longer offered. | | |
| | | - |

Classics

Deletions:

| | |
|---|------|
| GRK 1310 Intermediate Readings in Ancient Greek Cr.Hrs. 3 | -3.0 |
| GRK 1330 The Acts of the Apostles Cr.Hrs. 3 | -3.0 |
| LATN 1320 Intermediate Readings in Latin Cr.Hrs. 3 | -3.0 |

Introductions:

GRK 2700 Intermediate Readings in Ancient Greek Cr.Hrs. 3 +3.0
Further readings in ancient Greek poetry and prose with related exercises in grammar and composition intended to advance the student's skill at reading Classical and Hellenistic Greek. Students may not hold credit for both GRK 2700 and the former GRK 1310. Prerequisite: a grade of "C" or better in GRK 1020 or GRK 1030.

GRK 2710 The Acts of the Apostles Cr.Hrs. 3 +3.0
The complete Book of Acts is read in Greek with attention to related textual, linguistic and historical matters. Students may not hold credit for both GRK 2710 and the former GRK 1330. Prerequisite: [a grade of "C" or better in GRK 2700 or the former GRK 1310] or written consent of department head.

LATN 2700 Intermediate Readings in Latin Cr.Hrs. 3 +3.0
Further readings in Latin prose and poetry with related exercises in grammar and syntax as continued preparation for the reading of Classical and Medieval Latin. Students may not hold credit for both LATN 2700 and the former LATN 1320. Prerequisite: [a grade of "C" or better in LATN 1090] or written consent of department head.

Modifications:

GRK 2732 Readings in Greek Poetry Cr.Hrs. 3 0.0
Readings from the works of selected poets of the Archaic and Classical periods. Students may not hold credit for both GRK 2732 and the former GRK 2730. Prerequisite: a grade of "C" or better in GRK 2700 or the former GRK 1310.

GRK 2752 Readings in Greek Prose Literature Cr.Hrs. 3 0.0
Readings from the works of selected prose authors of the Classical period. Students may not hold credit for both GRK 2752 and the former GRK 2750. Prerequisite: a grade of "C" or better in GRK 2700 or the former GRK 1310.

GRK 2770 Greek Prose Composition and Sight Translation Cr.Hrs. 3 0.0
Assignments in writing Greek prose and practice in the techniques for effective reading of prose and poetry at sight. Prerequisite: a grade of "C" or better in GRK 2700 or the former GRK 1310.

GRK 2790 History of the Greek Language Cr.Hrs. 3 0.0
A survey of the language from its Indo-European pre-history to the modern era. The phonological, morphological and lexical aspects of the language are investigated in the light of Greek literary and inscriptional documents and some comparative evidence from cognate languages. Prerequisite: [a grade of "C" or better in GRK 2700 or the former GRK 1310] or [a working knowledge of Modern Greek and written consent of department head].

GRK 2810 Prose Writings of the Hellenistic and Greco-Roman Periods Cr.Hrs. 3 0.0
Reading of selected literary and historical documents relating to Judaism and early Christianity.
Prerequisite: a grade of "C" or better in any of: GRK 2700 or GRK 2710 or the former GRK 1310
or the former GRK 1330.

LATN 2720 Selected Readings in Republican and Augustan Poetry Cr.Hrs. 3 0.0
Readings from among the comedies of Plautus and Terence, the shorter poems of Catullus, and
the Metamorphoses of Ovid. Prerequisite: a grade of "C" or better in LATN 2700 or the former
LATN 1320.

LATN 2740 Selected Readings in Republican and Augustan Prose Cr.Hrs. 3 0.0
Readings from among the works of Livy and Caesar and the letters and philosophical writings of
Cicero. Prerequisite: a grade of "C" or better in LATN 2700 or the former LATN 1320.

LATN 2760 Latin Prose Composition and Sight Translation Cr.Hrs. 3 0.0
Assignments in writing Latin prose and practice in the techniques for effective reading of poetry
and prose at sight. Prerequisite: a grade of "C" or better in LATN 2700 or the former LATN
1320.

LATN 2780 History of the Latin Language Cr.Hrs. 3 0.0
A survey of the language from its Indo-European pre-history to its position as the matrix of the
Romance languages. Phonological, morphological and lexical aspects of the language are
investigated in the light of Latin documents and some comparative evidence from cognate
languages. Prerequisite: a grade of "C" or better in LATN 2700 or the former LATN 1320.

LATN 2800 Readings in Medieval or Renaissance Latin Cr.Hrs. 3 0.0
Selections of prose and poetry written after the beginning of the fourth century after Christ.
Prerequisite: a grade of "C" or better in LATN 2700 or the former LATN 1320.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

Modifications to the following programs are outlined on the next page:

- **Bachelor of Arts (Single Advanced Major) in Greek**
- **Minor (Concentration) in Greek**
- **Bachelor of Arts (Single Advanced Major) in Latin**
- **Minor (Concentration) in Latin**

Classics

- Modification of the Single Advanced Major and Minor (Concentration) in Greek
- Modification of the Single Advanced Major and Minor (Concentration) in Latin

Added material~~Deleted material~~**8.7.4 Greek**

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|--------|--------|
| SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS | | | |
| GRK 1010 and GRK 1020 | GRK 1310-GRK 2700 , GRK 2770 plus 36 credit hours in Greek <u>of which 6 credit hours must be numbered at the 3000 level</u> | | |
| MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS | | | |
| GRK 1010 and GRK 1020 | GRK 1310-GRK 2700 plus 9 credit hours in Greek | | |

8.7.7 Latin

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|--|--------|--------|
| SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS | | | |
| LATN 1080 and LATN 1090 | LATN 1320-LATN 2700 , LATN 2760 plus 36 credit hours in Latin <u>of which 6 credit hours must be numbered at the 3000 level</u> | | |
| MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS | | | |
| LATN 1080 and LATN 1090 | LATN 1320-LATN 2700 plus 9 credit hours in Latin | | |

Economics

Introduction:

ECON 2050 Economic Analytics Using Computer-based Methods Cr.Hrs. 3 +3.0

This computer-based course will introduce basic economic analytics such as index numbers, cost-revenue-profit relationships, demand/supply dynamics, decision-making using probability models, investment decisions, time-value of money, seasonal adjustment of data, forecasting, measures of poverty/inequality, and optimization methods such as linear programming.

Students will also gain proficiency in numerical computation such as Excel, an important analytical tool used in business, government, and academic research for managing and analyzing data. Students may not hold credit for both ECON 2050 and the former ECON 2610 when titled "Measurement and Computation in Economics." Prerequisite: a grade of "C" or better in six credit hours of 1000 level Economics.

NET CHANGE IN CREDIT HOURS: +3.0

English, Film, and Theatre

Program modifications:

Modifications to the following programs, including changes to the Literature Prior to 1900 Course List are outlined on the next four pages:

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

English, Film, and Theatre - English

- Modification of General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Single Honours, Double Honours
- Modification of Literature Prior to 1900 Course List [used in General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Single Honours, Double Honours]

Added material
~~Deleted material~~

8.10.1 English Program Information

Major Program

For entry to the Major, the prerequisite is a grade of "C" or better in ENGL 1200 or ENGL 1300 or both ENGL 1400 ~~(or the former ENGL 1310)~~ and ENGL 1340. For students who have taken additional courses toward the Major, then a minimum cumulative GPA of 2.00 is required on all courses including the higher grade of repeated courses and excluding failed courses.

Minor (Concentration) Program

For entry to the Minor (Concentration), the prerequisite is a grade of "C" or better in ENGL 1200 or ENGL 1300 or both ENGL 1400 ~~(or the former ENGL 1310)~~ and ENGL 1340.

Honours Program

For entry to the Honours program see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs. A grade of "B" or better is required in ENGL 1200 or ENGL 1300 or in both ENGL 1400 ~~(or the former ENGL 1310)~~ and ENGL 1340; ENGL 1200 is strongly recommended. Students may also be admitted to Honours in English in the third year of undergraduate study, in consultation with the department. Honours students must have their programs approved by the department each year. Normally, to continue in the Honours program, a minimum grade of "B" must be obtained in all English courses.

8.10.2 English

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|--------|--------|
| GENERAL MAJOR^{1, 4} TOTAL: 30 CREDIT HOURS | | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | 24 credit hours in general courses at the 2000 level and above to include at least 9 credit hours of literature prior to 1900 ⁴ [of the credit hours listed above, at least 6 credit hours must be at the 3000 level]. | | |
| SINGLE ADVANCED MAJOR^{1, 4, 9} TOTAL: 48 CREDIT HOURS | | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | 42 credit hours in general courses ³ at the 2000 level and above to include at least 15 credit hours of literature prior to 1900 ⁴ [of the credit hours listed above, at least 9 credit hours must be at the 3000 level]. | | |
| DOUBLE ADVANCED MAJOR^{1, 4, 9} TOTAL: 42 CREDIT HOURS | | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | 36 credit hours in English at the 2000 level and above to include at least 12 credit hours of literature prior to 1900 [of the credit hours listed above, at least 9 credit hours must be at the 3000 level]. | | |
| MINOR (CONCENTRATION)^{2, 4} TOTAL: 18 CREDIT HOURS | | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | 12 credit hours in general courses at the 2000 level and above to include at least 6 credit hours of literature prior to 1900 [of the credit hours listed above, at least 3 credit hours must be at the 3000 level]. Students may not offer | | |

| | | |
|--|---|--|
| | literature in translation courses ⁴ to satisfy the requirements of the Minor (Concentration). | |
| SINGLE HONOURS^{1, 4, 8} | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | <ul style="list-style-type: none"> • ENGL 2640 (in Year 2)¹⁰ • 24 credit hours of literature prior to 1900⁴, of which 12 credit hours is to be in literature prior to 1700 selected from the following English courses: ENGL 2070, ENGL 2080, ENGL 2090, ENGL 3000, ENGL 3010, ENGL 3020, ENGL 3030, ENGL 3050, ENGL 3080, ENGL 3090, ENGL 3180⁵ • 6 credit hours in Canadian literature, selected from the following English courses: ENGL 2270, ENGL 3270⁵ • 12 credit hours in other literature after 1900, selected from the following English courses: ENGL 2160, ENGL 2180, ENGL 2830, ENGL 3980, ENGL 3990⁵ • 9 credit hours in other English courses at the 2000 level and above [of the credit hours listed above, at least 9 credit hours must be at the 3000 level] • 9 credit hours in Honours courses (4000 level) in Years 3 and 4 • 24 credit hours in ancillary options⁶ | |
| DOUBLE HONOURS^{2, 4, 8} | | |
| ENGL 1200 or ENGL 1300 or both ENGL 1400 (or the former ENGL 1310) and ENGL 1340 | <ul style="list-style-type: none"> • ENGL 2640 (in Year 2)¹⁰ • 18 credit hours of literature prior to 1900⁴ • 6 credit hours in other English courses at the 2000 level and above [of the credit hours listed above, at least 6 credit hours must be at the 3000 level] • 6 credit hours in Honours courses (4000 level) • 36 credit hours in second honours field • 6 credit hours in ancillary options⁶ • 12 credit hours in free options⁷ | |
| NOTES: | | |
| <p>¹ Students may offer up to 6 credit hours in Film Studies or Theatre courses, with the exception of FILM 1290, FILM 1310 (or the former FILM 1300), THTR 1220, THTR 2170, THTR 2180 and THTR 2490, toward the General Major, Single Advanced Major, Double Advanced Major and Single Honours in English. Any Film Studies or Theatre courses so applied may not also be offered toward a Minor (Concentration) in Film Studies or Theatre.</p> <p>² Film Studies course FILM 2280 may be used as an English course to satisfy the English course requirements. If it is used as such, it may not also be applied to a Minor (Concentration) in Film Studies or as an ancillary option in Honours.</p> <p>³ Credit in ENGL 2000 may be offered toward the 48 hours in general courses required for a Single Advanced Major only.</p> <p>⁴ Students may offer up to 6 credit hours of literature in translation courses (ENGL 2490, CLAS 2612, CLAS 2622, ICEL 3320, ICEL 3330) to satisfy requirements for a General Major, Single Advanced Major, Double Advanced Major, Single Honours or Double Honours. Students may offer up to 3 credit hours of literature in translation</p> | | |

courses to satisfy the "literature prior to 1900" requirement for a General Major, Single Advanced Major, Double Advanced Major, Single Honours or Double Honours. Students may not offer literature in translation courses to satisfy the requirements for a Minor (Concentration).

⁵ Certain courses that vary in content from year to year, such as Honours courses and Special Topics courses, may also satisfy this requirement, as determined by the Department.

⁶ Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding English courses).

⁷ Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including English courses).

⁸ Honours courses: all 4000 level courses.

⁹ It is recommended that students complete a six credit hour theory course, specifically ENGL 2640.

¹⁰ ENGL 2640 should be taken in Year 2 when possible, as it may not be offered every year.

Literature Prior to 1900

Students declaring a four-year Advanced Major in English must take at least 15 credit hours from the courses listed below. Students declaring a three-year General Major in English must take at least 9 credit hours from the list. Students declaring a Minor (Concentration) in English must take at least 6 credit hours from the list. Courses chosen from this list will be deemed to satisfy the previous "Special List" requirement for students in progress towards a degree with previously declared Majors or Minors (Concentrations) in English. [NOTE: From year to year, other courses may meet this requirement. Please refer to the on-line course timetable for additional information on these courses.]

| Course | Credit Hours |
|--|--------------|
| English | |
| ENGL 2070 Literature of the Sixteenth Century | 6 |
| ENGL 2080 Medieval Literature | 6 |
| ENGL 2090 Literature of the Seventeenth Century | 6 |
| ENGL 2120 Literature of the Restoration and Eighteenth Century | 6 |
| ENGL 2130 Literature of the Romantic Period | 6 |
| ENGL 2140 Literature of the Victorian Period | 6 |
| ENGL 2170 American Literature to 1900 | 6 |
| ENGL 3000 Chaucer | 6 |
| ENGL 3010 Shakespeare | 6 |
| ENGL 3020 Milton | 6 |
| ENGL 3030 Studies in Sixteenth-Century Literature | 3 |
| ENGL 3050 Studies in Old English | 6 |
| ENGL 3080 Studies in Medieval Literature | 3 |
| ENGL 3090 Studies in Seventeenth-Century Literature | 3 |
| ENGL 3120 Studies in Restoration and Eighteenth-Century Literature | 3 |
| ENGL 3130 Studies in the Romantics | 3 |
| ENGL 3140 Studies in the Victorians | 3 |
| ENGL 3180 Studies in Renaissance Literature | 3 |
| NOTE: Restrictions apply to the following courses regarding their use for credit in English (ENGL 2490) and for fulfillment of the literature prior to 1900 requirement. See program note 4. Contact the department for further information on restrictions. | |
| Classics (Classical Studies) | |
| CLAS 2612 Greek Literature in Translation (taught with ENGL 2490) | 3 |
| CLAS 2622 Latin Literature in Translation (taught with ENGL 2490) | 3 |

| | | |
|------------|---|---|
| CLAS 3610* | Greek Literature in Translation (taught with ENGL 2490) | 3 |
| CLAS 3620* | Latin Literature in Translation (taught with ENGL 2490) | 3 |
| Icelandic | | |
| ICEL 3320 | Old Norse Mythology (taught with ENGL 2490) | 3 |
| ICEL 3330 | Icelandic Sagas in Translation (taught with ENGL 2490) | 3 |

* Indicates course no longer offered.

Modifications to the following programs, including revisions to the Film Studies List B are outlined on the next page:

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

English, Film, and Theatre – Film Studies

- Modification of General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration)
- Modification of List B [used in Single Advanced Major]

Added material
~~Deleted material~~

8.10.5 Film Studies Program Information

Major Program

For entry to the Major, the prerequisite is a grade of "C" or better in both FILM 1290 and FILM 1310 (~~or the former FILM 1300~~). For students who have taken additional courses toward the Major, then a minimum cumulative GPA of 2.00 is required on all courses including the higher grade of repeated courses and excluding failed courses.

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

Minor (Concentration) Program

For entry to the Minor (Concentration), the prerequisite is a grade of "C" or better in both FILM 1290 and FILM 1310 (~~or the former FILM 1300~~).

8.10.6 Film Studies

List B

Faculty of Arts

English, Film, and Theatre

| | | |
|-----------|-----------------------------------|---|
| THTR 1220 | Introduction to Theatre | 6 |
| THTR 2150 | Theatrical Techniques: Onstage | 6 |
| THTR 2470 | Fundamentals of Dramatic Analysis | 3 |
| THTR 2480 | Theatre History | 3 |
| THTR 3460 | Theory of Drama and Performance | 3 |
| THTR 3470 | Text and Performance | 3 |

School of Art

| | | |
|-----------------------|-----------------------------------|--------------|
| FAAH 1030 | Introduction to Art 1A | 3 |
| FAAH 1040 | Introduction to Art 2A | 3 |
| FAAH 1050* | Introduction to Art 1B | 3 |
| FAAH 1060* | Introduction to Art 2B | 3 |

~~*Indicates course no longer offered.~~

French, Spanish and Italian

Deletions:

| | |
|--|------|
| FREN 2642 Special Topics (B) Cr.Hrs. 3 | -3.0 |
| FREN 3842 Special Topics (B) Cr.Hrs. 3 | -3.0 |

NET CHANGE IN CREDIT HOURS: -6.0

Program modifications:

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

- **Bachelor of Arts (General Major) in Spanish**
- **Bachelor of Arts (Single Advanced Major) in Spanish**
- **Minor (Concentration) in Spanish**

French, Spanish and Italian - Spanish

- Modification of General Major (Options 1 and 2), Single Advanced Major (Options 1 and 2), Minor/Concentration (Options 1 and 2)

Added material
~~Deleted material~~

8.11.6 Spanish

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|---|--|---|
| GENERAL MAJOR (OPTION 1)¹ TOTAL: 30 CREDIT HOURS | | | |
| SPAN 1180 | SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280 ³ and 3 credit hours from Spanish courses numbered at the 2000 level | <ul style="list-style-type: none"> • SPAN 2550 • 9 credit hours from Spanish courses numbered at the 2000 level • 6 credit hours from Spanish courses numbered at the 3000 level | |
| GENERAL MAJOR (OPTION 2)¹ TOTAL: 30 CREDIT HOURS | | | |
| SPAN 1190 | <ul style="list-style-type: none"> • SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280³ and 3 credit hours from Spanish courses numbered at the 2000 level • SPAN 2550 • 6 credit hours from Spanish courses numbered at the 2000 level | 12 credit hours from Spanish courses numbered at the 3000 level | |
| SINGLE ADVANCED MAJOR (OPTION 1)¹ TOTAL: 48 CREDIT HOURS | | | |
| SPAN 1180 | SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280 ³ and 3 credit hours from Spanish courses numbered at the 2000 level | <ul style="list-style-type: none"> • SPAN 2550 • 12 credit hours from Spanish courses numbered at the 2000 level • 6 credit hours from Spanish courses numbered at the 3000 level | 15 credit hours from Spanish courses numbered at the 3000 level |

| SINGLE ADVANCED MAJOR (OPTION 2)¹ TOTAL: 48 CREDIT HOURS | | | |
|---|---|--|---|
| SPAN 1190 | <ul style="list-style-type: none"> • SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280³ and 3 credit hours from Spanish courses numbered at the 2000 level • SPAN 2550 • 6 credit hours from Spanish courses numbered at the 2000 level | <ul style="list-style-type: none"> • 6 credit hours from Spanish courses numbered at the 2000 level • 9 credit hours from Spanish courses numbered at the 3000 level | 15 credit hours from Spanish courses numbered at the 3000 level |
| MINOR (CONCENTRATION) (OPTION 1)¹ TOTAL: 18 CREDIT HOURS | | | |
| SPAN 1180 | <ul style="list-style-type: none"> • SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280³ and 3 credit hours from Spanish courses numbered at the 2000 level | <ul style="list-style-type: none"> • 3 credit hours from Spanish courses numbered at the 2000 level • SPAN 2550 | |
| MINOR (CONCENTRATION) (OPTION 2)¹ TOTAL: 18 CREDIT HOURS | | | |
| SPAN 1190 | <ul style="list-style-type: none"> • SPAN 1262 (or the former SPAN 1260) and SPAN 1272 (or the former SPAN 1270), or SPAN 1290, or SPAN 1280³ and 3 credit hours from Spanish courses numbered at the 2000 level • SPAN 2550 | 6 credit hours from Spanish courses numbered at the 3000 level | |
| NOTES: | | | |
| <p>¹ Options 1 and 2 are not open to students with native oral fluency in Spanish. Students with native oral fluency in Spanish are advised to follow Option 3.</p> <p>² Option 3 is open to students with native oral fluency in Spanish. Such students may enter Spanish courses numbered at the 2000 level with a grade of "C" or better in SPAN 1280.</p> <p>³ With written consent of the department head students may be allowed to substitute both SPAN 1262 and SPAN 1272 (or SPAN 1290) with both SPAN 1280 (3) and an additional 3 credit hours of 2000 level Spanish courses.</p> | | | |

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

- **Bachelor of Arts (General Major) in Italian**
- **Bachelor of Arts (Single Advanced Major) in Italian**

Department of French, Spanish and Italian – Italian Studies

- Modification of List A [used in the General Major and Single Advanced Major]

Added material
~~Deleted material~~

8.1.1.1 Italian Studies

List A

Faculty of Arts

Italian

| | | |
|-----------|------------------------------|---|
| ITLN 3050 | Italian Through Literature | 3 |
| ITLN 3060 | Italian Through Film | 3 |
| ITLN 3760 | Italian Translation Workshop | 3 |
| ITLN 3770 | Modern Italian Usage | 3 |

Classics

| | | |
|-----------------------|---|--------------|
| CLAS 1280 | Introduction to Ancient Roman Culture | 3 |
| CLAS 2160 | Roman History: The Roman Republic, 753-30 BC | 3 |
| CLAS 2170 | Roman History: The Roman Empire, 30 BC-AD 337 | 3 |
| CLAS 2622 | Latin Literature in Translation | 3 |
| CLAS 2680 | Roman Art and Archaeology | 3 |
| CLAS 3620* | Latin Literature in Translation | 3 |
| 003-261* | Roman History | 6 |
| LATN 1080 | Introduction to the Reading of Latin 1 | 3 |
| LATN 1090 | Introduction to the Reading of Latin 2 | 3 |
| LATN 1320 | Intermediate Readings in Latin | 3 |
| LATN 2700 | Intermediate Readings in Latin | 3 |
| LATN 2720 | Selected Readings in Republican and Augustan Poetry | 3 |
| LATN 2740 | Selected Readings in Republican and Augustan Prose | 3 |
| LATN 2780 | History of the Latin Language | 3 |
| LATN 2800 | Readings in Medieval or Renaissance Latin | 3 |
| LATN 3740 | Roman Comedy | 3 |
| LATN 3760 | Orations of Cicero | 3 |
| LATN 3780 | Roman Satire | 3 |
| LATN 3800 | Lyric and Elegiac Poetry of the Augustan Age | 3 |
| LATN 3820 | Virgil's Aeneid | 3 |
| LATN 3840 | Virgil's Eclogues and Georgics | 3 |
| LATN 3860 | The Roman Historians | 3 |
| LATN 3880 | Poetry of the Silver Age | 3 |

History

| | | |
|-----------------------|--|--------------|
| HIST 2350 | Europe 1789-1870 (E) | 3 |
| HIST 2360 | Europe 1870 to the Present (E) | 3 |
| HIST 2370 | History of Europe since the French Revolution (E) | 6 |
| HIST 2900 | Topics in Social History (G) (when taught as "Topic: Italy") | 6 |
| HIST 3120* | Topics in History 2 (G) (when taught as "Topic: Italy") | 3 |
| HIST 3136 | History of Medieval Italy, 568-1300 (D) | 3 |
| HIST 3138 | History of Medieval Italy, 1300-1500 (D) | 3 |
| HIST 3140 | Medieval Italy (D) | 6 |
| HIST 3270* | Roman Law in Medieval Europe (D) | 3 |
| HIST 3680 | Europe, 1870-1945 (E) | 6 |
| HIST 3682 | Europe 1870-1918 (E) | 3 |
| HIST 3684 | Europe 1918-1945 (E) | 3 |
| HIST 4530* | Europe, 1870-1914 (E) | 6 |

School of Art

| | | |
|-----------|--|---|
| FAAH 2060 | Medieval to Early Renaissance Art and Architecture | 3 |
| FAAH 2070 | Renaissance to Baroque Art and Architecture | 3 |
| FAAH 3130 | Topics in Medieval Art and Architecture | 3 |
| FAAH 3140 | Topics in Renaissance and Baroque Art and Architecture | 3 |

Marcel A. Desautels Faculty of Music

| | | |
|------------|--------------------------------------|---|
| MUSC-1070* | Introduction to the History of Music | 3 |
| MUSC-1080* | History of Music 2 | 3 |
| MUSC 3100 | Opera Repertoire | 3 |

*indicates course no longer offered.

German and Slavic Studies

Introduction:

GRMN 3234 Special topics in German Language (A) Cr.Hrs. 3 +3.0
Language of instruction: German. Topics dealing with learning the German language. Advanced German language practice. Course content will vary from year to year depending on the interests and needs of students and staff. Prerequisite: [a grade of "C" or better in GRMN 3200 or GRMN 3201] or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

Modifications:

RUSN 2830 Special Topics in Russian Cr.Hrs. 3 0.0
A study of the Russian language through listening, reading, writing, and conversation, with a strong cultural component. The content of this course will vary from year to year, depending on the needs and interests of the students and staff. Prerequisite: [a grade "C" or better in one of: RUSN 1300 or RUSN 1330 or RUSN 2810 or RUSN 2820] or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

RUSN 3790 Special Studies Cr.Hrs. 3 0.0
The content of this course will vary from year to year, depending on the needs and interests of instructors and students. A description of the course is available in advance at the department office. Prerequisite: [a grade of "C" or better in a minimum of 21 credit hours of courses at the 1000-level or above] or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

RUSN 3980 Women and Russian Literature Cr.Hrs. 3 0.0
A study of the literature produced by Russian women writers from the nineteenth century to the present, including an examination of key issues raised in works by Pavlova, Akhmatova, Tsvetaeva, Alexievich, and other authors. Lectures in English. Readings in the original and/or in English.

UKRN 2100 Exploring Ukrainian Literature Cr.Hrs. 3 0.0
An introduction to Ukrainian literature. A number of works by major authors and from different genres are discussed.

UKRN 3880 Special Studies Cr.Hrs. 3 0.9
The content of this course will vary from year to year, depending on the needs and interests of instructors and students. A description of the course is available in advance at the department office. Prerequisite: [a grade of "C" or better in a minimum of 24 credit hours of courses at the 1000-level or above] or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

UKRN 3910 Shevchenko Cr.Hrs. 3 0.0
A study of the greatest works, focusing on the writer's intellectual and artistic development. References to his art and the imperial context. Lectures in English. Prerequisite: [a grade of "C" or better in a minimum of 24 credit hours of courses at the 1000-level or above] or written consent of department head.

UKRN 3970 Women and Ukrainian Literature Cr.Hrs. 3 0.0
A study of the literature produced by Ukrainian women writers in the nineteenth, twentieth, and twenty-first centuries. Lectures in English. Readings in the original and/or in English.

NET CHANGE IN CREDIT HOURS: +3.0

History

Deletion:

HIST 3220 The History of Canadian-American Relations (A, C) Cr.Hrs. 6 -6.0

Introductions:

HIST 3214 Canada's Left: Rebellion and Repression (C) Cr.Hrs. 3 +3.0

This course traces the emergence and evolution of Canada's left from the late nineteenth century to the present, with an emphasis on its two main streams, communism and social democracy. Topics include the relationship between popular, party, labour, and ethnic lefts; left parties and mainstream politics; the left in the evolution of human rights and in other public policies; the treatment within various lefts of gender, race, sexuality and ethnicity; popular movements; legal constraints and state repression. Also offered as LABR 3214. Not to be held with LABR 3214. Prerequisite: [a grade of "C" or better in six credit hours of History or written consent of department head] or [a grade of "C" or better in three credit hours of 1000 level Labour Studies or written consent of Labour Studies coordinator].

HIST 3504 Apartheid South Africa and the Struggle for Democracy and Human Rights (R) Cr.Hrs. 3 +3.0

An examination of the apartheid system and its impact with special emphasis on local and international struggles against the system. Students may not hold credit for both HIST 3504 and HIST 3110 with the topics "Nelson Mandela from Prisoner to President" and "Apartheid and the Struggle for Democracy and Human Rights." Prerequisite: [a grade of "C" or better in six credit hours of history] or written consent of department head.

HIST 3506 History of South Africa: From Jan van Riebeck to Nelson Mandela (R) Cr.Hrs. 3 +3.0

This course explores the various intersections of statecraft, the economy, society and identity by looking at how resources, labour and political control played out in changing mechanisms of power, accommodation and resistance in South Africa during the colonial and apartheid eras. Students may not hold credit for both HIST 3506 and HIST 3110 with the topic "History of South Africa: from Jan van Riebeck to Nelson Mandela." Prerequisite: [a grade of "C" or better in six credit hours of history] or written consent of department head.

NET CHANGE IN CREDIT HOURS: +3.0

Icelandic

Modification:

ICEL 3330 Icelandic Sagas in Translation Cr.Hrs. 3 0.0
The Medieval Icelandic sagas tell stories of outlaws, blood feuds and epic Viking battles. They also contain evidence of Norse pagan practices, the arrival of Christianity in Northern Europe, as well as the earliest documented contact between Europeans and North America's Indigenous peoples. In this course students will explore several of the Icelandic sagas in English translation through a variety of literary, historical and cultural contexts. Open to all students; taught in English. ICEL 3320 is recommended, but not required.

NET CHANGE IN CREDIT HOURS: 0.0

Judaic Studies

Program modification:

Modifications to Minor (Concentration) in Judaic Studies, involving changes to List A, are outlined on the next page.

Judaic Studies

- Modification of List A [used in Judaic Studies Minor (Concentration)]

Added material

~~Deleted material~~

8.17.2 Judaic Studies

List A Courses Acceptable for Judaic Studies Credit

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

| Course No. | | Credit Hours |
|---------------------------|---|--------------|
| Classics | | |
| CLAS 3260 | Hellenistic Civilization: History and Archaeology | 3 |
| GRK 2810 | Prose Writings of the Hellenistic and Greco-Roman Periods | 3 |
| German and Slavic Studies | | |
| GRMN 3260 | Representations of the Holocaust (B) | 3 |
| GRMN 3262 | Representations of the Holocaust in English Translation (C) | 3 |
| UKRN 2820 | Holodomor and Holocaust in Ukrainian Literature and Culture | 3 |
| History | | |
| HIST 2240 | History of Antisemitism and the Holocaust (E) | 6 |
| HIST 2250 | Social History of the Jews: Antiquity to Present (G) | 6 |
| HIST 3062 | German and German-Jewish History, 1618 to the Present (E) | 6 |
| HIST 3064 | German and German-Jewish History, 1618-1900 (E) | 3 |
| HIST 3066 | German and German-Jewish History, 1900 to the Present (E) | 3 |
| HIST 4500 | Jewish and European History and Historiography (E) | 6 |
| Political Studies | | |
| POLS 3340 | Middle East Politics | 3 |
| <u>POLS 3342</u> | <u>Arab-Israeli Conflict</u> | <u>3</u> |
| Religion | | |
| RLGN 1120 | Biblical Hebrew | 6 |
| RLGN 1390 | Readings in Biblical Hebrew 1 | 3 |
| RLGN 1400 | Readings in Biblical Hebrew 2 | 3 |
| RLGN 2140 | Introduction to Judaism | 3 |
| RLGN 2160 | Introduction to Hebrew Scriptures | 3 |
| RLGN 2760 | Rabbinic Judaism | 3 |
| RLGN 2770 | Contemporary Judaism | 3 |
| RLGN 3280 | Hasidism | 3 |
| RLGN 3400 | Zionism: Religious Perspectives | 3 |
| RLGN 3800 | Selected Old Testament Literature and Themes | 6 |
| RLGN 3810 | The Talmud | 3 |
| RLGN 3824 | Kabbalah | 3 |
| RLGN 3830 | The Bible as Story | 3 |
| RLGN 4300 | Advanced Topics in Judaism | 3 |

Labour Studies

Introduction:

LABR 3214 Canada's Left: Rebellion and Repression (C) Cr.Hrs. 3 +3.0

This course traces the emergence and evolution of Canada's left from the late nineteenth century to the present, with an emphasis on its two main streams, communism and social democracy. Topics include the relationship between popular, party, labour, and ethnic lefts; left parties and mainstream politics; the left in the evolution of human rights and in other public policies; the treatment within various lefts of gender, race, sexuality and ethnicity; popular movements; legal constraints and state repression. Also offered as HIST 3214. Not to be held with HIST 3214. Prerequisite: [a grade of "C" or better in six credit hours of History or written consent of department head] or [a grade of "C" or better in three credit hours of 1000 level Labour Studies or written consent of Labour Studies coordinator].

NET CHANGE IN CREDIT HOURS: +3.0

Program Modifications:

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

- **Bachelor of Arts (General Major) in Labour Studies**
- **Bachelor of Arts (Single Advanced Major) in Labour Studies**

Labour Studies

- Modification of the List of Electives [used in General Major, Single Advanced Major]

Added material

~~Deleted material~~

8.18.2 Labour Studies

List of Electives

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

Faculty of Arts

| | |
|-----------------------|---|
| <u>Anthropology</u> | |
| <u>ANTH 2510</u> | <u>Anthropology of Economic Systems</u> 3 |
| <u>ANTH 3750</u> | <u>Anthropological Perspectives on Globalization and the World-System</u> 3 |
| Economics | |
| ECON 2350 | Community Economic Development 3 |
| ECON 2362 | Economics of Gender 3 |
| ECON 2540 | Political Economy 1: Production and Distribution 3 |
| ECON 2550 | Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment 3 |
| ECON 3362 | Labour Economics 1 3 |
| ECON 3364 | Labour Economics 2 3 |
| History | |
| HIST 2200 | Labour History: Canada and Beyond (C) 3 |
| HIST 2282 | Inventing Canada (C) 3 |
| HIST 2286 | Modern Canada (C) 3 |
| HIST 2288 | History of Social Movements in Canada (C) 3 |
| HIST 2400 | History of Human Rights and Social Justice in the Modern World (G,M) 3 |
| HIST 2670 | History of Capitalism (M) 3 |
| HIST 2671 | Histoire du capitalisme (M) (USB) 3 |
| HIST 2680 | A History of Socialism from the French Revolution to the Present (M) 3 |
| HIST 2971 | Le Canada moderne: de 1921 à nos jours (C) (USB) 6 |
| HIST 3050 | Canada since 1945 (C) 6 |
| HIST 3210 | The History of Popular Radicalism in the Twentieth Century (M) 6 |
| HIST 3212 | Global Sweatshops, Global Struggles (M) 3 |
| <u>HIST 3214</u> | <u>Canada's Left: Rebellion and Repression (C)</u> 3 |
| HIST 3572 | The History of Women, Gender, and Sexuality in Canada (C) 6 |
| HIST 3700 | History of Working People and Labour Movements 1700 to the Present (G) (same as Labour Studies LABR 3700) 6 |
| HIST 3730 | A History of Western Canada (C) 6 |
| HIST 3800 | History of Winnipeg from 1870-2000 (C) 3 |
| <u>Native Studies</u> | |
| <u>NATV 3170</u> | <u>Aboriginal Peoples and Racism in Canada</u> 3 |

| | |
|--|--|
| Philosophy | |
| PHIL 2290 | Ethics and Society 6 |
| PHIL 2830 | Business Ethics 3 |
| Political Studies | |
| POLS 3470 | Canadian Public Management 3 |
| POLS 3570 | Administrative Theory in the Public Sector 3 |
| POLS 3810 | Introduction to Marxism 3 |
| POLS 4370 | Comparative Public Administration-(H) 3 |
| POLS 4660 | The State in the Economy-(H) 6 |
| Sociology | |
| SOC 2290 | Introduction to Research Methods 6 |
| SOC 3370 | Sociology of Work 3 |
| SOC 3371 | Sociologie du travail (USB) 3 |
| SOC 3380 | Power, Politics and the Welfare State 3 |
| SOC 3471 | Sociologie politique (USB) 3 |
| SOC 3820 | Qualitative and Historical Methods in Sociology 3 |
| SOC 3871 | Inégalités sociales (USB) 3 |
| SOC 3890 | Power and Inequality in Comparative Perspective 3 |
| Women's and Gender Studies | |
| WOMN 2500 | Race, Class and Sexuality 3 |
| <u>WOMN 3100</u> | <u>Sex Work in Contemporary Canadian Culture</u> 3 |
| WOMN 3550 | Feminist Community Organizing: Theories and Practices 3 |
| I.H. Asper School of Business (Faculty of Management) | |
| Business Administration | |
| GMGT 2060 | Management and Organizational Theory 3 |
| GMGT 2070 | Introduction to Organizational Behaviour 3 |
| GMGT 3030 | Contemporary Social Issues in Business 3 |
| GMGT 4210 | Seminar in Management and Capitalism 3 |
| HRIR 2440 | Human Resource Management 3 |
| HRIR 3430 | Selected Topics in Industrial Relations 3 |
| HRIR 3450 | Labour and Employment Relations-(or the former 027-341) 3 |
| HRIR 4420 | Compensation 3 |
| HRIR 4480 | Collective Bargaining and Administration 3 |
| HRIR 4520 | Comparative Industrial Relations and Human Resource Management 3 |

For course descriptions, see departmental listings.

Latin American Studies

Program modifications:

Modifications to the **Minor (Concentration) in Latin American Studies** are outlined on the next page.

Faculty of Arts – Latin American Studies Program

- Modification of Minor (Concentration)

Added material

~~Deleted material~~

8.19 Latin American Studies

8.19.1 Program Information

A Minor (Concentration) in Latin American Studies consists of at least 18 credit hours from a **minimum of two different departments chosen from the following list.**

Faculty of Arts

| | | |
|-----------------------------|---|---|
| Anthropology | | |
| ANTH 2690 | Peoples and Cultures of Contemporary Latin America | 3 |
| French, Spanish and Italian | | |
| SPAN 2200 | Spanish American Culture and Civilization | 3 |
| SPAN 2210 | Voices and Images of Latin America | 3 |
| SPAN 2540 | Spanish-American Literature 2 | 3 |
| SPAN 2570 | Special Studies (Acceptable for credit only when course content is on Latin American studies) ¹ | 3 |
| SPAN 3080 | Contemporary Latin American Novel | 3 |
| SPAN 3270 | Special Studies (Acceptable for credit only when course content is on Latin American studies) ¹ | 3 |
| SPAN 3300 | Cinema and Literature | 3 |
| SPAN 3320 | Testimony and Human Rights in Latin America | 3 |
| SPAN 3780 | Short Fiction in Spanish | 3 |
| SPAN 3790 | Latin American Cinema and Society | 3 |
| History | | |
| HIST 2140 | Colonial Latin America (A) | 3 |
| HIST 2150 | Independent Latin America (A) | 3 |
| HIST 2900 | Topics in Social History (G) (Acceptable for credit only when course content is on Latin American studies) ¹ | 6 |
| HIST 3020 | South America Since 1945 (A) | 3 |
| HIST 3040 | Mexico, Central America, and Cuba Since 1945 (A) | 3 |
| HIST 3110 | Topics in History 1 (G) (Acceptable for credit only when course content is on Latin American studies) ¹ | 3 |
| HIST-3120* | Topics in History 2 (G) (Acceptable for credit only when course content is on Latin American studies) ¹ | 3 |
| HIST 3740 | Topics in Latin American History (A) | 3 |
| HIST 3750 | Indigenous Peoples in Modern Latin America (A) | 3 |
| HIST 4000 | Topics in History (G) (Acceptable for credit only when course content is on Latin American studies) ¹ | 3 |
| HIST 4150 | The Social History of the Latin American State (A) | 6 |
| HIST 4870 | Contemporary Latin America (A) | 6 |

* Indicates course no longer offered.

Linguistics

Introductions:

ASLL 1000 American Sign Language 1 Cr.Hrs. 3 +3.0

(Lab required) Designed for students with little or no knowledge of ASL. Students learn basic ASL vocabulary and grammatical structures to facilitate conversational practice at the beginning level, including introducing oneself, asking basic questions about family, friends, and surroundings, and discussing day to day activities. Learning and practicing fingerspelling is included for English "loanwords". Aspects of Deaf culture and the Deaf community are introduced.

LING 1620 Language and the Media Cr.Hrs. 3 +3.0

The study of how language interacts with media. Investigation of the forms of language found in media discourse; how patterns in such language use contribute to recognizable media genres and styles; social themes and consequences that arise from media language.

LING 2202 Multilingualism Cr.Hrs. 3 +3.0

Study of various aspects of multilingualism from a sociolinguistic perspective. The course will introduce concepts such as bilingualism, diglossia, pidgins and creoles, code-switching, language maintenance, language loss and language shift, language policy and planning, language revitalization, and linguistic landscape. Students will be expected to explore specific case studies, and collect and analyze original data. Prerequisite: [a grade of "C" or better in LING 1200] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: +9.0

Program modifications:

Modifications to the following programs, including revisions to the Core Courses List, are outlined on the next two pages:

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

Linguistics

- Modification of General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration)
- Modification of Core Courses List [used in General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration)]

Added material

~~Deleted material~~

8.20.2 Linguistics

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|--------|--------|
| GENERAL MAJOR TOTAL: 30 CREDIT HOURS | | | |
| LING 1200 ¹ | <ul style="list-style-type: none"> • at least 9 credit hours chosen from the core courses² numbered at the 2000 level • at least 6 credit hours chosen from the core courses² numbered at the 3000 level • 9 additional credit hours of Linguistics (<u>LING</u>) | | |
| SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS | | | |
| LING 1200 ¹ | <ul style="list-style-type: none"> • at least 12 credit hours chosen from the core courses² numbered at the 2000 level • LING 3200 or LING 3300 or LING 3400 • LING 3120 or LING 3140 • 3 additional credit hours chosen from the core courses² numbered at the 3000 level • 18 additional credit hours of Linguistics (<u>LING</u>) | | |
| DOUBLE ADVANCED MAJOR TOTAL: 42 CREDIT HOURS | | | |
| LING 1200 ¹ | <ul style="list-style-type: none"> • at least 12 credit hours chosen from the core courses² numbered at the 2000 level • LING 3200 or LING 3300 or LING 3400 • LING 3120 or LING 3140 • 3 additional credit hours chosen from the core courses² numbered at the 3000 level • 12 additional credit hours of Linguistics (<u>LING</u>) | | |
| MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS | | | |
| LING 1200 ¹ | <ul style="list-style-type: none"> • at least 6 credit hours chosen from the core courses² numbered at or above the 2000 level • 6 additional credit hours of Linguistics (<u>LING</u>) | | |

NOTES:

¹ Students are advised to take LING 1380 General Phonetics as early as possible in their program (ideally during their first year, in addition to LING 1200 Introduction to Linguistics) as this course is a prerequisite for many of the advanced courses.

² Not all of the core courses listed below will necessarily be offered every year; this includes even those at the 2000 level which are prerequisites for courses at the 3000 level. Students intending to Major in Linguistics are advised to plan their programs well in advance, and to consult the Linguistics department at the beginning of each academic year.

Core Courses

| | | |
|------------|--|---|
| LING 2200 | Syntax | 6 |
| LING 2420 | Phonology | 3 |
| LING 2440 | Analytic Techniques | 3 |
| LING 2460 | Morphology | 3 |
| LING 2640 | Comparative Linguistics | 3 |
| LING 3120 | Syntactic Theory | 3 |
| LING 3140 | Phonological Theory | 3 |
| LING 3200 | The Structure of a non-Indoeuropean Language | 6 |
| LING 3300 | The Structure of ASL | 6 |
| LING 3400 | Field Methods | 6 |
| LING 3800* | Seminar | 6 |
| LING 3820 | Selected Topics | 3 |
| LING 3840 | Special Topics in ASL | 3 |

*Indicates course no longer offered.

Medieval and Early Modern Studies

Program modification:

Modifications to the following programs, involving changes to the Group 1 Course List, are outlined on the next page:

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

Faculty of Arts – Medieval and Early Modern Studies Program

- Modification of Group 1 Course List [used in General Major, Single Advanced Major, Minor (Concentration)]

Added material
~~Deleted material~~

8.21 Medieval and Early Modern Studies Program 8.21.1 Program Information

Group 1: History, Philosophy and Religions

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

~~Faculty of Arts-~~

| | | |
|-----------------------|---|--------------|
| Classics | | |
| CLAS 1280 | Introduction to Ancient Roman Culture | 3 |
| CLAS 2170 | Roman History: The Roman Empire, 30 BC-AD 337 | 3 |
| CLAS 3270 | The World of Late Antiquity: History and Archaeology | 3 |
| History | | |
| HIST 2080* | The Byzantine Empire and the Slavic World (D) | 3 |
| HIST 2180 | The History of Catholicism to 1540 (G) | 3 |
| HIST 2930 | The History of the British Isles, 412-1485 (D) | 6 |
| HIST 3136 | History of Medieval Italy, 568-1300 (D) | 3 |
| HIST 3138 | History of Medieval Italy, 1300-1500 (D) | 3 |
| HIST 3140 | Medieval Italy (D) | 6 |
| HIST 3480 | The Margins of the Middle Ages (D) | 3 |
| HIST 3550 | Popular Culture, Crime and Punishment in England, 1550-1850 (E) | 3 |
| HIST 3880 | Europe in Transition: 1348-1648 (E) | 6 |
| HIST 4040 | The Later Middle Ages (D) | 6 |
| HIST 4050 | England in the Long Eighteenth Century (E) | 6 |
| Philosophy | | |
| PHIL 2780 | Thomas Aquinas | 3 |
| Religion | | |
| RLGN 2550 | History of Early Christian Thought | 3 |
| RLGN 2560 | History of Medieval Christian Thought | 3 |
| RLGN 2730 | Jews and Judaism in Antiquity | 3 |
| RLGN 2760 | Rabbinic Judaism | 3 |
| RLGN 2780 | Classical Islam | 3 |
| RLGN 3194 | Islamic Philosophy | 3 |
| RLGN 3230 | Gender in Early Christianity | 3 |
| RLGN 3824 | Kabbalah | 3 |

* Indicates course no longer offered.

Native Studies

Program modifications:

Modifications to the following programs, involving changes to the List of Approved Courses in Native Studies, are outlined on the next page:

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

Native Studies

- Modification of List of Approved Courses in Native Studies [used in General Major, Single Advanced Major, Minor (Concentration)]

Added material

~~Deleted material~~

8.22.2 Native Studies

List of Approved Courses in Native Studies

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

~~Asper School of Business~~

| | | |
|----------------------|--|--------------|
| IDM-3000* | Aboriginal Business Context: Influences and Impacts | 3 |
| IDM-4090* | Aboriginal Business Leadership | 3 |

~~School of Art~~

| | | |
|----------------------|---|--------------|
| FAAH 2090 | Art of the North American Aboriginal Peoples | 3 |
| FAAH 3430 | Inuit Art | 3 |
| 054.358* | Inuit Culture and Art | 3 |
| 054.373* | Art of the North American Native Peoples | 3 |

~~Marcel A. Desautels Faculty of Music~~

| | | |
|---------------------|--|--------------|
| 033-386* | Topics in Music (when the topic is "Music in Traditional Aboriginal Society") | 3 |
|---------------------|--|--------------|

~~* Indicates course no longer offered.~~

Philosophy

Deletions:

| | |
|--|------|
| PHIL 2430 Modern Logic and the Philosophy of Logic Cr.Hrs. 6 | -6.0 |
| PHIL 2760 Introduction to the Theory of Knowledge Cr.Hrs. 6 | -6.0 |

Introductions:

| | |
|---|------|
| PHIL 2140 Theory of Knowledge Cr.Hrs. 3 | +3.0 |
|---|------|

This course challenges and investigates our view of knowledge and rationality. Problems dealt with normally include: the nature of knowledge, sense experience, truth and necessary truth, the analytic-synthetic distinction, memory, induction, etc. Students may not hold credit for both PHIL 2140 and the former PHIL 2760. Prerequisite: [a grade of "C" or better in six credit hours of Philosophy] or written consent of department head.

| | |
|--|------|
| PHIL 2200 Intermediate Logic Cr.Hrs. 3 | +3.0 |
|--|------|

A systematic investigation of the theory and techniques of modern symbolic logic, with an examination of contributions made by contemporary philosophers in dealing with philosophical problems closely connected with logic. Students may not hold credit for both PHIL 2200 and the former PHIL 2430.

Modifications:

| | |
|--|-----|
| PHIL 1320 Introductory Logic Cr.Hrs. 6 | 0.0 |
|--|-----|

A course which helps students to think clearly and critically, and to present, defend and evaluate arguments. The course deals with categorical logic, non-formal fallacies, definition, modern symbolic logic and scientific method. Not open to students who have previously obtained credit for PHIL 2200 or the former PHIL 2430 or the former PHIL 3750. Students may not hold credit for PHIL 1320 and any of: PHIL 1321 or PHIL 1290 or PHIL 1291 or the former PHIL 1330.

| | |
|---|-----|
| PHIL 3630 Contemporary Epistemology Cr.Hrs. 3 | 0.0 |
|---|-----|

A critical examination of contemporary issues in the theory of knowledge including recent empiricist attempts to resolve the problem of justifying belief. Typical topics include foundations of knowledge, the concept of "truth", radical scepticism, the new riddle of induction, normative epistemology, the psychology and sociology of knowledge. Prerequisite: [a grade of "C" or better in PHIL 2140 or the former PHIL 2760] or written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

NET CHANGE IN CREDIT HOURS: -6.0

Modifications to the following programs, including among other changes, revisions to the Program Notes and to the History of Philosophy course list, are outlined on the next three pages:

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

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

Philosophy

- Modification of Single Advanced Major, Double Advanced Major, Single Honours, Double Honours
- Modification of Program Notes [used in the General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Single Honours, Double Honours]
- Modification of History of Philosophy List [used in the General Major, Single Advanced Major, Double Advanced Major, Single Honours, Double Honours]

Added material

Deleted material

8.23.2 Philosophy

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|--------|--------|
| GENERAL MAJOR¹ TOTAL: 30 CREDIT HOURS | | | |
| 6 credit hours in Philosophy courses numbered at the 1000 level | <ul style="list-style-type: none"> • 6 credit hours from History of Philosophy courses listed below • an additional 18 credit hours in Philosophy | | |
| SINGLE ADVANCED MAJOR¹ TOTAL: 48 CREDIT HOURS | | | |
| 48 credit hours in Philosophy satisfying the following requirements: | | | |
| <ul style="list-style-type: none"> • 6 credit hours from PHIL 1200 or PHIL 1320 • 12 credit hours from History of Philosophy courses listed below • <u>6-3 credit hours from PHIL 2430 or PHIL 2760 PHIL 2140 or PHIL 2200</u> • <u>3 credit hours from Philosophy courses numbered at the 1000 level and above</u> • 12 credit hours from Philosophy courses numbered at the 2000 level and above • 12 credit hours from Philosophy courses numbered at the 3000 level and above. (Students must obtain written permission of the department head to take honours courses) | | | |
| DOUBLE ADVANCED MAJOR¹ TOTAL: 42 CREDIT HOURS | | | |
| 42 credit hours in Philosophy satisfying the following requirements: | | | |
| <ul style="list-style-type: none"> • 6 credit hours from PHIL 1200 or PHIL 1320 • 12 credit hours from History of Philosophy courses listed below • <u>6-3 credit hours from PHIL 2430 or PHIL 2760 PHIL 2140 or PHIL 2200</u> • <u>3 credit hours from Philosophy courses numbered at the 1000 level and above</u> • 6 credit hours from Philosophy courses numbered at the 2000 level and above • 12 credit hours from Philosophy courses numbered at the 3000 level and above. (Students must obtain written permission of the department head to take honours courses) | | | |

| MINOR (CONCENTRATION)¹ TOTAL: 18 CREDIT HOURS | | | |
|---|--|--|---|
| 6 credit hours in Philosophy | 12 credit hours in Philosophy courses | | |
| SINGLE HONOURS^{1, 4, 5} | | | |
| 6 credit hours in Philosophy courses numbered at the 1000 level | <ul style="list-style-type: none"> • PHIL 2430² • PHIL 2760 • <u>PHIL 2140</u> • <u>PHIL 2200</u> • 6-12 credit hours from <u>PHIL 2580</u>, PHIL 2612, PHIL 2614, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, <u>PHIL 2770</u>, PHIL 2780, PHIL 2790, PHIL 3580 • 12 credit hours of ancillary options^{2,3} | <ul style="list-style-type: none"> • 9 credit hours in Honours Philosophy courses • 3 credit hours from PHIL 2612, PHIL 2614, <u>PHIL 2580</u>, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, <u>PHIL 2770</u>, PHIL 2780, PHIL 2790, PHIL 3580 • an additional 3 credit hours from History of Philosophy courses listed below • 3 credit hours in Honours Philosophy courses or History of Philosophy courses listed below • 6 credit hours of ancillary options^{2,3} • 6 credit hours of free options^{3,4} | <ul style="list-style-type: none"> • 12 credit hours in Honours Philosophy courses • 6 credit hours in Philosophy courses numbered at the 2000 level and above • 6 credit hours of ancillary options^{2,3} • 6 credit hours of free options^{3,4} |
| DOUBLE HONOURS^{1, 4, 5} | | | |
| 6 credit hours in Philosophy courses numbered at the 1000 level | <ul style="list-style-type: none"> • 6 credit hours from History of Philosophy courses listed below • PHIL 2430 or PHIL 2760 • <u>PHIL 2140</u> • <u>PHIL 2200</u> • 6 credit hours of ancillary options^{2,3} • 12 credit hours in other Honours field | <ul style="list-style-type: none"> • 6 credit hours in Honours Philosophy courses • 3 credit hours from <u>PHIL 2580</u>, PHIL 2612, PHIL 2614, PHIL 2630, PHIL 2640, PHIL 2650, PHIL 2660, <u>PHIL 2770</u>, PHIL 2780, PHIL 2790, PHIL 3580 • an additional 3 credit hours from History of Philosophy courses listed below • 12 credit hours in other Honours field • 6 credit hours of free options^{3,4} | <ul style="list-style-type: none"> • 6 credit hours in Honours Philosophy courses • 6 credit hours in Philosophy courses numbered at the 2000 level and above • 12 credit hours in other Honours field • 6 credit hours of free options^{3,4} |

NOTES:

¹ At most 12 credit hours in Philosophy numbered at the 1000 level may count towards any degree program. In addition, no student may hold credit in both PHIL 1200 and the former PHIL 1510.

² Students who took the former PHIL 1330 in their first year will substitute six other credit hours in Philosophy for PHIL 2430 in Year 2.

³⁻² Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Philosophy courses).

⁴⁻³ Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Philosophy courses).

⁵⁻⁴ Honours courses: PHIL 3430, PHIL 3440, PHIL 3580, PHIL 3630, PHIL 3640, PHIL 3650, PHIL 3760, PHIL 3770 and all 4000 level courses.

History of Philosophy

| Course | Credit Hours |
|---|---------------------|
| PHIL 1510* Historical Introduction to Philosophy | 6 |
| PHIL 2300 Political Philosophy | 6 |
| PHIL 2610* The History and Philosophy of Science | 6 |
| PHIL 2612 A Philosophical History of Science | 3 |
| PHIL 2630 Continental Rationalism | 3 |
| PHIL 2640 British Empiricism | 3 |
| PHIL 2650 Plato | 3 |
| PHIL 2660 Aristotle | 3 |
| PHIL 2710 Twentieth-Century European Philosophy: Existentialism | 3 |
| PHIL 2720* Twentieth-Century European Philosophy: Phenomenology | 3 |
| PHIL 2780 Thomas Aquinas | 3 |
| PHIL 2790 Moral Philosophy | 6 |
| PHIL 2820* Existentialism | 6 |
| PHIL 3580 Kant | 3 |
| PHIL 3690* The Rise of Analytic Philosophy | 3 |

* indicates course no longer offered

Political Studies

Modifications:

POLS 2000 Introduction to Comparative Politics Cr.Hrs. 6 0.0
An introduction to the methodology and scope of comparative politics, examining political processes and public policies in a variety of political systems, including liberal democracies, post-Communist, newly industrializing, and developing nations. Students may not hold credit for POLS 2000 and any of: POLS 2003 or POLS 2005.

NET CHANGE IN CREDIT HOURS: 0.0

Psychology

Deletions:

PSYC 2390 Psychology of Women Cr.Hrs. 3 -3.0
PSYC 2400 The Psychology of Sex Differences Cr.Hrs. 3 -3.0
PSYC 4590 Selected Topics in Social Psychology Cr.Hrs. 3 -3.0

Introductions:

PSYC 2380 Psychology of Gender Cr.Hrs. 3 +3.0
A critical examination of the similarities and differences between women and men with a particular emphasis on gender roles and gender identity. Students may not hold credit for both PSYC 2380 and the former PSYC 2400. Prerequisite: [a grade of "C" or better in PSYC 1200 or the former PSYC 1201] or [a grade of "C" or better in both PSYC 1211 and PSYC 1221] or written consent of department head.

PSYC 3570 Psychology of Women Cr.Hrs. 3 +3.0
Examines the unique experiences of women from a psychological perspective. Psychological theory and empirical research will inform course content. Students may not hold credit for both PSYC 3570 and the former PSYC 2390. Prerequisite: [a grade of "C" or better in PSYC 2380 or the former PSYC 2400] or written consent of department head.

Modifications:

PSYC 2540 Social Psychology Cr.Hrs. 3 0.0
This course provides a basic introduction to the ways in which we affect and are affected by the behaviour of others. Topics typically include: attitudes and attitude change, social beliefs and judgements, conformity, persuasion, social norms and roles, group dynamics, prejudice, aggression, altruism, attraction and close relationships, and intergroup conflict. Students may not hold credit for PSYC 2540 and any of: PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421. Prerequisite: [a grade of "C" or better in PSYC 1200 or the former PSYC 1201] or [a grade of "C" or better in both PSYC 1211 and PSYC 1221] or written consent of department head.

PSYC 3110 Research in Social Psychology Cr.Hrs. 3 0.0

This course will provide an introduction to conducting research in social psychology. Students will gain experience in all facets of the research process including experimental design and preparation, human ethical review, data collection and analysis, and report writing. Prerequisite: [a grade of "C" or better in PSYC 2260 or PSYC 2261] and [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421].

PSYC 3130 Introduction to Health Psychology Cr.Hrs. 3 0.0

This course offers a survey of psychological issues in health and illness. Major topics will include the biopsychosocial approach, mental models of illness, pain, stress and coping, health-damaging and health-promoting behaviours, and psychological issues in medical care. Students may not hold credit for PSYC 3130 and any of: PSYC 3131 or PSYC 3530 when titled "Health Psychology." Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] or written consent of department head.

PSYC 3470 Dyadic Relations Cr.Hrs. 3 0.0

This course covers friendship formation and dyadic relations - linking, liking, loving, and leaving - from an empirically oriented psychological perspective. Students may not hold credit for both PSYC 3470 and the former PSYC 2460. Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] or written consent of department head.

PSYC 4400 Theories of Close Relationships Cr.Hrs. 3 0.0

Students will be exposed to theories that apply to the initiation, development, maintenance, and dissolution of relationships. The primary focus will be on evolutionary theory, attachment styles, communal and exchange relationships, equity theory, interdependence theory and the investment model, attributional theories, and theories of love. Students may not hold credit for both PSYC 4400 and PSYC 4540 with the topic "Theories of Close Relationships." Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] and written consent of department head.

PSYC 4410 Cross-cultural Social Psychology Cr.Hrs. 3 0.0

Cross-cultural psychology is the critical and comparative study of the linkages between cultural norms and thoughts, feeling and behaviour. This course focuses on Cross-cultural Social Psychology. Therefore, the assigned readings deal with topics that Social Psychology, in general, examines. Students may not hold credit for both PSYC 4410 and PSYC 4540 with the topic "Cross-cultural Social Psychology." Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] and written consent of department head.

PSYC 4562 Social Psychology and Health Cr.Hrs. 3 0.0

This course uses theories and concepts from social/personality psychology to gain a better appreciation of what health is and how to achieve it, at the individual and population levels. Students may not hold credit for both PSYC 4562 and PSYC 4540 with the topic "Social Psychology and Health." Prerequisite: [a grade of "C" or better in one of: PSYC 2530 or PSYC 2531 or PSYC 2540 or PSYC 2541 or PSYC 3130 or PSYC 3131 or the former PSYC 2410 or

the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421 or the former PSYC 3450 or the former PSYC 3451] and written consent of department head.

PSYC 4610 Social Cognition Cr.Hrs. 3 0.0

Focus on the processes determining how people perceive themselves and others in their social world. From topics such as causal attribution, psychological control, person memory, and social inference, the course will address selected issues from theoretical and empirical perspectives. Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] and written consent of department head.

PSYC 4650 The Self and Social Perception Cr.Hrs. 3 0.0

This course examines: 1) bases of self-knowledge such as social comparison, feedback from others, and introspection, 2) recent perspectives on the nature of the self-concept and self-presentation, and 3) motivational and cognitive mechanisms guiding self-relevant information processing. Students may not hold credit for both PSYC 4650 and the former PSYC 4590 when titled "Self and Social Perception." Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] and written consent of department head.

PSYC 4660 Intergroup Relations Cr.Hrs. 3 0.0

This course examines intergroup relations from a social psychological perspective. Key topics include sources of prejudice and discrimination, the "target's" perspective, and strategies for reducing prejudice and discrimination. Students may not hold credit for both PSYC 4660 and PSYC 4540 when titled "Intergroup Relations." Prerequisite: [a grade of "C" or better in PSYC 2540 or PSYC 2541 or the former PSYC 2410 or the former PSYC 2411 or the former PSYC 2420 or the former PSYC 2421] and written consent of department head.

NET CHANGE IN CREDIT HOURS: -3.0

Religion

Deletions:

| | |
|---|------|
| RLGN 2600 Critical Animal Studies: An Introduction Cr.Hrs. 3 | -3.0 |
| RLGN 4260 Theoretical Approaches: Western Religions Cr.Hrs. 3 | -3.0 |
| RLGN 4270 Theoretical Approaches: Eastern Religions Cr.Hrs. 3 | -3.0 |

Introductions:

| | |
|--|------|
| RLGN 2610 Animals and Ethics Cr.Hrs. 3 | +3.0 |
|--|------|

This course surveys the emerging field of "critical animal studies." The course centers on questions of human and nonhuman animal difference as these have been debated in a number of religious and cultural traditions. It also engages traditional and contemporary approaches to animal ethics. Discussions will also focus on such pressing issues as global warming, species extinction, loss of biodiversity, pollution, and threats to population health - all of which can be traced to multinational industrialized breeding and marketing of animals and/or of experimentally

developed animal "biocapital." Students may not hold credit for both RLGN 2610 and the former RLGN 2600.

RLGN 4310 Method and Theory: History of the Study of Religion Cr.Hrs. 3 +3.0

An intensive overview of the history of the study of religion, with an emphasis on developments starting in the 18th and the 19th centuries. The contributions of numerous disciplines will be discussed in relation to the political and historical contexts that shape and give rise to the "world religions" paradigm. In any given year, emphasis may be given to developments in a particular field (e.g., Buddhism, Christianity, Islam, Judaism, Hinduism, etc.). Prerequisite: written consent of department head.

RLGN 4320 Theoretical Approaches to the Study of Religion Cr.Hrs. 3 +3.0

This course will engage theoretical approaches to the study of religion in its historical and contemporary cultural contexts. The course will follow a seminar format. Content of this course may vary from year to year, depending on the tradition(s) on which the course is focused (e.g., Buddhism, Islam, Hinduism, Judaism, Christianity). Prerequisite: written consent of department head.

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

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

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

Religion

Modification of Single Honours and Double Honours

Added material

Deleted material

8.26.2 Religion

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|---|--------|
| SINGLE HONOURS⁴ | | | |
| 6 credit hours in Religion courses | <ul style="list-style-type: none"> • 18 credit hours in Religion courses numbered at the 2000 level • 12 credit hours in ancillary options² | <ul style="list-style-type: none"> • 12 credit hours in Religion courses numbered at the 3000 level • 18 credit hours in Religion courses numbered at the 4000 level • <u>RLGN 4310, RLG 4320, RLG 4260, RLG 4270</u> • 12 credit hours in free options³ • 12 credit hours in ancillary options² | |
| Within the courses required above, students must complete courses from at least three religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism ¹ | | | |
| DOUBLE HONOURS⁴ | | | |
| 6 credit hours in Religion courses | <ul style="list-style-type: none"> • 12 credit hours in Religion courses numbered at the 2000 level • 6 credit hours in ancillary options² • 12 credit hours in other Honours field | <ul style="list-style-type: none"> • 6 credit hours in Religion courses numbered at the 3000 level • 12 credit hours in Religion courses numbered at the 4000 level • <u>RLGN 4310, RLG 4320, RLG 4260, RLG 4270</u> • 12 credit hours in free options³ • 24 credit hours in other Honours field | |
| Within the courses required above, students must complete courses from at least three religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism ¹ | | | |
| NOTES: | | | |
| ¹ Religious traditions are categorized as follows: Buddhism includes: RLG 2020, RLG 3150, RLG 3260, RLG 3266, RLG 4100. Christianity includes: RLG 1350, RLG 2036, RLG 2040, RLG 2050, RLG 2170, RLG 2520, RLG 2530, RLG 2550, RLG 2560, RLG 2840, RLG 2850, RLG 3200, RLG 3230, RLG 3240, RLG 3780, RLG 3870, | | | |

RLGN 4200, RLG 4280.

Hinduism includes:

RLGN 2010, RLG 3210, RLG 4060, RLG 4190.

Islam includes:

RLGN 2100, RLG 2780, RLG 2790, RLG 3190, RLG 3194, RLG 4180.

Judaism includes:

RLGN 1120, RLG 1390, RLG 1400, RLG 2140, RLG 2160, RLG 2730, RLG 2760, RLG 2770, RLG 3280, RLG 3800, RLG 3810, RLG 3824.

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

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

⁴ Honours courses: all 4000 level courses.

Sociology

Modification:

SOC 2290 Introduction to Research Methods Cr.Hrs. 6 0.0
(Lab required) An introduction to quantitative and qualitative scientific methods of investigating social phenomena. The course will include introductions to the assumptions of scientific inquiry, the conceptualization of research problems, basic statistical analysis, and use of a packaged computer program. Students may not hold credit for both SOC 2290 and SOC 2291.
Prerequisite: [a grade of "C" or better in SOC 1200 or the former SOC 1201] or [a grade of "C" or better in both SOC 1211 and SOC 1221].

NET CHANGE IN CREDIT HOURS: 0.0

Women's and Gender Studies

Deletions:

WOMN 2510 Women and Education Cr.Hrs. 3 -3.0
WOMN 2570 Soap Operas, Harlequins, and Talk Shows Cr.Hrs. 3 -3.0
WOMN 3330 Sex and Sexualities Cr.Hrs. 3 -3.0
WOMN 3600 Good Girls/Bad Girls Cr.Hrs. 3 -3.0

Introductions:

WOMN 2620 Feminism and Popular Culture Cr.Hrs. 3 +3.0
This course introduces critical skills and a theoretical framework or "toolkit" in feminist popular cultural studies in order to facilitate more critically aware participation, analysis, and production in/of popular culture. It is a feminist examination, using various popular cultural and media forms, of how normative and revolutionary social relations of power are/may be constituted in and through popular culture. Students may not hold credit for both WOMN 2620 and the former WOMN 2570.

WOMN 2630 Indigenous Feminisms Cr.Hrs. 3 +3.0
With reference to scholarship, activism, and literary, narrative, and/or creative works, this course examines Indigenous Feminisms past and present, including the development and framing of what Kwakwaka'wakw scholar Sarah Hunt has called "an emerging Indigenous feminist field."

WOMN 2640 Issues in Gender and the Body Cr.Hrs. 3 +3.0
Using a feminist critical lens, this course examines issues relating to gender, the body, and embodiment. Topics to be considered include (but are not limited to) social and scientific constructions of the body; constructions of beauty, health, fitness, and fatness; intersectionality and embodiment; incongruence of sex and gender identification; symbolic and literal cultural discipline and punishment of gendered bodies; artistic representations of and responses to gendered bodies; embodiment in trans and queer communities; embodiment in Indigenous and racialized communities.

WOMN 2650 Issues in Gender and Sexualities Cr.Hrs. 3 +3.0

Using a feminist critical lens, this course examines issues relating to gender and sexuality. Of particular interest will be considerations of how social, political, historical, and popular cultural forces influence representations and constructions of gender and sexuality, as well as how we understand ourselves, others, and our relationships to each other and the world around us.

WOMN 3110 Women and the Military Cr.Hrs. 3 +3.0

The course will: introduce feminist theoretical analyses of militarization; explore the mobilization of women in wartime and its relation to postwar battles over women's on-going access to well-paid occupations inside and outside the armed forces; through case studies, examine the processes by which women challenged their exclusions from particular roles; compare women's experiences in different armed forces and their recruitment strategies; analyse sexual misconduct policies and the treatment of military families and veterans; consider the relationship between the feminist peace movement and women in the military; and study the struggles to commemorate women's wartime contributions. Students may not hold credit for WOMN 3110 and WOMN 3500 with the topic "Women in the Military." Prerequisite: [a grade of "C" or better in a minimum of three credit hours of Women's and Gender Studies courses] or written consent of instructor.

WOMN 3120 Indigenous Women and the Camera Cr.Hrs. 3 +3.0

Indigenous women have had a long and problematic relationship with the camera. The colonial lens created a visual legacy of exoticism and objectification, creating images that continue to haunt us. However, women also sought the camera for their own purposes, seizing control of their own representation, and 'speaking back'. Now photography and film are among the strongest modes of women's contemporary artistic expression. This course will explore both legacies from Indigenous women worldwide. Whenever possible, the class will integrate with the Native Women & Film festival, a film event that brings women filmmakers to Winnipeg. Students may not hold credit for WOMN 3120 and WOMN 2540 with the topic "Indigenous Women and the Camera." Prerequisite: [a grade of "C" or better in a minimum of three credit hours of Women's and Gender Studies courses] or written consent of instructor.

WOMN 3130 Gender, Race, and Environmental Justice Cr.Hrs. 3 +3.0

Relying on interdisciplinary feminist and Indigenous perspectives, this course examines how historical and present-day environmental issues do not exist "out there," but profoundly shape our bodies and lives, and in turn are shaped by social structures and inequities. It includes study of relationships between human and non-human beings in different places and times, and invites students to consider both the interconnection between social and environmental struggles and the misperception that humans and environments somehow exist in isolation from one another. It also provides room to study, envision and enact alternative planetary relationships. Students may not hold credit for both WOMN 3130 and WOMN 3500 with the topic "Nature, Culture, Gender." Prerequisite: [a grade of "C" or better in a minimum of three credit hours of Women's and Gender Studies courses] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: +9.0

Program modifications:

Modifications to the following programs, including changes to List A, are outlined on the next three pages:

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

Women's and Gender Studies

- Modification of Single Honours and Double Honours
- Modification of List A [used in the General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Single Honours and Double Honours]

Added material

Deleted material

8.29.1 Program Information

8.29.2 Women's and Gender Studies

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|--|--------|--------|
| SINGLE HONOURS³ | | | |
| WOMN 1500 and/or WOMN 1600 | <ul style="list-style-type: none"> • WOMN 2000, WOMN 3000, WOMN 4100, WOMN 4200 • 15-18 <u>15-18</u> credit hours from Women's and Gender Studies courses • 12 credit hours from courses numbered at or above the 3000 level from Women's and Gender Studies courses and/or List A • 12 credit hours from Women's and Gender Studies courses and/or List A • 24 credit hours in ancillary options¹ • 12 credit hours in free options² | | |
| DOUBLE HONOURS³ | | | |
| WOMN 1500 and/or WOMN 1600 | <ul style="list-style-type: none"> • WOMN 2000, WOMN 3000, WOMN 4100, WOMN 4200 • 9-12 <u>9-12</u> credit hours from Women's and Gender Studies courses • 12 credit hours from courses numbered at or above the 3000 level from Women's and Gender Studies courses and/or List A • 36 credit hours in other Honours field • 6 credit hours in ancillary options¹ • 12 credit hours in free options² | | |
| NOTES: | | | |
| <p>¹ Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Women's and Gender Studies courses).</p> <p>² Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Women's and Gender Studies courses). WOMN 4120 is strongly recommended although not required.</p> <p>³ Honours courses: all 4000 level courses.</p> | | | |

List A**Faculty of Arts**

Anthropology

| | | |
|------------|---|---|
| ANTH 3320 | Women in Cross-Cultural Perspective | 3 |
| ANTH 3321 | Femmes, société et cultures (USB) | 3 |
| ANTH 3330 | Sex and Sexualities | 3 |
| ANTH 3350* | Anthropology of Sex and Sexualities (B) | 3 |

Classics

| | | |
|-----------|----------------------------------|---|
| CLAS 2210 | Women in Ancient Greece and Rome | 3 |
|-----------|----------------------------------|---|

Economics

| | | |
|------------|-------------------------------|---|
| ECON 2360* | Women in the Canadian Economy | 6 |
| ECON 2362 | Economics of Gender | 3 |

French, Spanish and Italian

| | | |
|-----------|------------------------------------|---|
| FREN 2680 | Littérature féminine française (B) | 3 |
| FREN 3860 | Études sur Beauvoir (B) | 3 |

German

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

History

| | | |
|------------|--|---|
| HIST 2400 | History of Human Rights and Social Justice in the Modern World (G,M) | 3 |
| HIST 2710* | Women in History (G) | 6 |
| HIST 3570* | History of Women in Canada (C) | 6 |
| HIST 3572 | The History of Women, Gender, and Sexuality in Canada (C) | 6 |
| HIST 3760 | Problems in American History 1 Acceptable for credit only when the topic is "Gender and Sexuality in 20th Century America." | 3 |
| HIST 3810* | The Family, Love and Marriage in Western Society, 1500-1800 (E) | 6 |
| HIST 3811 | Famille, amour et mariage dans la société occidentale, 1500-1800 (E) | 6 |
| HIST 3820* | The Women's Movement, 1850 to the Present (G) | 6 |
| HIST 4060 | Gender History in Canada (C) | 6 |

Native Studies

| | | |
|-----------|---|---|
| NATV 2430 | Indigenous Women's Stories | 3 |
| NATV 3360 | Aboriginal Women of Canada | 3 |
| NATV 3380 | Cultural Constructions of Gender in Canadian Aboriginal Societies | 3 |

Philosophy

| | | |
|-----------|---------------------|---|
| PHIL 3220 | Feminist Philosophy | 3 |
|-----------|---------------------|---|

Political Studies

| | | |
|-----------|-------------------------------|---|
| POLS 3100 | Gender and Politics in Canada | 3 |
| POLS 3240 | Feminist Political Theory | 3 |

Psychology

| | | |
|-----------|-----------------------------------|---|
| PSYC 2390 | Psychology of Women | 3 |
| PSYC 2400 | The Psychology of Sex Differences | 3 |

Religion

| | | |
|-----------|----------------------|---|
| RLGN 2680 | Women and Religion 1 | 3 |
| RLGN 2690 | Women and Religion 2 | 3 |

Slavic Studies

| | | |
|------------|---|---|
| RUSN 2350* | Russian Women's Writing from the 1950s to the Present Day | 3 |
| RUSN 3980* | Women and Russian Literature | 3 |
| UKRN 3970 | Women and Ukrainian Literature | 3 |

Sociology

| | | |
|-----------|--|---|
| SOC 2460 | The Family | 3 |
| SOC 2461 | La famille (USB) | 3 |
| SOC 2470 | Courtship and Marriage | 3 |
| SOC 2471* | Les fréquentations et le mariage (USB) | 3 |
| SOC 3770 | Women, Health and Medicine | 3 |

| | | |
|--|---|---|
| SOC 3790 | Women, Crime and Social Justice | 3 |
| SOC 3810 | Sociological Perspectives on Gender and Sexuality | 3 |
| SOC 3811 | Sociologie de la sexualité et des rôles sexuels (USB) | 3 |
| School of Art | | |
| FAAH 2110 | Women and Art | 3 |
| FAAH 4090 | Seminar on Contemporary Issues in Art | 3 |
| | Acceptable for credit only when the topic is "Women Artists." | |
| Clayton H. Riddell Faculty of Environment, Earth, and Resources | | |
| GEOG 4280 | Gender and the Human Environment | 3 |
| Marcel A. Desautels Faculty of Music | | |
| MUSC 4130 | History of Women in Music | 3 |
| Faculty of Nursing | | |
| NURS 3330 | Women and Health | 3 |
| *Indicates course no longer offered. | | |

For course descriptions, see departmental listings.

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

Faculty of Arts

Art History

Modifications to the following programs, including revisions to the Introductory Courses list, List A and List B, are outlined on the next two pages:

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

Faculty of Arts – Art History

- Modification of Minor
- Modification of List A and List B [used in General Major and Minor]

Added material
~~Deleted material~~

9.1.2 Art History

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

Introductory Courses

| | | |
|-----------------------|-----------------------------------|--------------|
| FAAH 1030 | Introduction to Art 1A | 3 |
| FAAH 1040 | Introduction to Art 2A | 3 |
| FAAH 1050* | Introduction to Art 1B | 3 |
| FAAH 1060* | Introduction to Art 2B | 3 |
| FA 1990 | First Year Field Trip | 0 |

List A

Faculty of Arts

| | | |
|-----------|---------------------------|---|
| Classics | | |
| CLAS 2670 | Greek Art and Archaeology | 3 |
| CLAS 2680 | Roman Art and Archaeology | 3 |

School of Art

| | | |
|-----------------------|--|--------------|
| Art History | | |
| FAAH 1100 | Survey of Asian Art | 3 |
| FAAH 2060 | Medieval to Early Renaissance Art and Architecture | 3 |
| FAAH 2070 | Renaissance to Baroque Art and Architecture | 3 |
| FAAH 2080 | Modern to Contemporary Art | 3 |
| FAAH 2090 | Art of the North American Aboriginal Peoples | 3 |
| FAAH 2100* | Survey of Asian Art | 3 |
| FAAH 2110 | Women and Art | 3 |

List B

School of Art

| | | |
|-----------|--------------------------------|---|
| FA-2620* | Writing About Art | 3 |
| FAAH 2910 | Field Studies in Art History 1 | 3 |

| | | |
|-----------------------|--|--------------|
| FAAH 2920 | Field Studies in Art History 2 | 6 |
| FAAH 2930 | Writing about Art | 3 |
| FAAH 3130 | Topics in Medieval Art and Architecture | 3 |
| FAAH 3140 | Topics in Renaissance and Baroque Art and Architecture | 3 |
| FAAH 3150 | Topics in 18th and 19th Century Art | 3 |
| FAAH 3160 | Topics in 20th Century Art | 3 |
| FAAH 3170* | Contemporary Art | 3 |
| FAAH 3180 | History of Photography | 3 |
| FAAH 3190 | History of Ceramics | 3 |
| FAAH 3200 | Art in New Media | 3 |
| FAAH 3202 | Contemporary Art History | 3 |
| FAAH 3210* | Introduction to the Theory and Criticism of Art | 3 |
| FAAH 3212 | Introduction to the Theory of Art | 3 |
| FAAH 3220 | Topics in Aboriginal Art | 3 |
| FAAH 3230 | Chinese Art and Architecture | 3 |
| FAAH 3240 | Japanese Art and Architecture | 3 |
| FAAH 3250 | Topics in Art History | 3 |
| FAAH 3260 | Canadian Art and Architecture to World War II | 3 |
| FAAH 3270 | Canadian Art Since World War II | 3 |
| FAAH 3280 | Early Byzantine Art and Architecture | 3 |
| FAAH 3290 | Later Byzantine Art and Architecture | 3 |
| FAAH 3430 | Inuit Art | 3 |
| FAAH 3590 | Islamic Art and Architecture | 3 |
| FAAH 3780 | Twentieth Century American Art Until 1950 | 3 |
| FAAH 3910* | Field Studies in Art History 3 | 3 |
| FAAH 3920* | Field Studies in Art History 4 | 3 |
| FAAH 4060 | Seminar on the Theory and Criticism of Art | 3 |
| FAAH 4070 | Seminar in Art History 1 | 3 |
| FAAH 4080* | Seminar in Art History 2 | 3 |
| FAAH 4090 | Seminar on Contemporary Issues in Art | 3 |
| FAAH 4710 | Directed Study 1 | 3 |
| FAAH 4720 | Directed Study 2 | 3 |

*-Indicates course no longer offered.

Program modification:

Modifications to the **Concentration in Option in Aging** are outlined on the next page.

Faculty of Arts – Interfaculty Option in Aging

- Modification of List of Additional Courses [used in Concentration]

Added material
~~Deleted material~~

9.4 Interfaculty Option in Aging

This Concentration is offered by: Arts, Nursing, Kinesiology and Recreation Management, and Social Work. To complete the Concentration, Arts students will need to complete each of the following: a) The Social Aspects of Aging, HMEC 2650 or REC 2650 or SWRK 2650; and b) Health and Physical Aspects of Aging, NURS 2610 or KIN 2610; and c) an additional twelve credit hours from the following courses:

| | | |
|--|--|--------------|
| Faculty of Arts | | - |
| English, Film, and Theatre | | |
| FILM 3420 | Film Theory | 3 |
| Psychology | | |
| PSYC 2360 | Brain and Behaviour | 3 |
| PSYC 2370* | Developmental Psychology from Adolescence to Old Age | 3 |
| PSYC 2490 | Abnormal Psychology | 3 |
| PSYC 3070 | Adult Development | 3 |
| PSYC 3350 | Behaviour Neuroscience | 3 |
| PSYC 3460* | Abnormal Psychology | 3 |
| PSYC 3490 | Individual Differences | 3 |
| PSYC 3610 | Memory | 3 |
| PSYC 4420 | Neuroimaging: Imaging and Thoughts | 3 |
| PSYC 4430 | Vision: Perception and Action | 3 |
| PSYC 4566 | Psychology of Health and Aging | 3 |
| Religion | | |
| RLGN 1410 | Death and Concepts of the Future-(C) | 3 |
| Sociology | | |
| SOC 2310 | Selected Social Problems (acceptable for credit only when topic is "Canadian Social Issues") | 3 |
| SOC 2490 | Sociology of Health and Illness | 3 |
| SOC 2620 | Sociology of Aging | 3 |
| SOC 3510* | Population Dynamics and Change | 3 |
| SOC 3540 | The Sociology of Health Care Systems | 3 |
| Clayton H. Riddell Faculty of Environment, Earth, and Resources | | |
| Geography | | |
| GEOG 4710* | Geography of the Elderly and Aging | 3 |

* Indicates course no longer offered.

Standardized Calendar Language for Faculty of Arts Course Descriptions for Topics Courses Eligible for Multiple Credit

The faculty is proposing that the standard statement in all topics courses in the Faculty of Arts be revised from: “As the course content will vary from year to year, students may take this course more than once for credit,” to: “The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.” The courses affected are listed below.

Anthropology

ANTH 2930 Archaeology of a Selected Area Cr.Hrs. 3
ANTH 3970 Ethnography of a Selected Region Cr.Hrs. 3
ANTH 4780 Selected Topics in Cultural Anthropology Cr.Hrs. 3
ANTH 4790 Selected Topics in Archaeology Cr.Hrs. 3
ANTH 4830 Advanced Reading and Research Cr.Hrs. 3
ANTH 4840 Advanced Independent Work Cr.Hrs. 6
ANTH 4860 Selected Topics in Biological Anthropology Cr.Hrs. 3

Asian Studies

ASIA 3480 Selected Topics in Asian Studies 1 Cr.Hrs. 3
ASIA 3490 Selected Topics in Asian Studies 2 Cr.Hrs.3
ASIA 3560 Themes and Genres in Asian Literature Cr.Hrs. 3

Canadian Studies

CDN 4410 Seminar in Canadian Studies Cr.Hrs. 6

Catholic Studies

CATH 2000 Special Topics in Catholic Studies Cr.Hrs. 3

Classics

CLAS 2460 Field Studies in Greek Archaeology and History Cr.Hrs. 6
CLAS 2490 Field Studies in Roman Archaeology and History Cr.Hrs. 6
CLAS 2500 Aspects of Classical Culture and Languages Cr.Hrs. 3
CLAS 3680 Studies in a Classical Literary Genre 1 Cr.Hrs. 3
CLAS 3710 Aspects of Classical Culture 1 Cr.Hrs. 3
GRK 3930 Advanced Studies in Greek Prose Literature Cr.Hrs. 3
GRK 3940 Advanced Studies in Greek Poetry Cr.Hrs. 3
LATN 3932 Advanced Studies in Latin Prose Literature Cr.Hrs. 3
LATN 3942 Advanced Studies in Latin Poetry Cr.Hrs. 3

Economics

ECON 2610 Special Topics in Economics Cr.Hrs. 3
ECON 2620 Special Topics in Economics Cr.Hrs. 6
ECON 3610 Special Studies Cr.Hrs. 3
ECON 3620 Special Studies Cr.Hrs. 6
ECON 4012 Topics in Advanced Microeconomic Theory Cr.Hrs. 3
ECON 4490 Special Studies Cr.Hrs. 3
ECON 4500 Special Studies Cr.Hrs. 6

English, Film, and Theatre

ENGL 2190 Special Topics Cr.Hrs. 3
ENGL 2490 Literature in Translation Cr.Hrs. 3
ENGL 2900 Genre Cr.Hrs. 3
ENGL 3030 Studies in Sixteenth-Century Literature Cr.Hrs. 3
ENGL 3050 Studies in Old English Cr.Hrs. 6
ENGL 3080 Studies in Medieval Literature Cr.Hrs. 3
ENGL 3090 Studies in Seventeenth-Century Literature Cr.Hrs. 3
ENGL 3120 Studies in Restoration and Eighteenth-Century Literature Cr.Hrs. 3
ENGL 3130 Studies in the Romantics Cr.Hrs. 3
ENGL 3140 Studies in the Victorians Cr.Hrs. 3
ENGL 3170 Studies in American Literature Cr.Hrs. 3
ENGL 3180 Studies in Renaissance Literature Cr.Hrs. 3
ENGL 3190 Studies in Special Topics Cr.Hrs. 6
ENGL 3270 Studies in Canadian Literature Cr.Hrs. 3
ENGL 3530 Special Topics in Creative Writing Cr.Hrs. 3
ENGL 3540 Special Topics in Creative Writing Cr.Hrs. 6
ENGL 3550 Studies in British Literature since 1900 Cr.Hrs. 3
ENGL 3630 Studies in Critical Theory Cr.Hrs. 3
ENGL 3660 Special Studies Cr.Hrs. 6
ENGL 3670 Studies in the Novel Cr.Hrs. 6
ENGL 3800 Special Studies 1 Cr.Hrs. 3
ENGL 3890 Studies in Writing and Gender Cr.Hrs. 3
ENGL 3980 Studies in Modernism Cr.Hrs. 3
ENGL 3990 Studies in Post-Modernism Cr.Hrs. 3
ENGL 4630 Honours Seminar 1 Cr.Hrs. 3
ENGL 4640 Honours Seminar 2 Cr.Hrs. 3
ENGL 4770 Honours Seminar 1 Cr.Hrs. 6

FILM 2380 The International Cinema 1 Cr.Hrs. 3
FILM 2390 The International Cinema 2 Cr.Hrs. 3
FILM 2460 Film Genres Cr.Hrs. 3
FILM 3250 Special Topics in Film 1 Cr.Hrs. 3
FILM 3260 Special Topics in Film 2 Cr.Hrs. 3
FILM 3270 Special Topics in Film 3 Cr.Hrs. 6
FILM 3400 The Director's Cinema 1 Cr.Hrs. 3

FILM 3410 The Director's Cinema 2 Cr.Hrs. 3

THTR 2600 Special Studies 1 Cr.Hrs. 3

THTR 2610 Special Studies 2 Cr.Hrs. 3

THTR 3470 Text and Performance Cr.Hrs. 3 THTR 3610

Special Studies 3 Cr.Hrs. 3

THTR 3620 Special Studies 4 Cr.Hrs. 3

French, Spanish and Italian

FREN 2630 Special Studies (A) Cr.Hrs. 3

FREN 2640 Special Studies (B) Cr.Hrs. 3

FREN 3580 Travail indépendant (A, B) Cr.Hrs. 3

FREN 3830 Special Studies (A) Cr.Hrs. 3

FREN 3840 Special Studies (B) Cr.Hrs. 3

FREN 4610 Études spécialisées Cr.Hrs. 3

SPAN 2570 Special Studies Cr.Hrs. 3

SPAN 3270 Special Studies Cr.Hrs. 3

German and Slavic Studies

GRMN 2480 Special Topics in German (B) Cr.Hrs. 3

GRMN 2500 Special Topics in German in English Translation (C) Cr.Hrs. 3

GRMN 3234 Special Topics in German Language (A) Cr.Hrs. 3

GRMN 3500 Special Topics in German (B) Cr.Hrs. 3

GRMN 3510 Special Topics in German in English Translation (C) Cr.Hrs. 3

GRMN 3530 Special Topics in Comparative German and Slavic Studies (C) Cr.Hrs. 3

GRMN 4610 Independent Work (B) Cr.Hrs. 3

GRMN 4660 Special Topics in German (B) Cr.Hrs. 3

GRMN 4670 Special Topics in German in English Translation (C) Cr.Hrs. 3

RUSN 2830 Special Topics in Russian Cr.Hrs. 3

RUSN 3220 Selected Topics in Russian Cr.Hrs. 3

RUSN 3790 Special Studies Cr.Hrs. 3

RUSN 4620 Selected Topics 1 Cr.Hrs. 3

UKRN 3880 Special Studies Cr.Hrs. 3

UKRN 4640 Selected Topics 1 Cr.Hrs. 3

POL 2660 Special Topics in Polish Literature and Culture Cr.Hrs. 3

SLAV 3530 Special Topics in Comparative German and Slavic Studies Cr.Hrs. 3

History

HIST 2900 Topics in Social History (G) Cr.Hrs. 6
HIST 3090 Studies in Asian History (B) Cr.Hrs. 3
HIST 3110 Topics in History 1 (G) Cr.Hrs. 3
HIST 3580 Topics in Recent World History 1 (M) Cr.Hrs. 3
HIST 3590 Topics in Recent World History 2 (M) Cr.Hrs. 3
HIST 3740 Topics in Latin American History (A) Cr.Hrs. 3
HIST 3760 Problems in American History 1 (A) Cr.Hrs. 3
HIST 3780 Studies in Canadian History 1 (C) Cr.Hrs. 3
HIST 4000 Topics in History (G) Cr.Hrs. 3
HIST 4070 Issues in Modern Asian History 1: Selected Topics (M, B) Cr.Hrs. 3
HIST 4100 Studies in American History since 1877 (A) Cr.Hrs. 6
HIST 4110 Selected Topics in British History (E) Cr.Hrs. 6
HIST 4300 Problems in Modern Russian and Soviet History (E) Cr.Hrs. 6
HIST 4310 Topics in Social History (G) Cr.Hrs. 6
HIST 4960 Special Studies in European History (E) Cr.Hrs. 6
HIST 4990 Selected Topics Cr.Hrs. 6

Icelandic

ICEL 2410 Special Topics Cr.Hrs. 3
ICEL 4460 Special Topics Cr.Hrs. 3

Judaic Studies

JUD 3010 Topics in Jewish Studies Cr.Hrs. 3

Labour Studies

LABR 2110 Special Topics in Labour Studies Cr.Hrs. 3
LABR 3110 Special Studies in Labour Studies Cr.Hrs. 3
LABR 3120 Special Studies in Labour Studies Cr.Hrs. 3
LABR 4110 Selected Topics in Labour Studies Cr.Hrs. 3

Linguistics

LING 3840 Special Topics in ASL Cr.Hrs. 3
LING 3920 Special Studies Cr.Hrs. 3

Native Studies

NATV 2000 Selected Topics in Native Studies Cr.Hrs. 3
NATV 3000 Selected Topics Cr.Hrs. 3
NATV 3290 Independent Research Cr.Hrs. 3
NATV 4290 Independent Research Cr.Hrs. 3
NATV 4300 Advanced Selected Topics in Native Studies Cr.Hrs. 3

Philosophy

PHIL 2170 Special Topics 1 Cr.Hrs. 3
PHIL 2180 Special Topics 2 Cr.Hrs. 3
PHIL 3630 Contemporary Epistemology Cr.Hrs. 3
PHIL 3650 Contemporary Metaphysics Cr.Hrs. 3
PHIL 4460 Contemporary Issues 1 Cr.Hrs. 3
PHIL 4470 Contemporary Issues 2 Cr.Hrs. 3
PHIL 4520 Historical Topics 1 Cr.Hrs. 3
PHIL 4610 Directed Reading in Philosophy 1 Cr.Hrs. 3
PHIL 4620 Directed Reading in Philosophy 2 Cr.Hrs. 3

Political Studies

POLS 3140 Selected Topics in Politics 1 Cr.Hrs. 3
POLS 3510 Selected Topics in Politics 2 Cr.Hrs. 3
POLS 4160 Selected Topics in Politics 3 Cr.Hrs. 3
POLS 4170 Selected Topics in Politics 4 Cr.Hrs. 3

Psychology

PSYC 3530 Contemporary Issues 1 Cr.Hrs. 3
PSYC 3540 Contemporary Issues 2 Cr.Hrs. 3
PSYC 4540 Contemporary Issues 1 Cr.Hrs. 3
PSYC 4600 Selected Topics in Developmental Psychology Cr.Hrs. 3

Religion

RLGN 3530 Contemporary Issues 1 Cr.Hrs. 3
RLGN 3540 Contemporary Issues 2 Cr.Hrs. 3
RLGN 3560 Texts in Original Languages Cr.Hrs. 3
RLGN 4300 Advanced Topics in Judaism Cr.Hrs. 3
RLGN 4430 Selected Topics in Religion 1 Cr.Hrs. 3
RLGN 4440 Selected Topics in Religion 2 Cr.Hrs. 3

Sociology

SOC 2310 Selected Social Problems Cr.Hrs. 3
SOC 3460 Selected Topics Cr.Hrs. 3
SOC 3740 Selected Topics in Criminology Cr.Hrs. 3
SOC 4530 Readings in Sociology Cr.Hrs. 3

Women's and Gender Studies

WOMN 2540 Special Topics in Women's Studies Cr.Hrs. 3
WOMN 3500 Selected Topics in Women's Studies Cr.Hrs. 3
WOMN 3530 Readings in Women's Studies Cr.Hrs. 6

WOMN 3540 Readings in Women's Studies Cr.Hrs. 3

Program modification

A modification to the **Bachelor of Arts Science Requirement** is outlined on the next page.

Faculty of Arts

- Modification of Bachelor of Arts Science Requirement

Added material
~~Deleted material~~

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

Sciences

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

Faculty of Science

All courses offered in these subjects in the Faculty of Science: BIOL, CHEM, COMP, FORS, MATH, MBIO, PHYS, STAT;

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

Faculty of Agricultural and Food Sciences

AGRI 1500, AGRI 1510
ENTM 1000, ENTM 2050
PLNT 1000, PLNT 2500
SOIL 3060, SOIL 3520, SOIL 3600

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

ENVR 1000, ENVR 2000
GEOG 1290, GEOG 2200, ~~GEOG 2250~~, GEOG 2272, GEOG 2520, GEOG 2530, GEOG 2540, GEOG 2550, GEOG 2700, GEOG 3390
GEOL 1340, GEOL 1400, GEOL 1410, GEOL 1420, GEOL 2390, GEOL 2440, GEOL 2500, GEOL 2540, GEOL 2570, GEOL 3310

Faculty of Engineering

ENG 1440, ENG 1450, ENG 1460

For course titles and descriptions see the relevant faculty entries in this *Calendar*.

Faculty of Education

Deletion:

The faculty requests that the deletion of EDUB 2970 Middle Years School Experience 2, which was approved by Senate in May 2014, be deferred to September 2019.

Faculty of Engineering

Faculty of Engineering

Introductions:

ENG 3000 Engineering Economics Cr.Hrs. 3 +3.0
An introduction to the economic aspects of engineering design. Time value of money and discounted cash flow calculations. Comparing costs of alternative designs. Replacement analysis and life-cycle costing. Public sector engineering economy studies. Before and after tax analyses. Applications in cost-estimating and asset management systems. Basic accounting. Accommodating capital limitations. Dealing with inflation. Risk management and uncertainty. Restricted to students registered in the Faculty of Engineering. May not be held with CIVL 4050.

ENG 4100 Contemporary Topics in Engineering Practice Cr.Hrs. 4 +4.0
This course will cover contemporary topics relating to the practice of professional engineering. The specific topics and a detailed outline will be available prior to the start of the registration period for the session in which the course will be offered. Prerequisite: Permission of the Centre for Engineering Professional Practice and Engineering Education. As the course content will vary from year to year, students may take this course more than once for credit.

Program modification:

The faculty is proposing to add section 4.12 *Approved Program Variations* to the Faculty of Engineering's section of the Academic Calendar, to identify common course substitutions accepted by the faculty, as follows:

4.12 Approved Program Variations

While it is the expectation that students will complete their individual degree programs as set out in the preceding sections 4.1–4.11 it is recognized that, in certain limited circumstances, course substitutions approved by the Faculty of Engineering may be made where the content of an alternative course has been deemed to be equivalent. The following is a list of approved substitutions.

- The combination of STAT 1000 and STAT 2000 is considered equivalent to STAT 2220.

Biosystems Engineering

Introductions:

BIOE 2790 Fluid Mechanics Cr.Hrs. 4 +4.0
(Lab required) Definition of fluid; fluid properties; variation of pressure in a fluid; hydrostatic forces; buoyancy; kinematics of flow; control volumes; continuity; Bernoulli's equation; momentum equation; energy equation; flow in closed conduits; open channel flow.
Prerequisites: [ENG 1440 or ENG 1441] and [MATH 1710 or MATH 1700 or MATH 1701]. May not be held with CIVL 2790.

BIOE 2800 Solid Mechanics Cr.Hrs. 4 +4.0
(Lab required) Analysis of deformable bodies; stress and strain in three dimensions; equilibrium equations and strain-displacement relations; constitutive relations and mechanical behaviour of materials; radially symmetric and plane problems in elasticity; relevant experimental demonstrations. Prerequisites: [ENG 1440 or ENG 1441] and [MATH 1710 or MATH 1700 or MATH 1701]. May not be held with CIVL 2800.

Modifications:

BIOE 3320 Engineering Properties of Biological Materials Cr.Hrs. 4 0.0
(Lab required) Engineering properties of biological and interacting materials within the system. Relationship between composition, structure, and properties of plant, animal, and human tissues. Definition and measurement of mechanical, thermal, electromagnetic, chemical and biological properties and their variability. Use of these properties in engineering calculations.
Prerequisites: [MATH 2130 (or the former MATH 2110)] and [BIOE 2800 or CIVL 2800 or MECH 2222 (or the former MECH 2220)].

BIOE 3400 Design of Structural Components in Machines Cr.Hrs. 4 0.0
(Lab required) Design of structural components in machines; designing for axial tension and compression, connections for axial loadings, pinned trusses, bending, torsion, and combined loads; designing for welded connections; use of fluid power to enable movement of structural components. Students will use the computer as a design tool. May not be held with the former BIOE 4530. Prerequisite: BIOE 2800 or CIVL 2800 or MECH 2222.

BIOE 3590 Mechanics of Materials in Biosystems Cr.Hrs. 4 0.0
(Lab required) In this course students will be exposed to both the theory and physical behaviour of materials when subjected to loads. The course will be delivered using a combination of lectures and hands-on labs. The materials presented include a wide range of materials biosystems engineers may be involved with, including plastics, bone, wood, concrete, steel, other biological materials and composites. Prerequisite: BIOE 2800 or CIVL 2800 or MECH 2222.

BIOE 4390 Unit Operations 1 Cr.Hrs. 4 0.0
(Lab required) Equipment and systems used in handling, mixing, size reduction, separation and size enlargement of value-added food products. Prerequisite: BIOE 2790 or CIVL 2790 or MECH 2262. Pre- or corequisites: BIOE 3320 and BIOE 3270.

BIOE 4412 Design of Light-Frame Building Systems Cr.Hrs. 4 0.0
(Lab required) Light-frame buildings as a structural and environmental system; structural loads in building systems; energy (heat), moisture and air contaminants in building systems; built-environment for building occupants. Hands-on labs of constructing small-scale structures for

students to gain an understanding of building construction techniques. May not be held with CIVL 4024. Prerequisite: BIOE 2110. Pre- or corequisite: BIOE 3590.

BIOE 4460 Air Pollution Assessment and Management Cr.Hrs. 4 0.0
(Lab required) Air pollutant sources and characteristics, their impact on the environment, their behaviour in the atmosphere. Methods of sampling and measurement and the basic technological alternatives available for separation/removal and control. Particular problems of regional interest are discussed. Pre- or corequisite: BIOE 2790 or CIVL 2790 or MECH 2262 (or the former MECH 2260).

BIOE 4590 Management of By-Products of Animal Production Cr.Hrs. 4 0.0
(Lab required) Topics covered include solid and liquid manure, manure characteristics, manure collection, storage, land application and utilization, biological treatment, design of equipment and facilities for manure handling. Environment issues, such as odour and water pollution associated with manure management will also be discussed. Prerequisite: BIOE 2790 or CIVL 2790 or MECH 2262 (or the former MECH 2260).

BIOE 4620 Remediation Engineering Cr.Hrs. 4 0.0
(Lab required) The theoretical basis for the engineering design of different remediation technologies to treat contaminated soil and groundwater will be introduced. Methods for site characterization, monitoring of progress in remediation, and modeling of the remediation process will be presented. Different methods such as soil washing, air sparging, bioremediation, phytoremediation, constructed wetlands, electrokinetic remediation, reactive barriers will be discussed. Prerequisite: BIOE 2790 or CIVL 2790 or MECH 2262 (or the former MECH 2260).

BIOE 4700 Alternative Building Design Cr.Hrs. 4 0.0
(Lab required) This course will provide students with experience in the design of structures that utilize natural and green building materials and techniques. Students will get hands-on lab experience with various natural building materials such as straw, straw light clay, cob and stackwall. May not be held with CIVL 4024. Pre- or corequisites: BIOE 3590 or CIVL 3770.

NET CHANGE IN CREDIT HOURS: +8.0

Modifications to the **Bachelor of Science in Engineering (Biosystems)** program are outlined below and on the next two pages.

Transition Plan

Documentation is being submitted in July 2016 to enable the changes to be in place for September 2017. Students admitted to the Biosystems Engineering program in September 2017 will be required to complete courses BIOE 2790, BIOE 2800, MECH 2150 and ENG 3000. Students already in the Biosystems Engineering program who have not completed CIVL 2790, CIVL 2800, MATH 2120 or CIVL 4050 by September 2017 will be expected to complete the new courses (i.e., BIOE 2790, BIOE 2800, MECH 2150 and ENG 3000).

Biosystems Engineering Degree Program

Preliminary Engineering Program

Common to all engineering programs (see Section 4.2 for details).

Program Core Courses

Note: Students are encouraged to consult the department for eight- and ten-term program models. Students are strongly encouraged to follow the model programs when possible, as timetabling and course offerings are based on these program models.

| Course No. | | Credit Hours |
|----------------------|--|--------------|
| BIOE 2110 | Transport Phenomenon | 3 |
| BIOE 2900 | Biosystems Engineering Design 1 | 4 |
| BIOE 2480 | Impact of Engineering on the Environment | 3 |
| BIOE 2590 | Biology for Engineers | 3 |
| BIOE 3270 | Instrumentation and Measurement for Biosystems | 4 |
| BIOE 3320 | Engineering Properties of Biological Materials | 4 |
| BIOE 3400 | Design of Structural Components in Machines | 4 |
| BIOE 3590 | Mechanics of Materials in Biosystems | 4 |
| BIOE 3900 | Biosystems Engineering Design 2 | 4 |
| BIOE 4240 | Graduation Project | 3 |
| BIOE 4900 | Biosystems Engineering Design 3 | 4 |
| BIOE 4950 | Biosystems Engineering Design 4 | 4 |
| CHEM 1310 | University Chemistry 1 | 3 |
| BIOE 2790 | Fluid Mechanics | 4 |
| CIVL 2790 | Fluid Mechanics | 4 |
| or | | |
| MECH 2262 | Fundamentals of Fluid Mechanics | 4 |
| BIOE 2800 | Solid Mechanics | 4 |
| CIVL 2800 | Solid Mechanics 1 | 4 |
| or | - | |
| MECH 2222 | Mechanics of Materials | 4 |
| ENG 3000 | Engineering Economics | 3 |
| CIVL 4050 | Engineering Economics | 3 |
| ENG 2022 | Engineering CAD Technologies for Biosystems | 3 |
| MECH 2150 | Mechanical Engineering Modeling and Numerical Methods | 4 |
| MATH 2120 | Introduction to Numerical Methods for Engineers | 4 |
| MATH 2130 | Engineering Mathematical Analysis 1 | 3 |
| MATH 2132 | Engineering Mathematical Analysis 2 | 3 |

| | | |
|--|---|------------|
| MBIO 1220 | Essentials of Microbiology | 3 |
| or | | |
| MBIO 1010 | Microbiology 1 | 3 |
| MECH 3482 | Kinematics and Dynamics | 4 |
| STAT 2220 | Contemporary Statistics for Engineers | 3 |
| BIOL 1410 | Anatomy of the Human Body | 3 |
| or | | |
| SOIL 4060 | Physical Properties of Soil | 3 |
| BIOL 1412 | Physiology of the Human Body | 3 |
| or | | |
| BIOE 2600 | Plant and Animal Physiology for Engineers | 4 |
| One course in Technology and Society (CIVL 4600, ANTH 2430 or ANTH 2500) | | 3 |
| Two Complementary Studies Electives | | 6 |
| Three Biosystems Engineering Design Electives (see list below) | | 12 |
| Two Free Electives | | 6-8 |
| Total credit hours for graduation | | 150 to 153 |

Mechanical Engineering

Introduction:

MECH 2150 Mechanical Engineering Modelling and Numerical Methods Cr.Hrs. 4 +4.0
(Lab required) A case-study-based introduction to modelling and numerical methods with mechanical engineering applications. Selected problems, primarily from second and third year mechanical engineering course material, will be used to teach modelling. Derivation and application of appropriate numerical methods will be performed to solve the case study problems using a hands-on approach. A high level computer language and accompanying toolkit/built-in functions will be introduced for solution of the cases. May not be held with MATH 2120. Prerequisite: COMP 1012 or COMP 1013. Pre- or corequisites: MATH 2132 and (MECH 2262 or BIOE 2790 or CIVL 2790).

Modifications:

MECH 3492 Fluid Mechanics and Applications Cr.Hrs. 4 0.0
(Lab required) The angular momentum principle, introduction to differential analysis of fluid motion, internal and external incompressible viscous flow, fluid machinery and multiple-path systems, fluid coupling and torque couplings and torque converters. May not be held with the former MECH 3490. Prerequisite: MECH 2262 (or the former MECH 2260). Pre- or corequisite: MECH 2150 or CIVL 3590 or MATH 2120.

MECH 4510 Fundamentals of Finite Element Analysis Cr.Hrs. 4 0.0
(Lab required) Fundamentals of the Finite Element Method, basic components in a Finite Element procedure, application of FEM to solve engineering problems and use of commercial software. Prerequisites: (MECH 2150 or MATH 2120) and (MATH 3132 or MATH 3100) and MECH 2222 (or the former MECH 2220).

MECH 4822 Numerical Heat Transfer in Fluid Flow Cr.Hrs. 4 0.0
(Lab required) General conservation equations; specific forms of the conservation equations and energy equations; finite difference methods; one dimensional steady problems, one dimensional unsteady problems, two dimensional steady problems; two dimensional unsteady problems; convection, solution for the flow field. May not be held with the former MECH 4820. Prerequisites: (MATH 3132 or the former MATH 3100), (MECH 2150 or MATH 2120), MECH 3460 (or the former MECH 3470), and MECH 3492 (or the former 3490).

NET CHANGE IN CREDIT HOURS: +4.0

Program closure:

Manufacturing Option in the Bachelor of Science in Engineering (Mechanical).

Program modification:

Modifications to the **Bachelor of Science in Engineering (Mechanical)** are outlined on the next four pages.

4.10 Mechanical Engineering

Head: Dr. D. Kuhn, P.Eng.

Associate Heads: Dr. M. Birouk, P.Eng. and Dr. M. Tachie, P.Eng.

General Office: E2 -327 EITC

Telephone: 204 474 7358 / 6630

Fax: 204 275 7507

Website: umanitoba.ca/faculties/engineering/departments/mechanical/

The Department of Mechanical Engineering offers a fully accredited degree program. Students entering the Mechanical Engineering program may specialize with an option in Aerospace or Manufacturing, or a stream in Materials, Solid Mechanics, or Thermofluids. Students are urged to consult appropriate program requirements shown for each option/stream.

The Mechanical Engineering program provides the education required by those who wish to practice in Mechanical Engineering that embraces, among other subdivisions, the design of mechanical devices and systems, manufacturing engineering and management, computer-aided design and computer-aided manufacturing, power generation and utilization, air conditioning, the material sciences, and the aeronautical sciences.

The Mechanical Engineering Program offers basic training in the sciences, mathematics and fundamental engineering subjects followed by more specialized discipline-related subjects. Students are allowed to choose technical electives to suit their career objectives and are also required to take complementary studies electives related to social issues.

Co-operative Education Programs

Please refer to SECTION 5: Co-operative Education and Industrial Internship Programs.

4.10.1 MECHANICAL ENGINEERING PROGRAM

Preliminary Engineering Program - Common to all Engineering programs.
(See Section 4.2 for details.)

| Program Core Courses | | |
|---|---|---------|
| Course No. | | Cr.Hrs. |
| CHEM 1310 | An Introduction to Physical Chemistry | 3 |
| CIVL 4050 | Engineering Economics | 3 |
| CIVL 4460 | Technology, Society, and the Future | 3 |
| ECE 3010 | Element of Electrical Machines and Digital Systems | 4 |
| ENG 2030 or ENG 2040 | Engineering Communication: Strategies for the Profession Engineering Communication: Strategies, Practice, and Design | 3 3 |
| MECH 2150 | Mechanical Engineering Modelling and Numerical Methods | 4 |
| MATH 2120 | Introductory Numerical Methods for Engineers | 4 |
| MATH 2130 | Engineering Mathematical Analysis 1 | 3 |
| MATH 2132 | Engineering Mathematical Analysis 2 | 3 |
| MATH 3132 | Engineering Mathematical Analysis 3 | 3 |
| MECH 2012 | Computer Aided Design and Manufacturing Processes | 4 |
| MECH 2202 | Thermodynamics | 4 |
| MECH 2222 | Mechanics of Materials | 4 |
| MECH 2262 | Fundamentals of Fluid Mechanics | 4 |
| MECH 2272 | Engineering Materials 1 | 4 |
| MECH 3170 | Project Management | 4 |
| MECH 3420 | Vibrations and Acoustics | 4 |
| MECH 3430 | Measurement and Control | 4 |
| MECH 3460 | Heat Transfer | 4 |
| MECH 3482 | Kinematics and Dynamics | 4 |
| MECH 3492 | Fluid Mechanics and Applications | 4 |
| MECH 3502 | Stress Analysis and Design | 4 |
| MECH 3542 | Engineering Materials 2 | 4 |
| MECH 3980 | Mechanical Engineering Laboratory (full year) | 4 |
| MECH 4650 | Machine Design 4M | 4 |
| MECH 4860 | Engineering Design | 5 |
| PHYS 1070 | Physics 2: Waves and Modern Physics | 3 |
| STAT 2220 | Contemporary Statistics for Engineers | 3 |
| Five (5) Technical Electives (TE) | | 4 |
| One (1) Complimentary Studies Elective (CE) | | 3 |

NOTES:

1. A student's selection and timetabling of electives are subject to the following conditions:
 - a. Only one complementary elective (CE) is required upon completion of *PHIL 1290 Critical Thinking*, which is recommended but not required; students may choose an alternative course from the Faculties of Arts or Management at the 1000 level or above, and **one course from the approved list of Written English Courses for Engineering Students** ~~English (ENGL 1400)~~ in the ~~preliminary program~~ **Preliminary Engineering Program (see Section 4.2)**.
 - b. The complementary elective (CE) can be any course at the 1000-level or above from the faculties of Arts or Management. However, *ARTS 1110 Introduction to the University* may not be used for credit in the Faculty of Engineering.
2. For courses continuing through both terms, credit is given on completion of the course.
3. A minimum of 20 credit hours of technical electives is required with 18 hours required if completing MECH 4162 the Mechanical Engineering Thesis Course (5 courses at 4 credit hours each or 3 courses at 4 credit hours each plus MECH 4162 at 6 credit hours).

4.10.3 Manufacturing Option 4.10.3 Manufacturing Option

Choose 5 from the following 10 courses. Some courses will be offered in alternating years.

| Course No. | Credit Hours |
|---|--------------|
| <u>MECH 3550</u> Robotics and Computer Numerical Control | 4 |
| <u>MECH 3562</u> Introduction to Optimization | 4 |
| <u>MECH 3570</u> Manufacturing Automation | 4 |
| <u>MECH 3582</u> Manufacturing Planning and Quality Control | 4 |
| <u>MECH 3592</u> Simulation Modelling and Facilities Planning | 4 |
| <u>MECH 3602</u> Manufacturing Process Fundamentals | 4 |
| <u>MECH 4330</u> Contemporary Topics in Manufacturing Engineering 1 | 4 |
| <u>MECH 4342</u> Topics in Manufacturing Engineering 2 | 4 |
| <u>MECH 4900</u> Mechatronics Systems Design | 4 |
| <u>MECH 4960</u> Manufacturing Processes 1 | 4 |
| <u>MECH 4970</u> Manufacturing Processes 2 | 4 |

Faculty of Environment, Earth, and Resources

Deletion:

GEOL 2540 Introductory Mineralogy with Essentials of Mineral Optics Cr.Hrs. 3 -3.0

Modifications:

GEOL 1340 The Dynamic Earth Cr.Hrs. 3

(Lab required) An introduction to dynamics of the Earth's interior and surface that created the environment in which life evolved and that continue to change the world in which people now live. Taught with GEOL 2250. Not to be held with GEOL 2250 or the former GEOL 1440. Required for students intending to proceed in further courses in the Geological Sciences.

GEOL 1400 Time-Trekker's Travelog: Our Evolving Earth Cr.Hrs. 3 0.0

Take a trip across billions of years, as we explore awesome times in the evolution of our planet and its life – from dust to us! Not to be held with the former GEOL 1350.

GEOL 1410 Natural Disasters and Global Change Cr.Hrs. 3 0.0

Discover how and when natural disasters occur, and how to identify and recognize them. Explore the Earth processes that lead to natural disasters and global change. Not to be held with the former GEOL 1360.

GEOL 1420 Exploring the Planets Cr.Hrs. 3 0.0

Discover the Solar System as we explore ancient ideas and modern concepts. Emphasis will be on recent space exploration and a comparison of the Earth and its neighbours. Not to be held with the former GEOL 1370.

GEOL 2060 Introductory Geophysics Cr.Hrs. 3 0.0

(Lab required) An introduction to geophysical exploration, Earth physics, seismology, electrical methods, and potential fields. Emphasis will be on quantitative modeling and will include geophysical measurements and handling of data. Prerequisites: [GEOL 1340 (or the former GEOL 1440 (C))], and [MATH 1300 or MATH 1301 or MATH 1310 or MATH 1500 or MATH 1501 or MATH 1510 or MATH 1520 or the former MATH 1530 (C)], and [PHYS 1020 or PHYS 1021 or PHYS 1050 or PHYS 1051 (C)].

GEOL 2250 Geology for Engineers Cr.Hrs. 4

(Lab required) Principles of physical geology; materials in processes in geology; classification of igneous, metamorphic, and sedimentary rocks; elementary geological and geophysical surveying techniques; geological hazards, volcanism, earthquakes, landsliding, processes of weathering, transportation and geomorphology. Taught with GEOL 1340. For Engineering students only. May not be held with GEOL 1340 or the former GEOL 1440.

GEOL 2390 Environmental Geology Cr.Hrs. 3 0.0

Examination of geological processes and material as they interact with human activities, environmental planning, and management. Prerequisite: [Minimum 3 credit hours of university-level geology] or [GEOG 1290 or GEOG 1291] or [the former GEOG 1200 or GEOG 1201].

GEOL 2440 Structural Geology 1 Cr.Hrs. 3

(Lab required) Elementary mechanical principles of rock deformation, brittle and continuous deformation, geometry of faults, folds, joints, cleavage, lineations. Descriptive geometric and stereonet solution to structural geology problems, cross sections, structural contour maps.

Prerequisites: [GEOL 1340 (C+) or the former GEOL 1440 (C+)] and [MATH 1300 or MATH 1301 or MATH 1210 or MATH 1500 or MATH 1501 or MATH 1510 or MATH 1520].

GEOL 2500 Introduction to Mineralogy Cr.Hrs. 3

(Lab required) An introduction to the chemistry, physics and classification of minerals. Brief, systematic description of about 200 of the most important minerals. Laboratory: hand specimen identification. May not be held with the former GEOL 2540. Prerequisites: [40S Chemistry or CHEM 0900 (Pass)] and [GEOL 1340 (C+) or (the former GEOL 1440) (C+)]. CHEM 1300 or CHEM 1301 is highly recommended.

GEOL 2520 Igneous and Metamorphic Petrology Cr.Hrs. 3 0.0

(Lab required) The classification, occurrence and origin of igneous and metamorphic rocks. The study and identification of rocks using hand specimens and thin sections. Prerequisites: [GEOL 2500 and GEOL 2800] or [the former GEOL 2540].

GEOL 2530 Introductory Sedimentary Petrology and Stratigraphy Cr.Hrs. 3 0.0

(Lab required) An introduction to sedimentary deposits and principles of stratigraphic analysis. Occurrence, classification and origin of sedimentary deposits. Facies concept, stratigraphic classification and correlation. Prerequisites: [GEOL 2500 and GEOL 2800] or [the former GEOL 2540].

GEOL 2570 Energy and Mineral Resources Cr.Hrs. 3 0.0

An introduction to the geological factors and processes responsible for the origin, concentration and distribution of fuels, geothermal resources, metallic and nonmetallic minerals. Not for credit in a Major or Honours program in Geological Sciences. Prerequisite: Any university-level Geology course.

GEOL 2770 Principles of Inorganic Geochemistry Cr.Hrs. 3

(Lab required) The cosmic abundance of the elements, nucleosynthesis, geological differentiation of the elements; chemical petrology of igneous, metamorphic and sedimentary rocks. An introduction to aqueous and low-temperature geochemistry. Prerequisite: [GEOL 2500 (C), or the former GEOL 2540 (C)] and [MATH 1300 or MATH 1301 or MATH 1210 or MATH 1500 or MATH 1501 or MATH 1510 or MATH 1520]. Pre- or corequisite: CHEM 1300 or CHEM 1301.

GEOL 2800 Optics and Spectroscopy of Minerals Cr.Hrs. 3 0.0

(Lab required) Use of the petrographic microscope; microscopic recognition of common rock-forming minerals; introduction to spectroscopic techniques in geosciences (including optical, vibrational and luminescence techniques). Pre- or corequisite: GEOL 2500 or the former GEOL 2540.

GEOL 3110 Petrogenesis of Igneous Rocks Cr.Hrs. 3 0.0

(Lab required) Crystallization processes in magma and resultant textures; physical, chemical, and kinetic processes of magmatic systems. Prerequisites: GEOL 2520 and GEOL 2770.

GEOL 3130 Communication Methods in the Geological Sciences Cr.Hrs. 3 0.0

(Lab required) Practice in oral and written description of geologic subjects; tools of library and database research; manuscript organization; abstract writing; preparation of tables, figures, and audio-visual material. Prerequisites: GEOL 2440 and GEOL 2520 and GEOL 2530. This course is for students in the Honours and Major Geological Sciences programs only.

GEOL 3140 Gemology Cr.Hrs. 3 0.0
(Lab required) An introduction to the scientific study of natural and synthetic gem materials, methods of their identification and principles of gemstone appraisals. Laboratory: identification of gemstones using optical methods. Prerequisites: [GEOL 2500 and GEOL 2800] or [the former GEOL 2540].

GEOL 3310 Paleontology Cr.Hrs. 3
(Lab required) The study of fossils: invertebrate paleontology, with an introduction to paleontologic principles, vertebrate paleontology, and paleobotany. Prerequisite: GEOL 1340 (C+) or the former GEOL 1440 (C+) or permission of department head.

GEOL 3420 Engineering Geology Cr.Hrs. 3 0.0
Engineering properties of rocks and soils, laboratory testing and site investigations in engineering geology. Engineering geology of tunnels, bridges, dams, reservoirs, shorelines, sanitary landfills, landslides, seismic risk areas, etc. Prerequisites: GEOL 2440 and GEOL 2520 and GEOL 2530.

GEOL 3440 Structure and Metamorphism Cr.Hrs. 3 0.0
(Lab required) Structural and metamorphic geology, links between deformation and metamorphism, and the application of pressure-temperature and time paths to study metamorphic equilibria. Not to be held with the former GEOL 3290. Prerequisites: GEOL 2440 and GEOL 2520 and GEOL 3910.

GEOL 3450 Hydrogeology Cr.Hrs. 3
(Lab required) The hydrologic cycle and basic hydrologic processes; properties of aquifers and principles of groundwater flow; well hydraulics and groundwater resource evaluation; regional groundwater flow and subsurface geology; and basic chemical hydrogeology. May not be held with CIVL 4250. Prerequisites: [MATH 1500 or MATH 1501 or MATH 1510 or MATH 1520 (C)] and [PHYS 1020 or PHYS 1021 or PHYS 1050 or PHYS 1051 (C)] and [CHEM 1300 or CHEM 1301 (C)] and [GEOL 2060 or GEOG 2310 (C)] and [GEOL 2530 (C)].

GEOL 3490 Glacial Geology and Geomorphology Cr.Hrs. 3 0.0
(Lab required) Principles of landform development with emphasis on glacial deposition. Aerial photo and map interpretation in lab. Not to be held with the former GEOG 3580. Prerequisite: GEOL 2530.

GEOL 3740 Exploration Seismology Cr.Hrs. 3
(Lab required) Collection of seismic data (land and sea); simple elastic wave theory; geometry of refraction and reflection seismology; rock velocity determination; seismic noise and signal; data corrections; data enhancement techniques; representation of data; survey procedures. Prerequisites: [GEOL 2060 (C)] and [MATH 1500 or MATH 1501 (C) or MATH 1510 (C) or MATH 1520 (C) or the former MATH 1530 (C) or MATH 1690 (C)].

GEOL 3750 Geology and Geophysics of the Planets Cr.Hrs. 3 0.0
(Lab required) Physical and chemical nature of the inner and outer planets and their satellites, asteroids and meteorites. The application of geophysical, geochemical and petrological techniques to planetology; remote sensing study of geological features of planetary surfaces and atmospheres. Prerequisites: GEOL 2060, GEOL 2520, and GEOL 2530, or permission of department.

- GEOL 3810 Applied Geophysics Cr.Hrs. 3 0.0
(Lab required) The application of geophysical methods in exploration and in environmental and engineering projects. Prerequisite: [GEOL 2060] and [GEOL 2500 or the former GEOL 2540].
- GEOL 3900 Sedimentology Cr.Hrs. 3 0.0
(Lab required) The study of depositional environments of sedimentary rocks. Facies analysis and modeling of sedimentary deposits. Prerequisite: GEOL 2530.
- GEOL 3910 Introduction to Field Mapping Cr.Hrs. 3 0.0
Course introducing field mapping techniques including field navigation and basic geologic interpretations. Students are responsible for costs of room and board during the field course. Offered in the Summer Term. Prerequisites: GEOL 2440 and GEOL 2520 and GEOL 2530 and permission of department.
- GEOL 4250 Theory and Application of Geophysical Inversion Methods Cr.Hrs. 3
(Lab required) Introduction to linear and non-linear geophysical inversion theory. Prerequisites: [GEOL 2060 (C)] and [MATH 1210 (C) or MATH 1300 (C) or MATH 1301 (C) or MATH 1310 (C)].
- GEOL 4260 Applied Geophysics Field Course Cr.Hrs. 3 0.0
Field instruction in the planning and execution of geophysical surveys and the use of geophysical equipment; analysis, interpretation and reporting of acquired geophysical data. Taught with the first half of GEOL 4740 in the summer term. Students are responsible for costs of room and board during the field course. Not to be held with GEOL 4740. Prerequisites: GEOL 3810, GEOL 2440, GEOL 2520, GEOL 2530, and permission of department.
- GEOL 4270 Advanced Studies in Earth Sciences Cr.Hrs. 3 0.0
Advanced study in a selected subject in Earth sciences. Prerequisite: Permission of department head. As the course content will vary from year to year, students may take this course more than once for credit.
- GEOL 4280 Instrumental Techniques in Geology Cr.Hrs. 3 0.0
(Lab required) Lecture and laboratory course introducing modern instrumental techniques for the characterization of materials. Includes coverage of diffraction, spectroscopy, mass spectrometry, electron and scanning probe techniques. Emphasis is placed on basic principles, instrument operation, data analysis and sample preparation. Prerequisites: GEOL 2520 and GEOL 2530 and GEOL 2770 and permission of department.
- GEOL 4300 Mineral Deposits Cr.Hrs. 3 0.0
(Lab required) The tectonic setting and deformational and structural nature of ore deposits. The physics and chemistry of ore deposition and ore bearing fluids. The mineralogical, textural and environmental constraints on resource exploitation. Prerequisites: GEOL 3110 and GEOL 3900.
- GEOL 4310 Paleontologic Principles Cr.Hrs. 3 0.0
(Lab required) Interpretation of Earth history using fossils: topics in taxonomy, functional morphology, paleoecology, evolution, biostratigraphy, and biogeography. Prerequisite: GEOL 3310 or permission of department.

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

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

GEOL 4360 Mineral Exploration Techniques Cr.Hrs. 3
(Lab required) Methodologies used in exploration and evaluation of Canadian mineral deposits and case studies illustrating the application of these methods. Prerequisite: GEOL 3910 and GEOL 2770. Recommended pre- or corequisite: GEOL 4300.

GEOL 4370 Global Change Cr.Hrs. 3 0.0
Examination of the major processes controlling global change through time. The causes, magnitude, and periodicity of changes in the geological record resulting from the variability and interaction of continents, oceans, atmospheres, climate, Earth-sun relationships, and ice sheets, with an emphasis on paleoclimate. Prerequisite: GEOL 3900. Pre- or corequisite: GEOL 3490.

GEOL 4380 Mineral Resource Development Cr.Hrs. 3 0.0
Examination of economic, political, social, and environmental considerations that affect exploration and mining activity. Prerequisite: GEOL 3130 (C+). Pre- or corequisite: GEOL 4300 or GEOL 3810.

GEOL 4520 Petroleum Geology Cr.Hrs. 3 0.0
(Lab required) A study of the physical properties, origins and maturation, migration, and accumulation of petroleum products. Prerequisites: [GEOL 2060 and GEOL 3900] or [GEOL 2530 and either (GEOL 3810 or GEOL 3740)].

GEOL 4670 Global Tectonics Cr.Hrs. 3 0.0
(Lab required) The structure and properties of, and physical processes taking place within, the Earth's interior. Continental cratons and their margins, orogenic belts, structural and petrologic features of the ocean basins, modern diastrophism, global tectonic theories. Prerequisites: [GEOL 3110, GEOL 3440 (or the former GEOL 3290), GEOL 3900] or [GEOL 2440, GEOL 2520, GEOL 2530 and two of the following courses: GEOL 4250, GEOL 4320, GEOL 4330, GEOL 4810].

GEOL 4740 Geophysics Field Course Cr.Hrs. 6 0.0
Field instruction in planning and execution of geophysical surveys and use of geophysical equipment; analysis, interpretation and reporting of acquired geophysical data. Students are responsible for costs of room and board during the field course. Taught in the summer term. Not to be held with GEOL 4260. Prerequisites: GEOL 2440, GEOL 2520, GEOL 2530, GEOL 3810, and permission of department.

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

GEOL 4870 Honours Thesis Cr.Hrs. 6 0.0
A thesis based on a geoscience research project conducted by a fourth-year student in Geology or Geophysics. Selection of a project and supervisor to be arranged prior to registration, submitted in writing to and approved by the department head. This course is for Honours students only and is to be taken in the student's final year before graduation. Not to be held with GEOL 4920. Prerequisite: GEOL 3130 and permission of department head.

GEOL 4890 Basin Analysis Cr.Hrs. 3 0.0
(Lab required) The study of major sedimentary basins. Qualitative and quantitative aspects of basin origin, classification, evolution, fluid content and diagenesis, and sedimentary facies architecture. Prerequisites: [GEOL 3900 and GEOL 2060] or [GEOL 2530 and (GEOL 3740 or GEOL 3810)].

GEOL 4910 Advanced Field Mapping Cr.Hrs. 3 0.0
Course developing field mapping techniques including independent mapping and interpretation and synthesis in complex geological terrains. Students are responsible for costs of room and board during the field course. Offered in the summer term. Prerequisites: GEOL 3440 or (the former GEOL 3290), GEOL 3110, GEOL 3900, GEOL 3910, and permission of department.

GEOL 4920 Technical Report Cr.Hrs. 3 0.0
A technical report based on a geoscience research project conducted by a fourth year Major student in Geology or Geophysics. Selection of a project and supervisor to be arranged prior to registration, submitted in writing to and approved by the department head. This course is for students in the Major program only and is available during the student's final year of study before graduation. Not to be held with GEOL 4870. Technical reports written for this course are not considered compliant with National Instrument 43-101. Prerequisite: GEOL 3130 and permission of department head.

NET CHANGE IN CREDIT HOURS: -3.0

Program modifications:

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

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

| 8.4 B.Sc. Geological Sciences (Geology)¹ | | | |
|--|---|---|--|
| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| HONOURS GEOLOGY 120 CREDIT HOURS | | | |
| GEOL 1340 ⁶ (B) and one of GEOL 1400, GEOL 1410, or GEOL 1420 6 credit hours from the Faculty of Arts MATH 1500 (C) CHEM 1300 (C) | GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2800, GEOL 2770, GEOL 3910 ⁵ | GEOL 2060, GEOL 3110, GEOL 3130, GEOL 3310, GEOL 3440, GEOL 3490, GEOL 3900, GEOL 3450 , GEOL 4910 ⁵ 6-3 credit hours of Geological Sciences Electives from Lists A and B ⁴ . | GEOL 4300, GEOL 4520, GEOL 4670, GEOL 4870 12-6 credit hours of Geological Sciences Electives from Lists A and B ⁴ not yet taken. Enough elective credit to total 120 credit hours for the program. |
| CHEM 1300, PHYS 1020 ² , and MATH 1500 ³ must be completed within the first 60 credit hours of course work. It is recommended that students complete the W course within the first 60 credit hours of course work. | | | |
| MAJOR GEOLOGY 120 CREDIT HOURS | | | |
| GEOL 1340 ⁶ (C+) and one of GEOL 1400, GEOL 1410, or GEOL 1420 6 credit hours from the Faculty of Arts MATH 1500 (C) CHEM 1300 (C) | GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2800, GEOL 2770, GEOL 3910 ⁵ | GEOL 2060, GEOL 3110, GEOL 3130, GEOL 3310, GEOL 3440, GEOL 3490, GEOL 3900, GEOL 4910 ⁵ 3 credit hours of Geological Sciences Electives. | GEOL 4670, GEOL 4920 One of GEOL 3450, GEOL 4300, GEOL 4520. 15-12 credit hours of Geological Sciences Electives from Lists A and B ⁴ not yet taken Enough elective credit to total 120 credit hours for the program. |
| CHEM 1300, PHYS 1020 ² , and MATH 1500 ³ must be completed within the first 60 credit hours of course work. It is recommended that students complete the W course within the first 60 credit hours of course work. | | | |
| Notes: | | | |
| ¹ The courses required in this program will satisfy the University Mathematics requirement and the University Written English requirement. | | | |
| ² PHYS 1050 may be used in lieu of PHYS 1020. | | | |

³MATH 1510 or MATH 1520 may be used in lieu of MATH 1500.

⁴Among the Geological Sciences Electives, all students must complete at least 9 credit hours from List A. In addition, Honours students must complete 9 credit hours from List B or courses from List A not yet completed; Major students must complete at least 6 credit hours from List B or courses from List A not yet completed. NOTE: With departmental approval, students may substitute 6 credit hours of 2000-level or higher courses from other departments in order to satisfy professional registration requirements. See Other Note 1 below. **Major students must complete a minimum of 3 credit hours from: GEOL 3450, or GEOL 4300, or GEOL 4520.**

⁵Students will register for GEOL 3910 and GEOL 4910 in Summer term. NOTE: Students should be aware that they are expected to contribute to transportation and accommodation costs. See the department office at the beginning of each year for information.

⁶Students who have GEOL 1440 (007.144) or the former 007.124 should consult with the department. At the discretion of the department, GEOL 1440 (007.144) or 007.124 may be permitted in lieu of GEOL 1340 for entry.

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

One of GEOL 1400, GEOL 1410, or GEOL 1420 is highly recommended to be taken in Year 1, but will not be considered when assessing entrance requirements to the program. If this requirement is not fulfilled in Year 1, it must be completed by the end of Year 2.

NOTE:

- To fulfil prerequisite requirements, a grade of 'C' must be achieved in any course stipulated as prerequisite to a further course in Geological Sciences, unless a higher prerequisite grade is stipulated in a course description.
- All courses are not offered every year. The course schedule for the current academic term is available from the **Class Schedule**.
- Students registering in certain courses may be required to pay a portion of the costs associated with field trips. For details, contact the Department general office.
- Equivalent courses offered through Université de Saint Boniface may be used in lieu of the specified courses identified in the degree program chart. Université de Saint-Boniface courses end in the number '1' (e.g. CHEM 1301).

Other Note 1: Geological Sciences - Geology Electives Lists A and B

List A Electives: Honours and Major students must complete a minimum of 9 credit hours from the following courses:

| | |
|------------|---|
| -GEOL 2390 | Environmental Geology (3) |
| -GEOL 4280 | Instrumental Techniques In Geology (3)L |
| -GEOL 4300 | Mineral Deposits (3)L |
| -GEOL 4520 | Petroleum Geology (3)L |
| -GEOL 4890 | Basin Analysis (3)L |

| | |
|---|---|
| List B Electives: Honours students are required to complete a minimum of 9 credit hours; Major students must complete a minimum of 6-3 credit hours from the following courses: GEOL 3450, GEOL 4300, GEOL 4520 and other Geological Sciences electives (for a total of 18 credit hours); | |
| GEOL 2390 | Environmental Geology (3) |
| GEOL 3140 | Gemology (3)L |
| GEOL 3420 | Engineering Geology (3) |
| -GEOL 3450 | Hydrogeology (3) L |
| GEOL 3740 | Exploration Seismology (3)L |
| GEOL 3750 | Geology and Geophysics of the Planets (3)L |
| GEOL 3810 | Applied Geophysics (3)L |
| GEOL 4260 | Applied Geophysics Field Course (3) |
| GEOL 4270 | Advanced Studies in Earth Sciences (3) |
| GEOL 4310 | Paleontologic Principles (3)L |
| GEOL 4360 | Mineral Exploration Techniques (3) L |
| GEOL 4370 | Global Change (3) |
| GEOL 4380 | Mineral Resource Development (3) |
| GEOL 4740 | Geophysics Field School (6) |
| GEOL4890 | Basic Analysis (3)L |
| GEOL 4920 | Technical Report (3) – for Major Students only |
| ENVR 2180 | Introductory Toxicology (3) |
| ENVR 2550 | Environmental Chemistry (3)L |
| GEOG 2310 | Introduction to Process Hydrology (3) |
| GEOG 2930 | Introduction to Oceanography (3) |
| GEOG 3200 | Introduction to Remote Sensing (3)L |
| GEOG 3730 | Geographic Information Systems (3)L |
| and/or up to 6 credit hours of additional courses not yet completed from List A. | |
| NOTE: With departmental approval, up to 6 credit hours of 2000-level or higher courses from other Science departments may be substituted for courses in List B in order to satisfy professional registration (APEGM) requirements. | |

| 8.5 B.Sc. Geological Sciences (Geophysics)⁵¹ | | | |
|--|--|--|---------------|
| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| HONOURS GEOPHYSICS 121 CREDIT HOURS | | | |
| GEOL 1340 ⁶ (B) and one of: GEOL 1400, GEOL 1410, or GEOL 1420 ⁵ PHYS 1050(B) [or PHYS 1020(B+)], PHYS 1070(B) [or PHYS 1030(B+)], MATH 1210¹MATH 1210², COMP 1012, CHEM 1300 MATH 1510 ¹ MATH 1510 ² (B), and MATH 1710 ¹ MATH 1710²(B) [or MATH 1500²(B) and MATH 1700(B)+²] Plus 6-3 credit hours from the Faculty of Arts. , which should include the required 'W' course | GEOL 2060, GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2540 GEOL 2800 PHYS 2390, PHYS 2490, MATH 2130 ² MATH 2130 ³ , MATH 2132 ² MATH 2132 ³ , COMP 1010 Plus 3 credit hours from the Faculty of Arts. | GEOL 3130, GEOL 3740, GEOL 3810, GEOL 4250, GEOL 4320, GEOL 4330, GEOL 4670, GEOL 4740⁴, GEOL 4810, GEOL 4870, CHEM 1300COMP 2190³, PHYS 2600, MATH 2120³MATH 3132³, 9-credit hours of Geological Sciences Geophysics Electives from List A, 6 credit hours of Geological Sciences Geophysics Electives from List P and 6 credit hours of Geological Sciences Geophysics Electives from List B. Enough elective credit to total 121-120 credit hours for the program. | |
| MAJOR GEOPHYSICS 121 CREDIT HOURS | | | |
| GEOL 1340 ⁶ (C+) and one of: GEOL 1400, GEOL 1410, or GEOL 1420 ⁵ PHYS 1050(C+) [or PHYS 1020(BC)], PHYS 1070(C) [or PHYS 1030(C+)],, MATH 1210¹MATH 1210², COMP 1012, CHEM 1300, MATH 1510¹MATH 1510²(C+), and MATH 1710¹ MATH 1710² (C) [or MATH 1500(C+) and MATH 1700(C)+²] 6-3 credit hours from the Faculty of Arts, which should include the required 'W' course. | GEOL 2060, GEOL 2440, GEOL 2500, GEOL 2520, GEOL 2530, GEOL 2540 GEOL 2800 PHYS 2390, PHYS 2490, MATH 2130 ² MATH 2130 ³ , MATH 2132 ² MATH 2132 ³ , Plus 3 credit hours from the Faculty of Arts. COMP 1010 | GEOL 3130, GEOL 3740, GEOL 3810, GEOL 4670, GEOL 4810, GEOL 4920 COMP 2190³, CHEM 1300, PHYS 2600, MATH 2120³MATH 3132³, GEOL 4740⁴ 6-9 credit hours of Geological Sciences Geophysics Electives from List A, 3 credit hours of Geological Sciences Geophysics Electives from List P and 6 credit hours of Geological Sciences Geophysics Electives from List B. Enough elective credit to total 121-120 credit hours for the program. | |

NOTES:

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

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

^{2,3} MATH 2720 and MATH 2730 may be taken in place of MATH 2130. **PHYS 2490 may be taken in place of and MATH 2132.** Students should note that MATH 1300 is a prerequisite to MATH 2720 and a corequisite to MATH 2730. **MATH 2160 may be taken place of COMP 2190. PHYS 3490 may be taken in place of MATH 3132. Normally, students select (MATH 2130, MATH 2132, COMP 2190, and MATH 3132) or (MATH 2720, PHYS 2490, MATH 2160, and PHYS 3490).**

³ MATH 2600 may be taken in place of MATH 2120

⁴ GEOL 4740 will normally be taken immediately following the spring-April examinations on or about May 1 and will continue for approximately three weeks. Registration will show as Summer Term. NOTE: Students are expected to contribute to the costs of transportation, lodging, and food. Contact the Department for further information.

⁶ The courses required in this program satisfy the University Mathematics Requirement.

^{6,5} Students who have GEOL 1440 (007.144) or the former 007.124 should consult with the department. At the discretion of the department, GEOL 1440 (007.144) or 007.124 may be permitted in lieu of GEOL 1340 for entry.

One of GEOL 1400, GEOL 1410, or GEOL 1420 is highly recommended to be taken in Year 1, but **GEOL 1410 or GEOL 1420 may be substituted.** will not be considered when assessing advanced entry entrance requirements to the program. If this requirement is not fulfilled in Year 1, it must be completed by the end of Year 2.

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

NOTE:

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

Other Note 1: Geological Sciences - Geophysics Electives Lists A, B and P

List A Electives: Honours students are required to complete a minimum of 9 credit hours; Major students must complete a minimum of 6-9 credit hours from the following courses:

| | |
|-----------|--|
| GEOL 4250 | Theory and Application of Geophysical Inversion Methods (3)L |
| GEOL 4320 | Physics of the Earth: Seismology and Heat Flow (3) |
| GEOL 4330 | Physics of the Earth: Geomagnetism and Gravity (3) |
| GEOL 4920 | Technical Report (3) |

List B Electives: Honours students are required to complete a minimum of 6 credit hours; Major students must complete a minimum of 6 credit hours from the following courses:

| | |
|-----------|--|
| GEOL 2390 | Environmental Geology (3) |
| GEOL 2770 | Principles of Inorganic Geochemistry (3)L |
| GEOL 3110 | Petrogenesis of Igneous Rocks (3)L |
| GEOL 3420 | Engineering Geology (3) |
| GEOL 3440 | Structure and Metamorphism (3)L |
| GEOL 3450 | Hydrogeology (3)L |
| GEOL 3490 | Glacial Geology and Geomorphology (3)L |
| GEOL 3750 | Geology and Geophysics of the Planets (3)L |
| GEOL 3900 | Sedimentology (3)L |
| GEOL 3910 | Introduction to Field Mapping (3) |
| GEOL 4270 | Advanced Studies in Earth Sciences (3) |
| GEOL 4300 | Mineral Deposits (3)L |
| GEOL 4360 | Mineral Exploration Techniques (3)L |
| GEOL 4370 | Global Change (3) |
| GEOL 4380 | Mineral Resource Development (3) |
| GEOL 4520 | Petroleum Geology (3)L |
| GEOL 4890 | Basin Analysis (3)L |
| GEOL 4910 | Advanced Field Mapping (3) |
| ENVR 2550 | Environmental Chemistry (3)L |
| GEOG 2300 | Atmospheric Thermodynamics, Clouds and Precipitation (3) |
| GEOG 2310 | Introduction to Process Hydrology (3) |
| GEOG 2930 | Introduction to Oceanography (3) |
| GEOG 3200 | Introduction to Remote Sensing (3)L |
| GEOG 3310 | Atmospheric Dynamics, Storms and Radar (3) |

| | |
|--|---|
| GEOG 3320 | Introduction to Microclimates and Micrometeorology (3) |
| GEOG 3730 | Geographic Information Systems (3)L |
| Any List A or P not already taken, or any advanced level Geological Sciences, Physics or Mathematics course(s) approved by department. | |
| List P Electives: Honours students are required to complete a minimum of 6 credit hours; Major students must complete a minimum of 3 credit hours from the following courses: | |
| CHEM 2290 | Chemical Energetics and Dynamics: Macroscopic Descriptions (3)L |
| MECH 2260 | Introduction to Fluid Mechanics (3)L |
| MECH 2262 | Fundamentals of Fluid Mechanics (4)L |
| PHYS 2260 | Optics (3)L |
| PHYS 2610 | Circuit Theory and Introductory Electronics (3)L |
| PHYS 2650 | Classical Mechanics 1 (3) |
| PHYS 3180 | Stars (3) |
| PHYS 3630 | Electro - and Magnetostatic Theory (3) |
| PHYS 3670 | Classical Thermodynamics (3) |
| Or alternate physical science course(s) approved by department. | |

| 8.6 B.Sc. Geological Sciences (General) | | |
|--|---|--------|
| YEAR 1 | YEAR 2 | YEAR 3 |
| GENERAL 90 CREDIT HOURS | | |
| GEOL 1340 ¹ (C+) plus one of GEOL 1400 ¹ , GEOL 1410, or GEOL 1420 A minimum grade of 'C' on 6 credit hours from a second department or program for a minor ³ Meet the Faculty of Arts and Faculty of Sciences courses requirement ⁵ | GEOL 2540 ² GEOL 2500 ² plus a further 21 credit hours in Geological Sciences courses numbered at the 2000-level or above A further 12 credit hours for the minor ⁴ Enough elective credit to total 90 credit hours for the program. | |
| It is recommended that students complete the M and W course requirements within the first 60 credit hours of course work. | | |
| MINOR GEOLOGICAL SCIENCES 18 CREDIT HOURS | | |
| GEOL 1340 and one of GEOL 1400, GEOL 1410, or GEOL 1420 | Plus 12 credit hours chosen from 2000- and 3000-level courses | |
| Notes: ¹ Students who have GEOL 1440 (007.144) or the former 007.124 should consult with the department. At the discretion of the department, GEOL 1440 (007.144) or 007.124 may be permitted in lieu of GEOL 1340 for advanced entry. One of GEOL 1400, GEOL 1410, or GEOL 1420 is highly recommended to be taken in Year 1, but will not be considered when assessing advanced entry entrance requirements to the program. GEOL 1410 or GEOL 120 may be substituted. If this requirement is not fulfilled in Year 1, it must be completed by the end of Year 2. ² GEOL 2500 may be used in lieu of GEOL 2540. Manitoba 40S Chemistry, CHEM 0090 or equivalent is a prerequisite for GEOL 2540 and GEOL 2500. CHEM 1300 is highly recommended and should be taken in Year 1. ³ Students should determine their minor prior to the end of the Year 2 of the program. ⁴ A minor will normally correspond to a Minor as outlined in a program chart for a specific department or program, e.g. refer to program charts for departments in the Clayton H. Riddell Faculty of Environment, Earth, and Resources, or in the Faculty of Arts, or in the Faculty of Science ⁵ Any requirements not met in Year 1 must be completed before graduation. | | |
| NOTE: <ul style="list-style-type: none"> To fulfil prerequisite requirements, a grade of 'C' must be achieved in any course stipulated as prerequisite to a further course in Geological Sciences, unless a higher prerequisite grade is stipulated in a course description. All courses are not offered every year. The course schedule for the current academic term is available from the Class Schedule Students registering in certain courses may be required to pay a portion of the costs associated with field trips. For details, contact the Department general office. Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program chart. Université de Saint-Boniface courses end in the number '1' (e.g. GEOG 1281). | | |

Faculty of Environment, Earth, and Resources

Faculty of Arts and Faculty of Science Requirement

The faculty is proposing a modification to the general degree regulations that apply to all programs in the faculty, involving changes to the Faculty of Arts and Faculty of Science Courses Requirements, which is to be renamed as the “Science and Faculty of Arts Course Requirements,” as set out on the next page.

Preamble

Since the formation of the Clayton H. Riddell Faculty of Environment, Earth, and Resources, it was required that students take 6 credit hours from the Faculty of Arts and 6 credit hours from the Faculty of Science. As other Faculties, including our own, offer science courses, it has been agreed that the following courses in the Riddell Faculty and Agricultural and Food Sciences may also be used as students' science requirement. Since most of our programs already require specific Faculty of Science courses we do not envisage a significant number of students accessing the courses outlined; however, it does provide greater choice for students in our interdisciplinary programs.

3.4 Science and Faculty of Arts Course Requirements

Students are required to take 6 credit hours from the Faculty of Arts and 6 credit hours Science coursework.

For course subjects taught by the Faculty of Arts refer to the Chapter [Faculty of Arts](#) for a complete listing.

Students may complete any combination of the courses listed below adding up to six credit hours to satisfy the 6 credit hours science requirement.

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

ENVR 1000, ENVR 2000

GEOG 1290, GEOG 2200, GEOG 2272, GEOG 2520, GEOG 2530, GEOG 2540, GEOG 2550, GEOG 2700, GEOG 3390, GEOG 3730

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

Faculty of Science:

All courses offered in these subjects in the Faculty of Science: BIOL, CHEM, COMP, FORS, MATH, MBIO, PHYS, STAT;

Faculty of Agricultural and Food Sciences:

AGRI 1500, AGRI 1510

ENTM 1000, ENTM 2050

PLNT 1000, PLNT 2500

SOIL 3060, SOIL 3520, SOIL 3600

For course titles and descriptions see the relevant faculty entries in this Calendar.

Faculty of Science

Faculty of Science

Program modification:

Modifications to the **Bachelor of Science (General)** are outlined on the next page.

B.Sc. General Academic Regulations

Introductory Level Science courses (24 credit hours): Students must select 6 credit hours from each of 3 areas listed below (18 credit hours) in Group A. Additionally, students must select 6 credit hours from any courses listed in Group A and/or Group B.

NOTE: No more than 6 credit hours may be selected from any single subject area for use toward the 24 credit hours of introductory course requirements.

Group A:

Astronomy: six credit hours chosen from PHYS 1810, PHYS 1820, PHYS 1830

Biology: BIOL 1020 and BIOL 1030

Chemistry: CHEM 1300 and CHEM 1310

Computer Science: COMP 1010 (or COMP 1012²) and COMP 1020

Mathematics: six credit hours chosen from:

- MATH 1200¹ (or MATH 1210¹), MATH 1240,
- 3 credit hours from MATH 1210¹, MATH 1220¹ or MATH 1300¹ (or equivalent),
- 3 credit hours from MATH 1230 or MATH 1500 (or equivalent),
- 3 credit hours from MATH 1232 or MATH 1700 (or equivalent).
- **MATH 1240**

Microbiology: MBIO 1010 and MBIO 2020

Physics: PHYS 1020 or PHYS 1050; and PHYS 1030 or PHYS 1070

Statistics: STAT 1000⁴ (or STAT 2220³) and STAT 2000⁴; or STAT 1150⁴ and STAT 2150⁴

Group B:

BIOL 1410, FORS 2000.

Notes:

1. MATH 1210 is intended for Engineering students and may not be held for credit with MATH 1200, MATH 1220 or MATH 1300.
2. COMP 1012 is intended for Engineering students and may not be held for credit with COMP 1010.
3. STAT 2220 is intended for Engineering students and may not to be held for credit with STAT 1000 or STAT 1150.
4. **It is recommended that students intending to complete their advanced level Science subjects in Statistics or Mathematics choose STAT 1150 and 2150, rather than STAT 1000 and 2000. STAT 1000 and STAT 2000 may not be held for credit with STAT 1150.**

Program modification:

Modifications to the **Bachelor of Science (Major)** are outlined below:

B.Sc. (Major): Entrance Requirements

To enter a specific four-year Major program, a student must normally have achieved a minimum grade of "C+" in at least one introductory course designated by the department(s). **One of the entry routes to the Physics & Astronomy Major program has a more rigorous entry requirement than that listed above; please see the calendar entry for more details.** In addition, to enter a four-year Major program a student shall normally have completed at least 30 credit hours, although a student may enter on the recommendation of the department with only 24 credit hours completed.

Actuarial Mathematics

Program modification:

Modifications to the **Bachelor of Science (Honours) in Actuarial Mathematics** are outlined on the next page.

4.1.2 Actuarial Mathematics Program Chart

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|--|---|--|
| HONOURS ACTUARIAL 120 CREDIT HOURS | | | |
| ECON 1010 ⁴ , ECON 1020 ⁴ MATH 1220 ¹ , MATH 1230 ¹ , MATH 1232 ¹ , MATH 1240 STAT 4000 1150 ¹ , STAT 2000 2150 | ACT 2020, ACT 2120, ACT 2210 STAT 2400, STAT 3400 ACC 1100 ² , FIN 2200 ^{2,4} , MATH 2720 GMGT 2010 ⁵ | ACT 3630 (or both ACT 3130 and ACT 3230), ACT 3340, ACT 4630 ³ STAT 3050, STAT 3800 | ACT 4060, ACT 4160 STAT 3470 ^{3,4} , STAT 3490 ^{3,4} MSCI 2150 |
| 6 credit hours of electives ² | 3 credit hours of electives ² | 9 credit hours of approved electives ⁶ | 15 credit hours of approved electives ⁶ |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |
| JOINT STATISTICS - ACTUARIAL MATHEMATICS HONOURS: See Section 4.13.3 | | | |
| NOTES: | | | |
| <p>¹ The following substitutions are allowed: MATH 1300 (C) or MATH 1310 in place of MATH 1220 (C), MATH 1500 (B) or MATH 1510 (B) in place of MATH 1230 (C), MATH 1700 (B) or MATH 1710 (B) in place of MATH 1232 (C), STAT 1000 (C) and STAT 2000 (B) in place of STAT 1150.</p> <p>² Students are strongly urged to complete ACC 1100 in Year 1 when possible. FIN 2200 may be taken in Year 2, 3 or 4; however, it is strongly recommended that it be completed in Year 2. Note that ACC 1100 is a prerequisite for FIN 2200.</p> <p>³ STAT 3470, STAT 3490 and ACT 4630 may be taken in Year 3 or 4.</p> <p>⁴ These courses may be used for SoA VEE credits if a grade of B or better is achieved. Contact the Warren Centre for Actuarial Studies and Research for further information.</p> <p>⁵ GMGT 2010 fulfills the written English requirement.</p> <p>⁶ It is recommended that electives The electives in Year 3 and Year 4 are to be chosen from Actuarial Mathematics, approved Business courses, Computer Science, Economics, Mathematics (3000 or 4000 level) and Statistics (4000 level courses). Other electives may be selected through consultation with the program director. Examples include:</p> <p>Year 3: FIN 3410, FIN 3450, FIN 3480, MSCI 3400, STAT 3480</p> <p>Year 4: FIN 4240, STAT 4100, STAT 4200, STAT 4520, STAT 4530, STAT 4630.</p> | | | |

Biological Sciences

Introduction:

BIOL 4650 Biology and Society Cr.Hrs. 3 +3.0

(Lab required) An exploration of the intersection of biology with society and the societal implications of research in areas such as genetics, biotechnology, ecology and evolution through lectures and tutorials. The course will examine how biological research is presented in the public sphere, and consider common public misunderstandings of the science. Students will examine some of the ethical issues that arise in the practice and application of biological sciences and develop skills in the communication and clarification of biological principles to the public. May not be held with BIOL 4890 when titled "Biology and Society". Prerequisites: A minimum grade of C+ in one of BIOL 2500, BIOL 2501, PLNT 2520, the former BOTN 2460, or the former BOTN 2461, or permission of instructor. Students must be enrolled in third year (or higher) of a Major or Honours program in Biological Sciences, Biotechnology or Genetics.

Modifications:

BIOL 3340 Biology of Primitive Fungi and Allies Cr.Hrs. 3 0.0

Studies on the evolution of ancestral fungi, relevant Chromista and slime molds within the broader context of evolution of derived fungi and ancient groups basal to fungi and animals. The course also encompasses cogent life histories, development, structure, taxonomy, and fundamental biochemistry. General methods for environmental collection, isolation and study of these organisms will be presented in lectures. Prerequisites: BIOL 1010 or BIOL 1011 (B); or BIOL 1030 or BIOL 1031 (C+). Pre- or corequisite: BIOL 2260 or BIOL 2261 or the former BOTN 2210 or consent of the department.

BIOL 4540 Developmental Molecular Biology Cr.Hrs. 3 0.0

(Lab Required) An examination of early development with emphasis on the molecular events. Sex determination, gametogenesis and early embryogenesis will be discussed. May not be held with the former ZOO 4150. Prerequisite: BIOL 3542 or the former BIOL 2540 or the former ZOO 2150 (C); or consent of department.

NET CHANGE IN CREDIT HOURS: +3.0

Program modifications:

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

- **Bachelor of Science (Honours) in Biological Sciences**
- **Bachelor of Science (Honours) in Biological Sciences, Cooperative Option**
- **Bachelor of Science (Major) in Biological Sciences**
- **Bachelor of Science (Major) in Biological Sciences, Cooperative Option**
- **Bachelor of Science (General) in Biological Sciences**

Secretary's note: *The revised paragraphs that follow would replace corresponding paragraphs in the sections of the Academic Calendar indicated and not those entire sections.*

Biological Sciences Revisions

4.3.2 B. Sc. Honours: Biological Sciences

Four Year Honours Cooperative Option

Prerequisite courses to be completed before employment terms begin: BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000, 3 credit hours of specified Mathematics or Physics, BIOL 2300, BIOL 2500, BIOL 2520 and BIOL 3100*. In addition, students must complete 9 credit hours from program core courses as follows: students must select one course from Group A (BIOL 2200, BIOL 2210), plus one course from Group B (BIOL 2240, BIOL 2242, BIOL 2260, **BIOL 2262**), plus one additional course from either Group A or Group B. [*A Pre-Coop Workshop may be substituted for BIOL 3100 only to permit an employment term in September of Year 3, but BIOL 3100 must still be taken.]

4.3.3 B.Sc. (Major): Biological Sciences

Four Year Major Cooperative Option

Prerequisite courses to be completed before employment terms begin: BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000, 3 credit hours of specified Mathematics or Physics, BIOL 2300, BIOL 2500, and BIOL 2520. In addition, students must complete 9 credit hours from program core courses as follows: students must select one course from Group A (BIOL 2200, BIOL 2210), plus one course from Group B (BIOL 2240, BIOL 2242, BIOL 2260, **BIOL 2262**), plus one additional course from either Group A or Group B.

4.3.5 B.Sc. General Degree: Biological Sciences

Courses taken as part of a General degree program provide an introduction to the major fields of study in the Biological Sciences. Commencing in Fall Term 2009, students will have two options for the General Degree under the Department of Biological Sciences.

Option A: 18 credit hours of 2000, 3000, and (or) 4000 level Biological Sciences courses (subject to the Faculty requirement that of the 36 credit hours in the two chosen advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level);

Option B: Students may choose 36 credit hours from the Biological Sciences provided they select the following courses: each of BIOL 2300¹, BIOL 2500, BIOL 2520; one of BIOL 2200 or BIOL 2210; one of BIOL 2240, BIOL 2242, ~~or~~ BIOL 2260, **or BIOL 2262**; plus 21 additional credit hours (2000 level or higher) from the Biological Sciences including at least a minimum of 6 credit hours at the 3000 or 4000 level.

Students anticipating a transfer to either the four year Major or Honours program at the end of their second or third year should consult with the Departmental Program Advisor before registering.

NOTE:

¹ BIOL 2300 has a prerequisite or concurrent requirement of STAT 1000. Students planning this option should consider taking STAT 1000 as part of their Introductory Science requirement.

4.3.6.1 Biological Sciences – Program Charts

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|--|---|--|
| HONOURS: Cell, Molecular and Developmental Biology Theme (incl. Co-op) 120 CREDIT HOURS (Courses listed in chart below and electives) | | | |
| BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 STAT 1000 | BIOL 2300, BIOL 2500, BIOL 2520 Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 One additional course from either Group A or Group B Either both of CHEM 2770 and CHEM 2780; or all three of CHEM 2210, CHEM 2360, and CHEM 2370 (theme courses) | BIOL 3100, BIOL 3300 BIOL 3542 ⁴ (theme course) Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 | BIOL 4100 (6) |
| In Year 1 or Year 2 the following must be completed: | | Work Terms (if Co-op Selected): | Work Terms (if Co-op Selected): |
| 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 | | BIOL 3980, BIOL 3990 | BIOL 4980, BIOL 4990 (if necessary) |
| 6 credit hours from the Faculty of Arts, including a required "W" course | | | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|-----------------------|-----------|--------|
| 4-YEAR MAJOR: Cell, Molecular and Developmental Biology Theme (incl. Co-op)² 120 CREDIT HOURS (Courses listed in chart below and electives) | | | |
| BIOL 1020, BIOL 1030 | BIOL 2300, BIOL 2500, | BIOL 3300 | |

| | | | |
|---|---|---|---|
| CHEM 1300, CHEM 1310 | BIOL 2520 | BIOL 3542 ⁴ (theme course) | |
| STAT 1000 | Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 One additional course from either Group A or Group B Either both of CHEM 2770 and CHEM 2780; or all three of CHEM 2210, CHEM 2360, and CHEM 2370 (theme courses) | Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 30 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). Enough elective credit hours required to total 120 credit hours for the program. | |
| In Year 1 or Year 2 the following must be completed: | | Cooperative Option Requirements | Cooperative Option Requirements (if selected): |
| 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 | | (if selected): | BIOL 4980, BIOL 4990 (if necessary) |
| 6 credit hours from the Faculty of Arts, including a required "W" course | | BIOL 3980, BIOL 3990 | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

NOTES:

1. MATH 1230, MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1240 may be taken in place of MATH 1200.

2. **IMPORTANT:** The programs need not be completed in the manner prescribed in the chart above. The charts indicate one possible arrangement of the 120 credit hours that make up the degree and are meant to be a guide around which students can plan their programs with a view to satisfying the prerequisites of the required courses. These 120 credit hours are a combination of the courses outlined in the charts above and elective courses chosen by the student in consultation with the program advisors.

3. Courses from other departments or faculties may be acceptable for use towards the 30 credit hours of 3000/4000 level Biological Sciences courses required in the Honours and Major Degree programs. Please consult with the department for permission to use alternate courses.

4. The former BIOL 2540 may be used in place of BIOL 3542.

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

4.3.6.2 Biological Sciences – Program Charts

| HONOURS: Ecology and Environmental Biology Theme (incl. Co-operative Option) 120 CREDIT HOURS | | | |
|---|--|--|--|
| BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 STAT 1000, STAT 2000 (theme course) | BIOL 2300, BIOL 2500, BIOL 2520 Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 One additional course from either Group A or Group B | BIOL 3100, BIOL 3300 BIOL 3310, BIOL 3312, BIOL 3314 (theme courses) Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 | BIOL 4100 (6) |
| In Year 1 or Year 2 the following must be completed: | | Work Terms (if Co-op Selected): | Work Terms (if Co-op Selected): |
| 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 | | BIOL 3980, BIOL 3990 | BIOL 4980, BIOL 4990 (if necessary) |
| 6 credit hours from the Faculty of Arts, including a required “W” course | | | |
| 15 credit hours of approved electives | | | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|--------|--------|--------|
| 4-YEAR MAJOR: Ecology and Environmental Biology Theme (incl. Co-op)² 120 CREDIT HOURS | | | |

| | | | |
|---|---|---|--|
| (Courses listed in chart below and electives) | | | |
| BIOL 1020, BIOL 1030 | BIOL 2300, BIOL 2500, BIOL 2520 | BIOL 3300 | |
| CHEM 1300, CHEM 1310 | Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 | BIOL 3310, BIOL 3312, BIOL 3314 (theme courses). | |
| STAT 1000, STAT 2000 (theme course) | | Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 | |
| | One additional course from either Group A or Group B | 21 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). | |
| | | Enough elective credit hours required to total 120 credit hours for the program. | |
| In Year 1 or Year 2 the following must be completed: | | Cooperative Option Requirements | Cooperative Option Requirements |
| 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 | | (if selected): | (if selected): |
| 6 credit hours from the Faculty of Arts, including a required "W" course | | BIOL 3980, BIOL 3990 | BIOL 4980, BIOL 4990 (if necessary) |
| 30 Hours | 30 Hours | 30 Hours | 30 Hour |

NOTES:

1. MATH 1230, MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1240 may be taken in place of MATH 1200.

2. **IMPORTANT:** The programs need not be completed in the manner prescribed in the chart above. The charts indicate one possible arrangement of the 120 credit hours that make up the degree and are meant to be a guide around which students can plan their programs with a view to satisfying the prerequisites of the required courses. These 120 credit hours are a combination of the courses outlined in the charts above and elective courses chosen by the student in consultation with the program advisors.

3. Courses from other departments or faculties may be acceptable for use towards the 21 credit hours of 3000/4000 level Biological Sciences courses required in the Honours and Major Degree programs. Please consult with the department for permission to use alternate courses.

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

4.3.6.3 Biological Sciences – Program Charts

| HONOURS: Environmental and Integrative Physiology Theme (incl. Co-op) 120 CREDIT HOURS (Courses listed in chart below and electives) | | | |
|---|--|---|--|
| BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 STAT 1000 | BIOL 2300, BIOL 2500, BIOL 2520 Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 Plus one additional course from either Group A or Group B Either both of CHEM 2770 and CHEM 2780; or all three of CHEM 2210, CHEM 2360, and CHEM 2370 (theme courses). | BIOL 3100, BIOL 3300 Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 Choose two of: BIOL 3470, BIOL 3472, BIOL 3400 (the former BIOL 3450) (if not already taken), or BIOL 3452 (theme courses). 24 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). Enough elective credit hours required to total 120 credit hours for the program. | BIOL 4100 (6) |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 6 credit hours from the Faculty of Arts, including a required “W” course | | Work Terms (if Co-op Selected): BIOL 3980, BIOL 3990 | Work Terms (if Co-op Selected): BIOL 4980, BIOL 4990 (if necessary) |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

| 4-YEAR MAJOR: Environmental and Integrative Physiology Theme (incl. Co-op)² 120 CREDIT HOURS (Courses listed in chart below and electives) | | |
|---|------------------------------------|-----------|
| BIOL 1020, BIOL 1030 | BIOL 2300, BIOL 2500, BIOL 2520 | BIOL 3300 |

| | | | |
|---|--|---|--|
| CHEM 1300, CHEM 1310 STAT 1000 | Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 Plus one additional course from either Group A or Group B. Either both of CHEM 2770 and CHEM 2780; or all three of CHEM 2210, CHEM 2360, and CHEM 2370 (theme courses). | Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 Choose two of: BIOL 3470, BIOL 3472, BIOL 3400 (if not already taken), or BIOL 3452 (theme courses). 24 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). Enough elective credit hours required to total 120 credit hours for the program. | |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 6 credit hours from the Faculty of Arts, including a required "W" course | | Cooperative Option Requirements (if selected): BIOL 3980, BIOL 3990 | Cooperative Option Requirements (if selected): BIOL 4980, BIOL 4990 (if necessary) |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

NOTES:

1. MATH 1230, MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1240 may be taken in place of MATH 1200.

2. **IMPORTANT:** The programs need not be completed in the manner prescribed in the chart above. The charts indicate one possible arrangement of the 120 credit hours that make up the degree and are meant to be a guide around which students can plan their programs with a view to satisfying the prerequisites of the required courses. These 120 credit hours are a combination of the courses outlined in the charts above and elective courses chosen by the student in consultation with the program advisors.

3. Courses from other departments or faculties may be acceptable for use towards the 24 credit hours of 3000/4000 level Biological Sciences courses required in the Honours and Major Degree programs. Please consult with the department for permission to use alternate courses.

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

4.3.6.4 Biological Sciences – Program Charts

| HONOURS: Evolution and Biodiversity Theme (incl. Co-operative Option) 120 CREDIT HOURS | | | |
|--|--|---|--|
| BIOL 1020, BIOL 1030 | BIOL 2300, BIOL 2500, BIOL 2520 | BIOL 3100, BIOL 3300 | BIOL 4100 (6) |
| CHEM 1300, CHEM 1310 | Choose one course from each of: | Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, BIOL 3472 | |
| STAT 1000 | Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 Plus one additional course from either Group A or Group B | 3 credit hours chosen from the Evolutionary Processes List (A) above. 3 credit hours chosen from the Biodiversity course List (B) above. 24 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). 15 credit hours of approved electives | |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 6 credit hours from the Faculty of Arts, including a required “W” course 18 credit hours of approved electives | | Cooperative Option Requirements (if Selected): BIOL 3980, BIOL 3990 | Cooperative Option Requirements (if Selected): BIOL 4980, BIOL 4990 (if necessary) |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

| 4-YEAR MAJOR: Evolution and Biodiversity Theme (incl. Co-op)² 120 CREDIT HOURS (Courses listed in chart below and electives) | | | |
|--|---------------------------------|--|--|
| BIOL 1020, BIOL 1030 | BIOL 2300, BIOL 2500, BIOL 2520 | BIOL 3300 | |
| CHEM 1300, CHEM 1310 | Choose one course from | Choose one of the following: BIOL 3400 (the former BIOL 3450), BIOL 3470, | |

| | | | |
|---|---|--|---|
| STAT 1000 | each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262 Plus one additional course from either Group A or Group B | BIOL 3472 3 credit hours chosen from the Evolutionary Processes List (A) above. 3 credit hours chosen from the Biodiversity course List (B) above. 24 credit hours of 3000 or 4000 level Biology courses ³ (courses from outside Biology may be approved by the theme advisor). Enough elective credit hours required to total 120 credit hours for the program. | |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 6 credit hours from the Faculty of Arts, including a required "W" course | | Cooperative Option Requirements (if selected): BIOL 3980, BIOL 3990 | Cooperative Option Requirements (if selected): BIOL 4980, BIOL 4990 (if necessary) |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |

NOTES:

1. MATH 1230, MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1240 may be taken in place of MATH 1200.

2. **IMPORTANT:** The programs need not be completed in the manner prescribed in the chart above. The charts indicate one possible arrangement of the 120 credit hours that make up the degree and are meant to be a guide around which students can plan their programs with a view to satisfying the prerequisites of the required courses. These 120 credit hours are a combination of the courses outlined in the charts above and elective courses chosen by the student in consultation with the program advisors.

3. Courses from other departments or faculties may be acceptable for use towards the 24 credit hours of 3000/4000 level Biological Sciences courses required in the Honours and Major Degree programs. Please consult with the department for permission to use alternate courses.

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

4.3.6.6 Biological Sciences – Program Charts

| GENERAL DEGREE (90 credit hours) | |
|---|---|
| BIOL 1020, BIOL 1030 | <p>18 credit hours of 2000, 3000, and (or) 4000 level Biological Sciences courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level.);</p> <p>or</p> <p>Students may choose all 36 credit hours of advanced level courses from the Department of Biological Sciences as long as courses are selected following the provisions outlined below:</p> <p>Each of BIOL 2300¹, BIOL 2500, BIOL 2520; one of BIOL 2200 or BIOL 2210; one of BIOL 2240, BIOL 2242, or BIOL 2260 or BIOL 2262; plus 21 additional credit hours from the Biological Sciences including at least 6 credit hours at the 3000 or 4000 level.</p> |
| MINOR | |
| BIOL 1020 and BIOL 1030 | 12 credit hours from 2000, 3000, and/or 4000 level Biology courses. |

NOTES:

1. BIOL 2300 has STAT 1000 as a prerequisite or concurrent requirement. Students in this program may want to consider selecting STAT 1000 as part of their Introductory Science requirement. See Section 3.2 for more information.

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

Computer Science

Deletions:

| | |
|---|------|
| COMP 1260 Introductory Computer Usage 1 Cr.Hrs. 3 | -3.0 |
| COMP 1270 Introductory Computer Usage 2 Cr.Hrs. 3 | -3.0 |

Introductions:

| | |
|---|------|
| COMP 1500 Computing: Ideas and Innovation Cr.Hrs. 3 | +3.0 |
|---|------|

An introduction to the topics of Computer Science and problem solving. Students will learn concepts in computer programming. May not be used to fulfill computer science requirements in a Computer Science Honours, Major, General or Minor program. Not available to students who have previously obtained credit in, or are concurrently registered in any of COMP 2080, COMP 2130, COMP 2140, COMP 2150, COMP 2160 or COMP 2280.

| | |
|---|------|
| COMP 1600 Navigating Your Digital World Cr.Hrs. 3 | +3.0 |
|---|------|

Topics related to digital society such as security, encryption and data storage, issues of social and ethical importance, and current events. May not be used to fulfill computer science requirements in a Computer Science Honours, Major, General or Minor program. Not available to students who have previously obtained credit in, or are concurrently registered in any of COMP 2080, COMP 2130, COMP 2140, COMP 2150, COMP 2160 or COMP 2280. May not be held with the former COMP 1270.

NET CHANGE IN CREDIT HOURS: 0.0

Genetics

Program modifications:

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

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

| 4.8.2 Genetics | | | |
|---|--|--|----------|
| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| HONOURS⁵ 120 CREDIT HOURS | | | |
| CHEM 1300, CHEM 1310 | BIOL 2500, BIOL 2520 | BIOL 3500 | |
| BIOL 1020, BIOL 1030 | CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370) | MBIO 3410 | |
| STAT 1000 | | PLNT 3140 | |
| MATH 1500 ¹ | MBIO 1010, MBIO 2020 | BGEN 3020 (6) | |
| One of: MATH 1200 ¹ , MATH 1300 ¹ , or MATH 1700 ¹ | STAT 2000 | BGEN 4010 ⁵ (6) or MBIO 4530 ⁵ (6) | |
| | | One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890 | |
| | | 36 credit hours from list of optional courses (a minimum of 12 of these credit hours must be 4000 level) | |
| In Year 1 or Year 2: | | | |
| 3 credit hours from the Faculty of Arts | | | |
| 3 credit hour "W" course ² | | | |
| 6 credit hours of electives | | | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |
| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| HONOURS (Cooperative Option^{3,4,5}) 120 CREDIT HOURS | | | |
| CHEM 1300, CHEM 1310 | BIOL 2500, BIOL 2520 | BIOL 3500 | |
| BIOL 1020, BIOL 1030 | CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370) | MBIO 3410 | |
| STAT 1000 | | PLNT 3140 | |
| MATH 1500 ¹ | MBIO 1010, MBIO 2020 | BGEN 3020 (6) | |
| One of: MATH 1200 ¹ , MATH 1300 ¹ , or MATH 1700 ¹ | STAT 2000 | One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890 | |
| | | 42 credit hours from list of optional courses (a minimum of 18 of these credit hours must be 4000 level) | |
| In Year 1 or Year 2: | | Work Terms^{3,4,5}: | |
| 3 credit hours from the Faculty of Arts | | MBIO 3980, MBIO 3990, MBIO 4980 and/or MBIO 4990 | |
| 3 credit hour "W" course ² | | | |
| 6 credit hours of electives | | | |

| 30 Hours | 30 Hours | 30 Hours | 30 Hours |
|--|--|--|----------|
| MAJOR (Including Cooperative Option if selected)^{3,4,5} 120 CREDIT HOURS | | | |
| CHEM 1300, CHEM 1310 | BIOL 2500, BIOL 2520 | BIOL 3500 | |
| BIOL 1020, BIOL 1030 | CHEM 2210, CHEM 2220, CHEM 2360 (MBIO 2360), CHEM 2370 (MBIO 2370) | MBIO 3410 | |
| STAT 1000 | | PLNT 3140 | |
| MATH 1500 ¹ | MBIO 1010, MBIO 2020 | BGEN 3020 (6) | |
| One of: MATH 1200 ¹ , MATH 1300 ¹ , or MATH 1700 ¹ | STAT 2000 | One of: ANTH 2240, ANTH 2560, ANTH 2860, or ANTH 2890 | |
| | | 33 credit hours from list of optional courses (a minimum of 15 of these credit hours must be 4000 level) | |
| | | 9 credit hours of approved elective courses | |
| In Year 1 or Year 2: | | Work Terms (if Co-op Selected)^{3,4,5}: | |
| 3 credit hours from the Faculty of Arts | | MBIO 3980, MBIO 3990, MBIO 4980 and/or MBIO 4990 | |
| 3 credit hour "W" course ² | | | |
| 6 credit hours of electives | | | |
| NOTES: | | | |
| 1 MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700; MATH 1240 may be taken in place of MATH 1200. | | | |
| 2 As there are no electives in Year 2 of the program, students should complete the University written English requirement in Year 1. If not completed in Year 1, a "W" course must be completed prior to Year 3 in addition to the required Year 2 courses. | | | |
| 3 Students that begin their first work term in May must take BGEN 3020 in Year 3, while students that begin their first work term in January must take BGEN 3020 in Year 4. | | | |
| 4 IMPORTANT: Students in the cooperative program are advised to ensure that they are able to satisfy the prerequisites for all 3000 and 4000 level courses they plan to take. | | | |
| 5 MBIO 4530 and BGEN 4010 are required courses for students in Genetics Honours, but are not available to students in the Cooperative Option, and require department consent for students in the Genetics Major. | | | |
| (The number 6 in brackets indicates a 6 credit hour course.) | | | |
| The optional courses are: | | | |

Biological Sciences: BIOL 2410, BIOL 2420, BIOL 3290, BIOL 3300, BIOL 3542, BIOL 3560, BIOL 4500, BIOL 4540, BIOL 4542, BIOL 4560

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

Microbiology: MBIO 2420, MBIO 3000, MBIO 3010, MBIO 3030, MBIO 3430, MBIO 3440, MBIO 3450, MBIO 3460, MBIO 4010, MBIO 4020², MBIO 4410, MBIO 4530¹ (6), MBIO 4540, MBIO 4670 (or the former MBIO 4570), MBIO 4672², MBIO 4600, MBIO 4610.

Forensic Science: ~~FORS 2000 (satisfies the University "W" requirement)~~

Computer Science: COMP 1010, COMP 1020, ~~COMP 1260, COMP 1270~~

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

Animal Science: ANSC 3500, ANSC 4280

Pharmacology: PHAC 4030, PHAC 4040

Plant Science: PLNT 2530, PLNT 3500, PLNT 3520, PLNT 4330, PLNT 4610

Biochemistry and Medical Genetics: BGEN 4010¹

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

NOTES:

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

² MBIO 4020 and MBIO 4672 are not available options for students in the Genetics Honours or Honours Co-op Degree programs.

Mathematics

Modifications:

MATH 1240 Elementary Discrete Mathematics Cr.Hrs. 3 0.0

(Lab required) The course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. An introduction to Discrete Mathematics. Topics include mathematical induction, modular arithmetic, Boolean algebras, basic sentential logic, elementary set theory and functional notation, partial orders, basic graph theory, basic counting. May not be held with MATH 1241 or MATH 3120. Prerequisite: Pre-calculus Mathematics 40S (60%) or the former Mathematics 40S (300) (60%), or a grade of C or better in Mathematical Skills (MSKL 100) offered by Extended Education.

MATH 2020 Algebra 1 Cr.Hrs. 3 0.0

(Lab required) The course is intended for students in mathematically rich disciplines. Groups, rings, fields: elementary concepts and examples. May not be held with MATH 2021 or the former MATH 3350. Prerequisite: MATH 2090 (C) or MATH 2091 (C) or the former MATH 2352 (C) or the former MATH 2300 (B) or the former MATH 2301 (B).

MATH 2030 Combinatorics 1 Cr.Hrs. 3 0.0

(Lab required) Introductory combinatorics, including basic counting, permutations and combinations, enumeration, inclusion-exclusion, pigeonhole principle, solving basic recursions, relations, and derangements. May not be held with MATH 2031 or the former MATH 3400. Prerequisites: MATH 1240 (C) or MATH 1241 (C) or [the former MATH 2202 (C) and one of the former MATH 2350 or the former 2352 (C)] or consent of instructor.

MATH 2040 Curves and Surfaces Cr.Hrs. 3 0.0

(Lab required) Curves and surfaces in the plane and space. Intrinsic geometry of curves and surfaces: Serret Frenet frames, first and second fundamental forms, curvature and the Gauss map. Geodesics and parallel transport. Theorema Egregium and Gauss-Bonnet theorems. Prerequisites: [MATH 1232 (C) or MATH 1690 (C) or MATH 1700 (B) or MATH 1701 (B) or MATH 1710 (B)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)]; or consent of instructor. Pre- or corequisite: MATH 2150 or MATH 2151 or MATH 2720 or MATH 2721.

MATH 2070 Graph Theory 1 Cr.Hrs. 3 0.0

(Lab required) Introduction to graphs, digraphs, and multigraphs. Topics include trees, cycles and circuits, planarity, basic graph algorithms, and applications of graph theory to social and physical sciences. May not be held with MATH 2071 or the former MATH 2400 or COMP 4340. Prerequisites: [MATH 1240 (C) or MATH 1241 (C)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)].

MATH 2080 Introduction to Analysis Cr.Hrs. 3 0.0

(Lab required) The course is intended for students in mathematically rich disciplines. Fundamental properties of the real number system as a complete ordered field, Archimedean property, existence of square roots, density of rational numbers, uncountability of real numbers. Sequences, subsequences, limit theorems, monotonicity, Balzano-Weierstrass theorem, Cauchy sequences. Rigorous treatment of limits and continuity of functions of one and several variables. Uniform continuity. Applications. May not be held with MATH 2081 or the former MATH 2202. Prerequisites: [MATH 1232 (C) or MATH 1690 (C) or MATH 1700 (B) or MATH

1701 (B) or MATH 1710 (B)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)] and [MATH 1240 (C) or MATH 1241 (C)].

MATH 2090 Linear Algebra 2 Cr.Hrs. 3 0.0
(Lab required) The course is intended for students in mathematically rich disciplines. Abstract vector spaces, linear transformations, bases and coordinatization, matrix representations, orthogonalization, diagonalization, principal axis theorem. May not be held with MATH 2091 or the former MATH 2300 or the former MATH 2301 or the former MATH 2350 or the former MATH 2352. Prerequisite: MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B).

MATH 2140 Modelling Cr.Hrs. 3 0.0
(Lab required) Introductory course on the design and analysis of mathematical models for real-life phenomena arising in the natural, engineering and social sciences. May not be held with the former MATH 3820 or the former MATH 3821. Prerequisite: MATH 1230 (C+) or MATH 1690 (C+) or MATH 1500 (B) or MATH 1501 (B) or MATH 1510 (B) or MATH 1220 (C+) or MATH 1300 (B) or MATH 1301 (B) or consent of instructor.

MATH 2150 Multivariable Calculus Cr.Hrs. 3 0.0
(Lab required) The course is intended for students in mathematically rich disciplines. Parametric curves, arc length and curvature. Functions of several variables. Level curves. Partial derivatives, gradient, divergence and curl. Max/min problems. Double and triple integrals, line and surface integrals of functions and vector fields, and applications. Green's, Stokes, and divergence theorems. May not be held with MATH 2130, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750. Prerequisite: MATH 2080 (C) or MATH 2081 (C) or the former MATH 2202 (C).

MATH 2160 Numerical Analysis 1 Cr.Hrs. 3 0.0
(Lab required) Elementary techniques of numerical solution of mathematical problems: solution of equations, linear systems of equations, nonlinear equations; finite and divided differences, interpolation; numerical differentiation and integration. May not be held with MATH 2120, MATH 2161, the former MATH 2600, or the former MATH 2601. Prerequisites: [MATH 1232 (C) or MATH 1690 (C) or MATH 1700 (B) or MATH 1701 (B) or MATH 1710 (B)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)].

MATH 2170 Number Theory 1 Cr.Hrs. 3 0.0
(Lab required) Prime numbers, unique factorization, linear congruences, Chinese remainder theorem, multiplicative functions, primitive roots and quadratic reciprocity. May not be held with the former MATH 2500 or the former MATH 2501. Prerequisite: MATH 2090 or MATH 2091 or [(the former MATH 2350 (C) or the former MATH 2352 (C) or the former MATH 2300 (B) or the former MATH 2301 (B)) and consent of instructor].

MATH 2180 Real Analysis 1 Cr.Hrs. 3 0.0
(Lab required) Introduction to metric spaces including connectedness, compactness and continuity; topics in infinite series of numbers, and sequences and series of functions. May not be held with the former MATH 3230. Prerequisite: MATH 2080 (C) or MATH 2081 (C) or the former MATH 2202 (C).

- MATH 2720 Multivariable Calculus Cr.Hrs. 3 0.0
 Calculus of several variables. For students in Actuarial Mathematics programs only. May not be held with the former MATH 2750, the former MATH 2110, MATH 2130, MATH 2150, MATH 2151, or MATH 2721. Prerequisites: [A grade of "C" or better in one of MATH 1220, MATH 1300, MATH 1301, or MATH 1310] and [a grade of "C" or better in one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710].
- MATH 3320 Algebra 2 Cr.Hrs. 3 0.0
 Basic structure theory of groups, integral domains and field extensions. May not be held with the former MATH 3350. Prerequisite: MATH 2020 (C) or MATH 2021 (C) or [the former MATH 3300 (C) and consent of instructor].
- MATH 3330 Computational Algebra Cr.Hrs. 3 0.0
 An introduction to the use of computers for symbolic mathematical computation, involving solving nonlinear systems and differential equations. A suitable software package will be used to explore applications. Prerequisite: MATH 2090 (C) or MATH 2091 (C) or the former MATH 2300 (C) or the former MATH 2301 (C) or the former MATH 2350 (C) or the former MATH 2352 (C) or consent of instructor.
- MATH 3340 Complex Analysis 1 Cr.Hrs. 3 0.0
 Analytic functions, Cauchy's theorem and integral formula, series representation of analytic functions, calculus of residues, Rouché's theorem and the principle of the argument. May not be held with the former MATH 3710. Prerequisites: [MATH 2180 (C) or the former MATH 3230 (C)] and [MATH 2150 (C) or MATH 2151 (C) or MATH 2720 (B) or MATH 2721 (B) or the former MATH 2750 (C)].
- MATH 3360 Combinatorics 2 Cr.Hrs. 3 0.0
 Advanced topics in combinatorics, including generating functions, elementary design theory, recurrences, chains and antichains, Pólya counting. The course is challenging and is intended for students in mathematically rich disciplines. May not be held with the former MATH 4400. Prerequisite: MATH 2030 (C) or MATH 2031 (C) or the former MATH 3400 (C).
- MATH 3370 Graph Theory 2 Cr.Hrs. 3 0.0
 Advanced topics in graph theory, including matchings and coverings, optimization, factors, flows, extremal graph theory, basic Ramsey theory, connectivity, and spectral graph theory. Selected applications in science and operations research are studied. The course is challenging and is intended for students in mathematically rich disciplines. May not be held with COMP 4340. Prerequisite: MATH 2070 (C) or MATH 2071 (C) or the former MATH 2400 (B) or permission of instructor.
- MATH 3380 Introduction to Projective Planes Cr.Hrs. 3 0.0
 Affine planes and projective planes, cross ratio, complex projective plane (the great unifier), Desargues' theorem, projective planes over division rings, Pappus' theorem and commutativity, the fundamental theorem for projectivities on a line, introduction of coordinates in a projective plane. May not be held with the former MATH 2550 or the former MATH 2551 or the former MATH 2552 or the former MATH 3430. Prerequisite: MATH 2020 (C) or MATH 2021 (C) or the former MATH 3300 (C) or the former MATH 3350 (C) or consent of instructor.

- MATH 3410 Introduction to Mathematical Logic Cr.Hrs. 3 0.0
 Propositional and first-order logic. Recursion theory. May not be held with the former MATH 4250. Prerequisite: MATH 2020 (C) or MATH 2021 (C) or the former MATH 2202 (C) or the former MATH 2350 (C) or the former MATH 2352 (C) or consent of instructor.
- MATH 3420 Numerical Analysis 2 Cr.Hrs. 3 0.0
 Numerical methods for eigenvalue problems, nonlinear systems, initial-value problems, boundary-value problems; finite difference methods for ordinary and partial differential equations; error analysis. May not be held with the former MATH 3600 or the former MATH 3601. Prerequisites: [MATH 2090 (C) or MATH 2091 (C) or the former MATH 2300 (B) or the former MATH 2301 (B) or the former MATH 2352 (C)] and [MATH 2150 (C) or MATH 2151 (C) or MATH 2720 (B) or MATH 2721 (B) or the former MATH 2750 (C)] and [MATH 2160 (C) or MATH 2161 (C) or the former MATH 2600 (C) or the former MATH 2601 (C)]. Pre- or corequisite: MATH 3440 or the former MATH 2800 or the former MATH 2801.
- MATH 3440 Ordinary Differential Equations Cr.Hrs. 3 0.0
 Theory and applications of ordinary differential equations; existence and uniqueness of solutions, linear systems, simple nonlinear systems. This course is theory-based and is intended for students in mathematically rich disciplines. May not be held with the former MATH 3800. Prerequisite: MATH 2180 (C) or [(MATH 1300 (B) or MATH 1301 (B)) and (the former MATH 2730 (B) or the former MATH 2731 (B) or the former MATH 2750 (C))].
- MATH 3460 Partial Differential Equations Cr.Hrs. 3 0.0
 Method of characteristics for first order PDEs, wave, beam, heat and Laplace equations, derivation of PDEs, existence and uniqueness, energy estimates, well-posedness, maximum principles, separation of variables. May not be held with the former MATH 3810. Prerequisites: [MATH 2150 (C) or MATH 2151 (C) or (the former MATH 2750 (C)) or ((MATH 2720 (B) or MATH 2721 (B)) and (the former MATH 2730 (B) or the former MATH 2731 (B)))] and [MATH 3440 (C) or the former MATH 3800 (C)].
- MATH 3470 Real Analysis 2 Cr.Hrs. 3 0.0
 Functions of bounded variation, Riemann-Stieltjes integration and Lebesgue integration. May not be held with the former MATH 3740 or the former MATH 3760. Prerequisites: [MATH 2150 (C) or MATH 2151 (C) or MATH 2720 (B) or MATH 2721 (B) or the former MATH 2750 (C)] and [MATH 2180 (C) or the former MATH 3230 (C)].
- MATH 3480 Set Theory Cr.Hrs. 3 0.0
 Axiomatic set theory. Cardinality, well-ordered sets, ordinal numbers, cardinal numbers. Axiom of Choice. Ordinal and cardinal arithmetic. Transfinite induction and recursion. May not be held with the former MATH 3220. Prerequisite: MATH 2020 (C) or MATH 2021 (C) or the former MATH 2202 (C) or consent of instructor.
- MATH 4270 Algebraic Topology Cr.Hrs. 3 0.0
 This course will serve as an introduction to elements of homotopy or homology theory. May not be held with the former MATH 4230. Prerequisites: [MATH 3320 (C) or the former MATH 3300 (C)] and [MATH 3390 (C) or the former MATH 3240 (C)] or consent of instructor.

MATH 4330 Fundamentals of Approximation Theory Cr.Hrs. 3 0.0
Theoretical aspects of approximation theory: density, existence, uniqueness; direct and inverse theorems for polynomial approximation. Prerequisites: [MATH 2080 (C) or MATH 2081 (C) or the former MATH 2202 (C)] and [MATH 2160 (C) or MATH 2161 (C) or the former MATH 2600 (C) or the former MATH 2601 (C)] or consent of instructor.

MATH 4370 Linear Algebra and Matrix Analysis Cr.Hrs. 3 0.0
Vector and matrix norms, matrix factorizations, eigenvalues and eigenvectors, theory of non-negative matrices. Applications to differential equations, math biology, numerical analysis, digital image processing, data mining, GPS, Markov chains, graph theory, etc. will be given in this course. May not be held with the former MATH 4310. Prerequisite: MATH 2090 (C) or MATH 2091 (C) or the former MATH 2300 (B) or the former MATH 2301 (B) or the former MATH 2350 (C) or the former MATH 2352 (C).

MATH 4390 Numerical Approximation Theory Cr.Hrs. 3 0.0
Computational aspects of approximation by interpolatory polynomials, convolutions, artificial neural networks, splines and wavelets. Prerequisites: [MATH 2150 (C) or MATH 2151 (C) or MATH 2720 (B) or MATH 2721 (B) or the former MATH 2750 (C)] and [MATH 2160 (C) or MATH 2161 (C) or the former MATH 2600 (C) or the former MATH 2601 (C)] or consent of instructor.

MATH 4440 Numerical Analysis of Partial Differential Equations Cr.Hrs. 3 0.0
Finite difference method, mathematical theory of Elliptic PDEs, finite element method, iterative solution of linear systems. Emphasis will be on the error analysis (stability, consistency and convergence) of the various methods. Prerequisites: [MATH 3420 (C) or the former MATH 3600 (C) or the former MATH 3601 (C)] and [MATH 3460 (C) or the former MATH 3810 (C)] and [MATH 3470 (C) or the former MATH 3740 (B) or the former MATH 3760 (C)] or consent of instructor. It is recommended that MATH 4370 be taken prior to or at the same time.

MATH 4450 Number Theory 2 Cr.Hrs. 3 0.0
Algebraic number theory, arithmetic geometry and analytic number theory, Diophantine equations, examples such as arithmetic of elliptic curves and Dirichlet L-functions. May not be held with the former MATH 3450. Prerequisites: [(MATH 2020 (C) or MATH 2021 (C)) and MATH 2170 (C)] or [(the former MATH 2500 (C) or the former MATH 2501 (C)) and the former MATH 2202 (C) and the former MATH 2750 (C)] or consent of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Microbiology

Modifications to the following programs, including changes to the program notes, are outlined on the next eight pages:

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

4.10.1 Program Information

Microbiology is the study of microorganisms such as bacteria, viruses, fungi, protozoa, and algae, and their interactions with the environment. It is also an area of study that plays a pivotal role in understanding other life science disciplines, such as medicine, agriculture, ecology, and pharmacy. **Molecular and systems microbiology are part of the program, which spans applied, environmental and medical microbiology.** ~~Studies in cloning, recombinant DNA technology, and gene sequencing are part of the program.~~ The departments of Microbiology and Chemistry offer joint Honours programs (including Co-op) and joint Four Year Major programs (including Co-op) in biochemistry and biotechnology (See Sections 4.2 and 4.4).

The department must approve a student's Honours or Major program prior to registration in each session. Students must also obtain approval for any and all revisions to their program.

Microbiology Prerequisite Information

Students are advised to take courses in the year suggested in the charts below; otherwise difficulties may arise with timetabling and prerequisite requirements. Students are responsible for all prerequisites and corequisites of the courses required or selected in all programs below. Since Chemistry courses form an integral part of all Microbiology programs, students should note that Grade 12 mathematics and chemistry are prerequisite to CHEM 1300. **Students will also require Biology 40S (or equivalent) and any Grade 12 mathematics course (or equivalent) for entry to BIOL 1020 (the prerequisite for BIOL 1030).**

Honours Requirements and Options

To enter the Honours program in Microbiology, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in MBIO 1010, and a minimum grade of "C+" in CHEM 1310. BIOL 1020, BIOL 1030, STAT 1000 and the 3 credit hours of specified Mathematics or Physics are program requirements and students are strongly encouraged to complete these courses in first year.

~~* Students interested in studying Microbiology should note that Grade 12 mathematics and chemistry are prerequisite to CHEM 1300. Effective 2009-2010, students will also require Biology 40S (or equivalent) and any Grade 12 mathematics course (or equivalent) for entry to BIOL 1020 (the required prerequisite for BIOL 1030).~~

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

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

Students who wish to elect CHEM 2260, CHEM 2290 or CHEM 2470 as options should note the prerequisites in making a choice of mathematics courses.

CHEM 2210 must be taken before MBIO 2370 (CHEM 2370). Courses MBIO 2360 and CHEM 2360, and MBIO 2370 and CHEM 2370 are the same and credit cannot be held for both. Microbiology students will normally register in MBIO 2360 and MBIO 2370, but CHEM 2360 and CHEM 2370 will be

regarded as equivalents.

By careful choice of electives, programs may be selected giving emphasis to various areas of Microbiology, e.g., Biochemistry and Molecular Biology or Environmental and Ecological Microbiology. In choosing optional courses, students should be aware of any prerequisite requirements.

Honours Cooperative Option

Students interested in alternating academic terms and terms of paid employment as part of their Honours Microbiology program may enter the Cooperative Option in April of their second year in Honours Microbiology. This program provides students with a minimum of 12 months of paid employment by the time they graduate. It enables them to obtain work experience in research and industry with participating firms, government agencies and university units.

The course and grade requirements for entry to this option are the same as those required for entry to the regular Honours program (see above), as indicated in the chart. ~~Students are required to complete the first and second year requirements of the program;~~ **Before their first employment term, students are required to complete the first and second year requirements of the program, including MBIO/CHEM 2370 as well as MBIO 3010 and MBIO 3410.** Students should refer to the general faculty regulations for B.Sc. (Honours) Cooperative Options in Section 3.6.

To continue in the Honours Cooperative program a student must maintain a minimum DGPA of 3.00, successfully complete each work term, and complete a minimum of 9 credit hours during each academic term. Students should note that the grade requirements for the Cooperative Option are the same as that for the regular Honours program (see above).

Students must check with the Co-op office for the April application deadline information. They will normally be notified of their provisional acceptance in the program by September. Acceptance into the program is dependent upon the student receiving an employment placement. Employment term positions available to the students will be approved by the department, and the employers will select the students they wish to employ. Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option if the demand for places exceeds the number of places available. The department reserves the right to determine and select the best qualified applicants.

Students are required to register in and pay fees for each employment term prior to the commencement of each employment term. Students will be required to submit an employment report upon the completion of each employment term.

Four Year Major

To enter the Major Degree program in Microbiology, a student must have completed at least 24 credit hours with a minimum DGPA of 2.00, and also obtained a minimum grade of "C+" in MBIO 1010, and CHEM 1310. BIOL 1020, BIOL 1030, STAT 1000 and the 3 credit hours of specified Mathematics or Physics are program requirements and students are strongly urged to complete these courses in first year.

* Students interested in studying Microbiology should note that Grade 12 mathematics and chemistry are prerequisite to CHEM 1300. ~~Effective 2009-2010,~~ Students will also require Biology 40S (or equivalent) and any Grade 12 mathematics course (or equivalent) for entry to BIOL 1020 (the ~~required~~ prerequisite for BIOL 1030).

To continue in the Microbiology Major Degree, students must maintain a minimum DGPA of 2.00.

To graduate from the 4-year Major degree program in Microbiology, students are required to obtain a minimum DGPA of 2.00.

Potential entrants to this program should also note the following:

Students who wish to elect CHEM 2260, CHEM 2290 or CHEM 2470 as options should note the prerequisites in making a choice of mathematics courses.

CHEM 2210 must be taken before MBIO 2370 (CHEM 2370). Courses MBIO 2360 and CHEM 2360, and MBIO 2370 and CHEM 2370 are the same and credit cannot be held for both. Microbiology students will normally register in MBIO 2360 and MBIO 2370, but CHEM 2360 and CHEM 2370 will be regarded as equivalents.

Students must note course and grade prerequisites when selecting 3000 and 4000 level Microbiology courses.

Microbiology MBIO 4530 is not available in this program **without special permission**.

By careful choice of electives, programs may be selected giving emphasis to various areas of Microbiology, e.g., Biochemistry and Molecular Biology or Environmental and Ecological Microbiology. In choosing optional courses, students should be aware of any prerequisite requirements.

The listed requirements are minimum requirements. Students are reminded that should they wish to take further courses in Microbiology, they are at liberty to do so within the degree regulations.

Four Year Major Cooperative Option

Students interested in alternating employment terms and academic terms as part of their Major program in Microbiology may enter the Cooperative Option in April of their second year in Microbiology. This program provides students with a minimum of 12 months of paid employment by the time they graduate. It enables them to obtain work experience in research and industry with participating firms, government agencies and University units.

The course and grade requirements for entry to this option are the same as those required for entry to the regular Major program. MBIO 3010 and MBIO 3410 are required in Year 3. **Before their first employment term, students are required to complete the first and second year requirements of the program, including MBIO/CHEM 2370 as well as MBIO 3010 and MBIO 3410.** ~~Students are required to complete the first and second year requirements of the program MBIO 3410 and MBIO 3410 before they begin their first employment term.~~ See the general faculty regulations for B.Sc. (Major) Cooperative Option in Section 3.4.

Students must check with the Co-op office for the April application deadline information. They will normally be notified of their provisional acceptance in the program by September. Acceptance into the program is dependent upon the student receiving an employment placement. Employment term positions available to the students will be approved by the department, and the employers will select the students they wish to employ. Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option if the demand for places exceeds the number of places available. The department

reserves the right to determine and select the best qualified applicants.

Students are required to register in and pay fees for each employment term prior to the commencement of each employment term. Students will be required to submit an employment report upon the completion of each employment term.

Option List for All Microbiology Programs:

Agroecology: AGEC 2370

Biological Sciences:

BIOL 2242 (BOTN 2010), BIOL 2260 (BOTN 2210), BIOL 2261, BIOL 2300 (BOTN 2370, ZOOL 2370), BIOL 2301 (BOTN 2371, ZOOL 2371), BIOL 2380 (BOTN 2180, ZOOL 2180), BIOL 2381, BIOL 2410 (ZOOL 2530), BIOL 2411 (ZOOL 2531), BIOL 2420 (ZOOL 2540), BIOL 2421 (ZOOL 2541), BIOL 3260 (BOTN 2290), BIOL 3290 (BOTN 3280), BIOL 3291, BIOL 3330 (BOTN 3250), BIOL 3370 (ZOOL 3500), BIOL 3400 (BIOL 3450), BIOL 3452 (BOTN 3010), BIOL 3460 (ZOOL 3530), BIOL 3462 (ZOOL 3540), BIOL 3470, BIOL 3472, BIOL 3500 (BOTN 3460), BIOL 3501, BIOL 3542 (BIOL 2540), BIOL 3560 (ZOOL 3060), BIOL 3561, BIOL 4242 (BOTN 4130), BIOL 4244 (BOTN 4160), BIOL 4246 (BOTN 4050), BIOL 4250 (BOTN 4210), BIOL 4430 (BOTN 4120), BIOL 4480 (ZOOL 4600), BIOL 4540 (ZOOL 4150), BIOL 4542 (ZOOL 4270), BIOL 4544 (BIOL 3540), BIOL 4556, BIOL 4560 (ZOOL 4140)

Chemistry:

CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400 (CHEM 2380), CHEM 2470, CHEM 3390, CHEM 3590, CHEM 3570, CHEM 4590, CHEM 4360, CHEM 4370, CHEM 4620, CHEM 4630 CHEM 4670

Environmental Science: ENVR 2180

Food Sciences: FOOD 4150, FOOD 4280

General Agriculture: AGRI 2180

Pharmacology: PHAC 4030, PHAC 4040

Plant Science: PLNT 3400

Statistics: STAT 2000

NOTE: Other suitable options may be selected with permission of the department.

Three Year General

As prescribed with all other faculty regulations in Section 3.2, students in this program must select 18 credit hours of 2000, 3000 and (or) 4000 level courses from each of **two** Science areas. To satisfy the requirement in the area of Microbiology, students must take a minimum of 18 credit hours of Microbiology courses as prescribed in the chart below (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level.).

Students wishing to elect courses in Microbiology in fulfillment of the requirements for the B.Sc. (General)

degree should note the following:

- Students must obtain a grade of "C" or better in the following: MBIO 1010, BIOL 1020, BIOL 1030, CHEM 1300 and CHEM 1310.
- Students are encouraged to elect additional Microbiology courses above the required minimum.
- Microbiology MBIO 2770 and MBIO 2780 (CHEM 2770 and CHEM 2780) are not available in this program.

Minor

Students must complete MBIO 1010, CHEM 1300, CHEM 1310, BIOL 1020, BIOL 1030, plus 12 credit hours of Microbiology courses at the 2000 and (or) 3000 level.

Biochemistry and Biotechnology Programs

The Department of Microbiology, in conjunction with the Department of Chemistry, offers Joint Honours programs, Joint Honours Cooperative Option programs, Joint four year Major programs and Joint four year Major Cooperative Option programs in Biochemistry and Biotechnology. See Sections 4.2 Biochemistry Program and 4.4 Biotechnology Program for full details.

Back

4.10.2 Microbiology Program Charts

4.10.2 Microbiology

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|--|--|--|
| HONOURS⁶ 120 CREDIT HOURS | | | |
| MBIO 1010 ⁵ BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 | MBIO 2020, MBIO 2360 (CHEM 2360), MBIO 2370 ³ (CHEM 2370) ³ BIOL 2500, BIOL 2520 CHEM 2210, CHEM 2220 | MBIO 3010, MBIO 3030, MBIO 3280, MBIO 3410, MBIO 3470 | MBIO 4040, MBIO 4020, MBIO 4440, MBIO 4480, MBIO 4530 (6), <u>and one of:</u> MBIO 4600, MBIO 4610 <u>or MBIO 4672.</u> |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics chosen from: MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 STAT 1000 6 credit hours from the Faculty of Arts, which should include the required "W" course. 9 credit hours of approved electives 3 credit hours from Microbiology or from the option | | 45 18 credit hours of Microbiology courses ³ including 3 credit hours at the 4000 level 9 credit hours chosen from Microbiology courses ³ or from the option list (see below) | |

| | | | |
|--|---|--|---|
| list | | | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |
| HONOURS COOPERATIVE OPTION^{6,7} 120 CREDIT HOURS | | | |
| MBIO 1010 ⁵ BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 | MBIO 2020, MBIO 2360 (CHEM 2360), MBIO 2370 ³ (CHEM 2370) ³ BIOL 2500, BIOL 2520 CHEM 2210, CHEM 2220 | MBIO 3010 ⁷ , MBIO 3030, MBIO 3280, MBIO 3410 ⁷ , MBIO 3470 | MBIO 4010, MBIO 4020; MBIO 4440, MBIO 4480, and one of: MBIO 4600, MBIO 4610 or MBIO 4672. |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics from MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 STAT 1000 6 credit hours from the Faculty of Arts, which should include the required "W" course 9 credit hours of approved electives 3 credit hours chosen from Microbiology courses ³ or from the option list (see below) | | 21 24 credit hours of Microbiology courses ³ including 3 credit hours at the 4000 level 9 credit hours chosen from Microbiology courses ³ or from the option list (see below) Work Terms: MBIO 3980, MBIO 3990, MBIO 4980 and/or MBIO 4990 | |
| 30 Hours | 30 Hours | 30 Hours | 30 Hours |
| FOUR -YEAR MAJOR (Including Co-op)^{4,6,7} 120 CREDIT HOURS | | | |
| MBIO 1010 ⁵ BIOL 1020, BIOL 1030 CHEM 1300, CHEM 1310 | MBIO 2020, MBIO 2360 (CHEM 2360), MBIO 2370 ³ (CHEM 2370) ³ BIOL 2500, BIOL 2520 CHEM 2210, CHEM 2220 | MBIO 3010 ⁷ , MBIO 3030, MBIO 3410 ⁷ | |
| In Year 1 or Year 2 the following must be completed: 3 credit hours of Mathematics or Physics from MATH 1200 ¹ , MATH 1300 ¹ , MATH 1500 ¹ , PHYS 1020 or PHYS 1050 STAT 1000 | | 24 credit hours of Microbiology courses ² including 15 credit hours at the 4000 level 9 credit hours of Microbiology courses ² or courses chosen from the option list (see below) 18 credit hours of approved electives Work Terms: | |

| | |
|--|---|
| 6 credit hours from the Faculty of Arts, which should include the required "W" course | MBIO 3980, MBIO 3990, MBIO 4980 and/or MBIO 4990 |
| 12 credit hours of approved electives | |
| THREE YEAR GENERAL (90 CREDIT HOURS) | |
| MBIO 1010 | 18 credit hours of 2000, 3000, and (or) 4000 level Microbiology courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level.) |
| MINOR | |
| MBIO 1010 (C) | 12 credit hours of Microbiology at the 2000 and (or) 3000 level |
| CHEM 1300, CHEM 1310(C) | |
| BIOL 1020, BIOL 1030 (C) | |
| BIOCHEMISTRY - Joint Microbiology and Chemistry Programs: See Section 4.2 Biochemistry | |
| BIOTECHNOLOGY – Joint Microbiology and Chemistry Programs: See Section 4.4 Biotechnology | |
| NOTES: | |
| ¹ MATH1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, MATH 1520 or MATH 1690 may be taken in place of MATH 1500. MATH 1240 may be taken in place of MATH 1200. | |
| ² MBIO 4010, MBIO 4530 and MBIO 4670 may be selected only by special permission. | |
| ³ MBIO 4020 and MBIO 4672 cannot be selected. It is strongly recommended that MBIO 2370 (CHEM 2370) be completed prior to Year 3 as it is prerequisite to many upper level MBIO courses. | |
| ⁴ IMPORTANT: The four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program. | |
| ⁵ MBIO 1010 may be completed in either year 1 or year 2. It is recommended that it be completed in first year. | |
| ⁶ MBIO 1220 and MBIO 2440 1410 cannot be used to satisfy course requirements in a Major or Honours program. | |
| ⁷ Students in the Co-operative Option must complete MBIO 3010 and MBIO 3410 before their first employment term. | |
| (The number 6 in brackets indicates a 6 credit hour course.) | |
| Option List for All Microbiology Programs: | |

Biological Sciences:

BIOL 2242 (BOTN 2010), BIOL 2260 (BOTN 2210), BIOL 2261, BIOL 2300 (BOTN 2370, ZOO L 2370), BIOL 2301 (BOTN 2371, ZOO L 2371), BIOL 2380 (BOTN 2180, ZOO L 2180), BIOL 2381, BIOL 2410 (ZOO L 2530), BIOL 2411 (ZOO L 2531), BIOL 2420(ZOO L 2540), BIOL 2421 (ZOO L 2541), BIOL 3260 (BOTN 2290), BIOL 3290 (BOTN 3280), BIOL 3291, BIOL 3330 (BOTN 3250),BIOL 3370 (ZOO L 3500), BIOL 3450 (BOTN 2020), BIOL 3452 (BOTN 3010), BIOL 3460 (ZOO L 3530), BIOL 3462 (ZOO L 3540),BIOL 3470, BIOL 3472, BIOL 3500 (BOTN 3460), BIOL 3501, BIOL 3542 (BIOL 2540), BIOL 3560 (ZOO L 3060), BIOL 3561, BIOL 4242 (BOTN 4130), BIOL 4244 (BOTN 4160), BIOL 4246 (BOTN 4050), BIOL 4250 (BOTN 4210), BIOL 4430 (BOTN 4120), BIOL 4480 (ZOO L 4600), BIOL 4540 (ZOO L 4150), BIOL 4542 (ZOO L 4270), BIOL 4554 (BIOL 3540), BIOL 4556, BIOL 4560 (ZOO L 4140)

Chemistry:

CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 2400 (CHEM 2380), CHEM 2470, CHEM 3390, CHEM 3590, CHEM 3570, CHEM 4590, CHEM 4360, CHEM 4370, CHEM 4620, CHEM 4630, CHEM 4670

Environmental Science: ENVR 2180

Food Sciences: FOOD 4150, FOOD 4280

General Agriculture: AGRI 2180, AGE C 2370

Pharmacology: PHAC 4030, PHAC 4040

Statistics: STAT 2000

NOTE: Other suitable options may be selected with permission of the department.

Physics and Astronomy

Modifications:

PHYS 2210 Understanding Electricity and Magnetism Cr.Hrs. 3 0.0

An introduction ranging from its history to connections with real-world phenomena in engineering and biology, and common sense on the understanding of the phenomena. The student is carefully guided through mathematical derivations. Physics is used to develop the theory and the applications of such things as motors, radios, magnetic resonance imaging (MRI) systems and computers. May not be held with the former PHYS 2200, or the former PHYS 2201, PHYS 2600 or PHYS 2610. Prerequisites: [(a "C" or better in PHYS 1070 or PHYS 1071) or (a "C+" or better in both of (PHYS 1020 or PHYS 1021) and (PHYS 1030 or PHYS 1031))] and [a "C" or better in one of MATH 1230, MATH 1500, MATH 1501, MATH 1510 or MATH 1520]. Pre- or corequisite: [MATH 1200 or the former MATH 1201 or MATH 1240 or MATH 1241] and [one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710].

PHYS 2250 Introductory Modern Physics Cr.Hrs. 3 0.0

Come join us as we explore the ground breaking discoveries in physics during the last 100 years that have laid the foundation for our modern high-tech world and brought us nuclear power, computers, nanotechnology and new energy technologies (to name a few). Then, finish off with a look into the future, at the 21st century physics frontier. Not available to students who have previously obtained credit in, or are currently registered in PHYS 2251 or PHYS 2380. Not available to students in Honours or Major programs in Physics. Prerequisites: [(a "C" or better in PHYS 1070 or PHYS 1071) or (a "C+" or better in both of (PHYS 1020 or PHYS 1021) and (PHYS 1030 or PHYS 1031))] and [a "C" or better in one of MATH 1230, MATH 1500, MATH 1501, MATH 1510 or MATH 1520]. Pre- or corequisite: [one of MATH 1200, the former MATH 1201, MATH 1240 or MATH 1241] and [one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710].

NET CHANGE IN CREDIT HOURS: 0.0

Université de Saint-Boniface

Faculté d'éducation et des études professionnelles

Faculté d'éducation

Introductions:

EDUA 5951 L'inclusion et la diversité Cr.Hrs. 3 +3.0
Étude des enjeux de la diversité pour la pratique en orthopédagogie en contexte scolaire. Analyse des considérations éthiques, théoriques et pratiques de la diversité qui influencent la nature et l'efficacité de l'orthopédagogie auprès des membres de la communauté scolaire.

EDUA 5953 L'inclusion et l'approche écologique Cr.Hrs. 3 +3.0
Étude et analyse de l'inclusion scolaire, en lien avec le paradigme de la dénormalisation ainsi que du Processus de production du handicap (PPH), des stratégies visant à éliminer les barrières à l'inclusion et d'une renégociation du rôle des intervenants, dont celui de l'orthopédagogue.

NET INCREASE IN CREDIT HOURS: +3.0

École de traduction

Modifications:

TRAD 4071 Mémoire de traduction Cr.Hrs. 3 0.0
Travail indépendant réalisé sous la supervision d'un professeur à la toute fin du programme de l'étudiante ou de l'étudiant. Traduction commentée d'un texte d'environ 2500 mots accompagnée d'une analyse textuelle et d'un lexique élaboré à partir du texte à traduire. Recherche documentaire et terminologique à des fins traductionnelles. Préalables: une note minimale de C dans TRAD 3261 ou TRAD 3271 et TRAD 3131. N.B. Ce cours doit être suivi à la toute fin du programme. Il faut avoir conservé une moyenne cumulative de B pour pouvoir s'inscrire au mémoire.

TRAD 4141 Rédaction professionnelle comparée II Cr.Hrs. 3 0.0
Étude comparative de documents professionnels anglais et français. Rédaction, en anglais, de documents professionnels divers. Préalable: note minimale de C dans ENGL 2001 ou ENGL 2000 ou TRAD 3271.

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

Modifications to the **Baccalauréat spécialisé en traduction** are outlined on the five pages.

Modification - Baccalauréat spécialisé en traduction

Sommaire des changements

Cette modification au programme découle d'une recommandation formulée dans le rapport d'évaluation des programmes de traduction, selon laquelle le cours TRAD 4263 Théories de la traduction devrait devenir obligatoire dans le cadre du programme de baccalauréat spécialisé en traduction offert sur place.

Étant donné qu'il s'agit d'un cours de niveau 4000, le cours TRAD 4263 Théories de la traduction devra être suivi en quatrième année du programme. Actuellement, la quatrième année du programme comprend 30 crédits de cours à option. À la suite de la modification, l'étudiant devra suivre 27 crédits de cours à option plutôt que 30.

Transition

Le cours deviendra obligatoire pour les nouveaux étudiants qui entreprendront leur programme à l'automne 2017.

Les étudiantes et étudiants actuellement inscrits dans le programme ne seront pas touchés par la modification, puisqu'ils peuvent suivre le cours comme cours à option.

Executive summary

This program modification follows a recommendation from the evaluation of the Translation programs, according to which the course TRAD 4263 Théories de la traduction will become mandatory for the students registered in the B. A. spécialisé en traduction (honors), delivered on site.

The course will have to be taken in the fourth year of the student's program. Consequently, for their fourth year, the student will have to take this course and 27 optional credits, instead of 30 optional credits as defined in the current program.

Transition plan

The implementation of this program modification will start in the Fall of 2017.

The students who are currently in the program will not be subject to this modification. The course will be mandatory for students who will be registering in the program in the Fall of 2017 and onwards.

Programme actuel / Current program**Programme révisé / Revised program****Baccalauréat spécialisé en traduction (sur place)**

Les programmes de traduction visent à vous permettre d'acquérir à la fois les connaissances et l'expérience pratique nécessaires pour devenir traducteurs ou traductrices. Vous trouverez un grand choix de cours de version et de thème qui répondent aux exigences de formation de base du marché du travail.

Les études universitaires commencent généralement par Université 1 (U1). Ce n'est qu'après avoir complété 30 crédits que vous demanderez le transfert à votre faculté ou école.

Consultez les manuels obligatoires et la liste des cours.

Exigences académiques

Ce programme consiste en 120 crédits y compris les 30 crédits d'Université 1. La formation spécialisée en traduction comprend 90 crédits répartis entre cours obligatoires et cours au choix. Ces cours sont classés par bloc. Vous devez maintenir une moyenne cumulative minimale de B (3,00) pour obtenir votre diplôme.

- Première année (Université 1) : réussir 30 crédits répartis de la façon suivante :
 - FRAN 1111 *Grammaire et laboratoire* (3) et FRAN 1091 *Rédaction universitaire* (3);
 - Humanités (6);
 - Sciences (6, dont 3 en mathématiques);
 - Sciences sociales (6);
 - 6 crédits au choix.
- Au cours de la première année universitaire (Université 1), vous devez réussir l'examen d'admission pour poursuivre votre formation. La spécialisation commence après avoir

Baccalauréat spécialisé en traduction (sur place)

Les programmes de traduction visent à vous permettre d'acquérir à la fois les connaissances et l'expérience pratique nécessaires pour devenir traducteurs ou traductrices. Vous trouverez un grand choix de cours de version et de thème qui répondent aux exigences de formation de base du marché du travail.

Les études universitaires commencent généralement par Université 1 (U1). Ce n'est qu'après avoir complété 30 crédits que vous demanderez le transfert à votre faculté ou école.

Consultez les manuels obligatoires et la liste des cours.

Exigences académiques

Ce programme consiste en 120 crédits y compris les 30 crédits d'Université 1. La formation spécialisée en traduction comprend 90 crédits répartis entre cours obligatoires et cours au choix. Ces cours sont classés par bloc. Vous devez maintenir une moyenne cumulative minimale de B (3,00) pour obtenir votre diplôme.

- Première année (Université 1) : réussir 30 crédits répartis de la façon suivante :
 - FRAN 1111 *Grammaire et laboratoire* (3) et FRAN 1091 *Rédaction universitaire* (3);
 - Humanités (6);
 - Sciences (6, dont 3 en mathématiques);
 - Sciences sociales (6);
 - 6 crédits au choix.
- Au cours de la première année universitaire (Université 1), vous devez réussir l'examen d'admission pour poursuivre votre formation. La spécialisation commence après avoir

| | |
|---|--|
| <p>terminé Université 1.</p> <ul style="list-style-type: none"> Deuxième année : réussir 15 de cours obligatoires et 15 crédits de cours au choix dans les blocs A, B, C, ou D ou parmi les cours à option (humanités, sciences, sciences sociales, 3^e langue) en accord avec la représentante ou le représentant du secteur de traduction. <p>Cours obligatoires :</p> <ul style="list-style-type: none"> - ENGL 2001 Intermediate Writing and Research (6); - TRAD 2101 Analyse et résumé de textes I (3); - TRAD 2111 Informatique et traduction (3); - TRAD 2151 Introduction à la traduction (3). <ul style="list-style-type: none"> Troisième année : réussir 15 crédits de cours obligatoires et 15 crédits de cours au choix dans les blocs A, B, C ou D. <p>Cours obligatoires :</p> <ul style="list-style-type: none"> - TRAD 3051 Syntaxe comparée (3); - TRAD 3101 Analyse et résumé de textes II (3); - TRAD 3131 Terminologie bilingue et documentation (3); - TRAD 3261 Traduction générale (anglais-français) (3); - TRAD 3271 General Translation French-English (3). <ul style="list-style-type: none"> Quatrième année : réussir 30 crédits de cours choisis dans les blocs A, B, C ou D, ou parmi des cours à option en accord avec la représentante ou le représentant du secteur de traduction. Vous devez choisir au moins 6 crédits de cours dans chacun des blocs A, B, C ou D. | <p>terminé Université 1.</p> <ul style="list-style-type: none"> Deuxième année : réussir 15 de cours obligatoires et 15 crédits de cours au choix dans les blocs A, B, C, ou D ou parmi les cours à option (humanités, sciences, sciences sociales, 3^e langue) en accord avec la représentante ou le représentant du secteur de traduction. <p>Cours obligatoires :</p> <ul style="list-style-type: none"> - ENGL 2001 Intermediate Writing and Research (6); - TRAD 2101 Analyse et résumé de textes I (3); - TRAD 2111 Informatique et traduction (3); - TRAD 2151 Introduction à la traduction (3). <ul style="list-style-type: none"> Troisième année : réussir 15 crédits de cours obligatoires et 15 crédits de cours au choix dans les blocs A, B, C ou D. <p>Cours obligatoires :</p> <ul style="list-style-type: none"> - TRAD 3051 Syntaxe comparée (3); - TRAD 3101 Analyse et résumé de textes II (3); - TRAD 3131 Terminologie bilingue et documentation (3); - TRAD 3261 Traduction générale (anglais-français) (3); - TRAD 3271 General Translation French-English (3). <ul style="list-style-type: none"> Quatrième année : <p>Cours obligatoire :</p> <p>-TRAD 4263 Théories de la traduction</p> <ul style="list-style-type: none"> réussir 27 crédits de cours choisis dans les blocs A, B, C ou D, ou parmi des cours à option en accord avec la représentante ou le représentant du secteur de traduction. Vous devez choisir au moins 6 crédits de cours dans chacun des blocs A, B, C ou D. |
|---|--|

Blocs de cours**Programme actuel / Current program****Programme révisé / Revised program**

| | |
|--|---|
| <p>Bloc A - Version TRAD 4273 Traduction biomédicale et pharmaceutique TRAD 4361 Traduction spécialisée TRAD 4381 Traduction en sciences sociales TRAD 4391 Traduction juridique TRAD 4401 Traduction littéraire TRAD 4411 Traduction scientifique et technique TRAD 4421 Traduction commerciale et économique TRAD 4501 Initiation à la localisation TRAD 4531 Traduction militaire</p> <p>Bloc B - Rédaction et traduction TRAD 2071 Grammaire normative TRAD 3011 Lexicologie comparée TRAD 3121 Lexicographie comparée TRAD 3141 Rédaction professionnelle comparée I TRAD 4031 Analyse du discours I TRAD 4033 Analyse du discours II TRAD 4071 Mémoire de traduction TRAD 4101 Mémoire de terminologie TRAD 4141 Rédaction professionnelle comparée II TRAD 4263 Théorie de la traduction</p> <p>Bloc C - Thème TRAD 4231 Translation in the Social Sciences TRAD 4241 Legal Translation TRAD 4251 Literary Translation TRAD 4271 Scientific and Technical Translation TRAD 4371 Specialized Translation</p> <p>Bloc D - Pratique TRAD 3111 Laboratoire I TRAD 4011 Atelier de traduction professionnelle TRAD 4051 Révision TRAD 4061 Terminologie appliquée TRAD 4081 Sous-titrage TRAD 4091 Gestion d'un service de traduction TRAD 4111 Laboratoire II</p> | <p>Bloc A - Version TRAD 4273 Traduction biomédicale et pharmaceutique TRAD 4361 Traduction spécialisée TRAD 4381 Traduction en sciences sociales TRAD 4391 Traduction juridique TRAD 4401 Traduction littéraire TRAD 4411 Traduction scientifique et technique TRAD 4421 Traduction commerciale et économique TRAD 4501 Initiation à la localisation TRAD 4531 Traduction militaire</p> <p>Bloc B - Rédaction et traduction TRAD 2071 Grammaire normative TRAD 3011 Lexicologie comparée TRAD 3121 Lexicographie comparée TRAD 3141 Rédaction professionnelle comparée I TRAD 4031 Analyse du discours I TRAD 4033 Analyse du discours II TRAD 4071 Mémoire de traduction TRAD 4101 Mémoire de terminologie TRAD 4141 Rédaction professionnelle comparée II TRAD 4263 Théorie de la traduction</p> <p>Bloc C - Thème TRAD 4231 Translation in the Social Sciences TRAD 4241 Legal Translation TRAD 4251 Literary Translation TRAD 4271 Scientific and Technical Translation TRAD 4371 Specialized Translation</p> <p>Bloc D - Pratique TRAD 3111 Laboratoire I TRAD 4011 Atelier de traduction professionnelle TRAD 4051 Révision TRAD 4061 Terminologie appliquée TRAD 4081 Sous-titrage TRAD 4091 Gestion d'un service de traduction TRAD 4111 Laboratoire II</p> |
|--|---|

TRAD 4261 Initiation à l'interprétation
TRAD 4281 Adaptation publicitaire

TRAD 4261 Initiation à l'interprétation
TRAD 4281 Adaptation publicitaire



Student Advocacy and Accessibility

520 University Centre
Winnipeg, Manitoba, Canada
R3T 2N2
Tel: 204-474-7423
Fax: 204-474-7567
stadv@umanitoba.ca

DATE: November 9, 2016

TO: Shannon Coyston, Office of the University Secretary

FROM: Brandy Usick, Director, Student Advocacy and Accessibility *Usick*

RE: *2014-2015 and 2015-2016 Annual Report of Student Advocacy*

As per Student Advocacy's term of reference, I am submitting the office's annual report for the periods of September 1, 2014 to August 31, 2015 and September 1, 2015 to August 31, 2016.

I will be available to present the report and to respond to questions.

- c. Don Stewart, Executive Director, Student Support
- Susan Gotteil, Vice-Provost (Students)

Student Advocacy office

2014-2015 and 2015-2016 Annual Report

Executive Summary

The Student Advocacy Office¹ provides confidential services for receiving student complaints and grievances. This centre serves as a general information source for students regarding their rights and responsibilities. Students are assisted in the resolution of concerns or conflicts arising from actions or decisions taken by the University. Students are advised of policies and procedures to follow, both informally and formally. Staff work collaboratively with other campus resources to provide support and education to students and other members of the University community.

This report provides selected data and highlights of the Student Advocacy office activities for the reporting periods from September 1, 2014 to August 31, 2015 and September 1, 2015 to August 31, 2016.

The demand for services remained high with the number of office contacts totaling 2,251 in 2015-2016 and 2,441 in 2014-2015. The percentage of international students accessing services was 51% in both years. The office continues to receive a high degree of referrals; over 60% are referred from academic units.

The issues presented to the office are categorized into academic, misconduct, administrative, admissions and Respectful Work and Learning Environment (RWLE) related matters. For the past two reporting years, the proportion of misconduct cases grew (30% to 37%) while the proportion of academic cases decreased (57% to 50%). For 2015-16 we changed how we report outcomes for misconduct cases. Whereas we formally reported non-appealed misconduct cases as resolved informally, we now report these as resolved through a formal process. Of those cases that involved a formal request or an appeal, the majority were granted, upheld, or a modified remedy was offered.

The Student Advocacy team remains busy with its educational activities and outreach, particularly in the area of academic integrity. Highlights of note include involvement in the behavioural policies and ROASS revision process, the academic integrity campaign, and in offering training for fair hearings and investigations.

¹ Student Advocacy policy http://umanitoba.ca/admin/governance/governing_documents/students/280.html

Student Advocacy and Accessibility Vision and Mission

Vision

An inclusive university community that is empowered to advocate for fairness, accessibility and integrity.

Mission Statement

Student Advocacy and Accessibility (SAA) provides confidential supports to students in order to promote a respectful, fair, and accessible campus community.

We offer detailed accommodation plans, empower students to self-advocate, and provide expertise to faculties on best practices, issues of inclusion and universal design.

SAA seeks to educate staff, faculty, and students on matters including academic integrity and the rights and responsibilities of all members of the university community to foster a safe and positive learning environment.

Office Contacts

Student Advocacy has developed a comprehensive intake procedure to help provide students with meaningful information during their first encounter with the office. There are many benefits for front-loading the intake process. The Confidential Intake Assistant² provides students with material including letter templates for common requests or appeals (e.g., authorized withdrawals, grade appeals) and directions for preparing for their appointment with a Student Advocate (e.g., checklist, directions on documents to bring). Students are also directed to links and resources that are available on the Student Advocacy website, which includes tutorials and links to information and policies. Providing students with self-directed activities in advance of an appointment may help to reduce the anxiousness students may feel when waiting to meet with an advocate during peak periods. As well, as part of our service philosophy, we encourage students to advocate for themselves. Thus, having material available at the front desk and online may result in a student receiving the information they need to move forward on their own.

Table 1 provides a summary of the total number of office contacts from students, staff and faculty over the last five years. While there have been fluctuations, the demand for services remains high.

² The Confidential Intake Assistant is shared position between Student Advocacy, Student Accessibility Services, and Student Support Case Management office. The position is responsible for the student intake process for all three units.

| Table 1: Office Contacts | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Student | | | | | |
| Front Desk Contacts | 891 | 1,168 | 1,027 | 862 | 726 |
| Individual Student Cases | 1,252 | 1,172 | 1,011 | 1,268 | 1,073 |
| Total Student Contacts | 2,143 | 2,340 | 2,038 | 2,130 | 1,799 |
| Faculty/Staff Consultations | 108 | 101 | 119 | 128 | 94 |
| Total | 2,251 | 2,441 | 2,157 | 2,258 | 1,893 |

Front Desk Contacts includes all contacts that do not result in an active student case file. Inquiries, online chats, potential cases, and cancelled or no show appointments are examples of front desk contacts.

The *Individual Student Cases*³ count is the total number of students who had an active case file opened during the reporting year or whose case was carried forward⁴ from the previous reporting year. In 2014-2015 there were 38 cases carried forward and in 2015-2016 there were 67. Cases are carried forward for a three different reasons: (1) the issue is complex, (3) appeal or request pending decision or scheduling of hearing, or (3) case opened just before closing of previous reporting year.

Faculty/Staff Consultations are the total number of faculty, staff and administrators who contacted the Student Advocacy for advice on handling student matters.

Demographics

Of the students for whom an individual student case file was opened during the 2014-2015 and 2015-2016 reporting years, there were slightly more males (51%) than females (49%). With the ability to synchronize student information directly from AURORA⁵ with our database we are able to obtain more accurate demographic data about the students in our caseload. Prior to Fall 2014 we had to rely on a student's self-declaration if they are an international student⁶. In each of the reporting years 51% international students presented to the office for support. This is disproportionately high compared to the

³ The number of reported individual student cases is different than the specific issues that are presented to the office by individual students, which will be discussed later in this report.

⁴ In previous annual reports, the carried forward was report separately. For this report the carried forward cases were added to the individual student cases for each of the last five years and presented as a total number.

⁵ Student Advocacy migrated to a new database ClockWork in the Fall of 2014. The decision to purchase a new database was based on several factors: moving aspects of case management online, improving internal access to case notes, creating efficiencies at the front desk (Student Accessibility Service also uses ClockWork) and improving the report functions.

⁶ In [2013-2014 reporting year](#), only 28% students self declared they were international students.

total number of international students registered at the University, which was 16% in Fall 2015⁷ (or approximately 13% undergraduate and 4% graduate students)⁸

Historically, students presenting to Student Advocacy are enrolled in faculties that have the largest number of students: University 1, Science, Arts, and Faculty of Graduate Studies.⁹ See Table 2 for breakdown of students by faculty of registration.

| Table 2 Student Cases by Faculties of Registration | 2015-2016 | 2014-2015 |
|---|------------------|------------------|
| Faculty of Science | 27% | 21% |
| Faculty of Arts | 17% | 21% |
| Faculty of Graduate Studies | 13% | 13% |
| University 1 | 10% | 7% |
| Faculty of Engineering | 6% | 8% |
| Faculty of Health Sciences ¹⁰ | 5% | 5% |
| Other ¹¹ | 22% | 25% |
| Total | 100% | 100% |

Student Advocacy appreciates the high number of referrals we receive from the university community. In 2014-2015, 60% of students indicated they were referred to the office and in 2015-2016 the percentage of referrals increased to 73%. The source of the majority of these referrals (over three quarters) is notably from academic units (faculties, colleges, schools or departments).

Students of Concern

In 2012-2013 we began to identify within our caseload students who were of concern¹². With the introduction of the Student Support Case Management office¹³ in Fall 2013 and ongoing promotion of the role of STATIS¹⁴ (Student/Staff Threat Assessment Triage Intervention and Support team) we have noted a substantial decrease in the number of students of concern and related consults from the campus community who contact Student Advocacy in the first instance. This trend will likely continue with the

⁷ [Institutional Analysis report, Student by Citizenship Fall Term 2015.](#)

⁸ [Institutional Analysis report International Undergraduate and Graduate Students By Faculty/College/School Fall 2015](#)

⁹ Institutional Analysis reports dated November 1, 2015 for [Undergraduate Enrolment](#) and [Graduate Enrolment](#).

¹⁰ Students in graduate programs offered at the Bannatyne campus are included in the count for the Faculty of Graduate Studies

¹¹ Other is comprised of the remainder of the Faculties/Colleges/Schools

¹² In past reports we have defined students of concern to mean students whose behaviour may be considered as threatening to self or to others, or who may be vulnerable or at risk given their present circumstances. "Concerning Behaviour" is now formally defined in [section 2.16 of the Student Non-Academic Misconduct and Concerning Behaviour Procedure](#).

¹³ [Student Support Case Management website](#)

¹⁴ [STATIS \(Student/Staff Threat Assessment Triage Intervention and Support\) website](#)

changes made to the behavioural policies that provide clearer procedures and referral guidance.¹⁵ There were 6 identified cases in 2014-2015 and 4 in 2015-2016. In 2013-2014 there were 61 and in 2012-2013 there were 32. We interpret this marked decline as a positive development: students are being referred to the Student Support Case Management office or other support units. The various support units on campus work together and while Student Advocacy often is involved in these situations, the assistance is typically now limited to that of direct advocacy support.

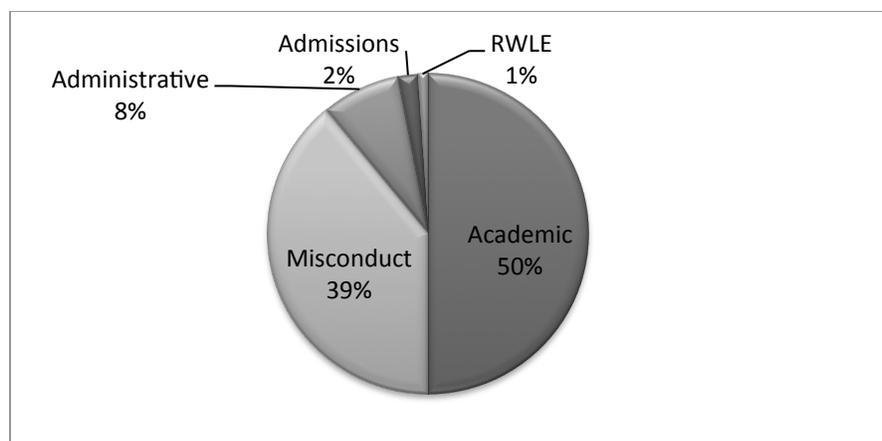
Categorization of Issues

As part of the intake and case file management process, we identify the issue(s) the student is presenting to the office. In some cases, a student may return for assistance with new or different issues or the situations that some students present with are complex and may involve multiple pathways to resolution, require coordination of other services, and/or span more than one academic year. Table 3 provides the total number of issues over the last five reporting years. Like the Office Contacts (Table 1) there are small fluctuations but the number of issues remains high.

| Table 3: Student Issues | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| | 1,241 | 1,233 | 1,137 | 1,374 | 1,285 |

Each issue is categorized as academic, misconduct (academic or non-academic), administrative, admissions, and those that involve the Respectful Work and Learning Environment policy. Figure 1¹⁶ provides the proportion of issues by category averaged across the two reporting years.

Figure 1. Categorization of Issues



¹⁵ See [Student Non-Academic Misconduct and Concerning Behaviour Procedure](#) and [Violent and Threatening Policy](#)

¹⁶ In 2013-2014 the breakdown of issues by category was Academic 57%, Discipline 30%, Administrative 9%, Admissions 2%, and RLWE 2%.

Each category is explained below and in some instances, broken down further into subcategories.

Academic Issues

Academic issues are further organized into four sub-categories, described below. See Table 4 for number of cases across the two reporting years, which shows some fluctuations.

1. *Special requests* includes requests for academic concessions that a student makes to their program, typically based on medical or compassionate circumstances (e.g., authorized withdrawals, deferred examinations, term work extensions, or leaves of absence);
2. *Complaints* are concerns and grievances (e.g., term work or final grade appeals, conflict with an instructor or graduate advisor; breaches of ROASS¹⁷);
3. *Academic deficiency* involves situations where a program has determined a student has not met the academic performance requirements and a decision is made that prevents progression (e.g., academic suspension, required to withdraw); and ineligible to proceed;
4. *Professional conduct* or *experiential learning* includes breaches of program specific academic policies (e.g., professional unsuitability bylaw or unsafe practice or debarment) and/or issues that arise in experiential learning environments (e.g., practicum, clinical, field, or coop placements).

| Table 4: Academic Issues | 2015-2016 | 2014-2015 |
|--|------------------|------------------|
| Special Requests | 405 | 351 |
| Complaints | 158 | 136 |
| Academic Deficiency | 40 | 52 |
| Professional Conduct/Experiential Learning | 23 | 7 |
| Total | 626 | 546 |

Academic and Non-Academic Misconduct Issues

Misconduct issues¹⁸ are divided into two categories: academic misconduct and non-academic misconduct. Table 5 provides information about academic misconduct cases over the past three years.

¹⁷ [Responsibilities Of Academic Staff With Regards To Students \(ROASS\)](#)

¹⁸ This category was previously labeled discipline but the revisions to the Student Discipline Bylaw resulted in the creation of two distinct procedures: [Student Academic and Student Non-Academic Misconduct and Concerning Behaviour](#).

| Table 5: Academic Misconduct | 2015-2016 | 2014-2015 | 2013-2014 |
|-------------------------------------|------------------|------------------|------------------|
| Academic Fraud | 2 | 0 | 2 |
| Application Fraud | 8 | 2 | 7 |
| Forged Documentation | 3 | 1 | 3 |
| Personation | 3 | 22 | 1 |
| Inappropriate Collaboration | 149 | 117 | 56 |
| Plagiarism | 197 | 181 | 154 |
| Cheating | 67 | 60 | 54 |
| Duplicate Submission | 1 | - | - |
| Unauthorized Material | 14 | 33 | 39 |
| Other Academic Discipline | 2 | 4 | 1 |
| Total | 446 | 420 | 317 |

At the time this report was prepared the University Discipline Committee (UDC) report for 2014-2015 was available. The number of inappropriate collaboration cases was uncharacteristically high. Historically there have been more cases of plagiarism than inappropriate collaboration although both typically represent the majority of academic misconduct cases. Some of these cases were large group cases that were handled in such a way as to minimize staffing resources within the academic unit and Student Advocacy. In these cases, students were encouraged to provide written responses to the allegations. When students contacted Student Advocacy, they were given prepared information at the front desk with the option to proceed on their own or to make an appointment to meet with an advocate.

Non-academic misconduct cases involve concerning student behavior (e.g., inappropriate/disruptive behavior, residence issues, etc.). These cases fluctuate from year to year but since 2013 have trended downward due in part to the work of Student Support Case Management office, which is often now involved in the first instance. The number of cases over the past three reporting years is as follows: 24 (2013-2014), 24 (2014-2015), and 14 (2015-2016).

Administrative, Admissions and RWLE related Issues

The *Administrative* category includes matters that involve an administrative office. Examples include tuition fee appeals and transcript notation removal requests submitted through the Registrar's Office. Table 5 shows a small fluctuation of cases.

The *Admission* category involves requests for reconsideration or appeals of denied entry to a prospective faculty or program. Table 5 shows the consistent number of students presenting with admissions-related concerns over the past two years.

Respectful Work and Learning Environment (RWLE) issues involve referral to or coordination with the Human Rights and Conflict Management. These cases include students who wish to make a complaint

(informal or formal) or who are seeking assistance in responding to a complaint. Table 6 reveals the number of cases have remained consistent across the two reporting years.

| Table 6: Administrative, Admissions & RWLE | 2015-2016 | 2014-2015 |
|---|------------------|------------------|
| Administrative | 114 | 94 |
| Admission | 26 | 22 |
| RWLE | 15 | 15 |
| Total | 155 | 131 |

Resolution of Issues

There has been a change to categorizing the resolution of issues from previous reporting years. Our assistance of students who are being investigated for misconduct or breaches of the RWLE policy were previously categorized as "informal" if the student only participated in the investigation process and did not appeal the decision. However, investigations are a formal process and we are now categorizing the resolution of these issues as "formal" to better reflect our involvement and the outcome. Table 7 presents resolutions for cases according to the different types of outcomes. The data for 2013-2014¹⁹ were revised and presented in Table 7 to allow for a point of comparison with the current two reporting years. As indicated in Table 7, an increasing number of cases are being handled through a formal process.

Informal Resolution means the advocate aided through providing information and advice, worked on behalf of a student to make a request and/or to mediate an issue, made a referral to another office, or the student decides not to pursue his/her concern. Of the issues resolved within a *Formal* process, over half involved a discipline investigation. The remainder involved outcomes of a request or an appeal. The majority of requests and appeals lead to a positive (i.e., granted, upheld or modified) outcome. *Other* involves situations wherein a student retains a lawyer, the advocate withdraws services, or a student withdraws his/her appeal after it is submitted (the latter comprises the majority of these types of resolutions).

| Table 7: Resolution of Issues | | 2015-2016 | | 2014-2015 | | 2013-2014 | |
|--------------------------------------|------------------|------------------|-----------|------------------|-----------|------------------|-----------|
| Informal | | 507 (41%) | | 497 (44%) | | 594 (52%) | |
| Formal | (no appeal) | 729 (59%) | 388 (31%) | 618 (55%) | 358 (32%) | 533 (47%) | 245 (22%) |
| | (appeal/request) | | 341 (28%) | | 260 (23%) | | 288 (25%) |
| Other | | 5 (<1%) | | 10 (1%) | | 10 (1%) | |
| Total | | 1,241 (100%) | | 1,125 (100%) | | 1,137 (100%) | |

¹⁹ In the [2013-2014 annual report](#) the proportion of cases closed by resolution category was 74% informal, 25% formal, and 1% other. This breakdown is typical of how cases have been resolved in the past.

Office

Staff

The full time staffing complement of the Student Advocacy office includes:

- Director, Student Advocacy and Accessibility (Brandy Usick);
- Three full time Student Advocates (Heather Morris, Susie Ally, and Meghan Menzies); and
- Three full time shared positions
 - Assistant to the Executive Director, Student Support (Angel Therrien);
 - Confidential Intake Assistant (Rakshya KC); and
 - Program Assistant (Ann Dobson).

During the reporting years the unit experienced some staffing complications due to leaves, resignations, position discontinuance, and structural changes that necessitated internal reallocation to create new or revised shared administrative positions. New (term) positions were made possible through International Student Support Funds: Academic Integrity Coordinator (Loie Gervais) for two years (2015-2016 and 2016-2017) and an additional Student Advocate for 2016-2017 (Julia Osso).

We extend our warm wishes and gratitude to Ali Wood-Warren for her six years of excellent work as a Student Advocate. Thank you as well to Justin Bouchard who worked as a term Student Advocate position in 2015-2016. Many thanks to our dedicated student staff who provide much needed support at the front desk and on projects.

Space

Student Advocacy maintains office hours at the Fort Garry and Bannatyne campuses. Advocates are also able to meet students at other affiliated campuses on an as-needed basis. The office provides services to current, former, and prospective University of Manitoba students.

Strategic Planning

Student Advocacy and Accessibility Services staff completed a strategic planning exercise with assistance from Learning and Organizational Development. Staff were committed and engaged with the process of creating a revised vision and mission (presented earlier) for Student Advocacy and Accessibility and to implement key shared objectives²⁰.

²⁰ The key objectives are (1) creation of population specialists; (2) research, consideration and implementation of emerging trends and best practices; (3) increase outreach and education and; (4) increase collaborations between Student Advocacy and Student Accessibility Services.

Educational Activities

Presentations and Workshops

An important mandate of the Office is education for and outreach to the University community. Student Advocacy staff prepared and delivered nearly 200 presentations and workshops over the two reporting years. Staff members were invited to speak at student orientations and were asked, throughout the year, to present in classes or to groups of students on student rights and responsibilities, avoiding academic dishonesty, or student conduct. Staff also offered workshops to faculty, staff and administrators on fairness, student discipline process, incivility, and academic integrity.

Student Advocacy's educational outreach extends to the online environment as well. Student Advocacy was involved with the creation of the tutorials that make up the content for the Faculty of Graduate Studies mandatory course GRAD 7500 that launched in September 2015. The academic integrity and student conduct tutorial²¹ used by academic units for disciplinary/remedial outcomes was also updated as were walkthroughs²² for common student issues including authorized withdrawals and grade appeals that are part of our intake process and frequently used by academic units.

Academic Integrity Initiative

Brandy Usick continued her responsibilities co-chairing the academic integrity working group (AIWG)²³. Within the reporting years there was much activity in the area of academic integrity. We hosted the annual Academic Integrity Week September 29-October 3, 2014²⁴ and October 5-9, 2015²⁵ with campus partners. With some fiscal support, the AIWG was able to work with a facilitation company to assist with the creation of a framework, which included a joint focus group with faculty and students who have been identified as champions of academic integrity within the campus community. With the hiring of Loie Gervais as the Academic Integrity Coordinator, the Academic Integrity initiative has seen significant advancements on a number of projects from October 2015 to August 2016. A comprehensive communications plan was developed, which included expansion and revision of resources. In collaboration with the Marketing and Communications office, a campus-wide Academic Integrity campaign was designed and launched in July and August. A number of promotional materials that reflect the educational approach of the initiative were created and distributed both online and on campus. In complement to the campaign, several smaller initiatives progressed including the academic integrity

²¹ The [Academic Integrity and Student Conduct tutorial](#) is designed to help University of Manitoba Students to better understand their rights and responsibilities and provide information about specific types misconduct.

²² Links to the Student Advocacy walkthroughs for [Authorized withdrawals](#) and [grade appeals](#).

²³ In Fall 2016, the Academic Integrity Working Group was renamed the Academic Integrity Advisory Committee.

²⁴ [UMToday \(2014, Sept. 29\). Academic Integrity Highlighted in Weeklong Event](#)

²⁵ [2015-2016 Academic Integrity Week site](#)

site²⁶, the beginning of a series of academic integrity videos, the establishment of a regular pattern of activity on social media and in UM Today, the renewal of the Academic Integrity Ambassador program, the creation of a number of resources, including an interactive academic integrity tutorial, and the formation of a working group for planning Academic Integrity Month in October 2016.

Committee Work

During the reporting years

- Brandy Usick co-chaired university-wide working groups on Academic Integrity, Cooper Commission Implementation, and Child Care.
- Brandy was a member of the Behavioural Policies working group and in addition to helping revise the policies, assisted in communications roll out. She was also involved with the revisions to the ROASS policy.
- Loie Gervais was a member on the Academic Integrity Working Group and all sub groups (faculty, student and "Cite Right"). Susie Ally was a member of the student and Cite Right sub groups.
- Heather Morris was a member of Peers: SHS Steering Committee and involved with the administrative review in 2014-2015.
- Susie Ally attended meetings of the International Student Advisors Network.
- Ali Wood-Warren and later Justin Bouchard attended meetings of the U of M Advisor Exchange and New Student Orientation Committee.
- Brandy Usick was a member on the Sexual Assault Working Group (SAWG) and Heather Morris - and later Susie Ally - participated in the SAWG Awareness and Education Sub-committee.
- Brandy Usick was a member of the Senate Committee on Instruction and Evaluation (resource) and the Faculty of Graduate Studies Programs and Guidelines Committee.
- Brandy Usick was involved with the Student Conduct Community of Practice within CACUSS (Canadian Association of College and University Student Services).

Scholarly Activity

- Brandy Usick worked with Dr. Lynn Smith (former Executive Director, Student Services) to update the Procedural Fairness monograph²⁷ for CACUSS. This involved receiving support and feedback from Student Affairs colleagues across Canada, including hosting a round table at the CACUSS conference in June 2015. Brandy, Dr. Smith, Lara Hof (Humber College), and Marcelle Mullings (Ryerson University) facilitated an interactive session on the monograph at the CACUSS conference in June 2016.

²⁶ [Academic Integrity site](#)

²⁷ The monograph is available on the [CACUSS website](#) as a free download for members or for a fee for non-members.

- Brandy Usick participated in a panel discussion on academic integrity at a symposium held at McEwan University in Edmonton, AB in November 2014.
- Brandy Usick, Dr. Brenda Stoesz and Loie Gervais presented *Creating an institutional strategy for academic integrity: We're all in this together* at the International Centre for Academic Integrity Conference in February 2016.
- Heather Morris and Brandy Usick continued to co-teach *Role of the Student and Student Needs*, a core course for the Certificate in University and College Administration (CUCA) level 1²⁸ offered through CHERD.

Recommendations

The workload of Student Advocacy is demanding and time-sensitive, which creates challenges in providing responsive service to students, staff, faculty, and administrators while also meeting the needs for educational outreach, projects, and committee work. We have been fortunate to receive fiscal funding for two positions through the International Student Support Fund and would like to see these valuable positions continue:

Academic Integrity Coordinator

The Academic Integrity Coordinator (Loie Gervais) has been funded for the past two years through the International Student Support Fund in recognition of the significant overrepresentation of international students in cases of academic dishonesty. The creation of this position has been instrumental in advancing the academic integrity initiative and the numerous projects prioritized by the Academic Integrity Working Group. We have since developed an institutional strategy to enhance academic integrity that involves all members of the community with an emphasis on teaching and learning and a particular focus on international students. This initiative also requires significant collaboration with staff, faculty, and students. For the 2016-2017 a service component has been added to the position: students will be referred for discipline follow to identify and coordinate appropriate educational support.

International Student Advocate

As is evidenced by the caseload, student advocates work disproportionately in support of international students. The unit requires a Student Advocate who has a specialized focus on the needs of and challenges facing international students. One of the action plans identified within the SAA staff strategic planning session was to create population specialists to enhance the supports provided to targeted student groups, including international students and Indigenous students. We have a student advocate on staff (Susie Ally) who has begun this specialized work with the addition of a term student advocate

²⁸ [Certificate in University and College Administration \(CUCA\) level 1](#)

position (funded through the International Student Support Fund) who can back-fill some of the time Susie requires. This term advocate also helps to reduce the wait time for students during peak periods and the delays scheduling disciplinary meetings and will help to better balance the caseload so the team can work on several educational outreach projects that extend the reach of the office and support the campus community.

The Student Advocacy office has updates on two past recommendations.

Academic misconduct definitions

In our 2013-2014 annual report²⁹ we mentioned the Academic Integrity Working Group was working with the Associate Deans (Undergraduate) committee to prepare definitions of academic misconduct that can be used consistently by members of the University community. These definitions were completed and subsequently included in the revised Student Discipline Bylaw, specifically within the Student Academic Misconduct Procedures³⁰ and the revised Academic Integrity regulation³¹ in the Academic Calendar. These definitions will also be used in the data collection for the 2016-2017 University Discipline Report.

Training for appeals chairs, committee members and discipline authorities

In 2015-2016 Student Advocacy, along with Legal Council and the Office of the University Secretary began to offer training to student appeals committee chairs, members, and support staff and to those who have responsibility to investigate student academic or non-academic misconduct. These workshops – *Conducting Fair Hearings*, *Role of Chairs in Student Appeals Hearings*, and *Fair Investigations* – are offered throughout the academic year at both campuses and scheduled through Learning & Organizational Development Services³² or upon request to Student Advocacy³³. To enhance the training, online resources are available on the academic integrity website³⁴ and a newly created behavioural policies website³⁵.

The presenting team will continue to work on promoting the training and ideally would like to work with faculties, colleges and schools to create a schedule to offer training at optimal times (i.e., when new committee members join). As well, the team would like to encourage student representatives on appeal committees to attend.

²⁹ [Student Advocacy Annual Report 2013-2014](#)

³⁰ [Student Academic Misconduct Procedures](#)

³¹ [Academic Integrity, General Academic Regulation, Academic Calendar](#)

³² [Learning & Organizational Development Services Registration System](#)

³³ [Student Advocacy Presentation and Workshop Request Form](#)

³⁴ [Academic Integrity website](#)

³⁵ [Behavioural policies website](#)



MEMORANDUM

DATE: November 23, 2016
TO: David Barnard, Chair of Senate
FROM: Jeff Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING – November 22, 2016***

At its meeting on November 22, 2016, the Board of Governors approved the following motions:

THAT the Board of Governors approve two new offers, fourteen amended offers, and the withdrawal of seven offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated August 24, 2016]

THAT the Board of Governors approve two new offers and one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated August 24, 2016]

THAT the Board of Governors approve two amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated June 21, 2016]

THAT the Board of Governors approve twelve new offers, five amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated September 20, 2016]

Copy: J. Ristock
D. Jayas
S. Coyston

JL/sf

November 23, 2016

Report of the Senate Executive Committee (*addendum*)

Preamble

The Executive Committee of Senate held its regular monthly meeting on November 23, 2016. The Report of that meeting was included with the agenda for the December 7th Senate meeting.

Observations

1. Modification to Deadline for Submission of Appeals of 2016 Fall Term Final Grades

- At a Special Meeting, on November 10, 2016, Senate approved modifications to the 2016 – 2017 Academic Schedule, with modifications to the Fall and Winter Terms, due to the UMFA labour action. In addition, Senate approved a recommendation:
 THAT the Senate Executive Committee, in accordance with its normal powers “to deal with contingencies that arise between meetings of Senate” is empowered to make any further revisions to the Academic Schedule required to complete the Fall and Winter Terms, including any unit or program specific changes requested by Faculties, Colleges and Schools, and to report thereon to Senate.
- At the November 23rd meeting, Senate Executive approved a recommendation from the Registrar (Attachment I) to revise the 2016 Fall Term Grade Appeal deadline from: January 23, 2017 to: February 7, 2017.

Respectfully submitted,

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

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

Modification of the deadline for submission of Appeals of 2016 Fall Term Final Grades

The Final Grade appeal deadline for Fall Term courses is defined in the University Procedure on Final Grades as:

On a Fall Term course grade the deadline is fifteen (15) working days following the first day in January which the University is open.

- 15 working days after the University re-opens in 2017 is January 23.
- Fall Term grades for strike affected classes is final grades will not be available to students until January 24.
- The normal deadline of January 23 is 10 working days after the grades would normally be available (Jan 10).
- It is recommend that one deadline for Final Grade appeals be administered and that it be set as 10 working days after Jan 24.
- If approved, the modified Grade Appeal deadline will be February 7.

Respectfully submitted to Senate Executive November 23, 2016 by Neil Marnoch, Registrar

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

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

2. Revisions to 2016 – 2017 Academic Schedule, Winter-Summer Spanned Course Dates

- At a Special Meeting, on November 10, 2016, Senate approved modifications to the 2016 – 2017 Academic Schedule, with modifications to the Fall and Winter Terms, due to the UMFA labour action. In addition, Senate approved a recommendation:
 THAT the Senate Executive Committee, in accordance with its normal powers “to deal with contingencies that arise between meetings of Senate” is empowered to make any further revisions to the Academic Schedule required to complete the Fall and Winter Terms, including any unit or program specific changes requested by Faculties, Colleges and Schools, and to report thereon to Senate.
- At the meeting on December 14th, the Senate Executive Committee approved a recommendation from the Registrar to modify the Start and End dates for the 2017 Winter –Summer Term, for Winter – Summer spanned courses, as outlined in Attachment I.

3. Comments of the Executive Committee of Senate

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

Respectfully submitted,

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

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

MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

PH: 204-474-9425



UNIVERSITY
OF MANITOBA

Date: December 9, 2016

Memo To: Senate Executive

From: Neil Marnoch, Registrar

A handwritten signature in black ink, appearing to read 'Neil Marnoch'.

Re: **Revisions to the Academic Schedule for 2016-2017**
Winter – Summer Spanned Course dates

Due to the delayed start of the Winter 2017 Term, the dates for the Summer portion of courses offered in the Winter – Summer Term must be modified.

Originally, the Winter – Summer spanned courses were approved with the following dates:

Winter Term (Part A): January 4 – April 7

Summer Term (Part B): April 10 – June 30

The modified dates would be:

Winter Term (Part A): January 18 – April 21

Summer Term (Part B): April 24 – July 14



UNIVERSITY
OF MANITOBA

Faculty of Kinesiology
and Recreation Management

102 Frank Kennedy Centre
Winnipeg, Manitoba
Canada R3T 2N2

MEMORANDUM

TO: Senate Committee on Curriculum and Course Changes

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

DATE: August 12, 2016

RE: **FKRM Faculty Council Approval – Undergraduate Curriculum**

On May 26, 2016, FKRM's Faculty Council approved 62 motions submitted by the FKRM Curriculum Review, Alignment, and Renewal Steering Committee pertaining to curricular changes and program modifications.

On August 12, 2016, the Faculty of Kinesiology and Recreation Management's Faculty Council approved the following motion:

THAT the FKRM Faculty Council approved the FKRM undergraduate curriculum change submission to the University of Manitoba's Senate Committee on Curriculum and Course Changes and Senate Planning and Priorities Committee for consideration.

In addition to this confirmation of FKRM Faculty Council approval, please find enclosed the following supporting documents:

- Summary Sheets
- Executive Summary of changes, including proposed timeline for implementing the changes
- Statement of resource implications
- Transition Plan
- Program Modifications forms for each degree program, including statements of supports from other units where required
- Course Change forms (Fall 2017 - Fall 2020)
- Current and revised program charts for the Academic Calendar (Fall 2017- Fall 2020)

Executive Summary

Faculty of Kinesiology and Recreation Management July 2016

Related Documents (available upon request)

- **Curriculum Revision Proposal**, from the Associate Dean (Undergraduate Education), passed by Academic Council, September 18, 2015
- **Motions to Academic Council**, from the Curriculum Review Committee, passed by Academic Council on May 18, 2016.
- **Motions to Faculty Council**, from Academic Council, passed by Faculty Council on May 26, 2016
- **Curriculum Transition Plan**

Background

The Faculty of Kinesiology and Recreation Management (FKRM)'s last curriculum review occurred in 2005 with implementation in the 2007-2008 academic year. Since the implementation of the revised curriculum, several institutional changes transpired, which highlight the need for the FKRM to engage in a curriculum review, alignment, and renewal process. These changes include: 1) the release of the University of Manitoba's Strategic Plan (*Taking Our Place*, 2015-2020) in 2015 with clearly articulated objectives for increasing experiential education and Indigenous content in courses; 2) the creation of a FKRM Strategic Plan (2015-2020) in 2015; and 3) a large turnover in the professoriate with 17 of 24 professors starting their positions in the FKRM since the implementation of the 2007 curriculum. Given these changes, the Dean of the FKRM, Dr. Douglas A. Brown, empowered the Associate Dean (Undergraduate Education) to form a Curriculum Review Committee and begin a curriculum review, alignment and renewal process. The Curriculum Review Committee reported to Academic Council, which consists of professors and instructors teaching in the Faculty of Kinesiology and Recreation Management.

Mandate of the Curriculum Review Committee

"To review, align, and renew the FKRM undergraduate curriculum with a view to producing knowledgeable and informed graduates who are prepared to contribute to creating, translating, and mobilizing knowledge related to physical activity, human movement, sport, and leisure."

. Motion passed by Academic Council, September 18, 2015

Scope and Objectives

The scope of the review included all of the Faculty's undergraduate degrees:

- Bachelor of Kinesiology (4 year) (admits up to 65 students per year)
- Bachelor of Kinesiology-Athletic Therapy (4 year) (admits up to 24 students/year)
- Bachelor of Physical Education (3 year) (admits up to 35 students per year)
- Bachelor of Recreation Management and Community Development (4 year) (admits up to 40 students per year)

The specific objectives of the 2015-2016 Curriculum Review, Alignment and Renewal process include:

- Fostering commitment to the overall curriculum by all FCRM professors;
- Identifying and addressing duplication and drift in course content;
- Addressing attributes of our ideal graduates that we are not actively facilitating;
- Establishing Intended Learning Outcomes for all FCRM undergraduate courses;
- Assessing the actual costs of offering our curriculum;
- Addressing sequencing issues in program delivery
- Determining if students are graduating with core competencies and specific skills needed to excel in the fields of Kinesiology, Physical Education and Recreation Management and Community Development.

Methodology

The methodology of the curriculum review is described in “Motions to Academic Council from the Curriculum Review Committee, May 18, 2016.” The recommendations brought forward by the Curriculum Review Committee are based on input from over 330 stakeholders, including: current students, 2010-2015 alumni, instructors, members of the FCRM Academic Advisory Board, and community partners, primarily gathered via online surveys and focus groups after securing permission from the Office of Institutional Analysis’ Survey Review Committee. The Curriculum Review Committee also conducted an environmental scan and reviewed internal and external documents, including course outlines, data from the Office of Institutional Analysis, program calendars, and information from accreditation organizations. Throughout the process, the Curriculum Review Committee sought input at Academic Council meetings on September 18, October 23, November 20, January 15, February 26, and April 1, and received guidance and support from Dr Mark Torcia (CATL Executive Director) and Ryan Nicholson (CATL curriculum mapping liaison).

The Curriculum Review Committee used information provided by its stakeholders to revise and update the ideal graduate descriptions for graduates of FCRM, the ideal year 2 entering student (i.e. what we want students to learn in year 1), the ideal BKin graduate, the ideal BPE graduate, and the ideal BRMCD graduate . These descriptions include the knowledge, skills, and attributes that Academic Council members felt strongly that graduating students should possess. Working groups were formed to assess data collected from the stakeholders outlined above, and to review the Intended Learning Outcomes (ILOs) developed in conjunction with the Centre for the Advancement of Teaching and Learning. By plotting the required cognitive (knowledge), physical (skills), affective and spiritual (attributes) domains from the ILOs against the Ideal Graduate descriptions’ knowledge, skills, and attributes using a Curriculum Mapping tool, gaps in the curriculum were identified. Recommendations were then crafted to address these gaps to align and revise the FCRM curriculum. Academic Council discussed 62 recommendations from the Curriculum Review Committee on April 27, 2016 and voted to accept 58 revised motions on May 18, 2016. Faculty Council voted to accept the revised curriculum (including the 58 motions from Academic Council) on May 26, 2016.

Main Findings of the Curriculum Review

Due to the interdisciplinary nature of our degrees, in addition to subject-based, content knowledge, FKRM graduates require a shared body of knowledge, skills, and attributes. All students in FKRM require foundational knowledge about active moving bodies, as noted in the mission of the FKRM to “create, translate, and mobilize knowledge related to physical activity, human movement, sport, and leisure.” However, a need emerged to expose students to the fundamentals of each degree in years 1 and 2 to enable students to self-select an area(s) of specialization and have choice in pursuing a pathway(s) of interest. Other key findings are that experiential learning opportunities must be maintained and/or enhanced, sequencing issues must be dealt with, and the biology prerequisites required in the BKin and BPE degrees needed to be changed (to be the same) because having different prerequisites for BPE students and BKin students in the same subsequent required courses in FKRM is challenging for both the students and the instructors.

From our stakeholders, we heard:

- BKin students are surprised their degree does not contain more physical activity and movement skills, and would be very supportive of having more opportunity to be active and learn the mechanics of movement. BIO 2410 and 2420 are not perceived as relevant prerequisites for KIN 3470 (Exercise Physiology) and there is overlap in the exercise physiology courses. BKin students also voiced they would like more opportunities to develop their writing skills.
- BPE students appreciate their small class sizes and the ability to interact with and ask questions of their professors. They are satisfied with their experiential learning classes but want more physical movement opportunities and more emphasis on lesson planning and general planning. BPE students voiced their frustration that there was some overlap in their required courses: e.g. PHED 2710/2720/2730 and PHED 3710/3360/PERS 3460. Notably, BPE students requested content on all age groups, not just elementary school children, more coaching knowledge, and the possibility to complete a fieldwork placement.
- BRMCD students note they are pleased with the foundational knowledge they gain in years 1 and 2 and are very happy with their fieldwork options in year 4. In between they strongly advocate for more REC courses to be scheduled, particularly management and community development courses. Several noted their disappointment that courses they thought they could take were not/are not offered (particularly therapeutic recreation courses). Students requested more structure and focus in the BRMCD degree in the form of streams, concentrations, or areas of emphasis, similar to the CSEP and CATA pathways in the BKin degree.

From mapping the Ideal Graduate Descriptions against the Intended Learning Outcomes established by the working groups, items that are not clearly articulated in the Intended Learning Outcomes of any of the required courses were identified as gaps in the FKRM curriculum. Gaps present in all of FKRM degrees include:

- Understanding the history of and overlap and distinctions between the fields of physical education, kinesiology, and recreation

- Understanding the culture and values of Indigenous Peoples and Indigenous ways of knowing
- Understanding academic integrity, academic dishonesty, and the consequences of committing academic dishonesty violations

Curricular changes to address these gaps include: (i) adding content on Indigenous ways of knowing and approaches to health and wellness into the introductory course PERS 1200 (Physical Activity, Health and Wellness), and making the course required for all FKRM students, (ii) creating an Academic Skills course focuses on professional writing, communication, and academic integrity (KPER 2120), (iii) adding a required History of Physical Activity and Leisure course (KPER 2170) to introduce students to the historical overlap of the degrees offered in FKRM and serve as the first W designated course in the curriculum.

In the BKin degree (inclusive of the BKin-AT specialization), specific gaps include:

- Describing and explaining the major achievements and turning points in the historical development of Canadian sport and physical activity, and the scholarship that informs this understanding.
- Identifying and defining the social determinants of health and analyzing how this applies to physical activity and health
- Identifying and applying foundational understanding of ergonomic and human factors
- Analyzing and applying behaviour change models within a socio-ecological framework
- Describing how sport and exercise has been used in the colonizing process and proposing strategies for sport and exercise be used process of reconciliation
- Using sport, exercise and human movement as activities to build community

In the BPE degree, specific gaps include:

- Understanding the colonial practices of PE/HE and work to change current neo-colonial practice
- Demonstrating, justifying and supporting human movement as a human right
- Being prepared to apply coaching knowledge for individual sport and activity as well as team or group activities
- Knowledge about various sports and the coaching skills required to teach and engage children and youth
- Knowledge of health education and preparation to analyze and critique dominant narratives of health
- Articulating a philosophy of teaching and learning that includes identification of one's assumptions, values and beliefs
- Identifying the professional practices associated with teaching and learning in PE/HE.

In the BRMCD degree, specific gaps include:

- Identifying the principles of working with community in the production of knowledge
- Explaining management responsibilities in delivering community-based programs and delivering and marketing programs intended to meet distinct audiences
- Discussing entrepreneurship in delivering leisure services in the private, public and not-for-profit sectors
- Identifying the primary sources of funding for an organization and how to write successful budgets and grants
- Designing and implementing land-based recreation opportunities
- Explaining the role of recreation in building healthy communities and the role of leisure in the community development process

OVERVIEW OF CHANGES IN THE UNDERGRADUATE PROGRAM

1) Courses Required in More than One Degree

The course code PERS was assessed as old and outdated nomenclature as it was introduced in 2006 prior to the FKRM's name change in 2007 from the Faculty of Physical Education and Recreation Studies (PERS) to the Faculty of Kinesiology and Recreation Management (KRM). It was relevant at the time, but no longer remains useful. Faculty members voted unanimously to delete all current courses with a PERS prefix, which requires reintroducing each course as a new course with the new prefix KPER, which is more accurate in that it represents "Kinesiology, Physical Education, and Recreation" – the degrees that are offered in the FKRM. KPER as a course code is used to designate any course required in 2 or more FKRM degrees, not in one degree specifically or exclusively.

2) Addressing Identified Curriculum Gaps

Curricular changes to address gaps identified in the BKin degree include: (i) adding a health and exercise psychology course, (ii) adding an advance motor learning and an ergonomics course, (iii) reorganizing the principles of fitness training and strength and conditioning courses to avoid duplication, and (iv) adding a health promotion course.

Curricular changes to address gaps in the BPE degree include: (i) splitting the 3 CH active health course into a 3 CH health promotion course and a 3 CH health education course; (ii) adding a course that provides our students with a background in theoretical and philosophical perspectives on physical and health education pedagogy; (iii) adding content on Indigenous Games and Dances into courses, not only as an elective, (iv) moving two 2000 level courses into year 3 to enable more movement-based learning in year 3, and (v) adding coaching as a required course.

Curricular changes to address gaps in the BRMCD degree include the introduction of what are being called "areas of emphasis". These five areas of emphasis reflect both our current strengths and important areas of curricular growth: i) Indigenous well-being and recreation, ii) outdoor and land-based recreation, iii) sport studies, iv) therapeutic

recreation, and v) travel and tourism. These areas of emphasis create pathways for students interested in pursuing a particular area(s) within recreation management and community development, and ensure that courses are available and a structure is in place for students to progress through their degree. Students are not required to pursue an area of emphasis to graduate, but the opportunities are there for students to complete as many as three areas of emphasis. The creation of these areas of emphasis also guides the offerings for upper-year BRMCD electives, which has been an issue for students for a number of years.

3) Biology Prerequisites

Currently BKin students are required to take BIOL 1020 & BIOL 1030 or BIOL 1000 & BIOL 1010 as well as BIOL 2410 and BIOL 2420, while BPE students are required to take BIOL 1410 and BIOL 1412. As a result, currently BIOL 2420 or BIOL 1412 serves as the prerequisite for the FKRM's exercise physiology courses required in both degrees. For consistency, BKin and BPE students will take BIOL 1410 and BIOL 1412, and BKin students will take an additional 6 CH of Science courses with labs.

4) Supervised Fieldwork Experience Options

Currently students in the BKin and BRMCD degrees can enroll in a 12 CH Supervised Fieldwork Experience course that requires 450 hours of time at a community organization. The addition of two 6-CH courses each requiring 225 hours allows students to have the option to work with more than one organization, improves course scheduling in FKRM, and places less onus on fieldwork partners supervising students, which together enhance the supervised fieldwork experience for both students and community placement partners.

Credit Hour Summary – Course Changes

TOTAL CH ADDED = 180
48 CH added (new courses)
108 CH deleted and reintroduced
24 CH fieldwork options added
180 CH

TOTAL CH DELETED = 147
24 CH deleted
108 CH deleted and reintroduced
12 CH fieldwork options deleted
147 CH

NET CHANGE + 33 credit hours
(=21 CH + 12 CH fieldwork options)

Faculty of Kinesiology and Recreation Management – Program Changes

Revisions to:

- Bachelor of Kinesiology, Bachelor of Kinesiology (Athletic Therapy), Bachelor of Physical Education, and Bachelor of Recreation Management and Community Development Programs

Key: **New Material**

~~Deleted Material~~

Program Requirements: Bachelor of Kinesiology

Year 1 - University 1: 30 credit hours

| Course No. | Credit Hours |
|---|--------------|
| BIOL 1XXX BIOL 1020 Biology 1: Principles and Themes and BIOL 1030 Biology 2: Biological Diversity, Function and Interaction (with a minimum grade of "C" in each) or BIOL 1000 Biology: Foundations of Life and BIOL 1010 Biological Diversity and Interaction (with a minimum average grade of "C+") | 6 |
| BIOL 1410 Anatomy of the Human Body | 3 |
| BIOL 1412 Physiology of the Human Anatomy | 3 |
| PERS 1200 Physical Activity, Health and Wellness | 3 |
| KPER 1200 Physical Activity, Health and Wellness | 3 |
| PERS 1500 Foundations of Physical Education and Kinesiology | 3 |
| KPER 1500 Foundations of Physical Education and Kinesiology | 3 |
| PSYC 1200 Introduction to Psychology | 6 |
| STAT Basic Statistical Analysis 1 | 3 |
| 1000M | |
| Faculty of Science Courses from List A | 6 |
| Elective | 6 3 |

Year 2: 30 credit hours

| Course No. | Credit Hours |
|---|--------------|
| BIOL 2410 Human Physiology 1 | 3 |
| BIOL 2420 Human Physiology 2 | 3 |
| PERS 2100 Introduction to Professional Practice | 3 |
| KPER 2120 Academic Skills in Kinesiology and Recreation Management | 3 |
| KPER 2170 History of Physical Activity and Leisure | 3 |
| PERS 2200 Program Planning Principles | 3 |
| KPER 2200 Planning Principles | 3 |
| KIN 2320 Human Anatomy | 3 |
| KPER 2320 Human Anatomy | 3 |
| KIN 2330 Biomechanics | 3 |

| | |
|--|--------------|
| KPER 2330 Biomechanics | 3 |
| KIN 3350 Introduction to Research | 3 |
| KPER 2350 Introduction to Research | 3 |
| KPER 2540 Psychology of Sport and Physical Activity | 3 |
| KPER 2700 Motor Control and Learning | 3 |
| Elective | 9 6 |

Year 3: 30 credit hours

| Course No. | Credit Hours |
|---|--------------|
| KPER 3100 Inclusive Physical Activity and Leisure | 3 |
| PERS 3100 Inclusive Physical Activity and Leisure | 3 |
| KPER 3460 Sociology of Physical Activity and Leisure | 3 |
| PERS 3460 Sociology of Physical Activity and Leisure | 3 |
| KIN 2540 Psychology of Sport and Physical Activity | 3 |
| KPER 3470 Exercise Physiology | 3 |
| KIN 3470 Exercise Physiology | 3 |
| KPER 3500 Physical Activity and Aging | 3 |
| KPER 3512 Principles of Fitness Training | 3 |
| KIN 3512 Principles of Fitness Training | 3 |
| KIN 3340 Philosophy of Physical Activity and Leisure | 3 |
| KIN 3740 Resistance Training and Conditioning | 3 |
| Faculty Elective | 6 |
| Elective | 9 |

Year 4: 30 credit hours

| Course No. | Credit Hours |
|--|--------------|
| KPER 4020 Philosophy of Physical Activity and Leisure | 3 |
| KPER 4100 Current Issues | 3 |
| PERS 4100 Current Issues | 3 |
| KIN 3450 Motor Control and Learning | 3 |
| KIN 4500 Physical Activity and Aging | 3 |
| Faculty Elective | 15 |
| Elective | 21 9 |

List A: List of Faculty of Science Electives.

- BIOL 1020 Biology1: Principles and Themes (3)**
- BIOL 1030 Biology 2: Biological Diversity and Interactions (3)**
- CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry (3)**
- CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry (3)**
- CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (3)**
- COMP 1010 Introductory Computer Science (3)**

COMP 1020 Introductory Computer Science 2 (3)
MATH 1200 Elements of Discrete Mathematics (3)
MATH 1300 Vector Geometry and Linear Algebra (or equivalent) (3)
MATH 1500 Introduction to Calculus (or equivalent) (3)
MATH 1700 Calculus 2 (or equivalent) (3)
MBIO 1010 Microbiology 1 (3)
PHYS 1810 General Astronomy 1: Lights, Stars and Planets (3)
PHYS 1820 General Astronomy 2: Exotic Stars, Galaxies and Cosmology (3)
PHYS 1830 Perspective on the Universe (3)
PHYS 1020 General Physics 1 (or equivalent) (3)
PHYS 1030 General Physics 2 (or equivalent) (3)

Program Requirements: Bachelor of Kinesiology – Athletic Therapy Program

Year 1 University 1: 30 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| BIOL 1XXX | BIOL 1020 Biology 1: Principles and Themes and BIOL 1030 Biology 2: Biological Diversity, Function and Interaction (with a minimum grade of "C" in each) or BIOL 1000 Biology: Foundations of Life and BIOL 1010 Biological Diversity and Interaction (with a minimum average grade of "C+") | 6 |
| BIOL 1410 | Anatomy of the Human Body | 3 |
| BIOL 1412 | Physiology of the Human Anatomy | 3 |
| HNSC 1210 | Nutrition for Health and Changing Lifestyles | 3 |
| PERS 1200 | Physical Activity, Health and Wellness | 3 |
| KPER 1200 | Physical Activity, Health and Wellness | 3 |
| PERS 1500 | Foundations of Physical Education and Kinesiology | 3 |
| KPER 1500 | Foundations of Physical Education and Kinesiology | 3 |
| PSYC 1200 | Introduction to Psychology | 6 |
| STAT 1000M | Basic Statistical Analysis 1 | 3 |
| | Faculty of Science Courses from List A | 6 |
| | Elective | 6 |

Year 2: ~~33~~ 30 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| BIOL 2410 | Human Physiology 1 | 3 |
| BIOL 2420 | Human Physiology 2 | 3 |
| HNSC 1210 | Nutrition for Health and Changing Lifestyles | 3 |
| KIN 2750 | Athletic Therapy Skills | 3 |
| KIN 3200 | Basic Trauma and Life Support | 3 |
| KIN 2200 | Basic Trauma and Life Support | 3 |
| KIN 3320 | Advanced Human Anatomy | 3 |
| KPER 2120 | Academic Skills in Kinesiology and Recreation Management | 3 |
| PERS 2100 | Introduction to Professional Practice | 3 |
| KPER 2170 | History of Physical Activity and Leisure | 3 |
| PERS 2200 | Program Planning Principles | 3 |

| | | |
|-----------|----------------------------|---|
| KPER 2200 | Planning Principles | 3 |
| KIN 2320 | Human Anatomy | 3 |
| KPER 2320 | Human Anatomy | 3 |
| KIN 2330 | Biomechanics | 3 |
| KPER 2330 | Biomechanics | 3 |
| KIN 3350 | Introduction to Research | 3 |
| KPER 2350 | Introduction to Research | 3 |
| KPER 2700 | Motor Control and Learning | 3 |

Year 3: ~~33~~ 30 credit hours

| Course No. | | Credit Hours |
|----------------------|--|--------------|
| KIN 3160 | Pathology and Sport Medicine | 3 |
| KIN 3330 | Functional Assessment and Restoration A | 3 |
| KIN 3332 | Functional Assessment and Restoration B | 3 |
| KIN 3400 | Therapeutic Modalities | 3 |
| KIN 3912 | Athletic Therapy Practicum | 4 |
| KIN 3914 | Clinical Block Placement | 2 |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 |
| KPER 3100 | Inclusive Physical Activity and Leisure | 3 |
| KPER 3460 | Sociology of Physical Activity and Leisure | 3 |
| KIN 3470 | Exercise Physiology | 3 |
| KPER 3470 | Exercise Physiology | 3 |
| KIN 3740 | Resistance Training and Conditioning | 3 |
| PERS 3340 | Philosophy of Physical Activity and Leisure | 3 |
| KIN 3512 | Principles of Fitness Training | 3 |
| KPER 3512 | Principles of Fitness Training | 3 |

Year 4: ~~33~~ 30 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| KIN 2540 | Psychology of Sport and Physical Activity | 3 |
| KIN 4500 | Physical Activity and Aging | 3 |
| KIN 3510 | Physical Activity and Aging | 3 |
| KIN 4160 | Advanced Pathology and Sport Medicine | 3 |
| KIN 4330 | Advanced Biomechanics | 3 |
| KIN 4400 | Therapeutic Exercise Rehabilitation | 3 |
| KIN 4910 | Athletic Therapy Practicum | 6 |
| KPER 4020 | Philosophy of Physical Activity and Leisure | 3 |
| PERS 4100 | Current Issues | 3 |
| KPER 4100 | Current Issues | 3 |
| KIN 3450 | Motor Learning | 3 |
| | Electives | 3 |

List A: List of Faculty of Science Electives.

BIOL 1020 Biology1: Principles and Themes (3)

BIOL 1030 Biology 2: Biological Diversity and Interactions (3)
CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry (3)
CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry (3)
CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (3)
COMP 1010 Introductory Computer Science (3)
COMP 1020 Introductory Computer Science 2 (3)
MATH 1200 Elements of Discrete Mathematics (3)
MATH 1300 Vector Geometry and Linear Algebra (or equivalent) (3)
MATH 1500 Introduction to Calculus (or equivalent) (3)
MATH 1700 Calculus 2 (or equivalent) (3)
MBIO 1010 Microbiology 1 (3)
PHYS 1810 General Astronomy 1: Lights, Stars and Planets (3)
PHYS 1820 General Astronomy 2: Exotic Stars, Galaxies and Cosmology (3)
PHYS 1830 Perspective on the Universe (3)
PHYS 1020 General Physics 1 (or equivalent) (3)
PHYS 1030 General Physics 2 (or equivalent) (3)

Program Requirements: Bachelor of Physical Education

Year 1 – University 1: 30 credit hours

| Course No. | | Credit Hours |
|----------------------|--|--------------|
| BIOL 1410 | Anatomy of the Human Body | 3 |
| BIOL 1412 | Physiology of the Human Body | 3 |
| ENGL 1200 | Representative Literary Works or ENGL 1300 Literature Since 1900 | 6 |
| KPER 1200 | Physical Activity, Health and Wellness | 3 |
| PERS 1500 | Foundations of Physical Education and Kinesiology | 3 |
| KPER 1500 | Foundations of Physical Education and Kinesiology | 3 |
| PSYC 1200 | Introduction to Psychology | 6 |
| M | Mathematics or Statistics Requirement | 3 |
| | Elective/Teaching Minor | 6 9 |

Year 2: 36 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| PERS 2100 | Introduction to Professional Practice | 3 |
| KPER 2120 | Academic Skills in Kinesiology and Recreation Management | 3 |
| KPER 2170 | History of Physical Activity and leisure | 3 |
| PERS 2200 | Program Planning Principles | 3 |
| KPER 2200 | Planning Principles | 3 |
| PHED 2320 | Human Anatomy | 3 |
| KPER 2320 | Human Anatomy | 3 |
| PHED 2330 | Biomechanics | 3 |
| KPER 2330 | Biomechanics | 3 |
| KPER 2540 | Psychology of Sport and Physical Activity | 3 |
| KPER 2700 | Motor Control and Learning | 3 |
| PHED 2442 | Health Education | 3 |
| PHED 2550 | Growth and Motor Development | 3 |

| | | |
|-----------|---|-----|
| | Required Experiential Learning Courses: | |
| PHED 2710 | Human Movement Principles | 3 |
| PHED 2720 | Developmental Games and Activities | 3 |
| PHED 2730 | Gymnastics, Dance and Rhythmic Activities | 3 |
| PHED 2740 | Fitness Theory and Practice | 3 |
| PHED 2742 | Group Fitness and Leadership | 3 |
| | Electives/Teaching Minor | 9 6 |

Year 3: 36 credit hours

| Course No. | | Credit Hours |
|------------|--|--------------|
| KIN 2540 | Psychology of Sport and Physical Activity | 3 |
| PERS 3460 | Sociology of Physical Activity and Leisure | 3 |
| KPER 3460 | Sociology of Physical Activity and Leisure | 3 |
| KIN 3470 | Exercise Physiology | 3 |
| KPER 3470 | Exercise Physiology | 3 |
| KPER 3550 | Growth and Motor Development | 3 |
| KIN 3512 | Principles of Fitness Training | 3 |
| KPER 3512 | Principles of Fitness Training | 3 |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 |
| KPER 3100 | Inclusive Physical Activity and Leisure | 3 |
| PHED 3722 | Coaching Theory and Practice | 3 |
| PHED 3732 | Dance and Rhythmic Activities | 3 |
| PHED 3360 | Culturally Relevant Physical Education and Health | 3 |
| PHED 3362 | Culturally Relevant Pedagogies | 3 |
| PHED 3122 | Developmental Games and Activities | 3 |
| KIN 3450 | Motor Control and Learning | 3 |
| PHED 3710 | Active Health and Human Potential | 3 |
| | Faculty Electives | 6 |
| | Must include 1 or 2 of the following 8 Experiential Learning Courses (ELCs): | |
| PHED 2400 | Coaching Theory and Practice (3) | |
| PHED 2402 | Advanced Coaching Theory and Practice (3) | |
| PHED 3102 | Aboriginal Song and Dance (3) | |
| PHED 3740 | Resistance Training and Conditioning (3) | |
| PHED 3750 | Lifestyle Activities (3) | |
| PHED 3760 | Diverse Populations Mentorship (3) | |
| PHED 3770 | Aboriginal Games and Activities (3) | |
| PHED 4710 | Outdoor Education (3) | |
| REC 4720 | Wilderness Adventures (3) | |
| | Electives/Teachable Minor | 6 9 |

Program Requirements: Bachelor of Recreation Management and Community Development

Year 1 – University 1: 30 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| KPER 1200 | Physical Activity, Health and Wellness | 3 |
| PERS 1300 | Introduction to Leisure Travel | 3 |
| PERS 1400 | Concepts of Recreation and Leisure | 3 |
| KPER 1400 | Concepts of Recreation and Leisure | 3 |
| PSYC 1200 | Introduction to Psychology | 6 |
| SOC 1200 | Introduction to Sociology | 6 |
| W | Written English Requirement | 3 |
| STAT 1000 | Introduction to Statistical Analysis 1 | 3 |
| | Electives | 12 9 |

Year 2: 30 credit hours

| Course No. | | Credit Hours |
|----------------------|---|--------------|
| SOC 1200 | Introduction to Sociology | 6 |
| PERS 2100 | Introduction to Professional Practice | 3 |
| KPER 2120 | Academic Skills in Kinesiology and Recreation Management | 3 |
| KPER 2170 | History of Physical Activity and Leisure | 3 |
| PERS 2200 | Program Planning Principles | 3 |
| KPER 2200 | Planning Principles | 3 |
| PERS 3350 | Introduction to Research | 3 |
| KPER 2350 | Introduction to Research | 3 |
| REC 2400 | Management and Marketing of Leisure Services | 3 |
| REC 3090 | Foundations of Sustainable Nature-Based Tourism | 3 |
| | Introductory Recreation Electives | 9 |
| | Must choose 3 of the following 4: | |
| REC 2100 | Introduction to Leisure Travel (3) | |
| REC 2130 | Introduction to Outdoor and Land-Based Recreation (3) | |
| REC 2150 | Introduction to Therapeutic Recreation (3) | |
| REC 2170 | Introduction to Sport Management (3) | |
| | Electives | 9 6 |

Year 3: 30 credit hours

| Course No. | | Credit Hours |
|----------------------|--|--------------|
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 |
| KPER 3100 | Inclusive Physical Activity and Leisure | 3 |
| PERS 3340 | Philosophy of Physical Activity and Leisure | 3 |
| PERS 3460 | Sociology of Physical Activity and Leisure | 3 |
| KPER 3460 | Sociology of Physical Activity and Leisure | 3 |

| | | |
|---------------------|--|--------------|
| REC 3072 | Principles of Community Development | 3 |
| REC 3180 | Social Psychology of Leisure | 3 |
| REC 3200 | Advanced Program Planning and Research | 3 |
| REC 3220 | Program Planning and Evaluation | 3 |
| REC 3630 | Service and Experiential Learning | 3 |
| REC 3850 | The Planning of Recreation Areas and Facilities | 3 |
| REC 4070 | Community Development and the Leisure Delivery System | 3 |
| | Advanced Recreation Elective | 6 3 |
| | Electives | 9 6 |

Year 4: 30 credit hours

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

List C: List of Approved Advanced Recreation Electives:

- REC 3090 Sustainable Nature-Based Tourism (3)**
- REC 3170 Sport and Development in Community (3)**
- REC 3310 Cultural Tourism (3)**
- REC 3770 Indigenous Perspectives on Land-Based Education (3)**
- REC 4060 Person Centred Leisure Education (3)**
- REC 4072 Advanced Marketing of Leisure Services (3)**
- REC 4120 Recreational Travel and Tourism (3)**
- REC 4250 Leisure and Aging (3)**
- REC 4350 Parks and Protected Areas Planning, Management: Field Studies (6)**
- REC 4400 The Administration of Special Events (3)**
- REC 4720 Wilderness Adventures (3)**
- REC 4770 Indigenous Recreation and Wellbeing (3)**
- KPER 4000 Special Topics (3)**
- KPER 4110 The Olympics and the Global Sporting Event (3)**
- KPER 4310 Physical Activity Counselling**
- KPER 4320 Sport and the Body (3)**
- KPER 4340 Sport, Film and Society (3)**
- PHED 4710 Outdoor Education (3)**

RESOURCE IMPLICATIONS

Underlying Assumptions

- Full capacity enrolment of 164 students per year (65 BKin; 24 BKin-AT; 35 BPE; 40 BRMCD)
- There will be no decrease in research productivity/no increase in teaching workloads
- Two recent vacancies will be filled in the 2016-2017 academic year, and 2 vacancies will become available in 2017 and filled in the 2017-18 academic year, enabling the FKRM to offer its revised curriculum.

Requirements of the New Curriculum

The undergraduate curriculum with the course changes described herein requires the following courses to be offered annually:

| | Year 1 | Year 2 | Year 3 | Year 4 | CSEP-CPT/CEP | Option in Aging | REC Minor |
|-----------------------------|-----------|-----------|---------------|------------------------|--------------|-----------------|-----------|
| KIN and >1 degree | KPER 1200 | KPER 2120 | KPER 3100 | KIN 4020 | KIN 4460 | KIN 2610 | |
| | KPER 1500 | KPER 2170 | KPER 3460 | KPER 4100 | KIN 4560 | | |
| | | KPER 2200 | KPER 3470 | | KPER 4310 | | |
| | | KPER 2320 | KPER 3510 | | | | |
| | | KPER 2330 | KPER 3512 | | | | |
| | | KPER 2350 | | | | | |
| | | KPER 2540 | | | | | |
| | | KPER 2700 | | | | | |
| KIN AT | | KIN 3320 | KIN 3160 | KIN 4160 | | | |
| | | KIN 2750 | KIN 3330 | KIN 4330 | | | |
| | | KIN 2200 | KIN 3332 | KIN 4400 | | | |
| | | | KIN 3400 | KIN 4910 P | | | |
| | | | KIN 3912 P | | | | |
| | | | KIN 3914 P | | | | |
| PE | | PHED 2442 | KPER 3550 | | | | |
| | | PHED 2710 | PHED 3122 | | | | |
| | | PHED 2742 | PHED 3362 | | | | |
| | | | PHED 3722 | | | | |
| | | | PHED 3732 | | | | |
| RMCD | | REC 2100 | REC 3072 | KPER 4630/ 31/32 FW | | REC 2650 | REC 3090 |
| | KPER 1400 | REC 2130 | REC 3180 | REC 4070 | | REC 4250 | |
| | | REC 2150 | REC 3220 | ADV REC | | | |
| | | REC 2170 | REC 3630 | | | | |
| | | REC 2400 | REC 3850 | | | | |
| | | | ADV REC | | | | |
| Total | 3 | 19 | 20 + P | 7 +FW & P | 3 | 3 | 1 |

FW = Supervised Fieldwork Experience [KPER 4630 (12 CH), KPER 4631 (6), KPER 4632 (6)]

P = Athletic Therapy Practicum [KIN 3912 (4), KIN 3914 (2), KIN 4910 (6)]

This amounts to:

| | | |
|----|---|--|
| 3 | x | 3 CH courses at the U1 level |
| 19 | x | 3 CH courses at the 2000 level |
| 20 | x | 3 CH courses at the 3000 level plus Athletic Therapy (AT) Practicum |
| 7 | x | 3 CH courses at the 4000 level plus Fieldwork & AT Practicum |
| 3 | x | 3 CH courses required for students pursuing CSEP CPT-CEP certification |
| 3 | x | 3 CH courses in the Option in Aging |
| 1 | x | <u>3 CH course for the Recreation Minor</u> |
| 56 | x | 3 CH courses |
| | | + 24 CH Fieldwork options coordinated by the Fieldwork Coordinator |
| | | + 12 CH of AT Practicum coordinated by the Director of AT |

= **56 courses (168 CH)** required per year (+ 36 CH of fieldwork/practicum coordination)

Human Resources

If vacancies are filled as planned, FCRM has the capacity to offer the additional 33 credit hours included in the revised curriculum, as well as additional sections of selected courses, without relying on an abundance of sessional instructors.

The FCRM academic staff includes:

| | |
|--|-----------------|
| 20 probationary or tenured professors (avg 6 CH at UG level assigned) | = 120 CH |
| 1 continuing instructor (with other duties assigned, avg 15 CH assigned) | = 15 CH |
| 2 term instructors (with other duties assigned, avg 15 CH each) | = 30 CH |
| 11 instructor-coaches (1.5-3 CH assigned) | = 15 CH |
| | <hr/> |
| | = 180 CH |

Sessional instructors would still be required to account for Research/Study Leaves, teaching reductions, administration reductions etc.

The two large required courses added to the curriculum (KPER 2120 and KPER 2170) will require grader/marker support. The deletion of one large required course (PERS 2100) will reduce grader/marker costs, but in total approximately 500 more hours of grader/marker support will be necessary. The undergraduate budget can account for these additional hours by offering one less course by a sessional instructor.

Faculty time and expertise will be required to develop several courses.

Classroom Space and Laboratory Space

Larger class sections (>110 students) will require space to be booked across campus (e.g. Education, Fletcher Argue):

KPER 2170 History of Physical Activity and Leisure (*required by 164 students*)

KPER 2120 Academic Skills (*required by 164 students*)

Other new courses are not anticipated to require any additional teaching, laboratory or clinical space.

Our assessment is that the proposal will be resource neutral.

Transition Plan for Students from Current to New Curriculum

Faculty of Kinesiology and Recreation Management

The Faculty of Kinesiology and Recreation Management is planning curriculum revisions which will commence for Direct Entry students in September 2017. This document outlines the transition plan for students from the current program (pre-2017 intake) to the new curriculum. The intention is to support the students' program completion while maintaining academic integrity of the program. For students completing the degree programs within the four-year schedule, they will be unaffected by the curriculum roll-out. This transition plan addresses situations where students have not completed a course requirement in their program prior to the deletion of the current curriculum course.

Dissemination of Information

Current and prospective students will receive notification about the revised curriculum as soon as possible following approval of the new curriculum. Students will also be informed of how the Faculty plans to support students who are delayed in completing the current program. This notification will be made via emails, our website, and academic advising information sessions.

Transitioning Through the Years for Delayed Students

Students who require transitions to the revised curriculum will meet with a Student Advisor to receive a transition degree summary map. Students requiring courses from years 1, 2, 3, or 4 of the current program may require a combination of enrolling in equivalent courses and additional sections of a course.

There are two ways delayed students may complete their program:

- 1) Enrol in equivalent course from revised curriculum. (Tables 1 - 4)
- 2) The Faculty may create additional sections and/or labs for a course to ensure access and availability to all students.

1) Enrol in equivalent course in revised curriculum (Tables 1 through 4)

Students enrolled in year one (Direct Entry) of the current curriculum in 2016-2017 will continue in the current curriculum in the 2017-2018 academic year. Students admitted in year 2 (Advanced Entry) in 2017-2018 will also be enrolled in the current curriculum. These students will move directly into the courses in the current curriculum and continue on in the current curriculum, as new courses will be introduced each following year. The projected time to completion date of students who are in the current curriculum will not change. Many courses in each year of the current curriculum are equivalent to courses in the revised curriculum. Students who delay their minimum time to completion and require these courses will simply enrol in the

equivalent course in the revised curriculum. In the case where a Faculty required course has not been replaced by an equivalent course, the requirement will convert to a Faculty elective of equal credit hours.

Courses Replacing Existing Courses

*Courses Replacing Existing Courses **Fall 2017** (all 3 credit hrs)*

- KPER 1200 Physical Activity, Health and Wellness (replaces PERS 1200)
- *KPER 1400 Concepts of Recreation and Leisure (replaces PERS 1400)
- *KPER 1500 Foundations of Physical Education and Kinesiology (replaces PERS 1500)
- *KPER 2000 Special Topics (Introductory) (replaces PERS 2000)
- *KPER 4000 Special Topics (replaces PERS 4200)
- *KPER 4600 Directed Study (replaces PERS 4600)
- *PHED 3522 Coaching the High Performance Athlete A (replaces KIN 3520)
- *PHED 3532 Coaching the High Performance Athlete B (replaces KIN 3530)

*Courses Replacing Existing Courses **Fall 2018** (all 3 credit hrs)*

- KPER 2200 Planning Principles (replaces PERS 2200)
- *KPER 2330 Biomechanics (replaces KIN 2330)
- KPER 2320 Human Anatomy (replaces KIN 2320)
- KPER 2350 Introduction to Research (replaces PERS 3350)
- *KPER 2540 Psychology of Sport and Physical Activity (replaces KIN 2540)
- *KPER 2700 Motor Control and Learning (replaces KIN 3450)
- PHED 2742 Group Fitness and Leadership (replaces PHED 2740)
- *PHED 3122 Developmental Games and Activities (replaces PHED 2720)
- PHED 3362 Culturally Relevant Pedagogies (replaces PHED 3360)
- PHED 3732 Dance and Rhythmic Activities (replaces PHED 2730)
- REC 2100 Introduction to Leisure Travel (replaces PERS 1300)
- REC 2150 Introduction to Therapeutic Recreation (replaces REC 4150)
- REC 2170 Introduction to Sport Management (replaces REC 4170)
- REC 3220 Program Planning and Evaluation (replaces REC 3200)

*Courses Replacing Existing Courses **Fall 2019** (all 3 credit hrs)*

- KIN 3510 Physical Activity and Aging (replaces KIN 4500)
- *KPER 3100 Inclusive Physical Activity and Leisure (replaces PERS 3100)
- *KPER 3460 Sociology of Physical Activity and Leisure (replaces PERS 3460)
- *KPER 3470 Exercise Physiology (replaces KIN 3470)
- KPER 3512 Principles of Fitness Training (replaces KIN 3512)
- *KPER 3550 Growth and Motor Development (replaces PHED 2550)
- *KPER 4020 Philosophy of Physical Activity and Leisure (replaces PERS 3340)
- *KPER 4110 Olympics and the Global Sporting Event (replaces PERS 4110)
- *KPER 4310 Physical Activity Counselling (replaces PERS 4310)
- *KPER 4320 Sport and the Body (replaces PERS 4320)
- *KPER 4340 Sport, Film and Society (replaces PERS 4340)
- PHED 3722 Coaching Theory and Practice (replaces PHED 2400)

Courses Replacing Existing Courses Fall 2020 (all 3 credit hrs)

*KPER 4100 Current Issues (replaces PERS 4100)

REC 4072 Advanced Community Development (replaces REC 4070)

Fieldwork Experiences Added in Fall 2020 ($\Delta = +24$ credit hrs)

KPER 4631 Supervised Fieldwork Experience A (6 CH)

KPER 4632 Supervised Fieldwork Experience B (6 CH)

*KPER 4630 Supervised Fieldwork Experience (12 CH) (replaces PERS 4630)

Table 1: Bachelor of Kinesiology (Pre-2017) Transition Plan

| COURSE #s | YEAR 1 | | NEW CURRICULUM COURSE |
|---------------|---|----|-------------------------|
| 1XXX W | Written English Requirement | 3 | unchanged |
| BIOL 1XXX | BIOL 1020 & BIOL 1030 (min C) <u>OR</u> | 3 | unchanged |
| | BIOL 1000 & BIOL 1010 (min C+) | 3 | unchanged |
| PERS 1200 | Physical Activity, Health and Wellness | 3 | KPER 1200 |
| PERS 1500 | Foundations of Phys. Ed. and Kinesiology | 3 | KPER 1500 |
| PSYC 1200 | Introduction to Psychology | 6 | unchanged |
| STAT 1000M | Basic Statistical Analysis 1 | 3 | unchanged |
| | Elective - any | 6 | unchanged |
| YEAR 2 | | | |
| BIOL 2410 | Human Physiology 1 | 3 | unchanged |
| BIOL 2420 | Human Physiology 2 | 3 | unchanged |
| KIN 2320 | Human Anatomy | 3 | KPER 2320 |
| KIN 2330 | Biomechanics | 3 | KPER 2330 |
| PERS 2100 | Introduction to Professional Practice | 3 | Faculty Elective |
| PERS 2200 | Program Planning Principles | 3 | KPER 2200 |
| PERS 3350 | Introduction to Research | 3 | KPER 2350 |
| | Elective - any | 9 | unchanged |
| YEAR 3 | | | |
| KIN 2540 | Psychology of Sport and Physical Activity | 3 | KPER 2540 |
| KIN 3470 | Exercise Physiology | 3 | KPER 3470 |
| KIN 3512 | Principles of Fitness Training | 3 | KPER 3512 |
| KIN 3740 | Resistance Training and Conditioning (ELC) | 3 | Faculty Elective |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 | KPER 3100 |
| PERS 3340 | Philosophy of Physical Activity and Leisure | 3 | KPER 4020 |
| PERS 3460 | Sociology of Physical Activity and Leisure | 3 | KPER 3460 |
| | Elective - FACULTY | 3 | unchanged |
| | Elective - any | 6 | unchanged |
| YEAR 4 | | | |
| KIN 3450 | Motor Control and Learning | 3 | KPER 2700 |
| KIN 4500 | Physical Activity and Aging | 3 | KPER 3500 |
| PERS 4100 | Current Issues | 3 | KPER 4100 |
| | Elective - FACULTY | 15 | unchanged |

Elective - any

6

unchanged

Table 2: Bachelor of Kinesiology-Athletic Therapy (Pre-2017) Transition Plan

| COURSE #s | YEAR1 | | NEW CURRICULUM COURSE |
|-------------------|--|---|------------------------------|
| 1XXX W | W' Course (1000-level or above) | 3 | unchanged |
| BIOL 1XXX | BIOL 1020 & BIOL 1030 (min C) OR | 3 | unchanged |
| | BIOL 1000 & BIOL 1010 (min C+) | 3 | unchanged |
| HNSC 1210 | Nutrition for Health and Changing Lifestyles | 3 | unchanged |
| PERS 1200 | Physical Activity, Health and Wellness | 3 | KPER 1200 |
| PERS 1500 | Foundations of Phys. Ed. and Kinesiology | 3 | KPER 1500 |
| PSYC 1200 | Introduction to Psychology | 6 | unchanged |
| STAT 1000M | Basic Statistical Analysis | 3 | unchanged |
| | Elective - any | 3 | unchanged |
| | YEAR 2 | | |
| BIOL 2410 | Human Physiology 1 | 3 | unchanged |
| BIOL 2420 | Human Physiology 2 | 3 | unchanged |
| KIN 2320 | Human Anatomy | 3 | KPER 2320 |
| KIN 2330 | Biomechanics | 3 | KPER 2330 |
| KIN 2750 | Athletic Therapy Skills (ELC) | 3 | unchanged |
| KIN 3200 | Basic Trauma and Life Support | 3 | KIN 2200 |
| KIN 3320 | Advanced Human Anatomy | 3 | unchanged |
| PERS 2100 | Introduction to Professional Practice | 3 | Faculty Elective |
| PERS 2200 | Program Planning Principles | 3 | KPER 2200 |
| PERS 3350 | Introduction to Research | 3 | KPER 2350 |
| | Elective - any | 3 | unchanged |
| | YEAR 3 | | |
| KIN 3160 | Pathology and Sports Medicine | 3 | unchanged |
| KIN 3330 | Functional Assessment and Restoration A | 3 | unchanged |
| KIN 3332 | Functional Assessment and Restoration B | 3 | unchanged |
| KIN 3400 | Therapeutic Modalities | 3 | unchanged |
| KIN 3470 | Exercise Physiology | 3 | KPER 2470 |
| KIN 3512 | Principles of Fitness Training | 3 | KPER 3512 |
| KIN 3740 | Resistance Training and Conditioning (ELC) | 3 | Faculty Elective |
| KIN 3912 | Athletic Therapy Practicum | 4 | unchanged |
| KIN 3914 | Clinical Block Placement | 2 | unchanged |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 | KPER 3100 |
| PERS 3340 | Philosophy of Physical Activity and Leisure | 3 | KPER 4020 |
| | YEAR 4 | | |
| KIN 2540 | Psychology of Sport and Physical Activity | 3 | KPER 2540 |
| KIN 3450 | Motor Control and Learning | 3 | KPER 2700 |
| KIN 4160 | Advanced Pathology and Sport Medicine | 3 | unchanged |
| KIN 4330 | Advanced Biomechanics | 3 | unchanged |
| KIN 4400 | Therapeutic Exercise Rehabilitation | 3 | unchanged |

| | | | |
|------------------|-----------------------------|---|------------------|
| KIN 4500 | Physical Activity and Aging | 3 | KPER 3510 |
| KIN 4910 | AT4 Practicum | 6 | unchanged |
| PERS 4100 | Current Issues | 3 | KPER 4100 |
| | Elective - any | 3 | unchanged |

Table 3: Bachelor of Physical Education (Pre-2017) Transition Plan

| COURSE #s | YEAR 1 / U1 | | NEW CURRICULUM COURSE |
|-----------------------|--|--------|------------------------------|
| BIOL 1410 | Anatomy of the Human Body * (C min) | 3 | unchanged |
| BIOL 1412 | Physiology of the Human Body* (C min) | 3 | unchanged |
| ENGL 1XXX W | English (1200 or 1300) | 6 | unchanged |
| M' Requirement | MATH 1XXX or STAT 1XXX course | 3 | unchanged |
| PERS 1500 | Foundations of Phys. Ed. and Kinesiology | 3 | KPER 1500 |
| PSYC 1200 | Introduction to Psychology | 6 | unchanged |
| | Electives/Teaching Minor | 6 | unchanged |
| | YEAR 2 | | |
| KIN 2320 | Human Anatomy | 3 | KPER 2320 |
| KIN 2330 | Biomechanics | 3 | KPER 2330 |
| PERS 2100 | Introduction to Professional Practice | 3 | Faculty Elective |
| PERS 2200 | Program Planning Principles | 3 | KPER 2200 |
| PHED 2550 | Growth and Motor Development | 3 | KPER 3550 |
| PHED 2710 | Human Movement Principles ELC | 3 | unchanged |
| PHED 2720 | Developmental Games and Activities ELC | 3 | PHED 3122 |
| PHED 2730 | Gymnastics, Dance & Rhythmic Activities ELC | 3 | PHED 3732 |
| PHED 2740 | Fitness Theory and Practice ELC | 3 | PHED 2742 |
| | Electives/Teaching Minor | 9 | unchanged |
| | YEAR 3 | | |
| KIN 2540 | Psychology of Sport and Physical Activity | 3 | KPER 2540 |
| KIN 3450 | Motor Control and Learning | 3 | KPER 2700 |
| KIN 3470 | Exercise Physiology | 3 | KPER 3470 |
| KIN 3512 | Principles of Fitness Training | 3 | KPER 3512 |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 | KPER 3100 |
| PERS 3460 | Sociology of Physical Activity and Leisure | 3 | KPER 3460 |
| PHED 3360 | Culturally Relevant Phys. Ed. and Health | 3 | PHED 3362 |
| PHED 3710 | Active Health and Human Potential ELC | 3 | Faculty Elective |
| | Experiential Learning Courses (ELCs) | 6 or 3 | unchanged |
| | Theory Option | 0 or 3 | unchanged |
| | Electives/Teaching Minor | 6 | unchanged |

Table 4: Bachelor of Recreation Management and Community Development (Pre-2017) Transition Plan

| COURSE #s | YEAR 1 | HRS | NEW CURRICULUM COURSE |
|------------------|---|------------|------------------------------|
| 1XXX W | W' Course (1000-level or above) | 3 | unchanged |
| PERS 1300 | Introduction to Leisure Travel | 3 | REC 2100 |
| PERS 1400 | Concepts of Recreation and Leisure | 3 | KPER 1400 |
| PSYC 1200 | Introduction to Psychology | 6 | unchanged |
| SOC 1200 | Introduction to Sociology | 6 | unchanged |
| STAT 1000M | Basic Statistical Analysis | 3 | unchanged |
| | Elective | 6 | unchanged |
| | YEAR 2 | HRS | |
| PERS 2100 | Introduction to Professional Practice | 3 | Faculty Elective |
| PERS 2200 | Program Planning Principles | 3 | KPER 2200 |
| PERS 3350 | Introduction to Research | 3 | KPER 2350 |
| REC 2400 | Mgmt. and Marketing of Leisure Services | 3 | unchanged |
| REC 3090 | Foundations of Sustainable Nature-Based Tourism | 3 | unchanged |
| | Faculty Elective | 3 | unchanged |
| | Elective | 12 | unchanged |
| | YEAR 3 | HRS | |
| PERS 3100 | Inclusive Physical Activity and Leisure | 3 | KPER 3100 |
| PERS 3340 | Philosophy of Physical Activity and Leisure | 3 | KPER 4020 |
| PERS 3460 | Sociology of Physical Activity and Leisure | 3 | KPER 3460 |
| REC 3200 | Advanced Program Planning & Leadership | 3 | REC 3220 |
| REC 4070 | Comm. Dev. & Leisure Service Del. System | 3 | REC 4072 |
| REC 3/4XXX | Advanced Recreation Elective | 6 | unchanged |
| | Faculty Elective | 3 | unchanged |
| | Elective | 6 | unchanged |
| | YEAR 4 | HRS | |
| PERS 4100 | Current Issues | 3 | KPER 4100 |
| REC 3/4XXX | Advanced Recreation Elective | 6 | unchanged |
| | Faculty Elective | 12 | unchanged |
| | Elective | 9 | unchanged |

2) Addition of sections and/or labs for a course

According to the new curriculum roll-out schedule, there are courses that will require additional sections to be offered in order to accommodate all curriculum groups. The following accommodations should be made in order to maintain course access and availability for both the new and current curriculum students as courses are being deleted and introduced:

Courses with Gaps and Overlap that may Affect Current Curriculum and Delayed Students:

2017-2018:

New curriculum courses replace former course numbers in Year 1 courses only.

2018-2019:

KIN 2700 Motor Control and Learning will require double the lecture capacity and lab space because Year 3 & 4 of the current curriculum will need the course along with Year 2 of the new curriculum. The lecture will need to be raised to approximately 240, and the four scheduled labs during the term (with 30 in each lab) will be taught twice for alternating week student groups for eight lab sections.

PHED 2550 Growth and Motor Development will experience low enrolment but may be offered due to being a requirement for students in the pre-2017 curriculum.

2019-2020

KPER 4020 Philosophy of Physical Activity and Leisure will experience low enrolment but may be offered due to being a requirement for most students completing the pre-2017 curriculum.

2020-2021

All courses will have been introduced and deleted. Course transition documents will have been provided to pre-2017 students in order for them to translate all of the new course numbers with the former assigned courses for their program.

Faculty of Kinesiology and Recreation Management

Deletions:

Last term offered – Summer 2017:

| | |
|---|------|
| KIN 3200 Basic Trauma and Life Support Cr.Hrs. 3 | -3.0 |
| KIN 3520 Coaching the High Performance Athlete A Cr.Hrs. 3 | -3.0 |
| KIN 3530 Coaching the High Performance Athlete B Cr.Hrs. 3 | -3.0 |
| PERS 1200 Physical Activity, Health and Wellness Cr.Hrs. 3 | -3.0 |
| PERS 1400 Concepts of Recreation and Leisure Cr.Hrs. 3 | -3.0 |
| PERS 1500 Foundations of Physical Education and Kinesiology Cr.Hrs. 3 | -3.0 |
| PERS 2000 Special Topics (Introductory) Cr.Hrs. 3 | -3.0 |
| PERS 4200 Special Topics Cr.Hrs. 3 | -3.0 |
| PERS 4600 Directed Studies Cr.Hrs. 3 | -3.0 |
| REC 4090 Sustainable Nature-Based Tourism Planning, Management and Research Cr.Hrs. 3.0 | -3.0 |
| REC 4140 Marketing Recreation and Park Services Cr.Hrs. 3 | -3.0 |
| REC 4850 Advanced Planning of Recreation Areas and Facilities Cr.Hrs. 3 | -3.0 |

Last term offered – Winter 2018:

| | |
|---|------|
| KIN 2320 Human Anatomy Cr.Hrs. 3 | -3.0 |
| KIN 2330 Biomechanics Cr.Hrs. 3 | -3.0 |
| KIN 2540 Pathology of Sport and Physical Activity Cr.Hrs. 3 | -3.0 |
| KIN 3450 Motor Control and Learning Cr.Hrs. 3 | -3.0 |
| PERS 1300 Introduction to Leisure Travel Cr.Hrs. 3 | -3.0 |
| PERS 2100 Introduction to Professional Practice Cr.Hrs. 3 | -3.0 |
| PERS 2200 Program Planning Principles Cr.Hrs. 3 | -3.0 |
| PERS 3170 Canadian Sport History Cr.Hrs. 3 | -3.0 |
| PERS 3350 Introduction to Research Cr.Hrs. 3 | -3.0 |
| PHED 2720 Developmental Games and Activities Cr.Hrs. 3 | -3.0 |
| PHED 2730 Gymnastics, Dance and Rhythmic Activities Cr.Hrs. 3 | -3.0 |
| PHED 2740 Fitness Theory and Practice Cr.Hrs. 3 | -3.0 |
| PHED 3360 Culturally Relevant Physical Education and Health Cr.Hrs. 3 | -3.0 |
| REC 3200 Advanced Program Planning and Leadership Cr.Hrs. 3 | -3.0 |
| REC 4150 Clinical Aspects of Therapeutic Recreation Cr.Hrs. 3 | -3.0 |
| REC 4170 Sport Management Cr.Hrs. 3 | -3.0 |

Last term offered – Winter 2019:

| | |
|---|------|
| KIN 3470 Exercise Physiology Cr.Hrs. 3 | -3.0 |
| KIN 3512 Principles of Fitness Training Cr.Hrs. 3 | -3.0 |
| KIN 3740 Resistance Training and Conditioning Cr.Hrs. 3 | -3.0 |
| KIN 4500 Physical Activity and Aging Cr.Hrs. 3 | -3.0 |

| | |
|--|------|
| PERS 3100 Inclusive Physical Activity and Leisure Cr.Hrs. 3 | -3.0 |
| PERS 3340 Philosophy of Physical Activity and Leisure Cr.Hrs. 3 | -3.0 |
| PERS 3460 Sociology of Physical Activity and Leisure Cr.Hrs. 3 | -3.0 |
| PERS 4110 The Olympics and the Global Sporting Event Cr.Hrs. 3 | -3.0 |
| PERS 4310 Physical Activity Counselling Cr.Hrs. 3 | -3.0 |
| PERS 4320 Sport and the Body Cr.Hrs. 3 | -3.0 |
| PERS 4340 Sport, Film, and Society Cr.Hrs. 3 | -3.0 |
| PHED 2400 Coaching Theory and Practice Cr.Hrs. 3 | -3.0 |
| PHED 2402 Advanced Coaching Theory and Practice Cr.Hrs. 3 | -3.0 |
| PHED 2550 Growth and Motor Development Cr.Hrs. 3 | -3.0 |
| PHED 3710 Active Health and Human Potential Cr.Hrs. 3 | -3.0 |
| REC 4070 Community Development and the Leisure Service Delivery System Cr.Hrs. 3 | -3.0 |

Last term offered – Winter 2020:

| | |
|--|-------|
| PERS 4100 Current Issues Cr.Hrs. 3 | -3.0 |
| PERS 4630 Supervised Fieldwork Experience Cr.Hrs. 12 | -12.0 |

Introductions:

First Term Offered - Fall 2017:

| | |
|---|------|
| KIN 2200 Basic Trauma and Life Support Cr.Hrs. 3 (Lab Required) Assessment and management of medical emergencies common to sports. Topics will include on-field primary and secondary surveys, airway management, assessment and management of head, spinal, chest, abdominal and extremity trauma. Open only to Athletic Therapy students or with permission of the instructor. May not be held with the former KIN 3200 or the former PHED 3200. | +3.0 |
| KPER 1200 Physical Activity, Health and Wellness Cr.Hrs. 3 An examination of the importance of physical activity for health and wellness. Provides an overview of the present and recommended levels of physical activity, the factors influencing participation in physical activity, Indigenous peoples' approaches to health, the role of recreation in health and wellness, and individual, organizational and national interventions for increasing physical activity. May not be held with the former PHED 1200 or the former PERS 1200. | +3.0 |
| KPER 1400 Concepts of Recreation and Leisure Cr.Hrs. 3 The nature and scope of recreation and leisure, the past influences and implications for the future. An overview of the types and roles of various components of the leisure service delivery system. May not be held with the former PERS 1400 or the former REC 1400. | +3.0 |
| KPER 1500 Foundations of Physical Education and Kinesiology Cr.Hrs. 3 An introduction to physical education and kinesiology as a profession and a discipline, including an overview of sub-disciplines, resources, and careers; a personal physical assessment; and principles for achieving physical fitness. May not be held with the former PERS 1500 or the former PHED 1500. | +3.0 |

KPER 2000 Special Topics (Introductory) Cr.Hrs. 3 +3.0
An introductory examination of selected topics in the fields of kinesiology, physical education and recreation. Topics will vary depending on faculty expertise and student need. This course can be completed as a topics course multiple times under different titles.

KPER 4000 Special Topics Cr.Hrs. 3 +3.0
A theoretical and practical examination of selected topics in the fields of recreation, leisure, physical education and kinesiology. Topics will vary depending on faculty expertise and student need. This course can be completed as a topics course multiple times under different titles. Prerequisites: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] or [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)] or department approval.

KPER 4600 Directed Study Cr.Hrs. 3 +3.0
Completion of an independent study or fieldwork experience, including a major written submission, approved by the department and under the direction of a faculty member. This course can be completed as a topics course multiple times under different titles.

PHED 3522 Coaching the High Performance Athlete A Cr.Hrs. 3 +3.0
The development of advanced technical and theoretical expertise in coaching, including conflict management, psychology of performance, effective leadership, making ethical decisions, and practice planning. The course prepares students to be "Trained" in the Competition-Developmental level of the National Coaching Certification Program (NCCP). May not be held with the former PHED 3520 or the former KIN 3520. Prerequisites: Faculty permission and 45 credit hours of university course work. The student must demonstrate a high level of proficiency as an athlete, coach or official in their sport.

PHED 3532 Coaching the High Performance Athlete B Cr.Hrs. 3 +3.0
The development of advanced technical and theoretical expertise in coaching, including prevention and recovery, leading drug free sport, developing athletic abilities, and designing a basic sport program. The course completes the fully "Trained" component of the Competition-Development level of the National Coaching Certification Program (NCCP). May not be held with the former PHED 3530 or the former KIN 3530. Prerequisites: PHED 3522 (C) or the former PHED 3520 or the former KIN 3520 (C).

First Term Offered - Fall 2018:

KIN 3700 Advanced Motor Control and Learning Cr.Hrs 3 +3.0
This course focuses on the fundamentals of the nervous system as they relate to human movement and the application to motor control and learning. Emphasis is placed on an advanced understanding and application of theories and models of motor control and learning, including an introduction to how different components of the central and peripheral nervous systems contribute to movement. Prerequisite: KPER 2700 (C) (or the former KIN 3450 or the former PHED 3450).

KIN 4040 Advanced Exercise and Health Psychology Cr.Hrs. 3 +3.0
This course provides students with an advanced understanding of research, theory and contemporary issues in exercise and health psychology. Using a variety of methods, such as case studies, narrative, and research articles, students will learn to critically read and evaluate research in the field. Students will also explain and apply influential theories and models.

Contemporary research topics covered in this class include psychological influences on health behaviours, including exercise, as well as the psychological outcomes of these health behaviours. Prerequisite: KPER 2540 (C) (or the former KIN 2540 or the former PHED 2540) or permission of instructor.

KIN 4260 Human Factors and Ergonomics Cr.Hrs. 3 +3.0

This course reviews principles of human factors and ergonomics and explores the systematic application of human capabilities, limitations and behaviours with regard to the design of usable elements within specific environments. Emphasis is placed on the interactive nature of human-machine systems, the development of ergonomic models, and the techniques used to assess the design of modern work and living environments. Prerequisite: KPER 2700 (C) (or the former KIN 3450 or the former PHED 3450).

KPER 2120 Academic Skills in Kinesiology and Recreation Management Cr. Hrs. 3 +3.0

This course provides interdisciplinary and multidisciplinary academic preparation and communication skills for students pursuing undergraduate degrees from the Faculty of Kinesiology and Recreation Management. Prerequisites: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] and [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)].

KPER 2170 History of Physical Activity and Leisure Cr.Hrs. 3 +3.0

This course examines the post-Confederation history of Canadian sport, physical education, physical fitness and recreation, as well as the growth of public programs. Using the concepts of social class, gender, race, and ethnicity, the focus is on the ways in which Canadian physical activity, recreation, and sport have been organized since Confederation and the processes by which people have fashioned them, within the dynamic of economic, social, and political struggles and changes. May not be held with the former PERS 3170, or the former KIN 3170, or the former PHED 3170, or the former PHED 3070. Prerequisites: [KPER 1200 (C) (or the former PERS 1200, or the former PHED 1200)] and KPER 2120 (C).

KPER 2200 Planning Principles Cr.Hrs. 3 +3.0

While contexts in practice may vary, planning is an essential competency for all professionals in recreation, kinesiology, and physical education. This course emphasizes principles and processes in effective planning, implementation, and evaluation. May not be held with the former PERS 2200 or the former PHED 3080 or the former REC 2530. Prerequisite: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] or [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)].

KPER 2320 Human Anatomy Cr.Hrs. 3 +3.0

(Lab required) Structure of the skeletal, articular, and muscular systems of the human body. May not be held with the former KIN 2320 or the former PHED 2320. Prerequisites: BIOL 1412 (C) or BIOL 1413 (C) or the former ZOOL 1330 (C).

KPER 2330 Biomechanics Cr.Hrs. 3 +3.0

(Lab Required) The mechanical and anatomical analysis of human movement. May not be held with the former KIN 2330 or the former PHED 2330. Prerequisite: KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320).

- KPER 2350 Introduction to Research Cr.Hrs. 3 +3.0
(Lab Required) Students will become familiar with the basic principles and methods of research in the humanities, biological, life and social sciences. Students will develop the conceptual foundations and practical skills needed to locate, understand, and evaluate primary research publications. May not be held with the former PERS 3350, the former KIN 3350, the former REC 3350, or the former REC 2010. Prerequisite: STAT 1000 or STAT 1001.
- KPER 2540 Psychology of Sport and Physical Activity Cr.Hrs. 3 +3.0
This course provides students with an understanding of psychological variables affecting individuals within sporting and activity contexts. Topics to be explored include motivation, arousal/anxiety, group dynamics and youth involvement in sport. May not be held with the former KIN 2540 or the former PHED 2540.
- KPER 2700 Motor Control and Learning Cr.Hrs. 3 +3.0
(Lab Required) Principles underlying human motor performance and motor skill learning. May not be held with the former KIN 3450 or the former PHED 3450.
- KPER 3140 Health Promotion Cr.Hrs. 3 +3.0
An introduction to health promotion with emphasis on the benefits of physical activity for health and wellness, factors influencing participation in physical activity, health promotion strategies, and interventions for increasing physical activity applied at the individual, organizational, and national levels. Prerequisites: [KPER 2200 (C) (or the former PERS 2200)] and [KPER 2350 (C) (or the former PERS 3350, or the former KIN 3350, or the former REC 3350, or the former REC 2010)].
- PHED 2442 Health Education Cr.Hrs. 3 +3.0
By integrating theory with practice, this course explores conceptions of health and health education. Current health models and motivational theories will guide strategies for understanding health education. The course introduces students to conceptions of "active health" that challenge and support models of wellness and wellbeing. May not be held with the former PHED 3440. Prerequisite: KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200).
- PHED 2742 Group Fitness and Leadership Cr.Hrs. 3 +3.0
(ELC) This course integrates theory and practice necessary to design and lead safe and effective group fitness programs (e.g., interval, circuit, conditioning, choreography). Emphasis is placed on the Manitoba Curriculum Student Learning Outcomes in "Fitness Management", and prepares students for Group Fitness Leader Certification. This course includes a field trip component. May not be held with the former PHED 1640 or the former PHED 2630 or the former PHED 2640 or the former PHED 2740 or the former KIN 2740. Prerequisite: KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320). Requires an active Recreation Services membership.
- PHED 3122 Developmental Games and Activities Cr.Hrs. 3 +3.0
(ELC) Practical and theoretical aspects of designing educational game experiences applicable to early through senior years physical education, to include the design, implementation, and assessment of safe and inclusive physical activities as well as planning, organizational and teaching strategies. Introduces students to Manitoba Curriculum Student Learning Outcomes in "Movement, Safety, Personal and Social Management." May not be held with the former PHED 2650 or the former 2720. Prerequisite: PHED 2710 (C).

- PHED 3362 Culturally Relevant Pedagogies Cr.Hrs. 3 +3.0
(Lab required) An investigation of physical health and education from a critical theorist perspective, that is, one that investigates the different relations of power and privilege (based on ability, gender, race, socio-economic class, sexuality, etc.) experienced within education and physical activity contexts. The physical education experiences of young people from diverse backgrounds will be analyzed from a holistic perspective. May not be held with the former PHED 3100 or the former PHED 3360. Prerequisite: PHED 3122 (C) or the former PHED 2720.
- PHED 3732 Dance and Rhythmic Activities Cr.Hrs. 3 +3.0
(ELC) Practical and theoretical aspects of designing dance and rhythmic activity experiences applicable to early through senior years physical education, to include the design, implementation, and assessment of safe and inclusive physical activities as well as planning, organizational and teaching strategies. Incorporates Manitoba Curriculum Framework of Outcomes for K to 8 dance (2011) and Grade 9 to 12 dance (2015). May not be held with the former PHED 2730 or the former PHED 3410. Prerequisite: PHED 2710 (C).
- REC 2100 Introduction to Leisure Travel Cr.Hrs.3 +3.0
To provide an introduction to tourist behaviour and the tourism system through an overview of: why people travel; the components of tourism; the scope and organization of tourism in Canada; and the interrelationship between recreation and tourism. May not be held with the former PERS 1300 or the former REC 1200. Prerequisite KPER 1400 (C) (or the former PERS 1400 or the former REC 1400) or permission of instructor.
- REC 2130 Introduction to Outdoor and Land-Based Recreation Cr.Hrs. 3 +3.0
This course provides an introduction to both Indigenous and non-Indigenous perspectives on land-based education and outdoor recreation. Students examine how as individuals and groups we can build strong relationships and a robust sense of connection with others, with the land, the outdoors, and with recreation through academic and experiential explorations. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).
- REC 2150 Introduction to Therapeutic Recreation Cr.Hrs.3 +3.0
An examination of the current principles of therapeutic recreation in relation to their practical application to individuals in clinical settings such as nursing homes, hospitals and other long-term care facilities. May not be held with the former REC 4150. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).
- REC 2170 Introduction to Sport Management Cr.Hrs. 3 +3.0
This course provides an introduction to sport management focusing primarily on North American sport. This course gives students an introduction to basic management functions and how they relate to sport management at the community, interscholastic, intercollegiate and professional levels. May not be held with the former REC 4170. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).
- REC 3220 Program Planning and Evaluation Cr.Hrs.3 +3.0
(Lab required) Consideration and application of program planning principles as they relate to specialized contexts and diverse populations. Foundations of interpersonal communication for effective and successful program implementation with emphasis on program evaluation. May not be held with the former REC 3200, the former REC 2540 or the former REC 3870. Prerequisite: KPER 2200 (C) (or the former PERS 2200).

First Term Offered - Fall 2019:

KIN 3510 Physical Activity and Aging Cr.Hrs. 3 +3.0

The study of the aging process and the effects of exercise and lifestyle factors on the health and fitness of the aging adult. This is an Option in Aging course. May not be held with the former KIN 4500 or the former PHED 4500. Prerequisite: KPER 3470 (C) (or the former KIN 3470, or the former PHED 3470, or the former PHED 3430), or permission of the instructor.

KPER 3100 Inclusive Physical Activity and Leisure Cr.Hrs. 3 +3.0

This course introduces the foundations of inclusive physical activity and leisure and the application of this knowledge to individuals from diverse backgrounds and experiences with a focus on people with various forms of impairment. May not hold with the former PERS 3100, the former PHED 3390, or the former REC 3060. Prerequisite: KPER 2120 (C).

KPER 3460 Sociology of Physical Activity and Leisure Cr.Hrs. 3 +3.0

This course examines sociological factors that influence and shape participation in the areas of physical activity, sport and leisure. The exploration of students' own experiences in this field is emphasized, using an analytical model examining experiences as they arise out of the interplay of social structure and individual agency. May not be held with the former PERS 3460 or the former PHED 3460. Prerequisite: KPER 2120 (C).

KPER 3470 Exercise Physiology Cr.Hrs. 3 +3.0

(Lab Required) Physiological and functional responses to acute and chronic exercise, focusing on the cardiovascular, respiratory and neuromuscular systems. May not be held with the former KIN 3470, the former PHED 3470, or the former PHED 3430. Prerequisites: BIOL 1412 (C) (or the former ZOO 1330), or BIOL 1413 (C), or BIOL 2420 (D) (or the former ZOO 2540), or BIOL 2421 (D).

KPER 3512 Principles of Fitness Training Cr.Hrs. 3 +3.0

(Lab required) Theoretical concepts of designing programs employing the principles of overload and adaptation are applied over the entire healthy population, from inactive sedentary individuals to elite athletes, for all age groups. May not be held with the former KIN 3512, the former KIN 3090, or the former PHED 3090. Prerequisite: KPER 3470 (C) (or the former KIN 3470, or the former PHED 3470, or the former PHED 3430).

KPER 3550 Growth and Motor Development Cr.Hrs. 3 +3.0

Detailed study of physical growth and motor development from conception to adolescence, with implications for physical activity programs. May not be held with the former PHED 2550. Prerequisite: KPER 2700 (C) (or the former KIN 3450 or the former PHED 3450).

KPER 3630 Service and Experiential Learning Cr.Hrs. 3 +3.0

This service-learning course combines cognitive learning and affective service to enhance student learning by connecting theory with practical experience and thinking with action. In a holistic learning environment, students apply service and experiential learning theories to community issues in physical activity and leisure while reflecting on their experiences and gaining deeper appreciation and skill development. Prerequisite: [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)].

KPER 4020 Philosophy of Physical Activity and Leisure Cr.Hrs. 3 +3.0
Issues in sport, physical education and recreation will be examined from a philosophical perspective. May not be held with the former PERS 3340, the former KIN 3340, the former REC 3340, or the former PHED 2340. Prerequisite: KPER 2120 (C).

KPER 4110 The Olympics and the Global Sporting Event Cr.Hrs. 3 +3.0
Critical examination of the sporting and cultural significance of the modern Olympic Games and other global events, with emphasis given to the Olympic and Paralympic Games that occur in the year the course is offered. May not be held with the former PERS 4110. Prerequisite: KPER 3460 (C) (or the former PERS 3460 or the former PHED 3460), or permission of instructor.

KPER 4310 Physical Activity Counselling Cr.Hrs. 3 +3.0
This course introduces students to physical activity counselling and the associated interpersonal and counselling skills as well as the relevant theories that underpin behaviour change and counselling techniques. Through case studies, readings, research, discussions, simulations, role plays and real counselling work, students will learn, reflect on and practice proven counselling skills to build motivation and facilitate behaviour change. May not be held with the former PERS 4310. Prerequisite: [KPER 2540 (C) (or the former KIN 2540 or the former PHED 2540)] or [REC 3180 (C)] or [PSYC 2660 (C) (or the former PSYC 3660)].

KPER 4320 Sport and the Body Cr.Hrs. 3 +3.0
A critical analysis of current, interdisciplinary topics pertaining to sport and the body. This course tackles difficult and controversial questions related to the active body. May not be held with the former PERS 4320. Prerequisite: KPER 3460 (C) (or the former PERS 3460 or the former PHED 3460) or permission of the instructor.

KPER 4340 Sport, Film and Society Cr.Hrs. 3 +3.0
This seminar format course encourages students to use films as “texts” through which important socio-cultural themes related to the study of sport, recreation, physical activity, dance, and physical education can be explored. It builds upon themes explored in courses such as KPER 3460 and uses film as a way to examine the intersections between the representations of key historical and sociological concepts, such as social class, gender, and race/ethnicity and the representations of sport and the moving body. The course is organized around these themes and includes a variety of film genres, primarily feature films and documentaries. Each seminar includes one or more screening upon which class discussions are based. The course concludes with a screening of the films made by students themselves, a key component of the course’s evaluation. May not be held with the former PERS 4340. Prerequisites: KPER 3460 (C) (or the former PERS 3460 or the former PHED 3460) or permission of the instructor.

PHED 3722 Coaching Theory and Practice Cr.Hrs. 3 +3.0
(Lab required) An introduction to the theoretical and practical aspects of coaching at the community and school level, including the examination of topics of philosophical, psychological, ethical and technical significance. The course introduces students to the National Coaching Certification Program (NCCP) of Canada and the coach certification pathway. May not be held with the former PHED 2400, the former PHED 2402, the former KIN 3720, or the former KIN 3730, or the former PHED 3050.

REC 3072 Community Development Principles Cr.Hrs.3 +3.0
An introduction to community development principles and the role recreation and leisure play in developing healthy and vibrant communities. This course emphasizes connections between

community, recreation, and leisure. Prerequisite: KPER 2200 (C) (or the former PERS 2200 or the former PHED 3080), or the former REC 2530.

REC 3170 Sport and Development in Community Cr.Hrs. 3 +3.0

An examination of the multiple uses of sport across communities for the purposes of development broadly defined. Emphasis is placed on exploring both theoretical and practical aspects of development in the leisure, sport and physical activity experiences of a multitude of communities at the local and national levels. This course aims to unpack, explore and describe the diverse lived experiences with sport, physical activity and leisure. Prerequisite: REC 2170 (C) or the former REC 4170 (C).

REC 3180 Social Psychology of Leisure Cr.Hrs. 3 +3.0

This course explores the leisure behaviour of individuals in social contexts and examines current social psychological thinking about leisure experiences. Application of leisure behaviour concepts, theories and research in the delivery of leisure programs and services will be emphasized. Prerequisites: PSYC 1200 or (PSYC 1211 and PSYC 1221) or permission of instructor.

REC 3400 Advanced Marketing of Leisure Services Cr.Hrs 3 +3.0

This course integrates the theory and practice of marketing leisure services. Strategies for marketing services and experiences within private, public sector and not-for-profit recreation agency programs and services are examined. Prerequisites: REC 2400 (C) or permission of instructor.

REC 3770 Indigenous Perspectives on Land-Based Education Cr. Hrs. 3 +3.0

This course provides an introduction, overview and exploration of Indigenous knowledge systems and ways of knowing as an entry point to understanding Indigenous land-based education on Turtle Island (North America). Treaties, stories, traditional ecological knowledge and ways of living as well as an intensive land-based experiential learning weekend will be used to explore historical and contemporary Indigenous perspectives of the land and land-based education. Prerequisites: REC 2130 (C).

REC 4072 Advanced Community Development Cr.Hrs. 3 +3.0

This course examines the nature of community and the unique role that leisure service organizations play in the complex process of community development. May not be held with the former REC 4070. Prerequisite: REC 3072 (C).

First Term Offered - Fall 2020:

KPER 4100 Current Issues Cr.Hrs. 3 +3.0

This is a capstone course to be completed in the final term. The course will examine current issues and strategies for addressing themes in the broad fields related to kinesiology, recreation management and physical education. May not be held with the former PERS 4100. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degree.

KPER 4630 Supervised Fieldwork Experience Cr.Hrs. 12 +12.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students

are placed for a 13-week period of full time work within a suitable agency. May not be held with KPER 4632 or KPER 4634 or the former PERS 4630 or the former REC 3080 or the former PHED 4620 or the former KIN/REC 4630. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degree, a minimum DGPA of 2.5, and KPER 3630 (C) or permission of instructor. Evaluated on a pass/fail basis.

KPER 4632 Supervised Fieldwork Experience A Cr.Hrs. 6 +6.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students are placed in a professional environment with a mentor/direct supervisor. May not be held with KPER 4630 or the former PERS 4630 or the former KIN 4630 or the former REC 4630 or the former REC 3080 or the former PHED 4620. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degrees, a minimum DGPA of 2.5, and KPER 3630 (C) or permission of instructor. Evaluated on a pass/fail basis.

KPER 4634 Supervised Fieldwork Experience B Cr.Hrs. 6 +6.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students are placed in a professional environment with a mentor/direct supervisor. May not be held with KPER 4630 or the former PERS 4630 or the former KIN 4630 or the former REC 4630 or the former REC 3080 or the former PHED 4620. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degrees, a minimum DGPA of 2.5, and KPER 3630 (C) and KPER 4632 or permission of instructor. Evaluated on a pass/fail basis.

REC 4770 Indigenous Recreation and Well-Being Cr.Hrs. 3 +3.0

This course will provide students with a historical context of health and wellness among First Nations, Metis and Inuit peoples as well as contemporary perspectives on the promotion of sport, physical, recreation and leisure to achieve social development goals. The political landscape of health, recreation, and sport policies will be examined in relation to their impact on Indigenous sport, health and wellness programming. The strength and resilience of Indigenous peoples will be explored through grassroots movements, physical cultural practices, and wholistic understandings of health and wellbeing. Prerequisite: REC 3770 (C).

Modifications:

Changes Take Effect - Fall 2017:

KIN 4460 Fitness Appraisal and Lifestyle Counselling Cr.Hrs. 3 0.0

Theoretical knowledge and practical training related to physical activity, fitness and lifestyle appraisal and counselling. Note: This course prepares students for certification as a Certified Personal Trainer (CPT) by the Canadian Society for Exercise Physiology. B.Kin. students who wish to prepare for certification as a Certified Exercise Physiologist (CEP) by the Canadian Society for Exercise Physiology, should consult the Undergraduate Program Administrator for information. May not be held with the former PHED 4460. Prerequisite: KPER 3470 (C) (or the former KIN 3470 or the former PHED 3470 or the former PHED 3430). Pre- or corequisites: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] and [KIN 3512 (C) (or the former KIN 3090 or the former PHED 3090)]. Requires an active Recreation Services Membership.

PERS 2100 Introduction to Professional Practice Cr.Hrs. 3 0.0

An introduction to professional values and behaviours in the broad fields related to kinesiology, physical education, and recreation management including accountability, commitment, ethical decision making, interpersonal communication, respect for diversity, and service. Prerequisites: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)] or [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)].

PERS 2200 Program Planning Principles Cr.Hrs. 3 0.0

While contexts in practice may vary, program planning is an essential competency for all professionals in recreation, kinesiology, and physical education. To ensure the requisite skill set is acquired, the emphasis in this course will be on principles and processes in effective program planning, implementation, and evaluation. May not be held with PHED 3080 (or the former REC 2530). Prerequisite: [KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200)] or [KPER 1500 (C) (or the former PERS 1500 or the former PHED 1500)] or [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)].

REC 2400 Management and Marketing of Leisure Services Cr.Hrs. 3 0.0

Basic management, and marketing principles and practices and their applicability to delivery of leisure services. Topics include financial resources, budgeting, people-centred management, and marketing. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).

REC 3090 Sustainable Nature-Based Tourism Cr.Hrs. 3 0.0

Analysis of the growth and development of sustainable nature-based tourism as a global and regional phenomenon. Particular emphasis will be placed upon the fundamental principles of sustainability, natural resource and visitor management for recreation, and the role of outdoor recreation and education in Sustainable Tourism Planning and Management. This course includes a field trip component. Prerequisites: [PERS 1300 (C) (or the former REC 1200)] and [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)].

REC 3850 The Planning of Recreation Areas and Facilities Cr.Hrs. 3 0.0

The process used to plan both recreational open spaces and facilities. Special consideration is given to the role of the recreation professional in relationship to other planners. Prerequisites: [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] and [PERS 2200 (C) (or the former PHED 3080 or the former REC 2530)].

Changes Take Effect - Fall 2018:

KIN 3160 Pathology and Sport Medicine Cr.Hrs. 3 0.0

(Lab required) Analysis of types of injuries and emergency procedures, and practical experience in first aid, taping and wrapping, massage, and various preventive techniques. May not be held with the former PHED 3060 or the former PHED 3160. Prerequisite: KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320).

KIN 3320 Advanced Human Anatomy Cr.Hrs. 3 0.0

(Lab required) This course will concentrate on the structure and function of the human body's various tissues, organs and systems with particular emphasis upon basic histology, function and gross anatomy. This course will help prepare students who are interested in pursuing careers in

Athletic Therapy and Kinesiology. This course includes a field trip component. Prerequisite: KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320).

KIN 3912 Athletic Therapy Practicum Cr.Hrs. 4 0.0
To provide clinical and on-field internship experiences on campus and in the community for prospective Athletic Therapy candidates. May not hold for credit with the former PHED 3910 or the former KIN 3910. Prerequisites: [KIN 2750 (C) (or the former PHED 2020 or the former PHED 3180)] and [KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320)] and [KIN 2200 (C) (or the former KIN 3200 or the former PHED 3200)]. Evaluated on a pass/fail basis.

KIN 4330 Advanced Biomechanics Cr.Hrs. 3 0.0
(Lab required) A biomechanical analysis of the skills and techniques of the major sports, games, and exercises. May not be held with the former PHED 4360. Prerequisite: KPER 2330 (C) (or the former KIN 2330, or the former PHED 2330, or the former PHED 2310).

KIN 4540 Advanced Topics in Sport Psychology Cr.Hrs. 3 0.0
This course will provide the student with a deeper understanding of psychological variables affecting individuals within sport contexts, including an exploration of various research methods and theories/research related to motivation, youth, and applied work in sport psychology. May not be held with the former PHED 4540. Prerequisite: KPER 2540 (C) (or the former KIN 2540 or the former PHED 2540).

REC 2400 Management and Marketing of Leisure Services Cr.Hrs. 3 0.0
(Lab required) Basic management, and marketing principles and practices and their applicability to delivery of leisure services. Topics include financial resources, budgeting, people-centred management, and marketing. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).

REC 3090 Sustainable Nature-Based Tourism Cr.Hrs. 3 0.0
Analysis of the growth and development of sustainable nature-based tourism as a global and regional phenomenon. Particular emphasis will be placed upon the fundamental principles of sustainability, natural resource and visitor management for recreation, and the role of outdoor recreation and education in Sustainable Tourism Planning and Management. This course includes a field trip component. Prerequisites: [KPER 1400 (C) (or the former PERS 1400 or the former REC 1400)] and [REC 2100 (C) (or the former PERS 1300 or the former REC 1200)].

REC 3310 Cultural Tourism Cr.Hrs. 3 0.0
This course will provide students with an understanding of various stakeholder perspectives related to visiting and operating cultural tourism attractions. The following topics will be discussed: tourists' motivations and experiences, cultural resource managers' perspectives on tourism, tourism industry leaders' viewpoint on cultural resources and the relationship between cultural producers and consumers. Prerequisite: REC 2100 (C) (or the former PERS 1300 or the former REC 1200).

REC 3850 The Planning of Recreation Areas and Facilities Cr.Hrs. 3 0.0
The process used to plan both recreational open spaces and facilities. Special consideration is given to the role of the recreation professional in relationship to other planners. Prerequisite: REC 3220 (C) or the former REC 3200.

REC 4120 Recreational Travel and Tourism Cr.Hrs. 3 0.0
The purpose of this course is to provide students with a better understanding of the travel and tourism industry through an examination of its history, service systems and issues. Prerequisite: REC 2100 (C) (or the former PERS 1300 or the former REC 1200).

REC 4400 The Administration of Special Events Cr.Hrs. 3 0.0
Students will learn about theories and concepts that inform the study of special events and will be exposed to advanced management principles and practices and their applicability to the delivery of special events. May not be held with the former REC 4310. Prerequisite: REC 3220 (C) or the former REC 3200.

Changes Take Effect - Fall 2019:

KIN 4160 Advanced Pathology and Sport Medicine Cr.Hrs. 3 0.0
Basic principles of pathology and clinical manifestations of cardiac respiratory, and neurologic disorders. Preventative measures, assessments and treatment methods employed in care of patients with these disorders will also be examined. May not be held with the former PHED 4050. Prerequisites: [KIN 3160 (C) (or the former PHED 3160 or the former PHED 3060)] and [KIN 3320 (C)] and [KPER 3470 (C) (or the former KIN 3470, or the former PHED 3470, or the former PHED 3430)].

KIN 4400 Therapeutic Exercise Rehabilitation Cr.Hrs. 3 0.0
This course will concentrate on therapeutic exercise for the upper and lower extremities, torso and spine. Content will focus upon using exercise and basic therapy techniques to restore function by addressing deficiencies in range of motion, flexibility, strength, power, endurance, proprioception, coordination, agility and speed. Prerequisites: [KIN 3160 (C) (or the former PHED 3160 or the former PHED 3060)] and [KPER 3512 (C) (or the former KIN 3512, or the former KIN 3090, or the former PHED 3090)].

KIN 4460 Fitness Appraisal and Lifestyle Counselling Cr.Hrs. 3 0.0
Theoretical knowledge and practical training related to physical activity, fitness and lifestyle appraisal and counseling. Note: This course prepares students for certification as a Certified Personal Trainer (CPT) by the Canadian Society for Exercise Physiology. B. Kin. students who wish to prepare for certification as a Certified Exercise Physiologist (CEP) by the Canadian Society for Exercise Physiology, should consult the Undergraduate Program Administrator for information. May not be held for credit with the former PHED 4460. Prerequisite: KPER 3470 (C) (or the former KIN 3470, or the former PHED 3470, or the former PHED 3430). Pre- or Co-requisite: KPER 1200 (C) (or the former PERS 1200 or the former PHED 1200) and KPER 3512 (C) (or the former KIN 3512, or the former KIN 3090, or the former PHED 3090). Requires an active Recreation Services Membership.

KIN 4470 Advanced Exercise Physiology Cr.Hrs. 3 0.0
An advanced examination of the physiological factors that affect human performance during physical activity. This will include exposure to related research and the development of techniques for its critical assessment. May not be held with the former PHED 4410. Prerequisite: KPER 3470 (C) (or the former KIN 3470, or the former PHED 3470, or the former PHED 3430).

KIN 4560 Advanced Fitness Appraisal and Lifestyle Counselling Cr.Hrs. 3 0.0
(Lab required) Advanced theoretical knowledge and experiential learning related to physical activity, fitness and lifestyle assessment, counselling, and exercise prescription for apparently healthy and clinical populations. Prepares students for certification as a Certified Exercise Physiologist (CEP) by the Canadian Society of Exercise Physiology. May not be held with the former PHED 4350. Prerequisites: [KIN 4460 (C) (or the former PHED 4460)] and [KPER 3512 (C) (or the former KIN 3512, or the former KIN 3090, or the former PHED 3090)]. Requires an active Recreation Services membership.

REC 4060 Person Centred Leisure Education Cr.Hrs. 3 0.0
A detailed examination of person-centred leisure education with an emphasis on both theoretical and practice models and their application to the recreation service delivery system.- Prerequisite: KPER 3100 (C) (or the former PERS 3100, or the former REC 3060, or the former PHED 3390).

REC 4250 Leisure and Aging Cr.Hrs. 3 0.0
The nature of the aging process and its impact on leisure behaviour. The factors influencing leisure among older adults, policy issues, and program and service methods and implications will be examined. May not be held with the former REC 4130. Prerequisite: KPER 3100 (C) (or the former PERS 3100, or the former REC 3060, or the former PHED 3390) or REC/SWRK/HMEC 2650 (C) or permission of instructor.

NET CHANGE IN CREDIT HOURS: +33.0

Report of the Senate Committee on Curriculum and Course Changes, Part B - Submitted to Senate for Ordinary Debate RE: Faculty of Kinesiology and Recreation Management

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html.
2. This part of the report contains observations and recommendations on curriculum and course change proposals for units where the net increase is more than nine credit hours.
3. The Senate Planning and Priorities Committee also considered the proposal from the Faculty of Kinesiology and Recreation Management, at its meetings on August 29 and September 26, 2016.

Observations

1. The Faculty of Kinesiology and Recreation Management is proposing the deletion of forty-six (46) courses, the introduction of fifty-five (55) courses, and the modification of twenty (20) courses. The overall number of credit hours offered by the Faculty would increase by 33 credit hours. The course changes would occur over four academic years, beginning in 2017-2018 and continuing through 2020-2021, as set out in the attachment to the Report.
2. The Faculty is proposing program modifications to the following programs, as outlined in the attachment to the Report:
 - Bachelor of Kinesiology (B.Kin.)
 - Bachelor of Kinesiology – Athletic Therapy (B.Kin.-A.T.)
 - Bachelor of Physical Education (B.P.E.)
 - Bachelor of Recreation Management and Community Development (B.R.M.C.D.).
3. Program changes follow from a curriculum review, alignment, and renewal process completed within the Faculty that was undertaken in response to a new strategic plan for the University, *Taking Our Place, 2015-2020*, and for the Faculty, the *FKRM Strategic Plan (2015-2020)*, and the turnover of a significant number of academic staff since curricula for the programs were last reviewed and revised in 2007-2008.
4. The objectives for the curriculum review were to: (i) foster commitment to the overall curriculum by all FKRM professors, (ii) identify and address duplication and drift in course content, (iii) address sequencing issues in program delivery, (iv) establish intended learning outcomes for all undergraduate courses, (v) address attributes for ideal graduates that were not being facilitated, (vi) determine if students were graduating with core competencies and specific skills required to excel in the fields of Kinesiology, Physical Education, and Recreation Management and Community Development, (vii) assess the actual costs of offering the curriculum.

5. The curricula of all four degree programs would be modified to include the following required courses, to address curriculum gaps, as follows: (i) PERS 1200 - Physical Activity, Health and Wellness would include content on Indigenous ways of knowing and approaches to health and wellness, to address gaps in understanding the culture and values of Indigenous peoples and Indigenous ways of knowing; (ii) KPER 2170 – History of Physical Activity and Leisure would provide an introduction to the historical overlap of the four degree programs, to address gaps in understanding the history of, as well as overlap and distinctions between, the fields of physical education, kinesiology, and recreation; (iii) KPER 2120 - Academic Skills in Kinesiology and Recreation Management, which would focus on professional writing, communication, and academic integrity, to address gaps in understanding academic integrity, academic dishonesty, and the consequences of academic integrity violations.
6. In addition to modifications that are specific to each program, as detailed in the proposal, the proposed modifications would: (i) include a new subject code (KPER) for courses that would be required in two or more programs, to replace the PERS subject code that reflects outdated nomenclature, (ii) address curriculum gaps and sequencing issues, (iii) establishing BIOL 1410 – Anatomy of the Human Body and BIOL 1412 – Physiology of the Human Body as common biological sciences course requirements for the B.Kin. and B.P.E. degrees, (iv) enhance experiential learning by increasing opportunities for Supervised Fieldwork Experience in the B.Kin. and B.R.M.C.D. programs.
7. Students admitted in 2017-2018 would complete the revised curricula for the various degree programs offered by the Faculty. Continuing students who are on track to complete their degree within the three- or four-year schedule would not be impacted, as the revised curricula for each year of the programs would be rolled out over a period of three (B.P.E.) or four years (B.Kin., B.Kin.-A.T., B.R.M.C.D.). The Faculty has developed a plan to transition continuing students who might be delayed into the revised curriculum. This will require that students complete an equivalent course(s) or that the Faculty offer additional sections and/or labs for some courses, to ensure that students can meet the requirements for their degree.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve curriculum and course changes proposed by the Faculty of Kinesiology and Recreation Management, effective September 1, 2017, with specific course changes to take effect as outlined in the proposal.

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

Report of the Senate Planning and Priorities Committee RE: Undergraduate Course Changes Beyond Nine Credit Hours, Faculty of Kinesiology and Recreation Management

Preamble:

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meetings on August 29 and September 26, 2016, the SPPC considered course and curriculum changes proposed the Faculty of Kinesiology and Recreation Management, including modifications to the following degree programs: Bachelor of Kinesiology (B.Kin.), Bachelor of Kinesiology – Athletic Therapy (B.Kin.-A.T.), Bachelor of Physical Education (B.P.E.), Bachelor of Recreation Management and Community Development (B.R.M.C.D.).

Observations:

1. The Committee considered a proposal from the Faculty of Kinesiology and Recreation and Management (FKRM) to modify the four undergraduate degree programs offered by the Faculty, as indicated above, involving both course and program modifications. The changes follow from a curriculum review, alignment, and renewal process completed within the Faculty that was undertaken in response to a new strategic plan for the University, *Taking Our Place, 2015-2020*, and for the Faculty, the *FKRM Strategic Plan (2015-2020)*, and the turnover of a significant number of academic staff since curricula for the programs were last reviewed and revised in 2007-2008.
2. The objectives for the curriculum review were to: (i) foster commitment to the overall curriculum by all FKRM professors, (ii) identify and address duplication and drift in course content, (iii) address sequencing issues in program delivery, (iv) establish intended learning outcomes for all undergraduate courses, (v) address attributes for ideal graduates that were not being facilitated, (vi) determine if students were graduating with core competencies and specific skills required to excel in the fields of Kinesiology, Physical Education, and Recreation Management and Community Development, (vii) assess the actual costs of offering the curriculum.
3. Proposed changes involve the deletion of forty-six (46) courses, the introduction of fifty-five (55) courses, and the modification of twenty (20) courses, which would result in an overall change of +33.0 credit hours. The course changes would occur over four academic years, beginning in 2017-2018 and continuing through 2020-2021, as set out in the proposal.
4. The curricula of all four degree programs would be modified to include the following required courses, to address curriculum gaps, as follows: (i) PERS 1200 - Physical Activity, Health and Wellness would include content on Indigenous ways of knowing and approaches to health and wellness, to address gaps in understanding the culture and values of Indigenous peoples and Indigenous ways of knowing; (ii) KPER 2170 – History

of Physical Activity and Leisure would provide an introduction to the historical overlap of the four degree programs, to address gaps in understanding the history of, as well as overlap and distinctions between, the fields of physical education, kinesiology, and recreation; (iii) KPER 2120 - Academic Skills in Kinesiology and Recreation Management, which would focus on professional writing, communication, and academic integrity, to address gaps in understanding academic integrity, academic dishonesty, and the consequences of academic integrity violations.

5. In addition to modifications that are specific to each program, as detailed in the proposal, the proposed modifications would: (i) include a new subject code (KPER) for courses that would be required in two or more programs, to replace the PERS subject code that reflects outdated nomenclature, (ii) address curriculum gaps and sequencing issues, (iii) establishing BIOL 1410 – Anatomy of the Human Body and BIOL 1412 – Physiology of the Human Body as common biological sciences course requirements for the B.Kin. and B.P.E. degrees, (iv) enhance experiential learning by increasing opportunities for Supervised Fieldwork Experience in the B.Kin. and B.R.M.C.D. programs.
6. Students admitted in 2017-2018 would complete the revised curricula for the various degree programs offered by the Faculty. Continuing students who are on track to complete their degree within the three- or four-year schedule would not be impacted, as the revised curricula for each year of the programs would be rolled out over a period of three (B.P.E.) or four years (B.Kin., B.Kin.-A.T., B.R.M.C.D.). The Faculty has developed a plan to transition continuing students who might be delayed into the revised curriculum. This will require that students complete an equivalent course(s) or that the Faculty offer additional sections and/or labs for some courses, to ensure that students can meet the requirements for their degree.
7. The Faculty has determined that implementation of the revised curriculum would be resource neutral, as detailed in the proposal. It is anticipated that the appointment of new faculty, to fill two recent vacancies (to be filled in 2016-2017) and two vacancies that would become available in 2017 (to be filled in 2017-2018), would make it possible to offer the additional 33.0 credit hours of course offerings without having to rely extensively on Sessional Instructors. The Faculty assured the committee that the positions are available and resources are in place to fill the vacancies.
8. The Faculty has verified with the Registrar's Office that there would be sufficient classroom and laboratory space for new and existing courses, including for two large enrolment (164 students) courses, KPER 2170 – History of Physical Activity and Leisure and KPER 2120 – Academic Skills. It was noted that large classrooms and lecture halls are available across the campus, particularly during time slots earlier in the morning, late afternoon, and evening.
9. The Library has indicated that current collections can support the proposed course introductions and modifications.
10. The Senate Committee on Curriculum and Course Changes will also consider the curriculum and course changes proposed by the Faculty of Kinesiology and Recreation Management.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning course changes beyond nine credit hours for the Faculty of Kinesiology and Recreation Management, effective September 1, 2017.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Degree Regulations for the B.Sc. in Geological Sciences General and Major Programs, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on November 24, 2016, SCIE considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources, to revise the Degree Regulations for the Bachelor of Science (Major) in Geological Sciences and the Bachelor of Science (General) in Geological Sciences.
3. The Senate Committee on Curriculum and Course Changes considered the same proposal at its meeting on October 28, 2016.

Observations:

B.Sc. (Major) in Geological Sciences

1. Continuation in the Major
The Faculty of Environment, Earth and Resources is proposing to change the requirements for continuation in the Major program, including the B.Sc. (Major) in Geological Sciences (Geology) and the B.Sc.(Major) in Geological Sciences (Geophysics). In particular, the minimum Degree Grade Point Average required to continue in the Major will be increased from 2.30 to 2.50.
2. Graduation in the Major
The Faculty is proposing modifications to the graduation requirements for the Major program, including the B.Sc. (Major) in Geological Sciences (Geology) and the B.Sc.(Major) in Geological Sciences (Geophysics). The minimum Degree Grade Point Average required to graduate would be increased from 2.30 to 2.50 on the 120 or 121 credit hours that constitute the degree.
3. The Faculty is proposing to repeal an academic regulation on repeating GEOL 4920 – Technical Report, which was approved by Senate in 2012 (November 7, 2012). The purpose of the regulation was to limit registration in the course, given that there were significant resources associated with offering the course, including for instruction and for research facilities. The regulation is to be repealed, as GEOL 4920 will no longer be a required course, given resource considerations in the Department of Geological Sciences. The course would continue to be offered as an elective, and would be added to the List A of Geophysics Electives and to the Geological Sciences Electives list. (See the *Report of the Senate Committee on Curriculum and Course Changes Part A – Submitted to Senate for Concurrence Without Debate*, dated October 28, 2016, for details of the proposed curriculum changes.)

B.Sc. (General) in Geological Sciences

1. Entrance to the General

The Faculty is proposing a change to the entrance requirements for advanced entry to the B.Sc. (General) in Geological Sciences. Students would continue to require a minimum Degree Grade Point Average of 2.00 based on the completion of at least 24 credit hours. But the minimum grade that would have to be attained in GEOL 1340 – Dynamic Earth - would be increased from a “C” to a “C+”.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised Degree Regulations for the Bachelor of Science (Major) in Geological Sciences and the Bachelor of Science (General) in Geological Sciences, Clayton H. Riddell Faculty of Environment, Earth, and Resources, effective September 1, 2017.

Respectfully submitted,
Dr. Diane Hiebert-Murphy, Chair
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Report of the Senate Committee on Curriculum and Course Changes RE: Revised Degree Regulations for the B.Sc. in Geological Sciences General and Major Programs, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html
2. At its meeting on October 28, 2016, the SCCC considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources, to revise the Degree Regulations for the Bachelor of Science (Major) in Geological Sciences, including the Geology and Geophysics programs, and the Bachelor of Science (General) in Geological Sciences.
3. The Senate Committee on Instruction and Evaluation considered the same proposal at its meeting on November 24, 2016.

Observations:

1. The SCCC endorsed proposed changes to the Degree Regulations concerning Continuation in the Major, Graduation in the Major, and Repeating GEOL 4920 Technical Report, as outlined in the attached proposal from the Faculty. A summary of the proposed changes is included in the *Report of the Senate Committee on Instruction and Evaluation RE. Revised Degree Regulations for the B.Sc. in Geological Sciences General and Major Programs, Clayton H. Riddell Faculty of Environment, Earth, and Resources* [dated November 24, 2016].
2. The SCCC endorsed proposed modifications to the Degree Regulations concerning Entrance to the General, as outlined in the attached proposal from the Faculty. A summary of the proposed changes is included in the *Report of the Senate Committee on Instruction and Evaluation RE. Revised Degree Regulations for the B.Sc. in Geological Sciences General and Major Programs, Clayton H. Riddell Faculty of Environment, Earth, and Resources* [dated November 24, 2016].

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve revised Degree Regulations for the Bachelor of Science (Major) in Geological Sciences and the Bachelor of Science (General) in Geological Sciences, Clayton H. Riddell Faculty of Environment, Earth, and Resources, effective September 1, 2017.

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

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

8.3 Degree Regulations

8.3 Degree Regulations

8.3.1 B.Sc. in Geological Sciences (Major) Geology or Geophysics

To qualify for the degree, a student must complete a minimum of 120 credit hours with passing grades ('D' or better) in each course and with a minimum degree grade point average of 2.30-50 as indicated in the Graduation Requirements Table (see section 8.3.5). Students must complete all Faculty requirements as well as the University Written English and Mathematics requirement as described in the *Chapter*, General Academic Regulations, in this *Calendar*.

Students admitted to the Major program will normally have completed University 1 requirements, which include six credit hours of courses from the Faculty of Arts, six credit hours of courses from the Faculty of Science and six credit hours from either the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the Faculty of Arts or the Faculty of Science. Students who do not meet this requirement while in University 1 must do so within the Major program.

Entrance to the Major

To enter a Major program in Geology or Geophysics, a student must have completed at least 24 credit hours with a minimum Degree Grade Point Average of 2.50 as stipulated in Entrance and Continuation Requirements Table (see section 8.3.4). In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the program tables for the Major in Geology (section 8.4) or the Major in Geophysics (see section 8.5). Students who do not obtain the entrance requirements for the Major program in their first year but who are interested in obtaining the Major degree should consult with the Department of Geological Sciences.

Continuation in the Major

A student's academic performance is assessed first with his/her application for admission to the Riddell Faculty and then following each *term* in which the student is registered. To be in **good standing** and permitted to continue in the degree program, a student must maintain a minimum degree Grade Point Average of 2.30-50 as stipulated in the Entrance and Continuation Requirements Table (section 8.3.4). Students who do not meet the minimum performance requirement will be required to withdraw from the Major program and will be placed in the General program provided their Degree Grade Point Average is 2.00 or above. Students will have the notation 'Required to Withdraw from the Major Program', recorded on their transcript.

If below 2.00, students will be placed on academic warning, probation or academic suspension as outlined in section 3.14 Academic Warning, Probation, Academic Suspension and Special Students (Academic Standing) in this *Chapter*.

Repeating GEOL 4920 Technical Report: Lower priority for entry will be given to students repeating GEOL 4920 after a VW or after a grade has been assigned. The course may be repeated only once after a grade of F.

Graduation in the Major

In order to graduate from the Geology or Geophysics Major, students must complete all degree program and faculty requirements as stipulated in section 3 and section 8 of this *Chapter*. Students must also achieve the minimum performance requirements as outlined in the Graduation Requirements Table (see section 8.3.5). This is defined as a minimum Degree Grade Point Average of 2.30-50 on 120 or 121 credit hours which constitute the degree.

8.3.3 B.Sc. in Geological Sciences (General)

Degree Program Structure

- A Geological Sciences component consisting of a minimum of 30 credit hours.
- A Minor of 18 credit hours (minimum) in a different department or an interdisciplinary program. e.g. in the Clayton H. Riddell Faculty of Environment, Earth, and Resources, or the Faculty of Arts, or the Faculty of Science. The Minor requirements are described in section 3.2 of this *Chapter*. Contact the department and/or a Riddell Faculty student advisor in the Faculty Dean's Office for further information about eligible Minors.
- Students will normally complete the Faculty of Arts and Faculty of Science courses requirements, which include 6 credit hours from the Faculty of Arts, 6 credit hours from the Faculty of Science. Students who have not met these requirements in their first year must meet the requirements prior to graduation.

Entrance to the General

To be admitted to the General program, a student must have completed at least 24 credit hours with a minimum Cumulative Grade Point Average of 2.00. In addition, a student must have completed GEOL 1340 with the grade of 'C+'. Refer to Section 8.6 for further program requirements.

8.3.4 Geological Sciences Advanced Entry Entrance and Continuation Requirements

| Degree Program | Minimum Degree Grade Point Average | |
|-------------------------------|------------------------------------|-----------------------------------|
| | Entrance | Continuation |
| Major (Geology) | 2.50 ¹ | 2.30 ¹ 50 ¹ |
| Major (Geophysics) | 2.50 ¹ | 2.30 ¹ 50 ¹ |
| Honours (Geology) | 3.00 ¹ | 3.00 ¹ |
| Honours (Geophysics) | 2.80 ¹ | 2.80 ¹ |
| General (Geological Sciences) | 2.00 ¹ | 2.00 ¹ |

Notes:

¹In addition to the minimum degree grade point average noted in this chart, specific courses (with minimum grades) are required for entry and these are noted in the program chart for each program.

| 8.3.5 Geological Sciences Graduation Requirements | |
|--|---|
| Degree Program | Minimum Degree Grade Point Average |
| Major (Geology) (120) | 2.3050 |
| Major (Geophysics) (120) | 2.3050 |
| Honours (Geology) (120) | 3.00 |
| Honours (Geophysics) (120) | 2.80 |
| General (Geological Sciences) (90) | 2.00 |

Report of the Senate Committee on Instruction and Evaluation RE: Mandatory Orientation for Teacher Candidates, B.Ed. and Integrated B.Mus./B.Ed. Degrees, Faculty of Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on October 27, 2016, SCIE considered a proposal from the Faculty of Education to establish the Faculty of Education Orientation as a mandatory requirement for all Teacher Candidates in the Bachelor of Education B.Ed. and the Integrated Bachelor of Music / Bachelor of Education degree programs who will complete a Practicum placement in the same year.

Observations:

1. The Faculty of Education is proposing that, in any given year that a Teacher Candidate is registered for a Practicum course, the student be required to complete the Faculty of Education Orientation in order to proceed to the Practicum placement. The proposed regulation would apply to Teacher Candidates in the Bachelor of Education degree (Years 1 and 2) and in Years 3 and 5 of the Integrated Bachelor of Music / Bachelor of Education degree.
2. At present, the Faculty strongly recommends, but does not require, that Teacher Candidates attend the Orientation.
3. A number of rationales are given in the proposal for a mandatory orientation, including the objective to prepare Teacher Candidates for the Practicum placement by outlining expectations for the first week and providing information on policies concerning the Practicum, including the Manitoba Teachers' Society Code of Professional Conduct.
4. It was noted at the meeting that, for Teacher Candidates in Year 1 of the Bachelor of Education program, the Faculty of Education Orientation is the only point of contact that the Faculty has with students before they begin the Practicum placement in the first week of September.
5. The committee was informed that the Marcel A. Desautels Faculty of Music had been consulted regarding the proposal.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve a regulation concerning a Mandatory Orientation for Teacher Candidates for the Bachelor of Education and the Integrated Bachelor of Music / Bachelor of Education degrees, in the Faculty of Education, effective September 1, 2017.

Respectfully submitted,
Dr. Diane Hiebert-Murphy, Chair
Senate Committee on Instruction and Evaluation

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



UNIVERSITY
OF MANITOBA

Faculty of Education
Office of the Dean

223 Education Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9001
Fax (204) 474-7551
dean_education@umanitoba.ca
www.umanitoba.ca/education

DATE: July 25, 2016

TO: Mr. Jeff Leclerc, University Secretary
Ms Shannon Coyston, Academic Specialist

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

RE: Motion for Senate

CC: Drs. Richard Hechter and Thomas Falkenberg, Senators
Dr. Melanie Janzen, Chair, CITEP
Dr. Martha Koch, Director, School Experiences Office
Ms Tara Baxter, Committee Secretary, CITEP
Ms Desiree Kennedy, Coordinator (Undergraduate Programs)

The following motion was passed by the CITEP (Committee on Initial Teacher Education Programs) [on October 19, 2015] and subsequently by Faculty of Education Council [on November 16, 2015]. Please forward this motion to the Senate Committee on Admissions.

MOTION: *THAT* the Bachelor of Education program's Orientation be mandatory for all After-Degree Bachelor of Education Teacher Candidates and Year 3 and Year 5 Integrated B.Mus./B.Ed. Teacher Candidates who are completing a required practicum in the current year, in order to proceed to the practicum placement.

Background

The Faculty of Education Orientation event is carefully planned in order to inform Teacher Candidates about the expectations of a professional faculty, for the practicum, and of the profession. In order to ensure that all students have access to the same information, it is important that they attend Orientation.

Requiring that Orientation be a mandatory component of the B.Ed. program is consistent with the requirements of other professional faculties on campus and of B.Ed. programs across Canada.

Who Is Required To Attend

- **Year 1 After-Degree B.Ed. Teacher Candidates** who are attending practicum in the current year. These students will be reporting to their host school in the first week of September prior to ANY B.Ed. classes.
- **Year 2 After-Degree B.Ed. and Year 5 Integrated B.Mus./B.Ed. Teacher Candidates** who are attending practicum in the current year. Orientation provides a more in-depth information session of professional standards and an introduction to the profession.
- **Year 3 Integrated B.Mus./B.Ed. Teacher Candidates** who are attending their first practicum in Intersession. These students will be reporting to their host school in Intersession (May-June) after having completed only 6 credit hours of B.Ed. coursework.

Rationale For A Mandatory B.Ed. Orientation

The Faculty of Education Orientation is carefully planned for Teacher Candidates in order to:

- reduce anxiety prior to their practicum experience;
- help develop a positive attitude about the Faculty and their future profession;
- introduce them to a community of Teacher Candidates, guest mentors and future colleagues;
- encourage them to engage with B.Ed. administration, Faculty Members, Staff, Education Student Council and their fellow students;
- help them to understand the expectations of the first week of practicum, the policies specific to the practicum course and the Manitoba Teachers' Society (MTS) Code of Professional Conduct;
- provide them with details regarding the various supports and resources within the Faculty, on campus, and within the profession; and
- provide them with an opportunity to ask questions.

Examples of Past B.Ed. Orientation Guest Speakers and Topics

- Director, School Experience Office, Faculty of Education
 - Presentation topic: "Making The Most Of Your Practicum Experience"
- Staff Officer, Manitoba Teacher's Society
 - Presentation topics including the MTS Code of Conduct, Expectations of the Profession, Supports, and Resources
- Director, Manitoba Aboriginal Education Directorate
 - Presentation topic: "About The Aboriginal Education Directorate And Becoming A Teacher"
- Executive Director, Manitoba Association of School Superintendents (MASS)
 - Presentation topic: "What Superintendents Expect Teachers Candidates To Have Together In Their Final Year"
- Assistant Superintendent, Human Resources, Winnipeg School Division
 - Presentation topic: "What Manitoba Superintendents Want All Education Students To Learn In Their Final Year At The Faculty"
- Director of Indigenous Initiatives, University of Manitoba
 - Presentation topic: "The Relevance Of Indigenous Education In Primary And Secondary Education"

Proposed Calendar Entry

For inclusion in the ~~2016-17~~ 2017-18 calendar. Effective for Fall ~~2016~~ 2017 intake.

"All After-Degree B.Ed. and years 3 & 5 Integrated B.Mus./B.Ed. students registered for a required Practicum course in the current academic year must attend the annual Orientation session (late August/early September) in order to proceed to Practicum. The date will be provided to new students following submission of their deposit (April/May), to returning students via the B.Ed. Newsletter (in the previous March – May), and to all students via their registration information in June/July. Orientation dates will also be available on the Faculty website."

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Computer Policy, Undergraduate Medical Education Program, Max Rady College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meetings on September 22 and October 27, 2016, SCIE considered a proposal to establish a *Computer* policy for students in the Undergraduate Medical Education program, Max Rady College of Medicine.

Observations:

1. The Max Rady College of Medicine is proposing to introduce a *Computer* policy that would apply to students in the Undergraduate Medical Education (UGME) program. The purpose of the policy is to set out the expectation that students in the program will have their own laptop computer to use during examinations. The policy is needed as examinations in the program are, increasingly, computer-based.
2. Section 3.3 of the policy specifies that each student must have their own laptop computer to use during examinations that is both functional and compatible with the examination system and the Computer Policy Standard Work document.
3. The Computer Policy Standard Work document¹ provides information and instructions to students related to computer system requirements and installing, registering, and testing the Pre-Clerkship examination system (ExamSoft) and the Clerkship examination system (SofTest) prior to scheduled exams. The committee was advised that students are required to attend a session where the examination system software is installed and then tested by completing simple test to ensure the software has been installed correctly.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the *Computer* policy for the Undergraduate Medical Education program, Max Rady College of Medicine, effective September 1, 2017.

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair
Senate Committee on Instruction and Evaluation

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

¹ The Computer Policy Standard Work document is for internal use in the program does not require Senate approval.

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Computer Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: The Max Rady College of Medicine has integrated the use of online examinations for all aspects of UGME Final and Midterm Examinations. It is expected that UGME students will have their own laptop computer to use during examinations. This policy will ensure students have the most current requirements resulting in system compatibility and reduction of errors.

Revisions: Statements are as follows:

- New Policy

Evidence of Best Practice: UGME Examination Conduct Policy, Exam Soft and NBME websites and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and

participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.



Max Rady College of Medicine UGME Policy

| | |
|--------------------------------|---|
| Policy Name: | Computer Policy |
| Application/ Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. PURPOSE

The Max Rady College of Medicine has integrated the use of online examinations for all aspects of UGME Final and Midterm Examinations. It is expected that UGME students will have their own laptop computer to use during examinations. This policy will ensure students have the most current requirements resulting in system compatibility and reduction of errors.

2. DEFINITIONS

N/A

3. POLICY STATEMENTS

GENERAL

- 3.1 All Med 1 and Med 2 summative examinations will be conducted utilizing the Pre-clerkship Examination System.
- 3.2 Med 3 and Med 4 students will be tested using the Clerkship Examination System at the end of each clinical rotation.
- 3.3 Each UGME student must have their own laptop computer to use during examinations that is functional and is compatible with the examination system and Computer Policy Standard Work.
- 3.4 Any attempt to begin exam early, disable or tamper with security features will be considered a violation of the integrity of the exam, in accordance with the Examination Conduct Policy.

4. PROCEDURES

N/A

5. REFERENCES

UGME - Examination Conduct Policy
University of Manitoba- Use of Computer Facilities Policy
University of Manitoba- Computer Policy Standard Work

6. POLICY CONTACT

Business Manager, UGME

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Policies and Procedures concerning Assessment of Students, Undergraduate Medical Education Program, Max Rady College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on September 22, 2016, SCIE considered revisions to the following policies and procedures concerning assessment of students in the Undergraduate Medical Education (UGME) program, Max Rady College of Medicine:
 - *Promotion and Failure*
 - *Remediation*
 - *Forward Feeding Clerkship Summative Evaluation Information*
 - *Formative Assessment*
 - *Midpoint In-Training Evaluation Report (MITER) and Final In-Training Evaluation Report (FITER) Preparation, Distribution and completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation*

Observations:

1. A number of the revisions to the various policies and procedures related to assessment of students in the UGME program follow from the most recent curriculum renewal (Senate, December 5, 2012; May 14, 2014), which resulted in a revised program structure, with Courses and Modules rather than Blocks.
 - i. In Section 2 Definitions, in each document, the definitions of Block and Block Examinations have been removed. Definitions for Course/Module and Rotation, and various types of examinations, including Midterm Examination, Final Examination, Objective Structured Clinical Examination (OSCE-type), and Comprehensive Clinical Exam (CCE), have been added or revised for clarity.
 - ii. All references to Blocks and Block Examinations have been removed from the documents.
 - iii. In several of the documents, the definition of Working Day will be revised to indicate that it is a day when the University is open for regular business.
2. A variety of editorial changes have been made throughout the all documents, including formatting changes, some reorganization of the content, and modifications to update language used, including for the Pre-Clerkship Student Evaluation Committee/Clerkship Student Evaluation Committee(s), and the Progress Committee.

Promotion and Failure policy and procedures

1. The purpose of the policy is, “to set out the process for promotion and failure of Undergraduate Medical Education (UGME) students that complements the extant University of Manitoba Final Examination and Final Grades policy and related procedures.”
2. The Max Rady College of Medicine is proposing revisions to the *Promotion and Failure* policy and procedures for the UGME program, as outlined in Attachment I to this Report, and including the modifications noted below.
 - i. The definition of Objective Structured Clinical Examination (OSCE-type) (Section 2.8) will be revised to clarify that the pass mark is determined by calculating 80 percent of the average mark on the top 10 percent of students who take the course.
 - ii. Sections 3.1 and 3.2 will be updated to define the successful completion of an academic year and failure of an academic year, respectively, in the Pre-Clerkship. The changes take into account the change from Blocks to Courses/Modules.
 - iii. In Section 3.4, which concerns failure of an academic year in the Clerkship, Clerkship disciplines and remedial options will be updated.
 - iv. In the same Section, the Remediation Period will be revised to specify that, if a Remediation Period for a student requires more than eight weeks, the student will be deemed to have failed the Clerkship. The current Remediation Period is ten weeks.
 - v. Section 3.8 will be amended to specify that a student who fails Year I or Year II (i.e. of the Pre-Clerkship) will be required to repeat that particular Year. The current policy indicates that, in this circumstance, a student might be permitted to repeat the Year, based on a recommendation from the Associate Dean (UGME) to the Progress Committee.
 - vi. In the procedures, the revised Section 4.1 would no longer require that 75 percent of final examinations (Course/Module Examinations and OSCE-type Examinations) in the Pre-Clerkship be multiple choice questions.
 - vii. In the same Section, the length of the remediation period would no longer be specified. The remediation period for CV1 (Cardiovascular CV1) and (RS1 Respiratory RS1) courses would continue to be concurrent with other mandatory curricular time. For all other courses, remediation would continue to take place in the summer. The number of summer Remediation Periods would be increased to three periods, from two periods.

Remediation policy and procedures

1. The purpose of the policy is, “to set out the process for remediating students who fail summative assessments.”
2. The Max Rady College of Medicine is proposing revisions to the *Remediation* policy and procedures for the UGME program, as outlined in Attachment II to this Report, and including the modifications noted below.

- i. The definition of Objective Structured Clinical Examination (OSCE-type) (Section 2.4) will be revised to clarify that the pass mark is determined by calculating 80 percent of the average mark on the top 10 percent of students who take the course.
- ii. In Section 2.13, the definition for Probationary Status will be revised. In particular, failure of one assignment integral to either the Professionalism or Population Health courses in Clerkship will be added to the list of conditions that would lead to a student being placed on Probationary Status. Probationary Status would no longer be applied where a student receives a total of three or more borderline passes on a FITER evaluation.

Forward Feeding Clerkship Summative Evaluation Information policy and procedures

1. The purpose of the policy is, “to set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.”
2. The Max Rady College of Medicine is proposing revisions to the *Forward Feeding Clerkship Summative Evaluation Information* policy and procedures for the UGME program, as outlined in Attachment III to this Report, and including the modification noted below.
 - i. In Section 2.3, the definition for Committee of Evaluation will be replaced by the definition for Clerkship Student Evaluation Committee (CSEC).

Formative Assessment policy and procedures

1. The purpose of the policy is, “to ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance in preparation for the summative evaluations administered at the end of each Course/Module and Rotation in accordance with the University of Manitoba Final Examination and Final Grades policy and related procedures.”
2. The Max Rady College of Medicine is proposing revisions to the *Formative Assessment* policy and procedures for UGME program, as outlined in Attachment IV to this Report, and including the modification noted below.
 - i. In Section 2.6, the definition for Midpoint In-Training Evaluation Report (MITER) will be revised to clarify that the formative assessment report, to be completed by the student and reviewed by the preceptor, would be distributed electronically. The current definition simply indicates that the formative assessment report is distributed at the start of each core rotation that is at least four week’s duration.

Midpoint In-Training Evaluation Report (MITER) and Final In-Training Evaluation Report (FITER) Preparation, Distribution and completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation policy and procedures

1. The purpose of the policy is, “to outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality education program.”

2. The Max Rady College of Medicine is proposing revisions to the *Midpoint In-Training Evaluation Report (MITER) and Final In-Training Evaluation Report (FITER) Preparation, Distribution and completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation* policy and procedures for the UGME program, as outlined in Attachment V to this Report, and including the modifications noted below.
 - i. In Section 2.3, the definition for Midpoint In-Training Evaluation Report (MITER) will be revised to clarify that the formative assessment report, to be completed by the student and reviewed by the preceptor, would be distributed electronically. The current definition simply indicates that the formative assessment report is distributed at the start of each core rotation that is at least four week's duration.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the following revised policies and procedures concerning assessment of students, for the Undergraduate Medical Education program, Max Rady College of Medicine, effective September 1, 2017:

- ***Promotion and Failure***
- ***Remediation***
- ***Forward Feeding***
- ***Formative Assessment***
- ***Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair
Senate Committee on Instruction and Evaluation

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



Max Rady
College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Promotion and Failure Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination Regulations.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - OSCE clarification on marks 2.8
 - Working Day definition clarified 2.14

- New Policy Statements
 - *Removal of 2013 students reference Policy A*
 - *Updating allowable failures 3.2*
 - *Updating clerkship disciplines definition 3.4*
 - *Updating remedial options 3.4*
 - *Updating Remediation period weeks 3.4*

- New Procedure Statements
 - *Student requirement to repeat the year 3.8*
 - *Final Exam percent moved to 70%, removal of Multiple choice 4.1*
 - *Remediation periods adjusted 4.1*

Evidence of Best Practice: Various UGME Accommodation/Deferred and Supplemental policies and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Promotion and Failure |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. PURPOSE

To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination and Final Grades policy and related procedures.

2. DEFINITIONS

- 2.1 Pre-Clerkship – Year I and Year II of the UGME program
- 2.2 Clerkship – Year III and Year IV of the UGME program.
- 2.3 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Rotation – A unit of clinical work in Clerkship.
- 2.5 Midterm Examination - A summative examination normally conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 National Board of Medicine Examiners (NBME Examination) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.8 Objective Structured Clinical Examination (OSCE-type) – An examination that is used to assess the clinical skills of students For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.

- 2.9 Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.10 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.11 Maximum Allowable Failures - The number of Pre-Clerkship modular courses which, if exceeded, would result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.12 Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC) - Are responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.
- 2.13 Progress Committee - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress Committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum.
- 2.14 Working Day – A day when the University of Manitoba is open for regular business.

3. POLICY STATEMENTS

A. Preclerkship

- 3.1 **Successful completion of an academic year is deemed as follows:**
- Year One and Two (MED I and II)
 - Case One: Attaining a pass on each course/module
 - Case Two: Failing a number of Courses/Modules up to the maximum allowable failures and successfully completing the corresponding supplemental examination(s).
- 3.2 **Failure of an academic year is deemed as follows:**
- Year One and Two (MED I and II)
 - Case One: Failing a number of Course/Modules in excess of the maximum allowable failures. Students may fail up to nine (9) CW Year One (I) or ten (10) CW in Year Two (II). A listing of CW is outlined in Annex A.
 - Case Two: Failing the supplemental assessment for any two (2) modular courses.

- Case Three: Failing any three (3) longitudinal courses, or the supplemental assessment in a longitudinal course.

B. CLERKSHIP

Students commencing Clerkship in 2013 or earlier

3.3 Successful completion of an academic year is deemed as follows:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

3.4 Failure of an academic year is deemed as follows

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery, Surgery Selective, Pediatrics, Psychiatry, Family Medicine, and Obstetrics/Gynecology,)

OR

- One major clerkship and one or more of the following:
 - i. Its remedial
 - ii. An ITC remedial
 - iii. A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology)
 - iv. An Elective remedial

OR

- A remedial in two of the following:
 - i. Anesthesia
 - ii. Emergency Medicine
 - iii. Otolaryngology
 - iv. Ophthalmology
 - v. Elective
 - vi. Community Health Sciences
 - vii. ITC
- Failure of Examinations

The student has failures in one or more of the following:

- a) A single NBME subject examination three (3) times

OR

b) A total of five (5) NBME examinations

OR

c) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

Students commencing Clerkship in 2014 or later

3.5 Successful completion of an academic year is deemed as follows:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.
- Successful pass on all Longitudinal Courses

3.6 Failure of an academic year is deemed as follows:

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- One major clerkship and:
 - i. Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial, or,
 - ii. A remedial in any of the assignments integral to either the Professionalism or Population Health courses.
 - iii. A Public Health remedial, or
 - iv. A remedial in the Evidence-Based Medicine Practice Course, or
 - v. A TTR Selective remedial, or
 - vi. An Elective remedial

OR

- A remedial in two of the following:
 - i. Medicine Selective
 - ii. Musculoskeletal Course

- iii. Any of the assignments integral to either the Professionalism or Population Health courses.
 - iv. Public Health
 - v. The Evidence-Based Medicine Practice course
 - vi. TTR Selective
 - vii. Elective
- Failure of Examinations

The student has failures in one or more of the following:

- d) A single NBME subject examination three (3) times
 - OR
 - e) A total of five (5) NBME examinations
 - OR
 - f) The CCE after remediation
- Remediation Period
- If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

3.7 FITER Pass/Fail Criteria

- FITER's will be automatically assessed, based on preceptor input, as a Pass, Borderline Pass, or Fail.

The following situations constitute a FAIL:

- a) If a student receives a grade of "unsatisfactory" in ONE MAJOR criterion.
 - b) If a student receives a grade of "unsatisfactory" in TWO MINOR criteria.
 - c) If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.
- The following situation constitutes a BORDERLINE PASS:
 - a) If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass" constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.
 - The following constitutes a PASS:
 - a) If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

GENERAL POLICY STATEMENTS

- 3.8 A student who fails Year One or Two will be required to repeat that particular year.

- 3.9 A student, who fails Clerkship due to failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the entire Clerkship Program.
- 3.10 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Faculty of Medicine program.
- 3.11 Acceptance of student results for Course, Block, NBME, OSCE-type Examinations, and FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for review and approval.
- 3.12 At any time a student, may appear in person before Progress Committee, and be represented by an advocate from the office of Student Advocacy, a representative from the University of Manitoba Students' Union, a member of the University community not receiving payment for appearing, or a member of the student's immediate family. It is the student's sole responsibility to determine the adequacy of their representation. If the student wishes to have a lawyer present, the lawyer may only be a non-participating observer at the committee meeting. The student may also provide a written submission to the Progress Committee, received at least five (5) days prior to the meeting.
- 3.13 Students have a right to request a reappraisal of a mark on any type of internal examination and FITER as per the Policy on Reappraisal of Student Evaluations.
- 3.14 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

4. PROCEDURES

- 4.1 **Pre-Clerkship — Course/Module Examinations, OSCE-type examinations**
- Each course must have at least two assessments; and the final exam is to be no more than 70% of the course. Course leaders may add points for written assignments, formative assessments, attendance, and lab exams. Assessment criteria shall be articulated in the respective course syllabus.
 - The Administrator, Evaluations Pre-Clerkship will track longitudinal student performance on all assessments within each year/module of the Pre-Clerkship Program. Longitudinal tracking of performance is reported to PSEC as required.
 - For the CV1 and RS1 courses, the remediation periods will begin immediately after the course has been failed, and will therefore occur at the same time as other mandatory curricular time. For all other courses, remediation periods will take place in the summer. Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. Three (3) summer remediation periods will be created following each year to allow students to continue with their academic progress.
 - Students required to remediate within Pre-Clerkship will be encouraged to access the College of Medicine UGME Peer to Peer mentoring program.
 - At the end of the academic year, PSEC will determine whether a student has passed or failed based on cumulative performance.
 - The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after decision of PSEC, to each student who did not meet the criteria for promotion to the following year.

- The Administrator, Evaluations Pre-Clerkship will provide the Administrator, Enrolment within three (3) working days after the decision of PSEC of students who:
 - Have successfully completed the academic year.
 - Are required to write supplemental examination(s) or,
 - Have failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
 - Are writing supplemental examination(s) or,
 - Have failed the academic year
- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).
- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of the PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of the PSEC for students who wrote the supplemental examination(s) and:
 - Successfully completed the academic year.
 - Failed the academic year.
- The Chair of PSEC will bring all information pertaining to the conduct of assessment within Pre-Clerkship to Progress Committee for discussion and approval when necessary.

4.2 **Clerkship - FITERs, NBME, CCE**

- The Administrator, Evaluations Clerkship will track student performance on evaluation criteria integral to the Clerkship Program. Tracking of longitudinal assessment data will be reported to the CSEC.
- CSEC and Progress Committees will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all evaluation criteria.
- Clerkship remediation periods will be scheduled on consultation with the Director, Clerkship, and Director, Remediation. Students will only remediate one (1) rotation at a time and supplemental exams will be scheduled as required.
- Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances remediation will occur during the year concurrent with other rotations.
- In October of each academic year, the Program Manager, UGME will begin to prepare a preliminary graduand listing of Med IV students together with the Administrator,

Enrolment, Administrator, Clerkship, and Administrator, Electives based on the criteria established within this policy.

- When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.
- Students who pass the Repeat Clerkship program will be included in the spring or fall grandaunt listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.
- The Chair of CSEC will bring all information pertaining to the conduct of assessment within Clerkship to Progress Committee for discussion and approval when necessary.

5. REFERENCES

- 5.1 UGME Policy and Procedures - Communicating Methods of Evaluation
- 5.2 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.3 UGME Policy and Procedures – Deferred Examination
- 5.4 UGME Policy and Procedures – Supplemental Examinations
- 5.5 UGME Policy and Procedures - Examination Results
- 5.6 UGME Policy and Procedures – Invigilation of Examiners
- 5.7 UGME Policy and Procedures – Examination Conduct
- 5.8 University of Manitoba – Final Examination and Final Grades Policy
- 5.9 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.10 University of Manitoba – Final Examination Procedures
- 5.11 University of Manitoba – Final Grades Procedures

6. POLICY CONTACT

Director, Evaluations

COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND

Commencing with the Class of 2018, course weights (CW) are as follows:

Year One

- Foundation of Medicine – 4
- Blood and Immunology One – 3
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women’s Reproductive Health/Obstetrics One – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary Tract One – 2
- Introduction to Infectious Disease Two – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

Year Two

- Oncology Two – 0
- Blood and Immunology Two - 4
- Neuroscience Two – 6
- Women’s Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Tract Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6
- Dermatology Two - 0

WEEKS ASSIGNED TO CLERKSHIP REMEDIATION

Students required to remediate Clerkship rotations

- Anesthesia - 4 weeks
- Any Population Health Course Assignment – 0.5 week
- Any Professionalism Course Assignment- 0.25 week
- CCE - 2 weeks
- Core Medicine - 6 weeks
- Elective – A period of weeks equal to the length of the elective requiring remediation
- Emergency Medicine - 4 weeks
- Evidence Based Medicine (EBM) Course - 2 weeks
- Family Medicine - 5 weeks
- Medicine Selective - 2 weeks
- Musculoskeletal Course - 2 weeks
- Obstetrics/Gynecology - 6 weeks
- Pediatrics - 6 weeks
- Psychiatry - 6 weeks
- Public Health - 1 week
- Repeat NBME Failure - 4 weeks
- Surgery - 6 weeks
- Transition to Residency (TTR) Selective – A period of weeks equal to the length of the TTR selective



Max Rady College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Promotion and Failure |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | June 2016 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination and Final Grades policy and related procedures.

2. DEFINITIONS

2.1 Pre-Clerkship – Year I and Year II of the UGME program

2.2 Clerkship – Year III and Year IV of the UGME program.

~~2.3~~ Course/Module Module/Block – A Course/Module module/block is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

~~2.3~~ Block – A unit of study consisting of one or more of the Pre-clerkship (year I and year II) level of under graduate medical education program. This applies to students who commenced Pre-clerkship prior to 2014.

2.4 Rotation – A unit of clinical work in Clerkship.

2.5 Mid-term Examination - A summative examination normally conducted at the midpoint of a course/module or Block. No rounding of scores will take place.

2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module or Block commencing with the Class of 2018. No rounding of scores will take place.

~~2.7~~ Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place. Commencing with the Class of 2019, Block examinations will no longer be a component of the UGME curriculum.

~~2.82.7~~ National Board of Medicine Examiners (National Board of Medical Examiners (NBME) Examination) – A multiple choice examination developed by the NBME/NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology,

Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

- 2.8 ~~Objective Structured Clinical Examination (OSCE-type) Examination~~ – An ~~examination~~ ~~Objective Structured Clinical Examination~~ ~~that is~~ used to assess the clinical skills of students. ~~The mini-OSCE and CCE (Comprehensive Clinical Examination) are is an OSCE-type examination.s.~~ ~~The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.~~ ~~For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.~~
- 2.9 ~~Comprehensive Clinical Exam (CCE)~~ – The CCE is an OSCE-type exam that takes place during Clerkship. ~~The pass mark is determined by calculating 80% of the top 10% of students who take the course.~~
- 2.10 ~~Final In-Training Evaluation Report (FITER)~~ – ~~Final In-Training Evaluation Report.~~ A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.11 Maximum Allowable Failures - The number of Pre-Clerkship modular courses which, if exceeded, would result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.12 ~~Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC) - A~~ ~~Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC)~~ – ~~Committees~~ ~~re~~ responsible for the development and approval of assessment policies and rules. ~~PSEC/CSEC bodies are r~~ ~~Responsible for the overall management and administration of examination questions; and the review and evaluation of results and their recommendations~~ ~~to the~~ Progress Committee for approval.
- 2.13 ~~Progress Committee~~ – ~~The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum.~~
- ~~2.142.13~~ Working Day – A day when the University of Manitoba is open for regular business. Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. POLICY STATEMENTS

A. Preclerkship

STUDENTS BEGINNING PRECLERKSHIP/CLERKSHIP PRIOR TO 2014

- 3.1 ~~Students commencing Pre-Clerkship/Clerkship in 2013, or earlier, must complete each academic year successfully in order to be promoted to the following year.~~

- 3.23.1 Successful completion of an academic year is deemed as follows:

- Year One and Two (MED I and II)
 - Case One:- Attaining a pass on each course/module of the three (3) Block Examinations.
 - Case Two:- Failing a numbering of Courses/Modules up to the maximum allowable failures and one (1) or two (2) Block Examinations and successfully completing the corresponding supplemental examination(s).
- Year II (MED II)
 - Case One. Attaining a pass on each of the three (3) Block Examinations and attaining a pass on the OSCE.
 - Case Two. Failing up to two (2) examinations, whether Block Examinations or OSCE, and successfully completing the corresponding supplemental examination(s).
- Clerkship (MED III/IV)
 - Case One. Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on Comprehensive Clinical Examination (CCE).
 - Case Two. Successful remediation of rotations and/or CCE and/or attaining a pass on a supplemental NBME examination.

3.33.2 Failure of an academic year is deemed as follows:

- Year One and Two (MED I and II)
 - Case One:- Failing a number of Course/Modules in excess of the maximum allowable failures. Students may fail up to nine (9) CW in Year Year One (I) or ten (10) CW in Year Two (II). A listing of CW is outlined in Annex A. all three (3) Block Examinations.
 - Case Two:- Failing the supplemental assessment for any two (2) modular courses, supplemental Course/Module examinations in the same Course/Module, Block Examination.
 - Case Three: Failing any three (3) longitudinal courses, or any the supplemental assessment examination in a longitudinal course.
- Year Two (MED II)
 - Case One. Failing all three (3) Block Examinations.
 - Case Two. Failing two (2) Block Examinations and the OSCE.
 - Case Three. Failing any supplemental examination.

i. Clerkship—A student will be determined to have failed Clerkship if:

- Failure of Clinical Assessments

The student has received failing evaluations in one or more of the following:

- a) Two major clerkships in different disciplines (Internal Medicine, Internal Medicine Selective, Surgery, Surgery Selective, Pediatrics, Obstetrics/ Gynecology, Psychiatry, and Family Medicine)

OR

- b) One major Clerkship and:

- i) It's remedial, or

- ii) ~~An ITC remedial, or~~
- iii) ~~A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology), or~~
- iv) ~~An elective remedial~~

~~OR~~

e) ~~A remedial in two of the following:~~

- i) ~~Anesthesia~~
- ii) ~~Emergency Medicine~~
- iii) ~~Otolaryngology~~
- iv) ~~Ophthalmology~~
- v) ~~Elective~~
- vi) ~~Community Health Sciences~~
- vii) ~~ITC~~

• ~~Failure of Examinations~~

~~The student has failures in one or more of the following:~~

a) ~~A single NBME subject examination three (3) times~~

~~OR~~

b) ~~A total of five (5) NBME examinations~~

~~OR~~

e) ~~The CCE after remediation~~

• ~~Remediation Period~~

~~If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks, the student will be deemed to have failed the Clerkship Program.~~

~~STUDENTS COMMENCING PRECLERKSHIP/CLERKSHIP IN 2014 AND BEYOND~~

~~3.4 Students commencing Pre-Clerkship/Clerkship in 2014, and beyond, must complete each academic year successfully in order to be promoted to the following year. Students who fail any repeat year will be dismissed from the Faculty of Medicine.~~

~~**B. CLERKSHIP**~~

~~Students commencing Clerkship in 2013 or earlier~~

~~3.53.3 Successful completion of an academic year is deemed as follows:~~

~~ii. Pre-Clerkship (MED I/II)~~

- ~~Case One. Attaining a pass on each course/module~~
- ~~Case Two. Failing a number of courses/modules up to the maximum allowable failures (CW) and successfully completing the corresponding supplemental examination(s).~~

~~3.4 Successful completion of an academic year is deemed as follows:~~

~~iii. Clerkship (MED III/IV)~~

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

~~3.6 Failure of an Academic Year is deemed as follows:~~

~~• Pre-Clerkship (MED I/II)~~

- ~~Case One. Failing a number of courses/modules in excess of the maximum allowable failures. Student may fail up to nine (9) CW in Year One or ten (10) CW in Year Two. A listing of CW is outlined in Annex A.~~
- ~~Case Two. Failing any two (2) supplemental Course Examinations in the same course.~~
- ~~Case Three. Failing any three (3) longitudinal courses, or any supplemental exam in a longitudinal course.~~

~~3.5 Failure of an academic year is deemed as follows~~

~~iv. Clerkship—A student will be determined to have failed Clerkship if:~~

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery, ~~Surgery Selective (i.e. combination of Core Surgery and Surgical Specialties)~~, Pediatrics, Psychiatry, Family Medicine, and Obstetrics/Gynecology, ~~Emergency Medicine, Anesthesia~~)

OR

~~• One major clerkship and:~~

- ~~Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial, or,~~
- ~~An ITC remedial, or remedial in any of the Scholarship in Medicine or Health Equity and Social Accountability Assignment integral to the Population Health Course, or,~~
- ~~A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology), or Public Health remedial, or~~
- ~~A remedial in the Evidence-Based Medicine Practice Course, or~~
- ~~A TTR Selective remedial, or~~
- ~~An Elective remedial~~

OR

~~• A remedial in two of the following:~~

- Anesthesia
- Emergency Medicine
- Otolaryngology
- Ophthalmology
- Elective
- Community Health Sciences
- ITC

- ~~Medicine Selective~~
- ~~Musculoskeletal Course~~

- iii. ~~Any of the Scholarship in Medicine Assignments or the Health Equity and Social Accountability Assignment integral to the Population Health Course.~~
- iv. ~~Public Health~~
- v. ~~The Evidence-Based Medicine Practice course~~
- vi. ~~TTR Selective~~
- vii. ~~Elective~~

- Failure of Examinations

The student has failures in one or more of the following:

a) A single NBME subject examination three (3) times

OR

b) A total of five (5) NBME examinations

OR

c) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

[Students commencing Clerkship in 2014 or 2015](#)

FINAL IN-TRAINING EVALUATION REPORT PASS/FAIL CRITERIA (ALL YEARS)

Successful completion of an academic year is deemed as follows:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE);
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

Failure of an academic year is deemed as follows:

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- One major clerkship and:

- Its remedial, or
- An ITC remedial, or
- A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology), or
- An elective remedial

OR

- A remedial in two of the following:

- Anesthesia
- Emergency Medicine
- Otolaryngology
- Ophthalmology
- Elective
- Community Health Sciences
- ITC

- Failure of Examinations

The student has failures in one or more of the following:

- A single NBME subject examination three (3) times

OR

- A total of five (5) NBME examinations

OR

- The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

Students commencing Clerkship in 20164 or later

3.6 Successful completion of an academic year is deemed as follows:

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

3.7 Failure of an academic year is deemed as follows:

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- One major clerkship and:
 - i. Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial, or,
 - ii. A remedial in any of the assignments integral to either the Professionalism or Population Health courses.
 - iii. A Public Health remedial, or
 - iv. A remedial in the Evidence-Based Medicine Practice Course, or
 - v. A TTR Selective remedial, or
 - vi. An Elective remedial

OR

- A remedial in two of the following:
 - i. Medicine Selective
 - ii. Musculoskeletal Course
 - iii. Any of the assignments integral to either the Professionalism or Population Health courses.
 - iv. Public Health
 - v. The Evidence-Based Medicine Practice course
 - vi. TTR Selective
 - vii. Elective

- Failure of Examinations

The student has failures in one or more of the following:

- d) A single NBME subject examination three (3) times

OR

e) A total of five (5) NBME examinations

OR

f) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

3.8 FITER PASS/FAIL CRITERIA

3.7 **3.81** FITER's will be automatically assessed, based on preceptor input, as a Pass, Borderline Pass, or Fail.

3.8 **3.82** The following situations constitute a FAIL:

- a) If a student receives a grade of "unsatisfactory" in ONE MAJOR criterion.
- b) If a student receives a grade of "unsatisfactory" in TWO MINOR criteria.
- c) If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.

3.9 **3.83** The following situation constitutes a BORDERLINE PASS:

- a) If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass" constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.

3.10 **3.84** The following constitutes a PASS:

- a) If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

GENERAL POLICY STATEMENTS

~~— A pass is considered as follows:~~

~~———— Block/Course/Module
———— Attaining a score of 60.0% or higher. No rounding of scores will take place.~~

~~———— OSCE-type Examinations/Course
———— Attaining a score at or above 80% of the average mark of the top 10% of students who sit the exam and/or the course. No rounding of scores will take place.~~

~~NBME Examinations
A score at the 11th percentile or higher.~~

~~3.143.9 A student who fails Year One or Two will be required to repeat that particular year. may be permitted to repeat the year pending the recommendation of the Associate Dean, UGME, to the Progress Committee.~~

~~3.123.10 A student, who fails Clerkship due to, be it because of failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the entire Clerkship Program.~~

~~3.133.11 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Faculty of Medicine program.~~

3.143.12 Acceptance of student results for Course, Block, NBME, OSCE-type Examinations, and FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for review and approval.

3.153.13 At any time, a student, may appear in person before Progress Committee, and be represented by an advocate from the office of Student Advocacy, a representative from the University of Manitoba Students' Union, a member of the University community not receiving payment for appearing, or a member of the student's immediate family. It is the student's sole responsibility to determine the adequacy of their representation. If the student wishes to have a lawyer present, the lawyer may only be a non-participating observer at the committee meeting. The student may also provide a written submission to the Progress Committee, received at least five (5) days prior to the meeting.

3.163.14 Students have a right to request a reappraisal of a mark on any type of internal examination and FITER as per the Policy on Reappraisal of Student Evaluations.

3.173.15 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

4. PROCEDURES

4.1 Pre-Clerkship— CourseBlock/Module Examinations, OSCE-type examinations

- Each course must have at least two assessments; and the final exam is to be no more than 70% of the course, ~~and at least 75% of the assessment must be multi-choice questions~~ MCQ. Course leaders may add points for written assignments, formative assessments, attendance, and lab exams. Assessment criteria shall be articulated in the respective course syllabus.
- The Administrator, Evaluations Pre-Clerkship will track longitudinal student performance on all assessments within each year/module of the Pre-Clerkship Program. Longitudinal tracking of performance is reported to PSEC as required.
- ~~In most cases, For the CV1 and RS1 courses, the~~ remediation periods will begin immediately after ~~thea~~ the course ~~has beenis~~ failed, ~~and will therefore occur at the same time as other mandatory curricular time.- For all other courses, remediation periods will take place in the summer. Remediation periods will run concurrent with other courses and will take from three (3) to six (6) weeks based on a notional two (2) half day per week remediation schedule.~~ Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. ~~Two-Three (32)~~ Two-Three (32) summer remediation periods will be created following each year to allow students to continue with their academic progress.
- ~~Pre-Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances (e.g. CV1/RS1) remediation shall occur during the year (i.e. during breaks or the free afternoons. All other remediation (and supplemental exams) to occur in the summers following Y1 and Y2.~~
- Students required to remediate within Pre-Clerkship will be encouraged to access the College of Medicine UGME Peer to Peer mentoring program.
- At the end of the academic year, PSEC will determine whether a student has passed or failed based on cumulative performance.
- The Administrator, Evaluations Pre-Clerkship will ~~prepare~~ prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after decision of PSEC, to each student who did not meet the criteria for promotion to the following year.
- The Administrator, Evaluations Pre-Clerkship will provide the Administrator, Enrolment within three (3) working days after the decision of PSEC of students who:
 - Have successfully completed the academic year.
 - Are required to write supplemental examination(s) or,
 - Have failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Associate Dean, UGME, Associate Dean, Students (UGME), Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
 - Are writing supplemental examination(s) or,
 - Have failed the academic year
- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).

- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of [the](#) PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean, Students, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of [the](#) PSEC for students who wrote the supplemental examination(s) and:
 - Successfully completed the academic year.
 - Failed the academic year.
- The Chair of PSEC will bring all information pertaining to the conduct of assessment within Pre-Clerkship to Progress Committee for discussion and approval when necessary.

4.2 Clerkship - FITERs, NBME, CCE

- The Administrator, Evaluations Clerkship will track student performance on evaluation criteria integral to the Clerkship Program. Tracking of longitudinal assessment data will be reported to [the](#) CSEC.
- CSEC and Progress Committees will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all evaluation criteria.
- Clerkship remediation periods will be scheduled on consultation with the Director, Clerkship, and Director, Remediation. Students will only remediate one (1) rotation at a time and supplemental exams will be scheduled as required.
- Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances remediation will occur during the year concurrent with other rotations.
- In October of each academic year, the Program Manager, UGME will begin to prepare a preliminary [graduandgraduandgrandaunt](#) listing of Med IV students together with the Administrator, Enrolment, Administrator, Clerkship, and Administrator, Electives based on the criteria established within this policy.
- When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.
- Students who pass the Repeat Clerkship program will be included in the spring or fall [graduandgrandaunt](#) listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.
- The Chair of CSEC will bring all information pertaining to the conduct of assessment within Clerkship to Progress Committee for discussion and approval when necessary.

5. REFERENCES

- 5.1 UGME Policy and Procedures - Communicating Methods of Evaluation
- 5.2 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.3 UGME Policy and Procedures – Deferred Examination
- 5.4 UGME Policy and Procedures – Supplemental Examinations
- 5.5 UGME Policy and Procedures - Examination Results
- 5.6 UGME Policy and Procedures – Invigilation of Examinations
- 5.7 UGME Policy and Procedures – Examination Conduct
- 5.8 University of Manitoba – Final Examination and Final Grades Policy
- 5.9 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.10 University of Manitoba – Final Examination Procedures
- 5.11 University of Manitoba – Final Grades Procedures

6. POLICY CONTACT

Director, Evaluations

COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND

Commencing with the Class of 2018, course weights (CW) are as follows:

Year One

- Foundation of Medicine – 4
- Blood and Immunology One – 3
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women’s Reproductive Health/Obstetrics One – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary Tract One – 2
- Introduction to Infectious Disease Two – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

Year Two

- Oncology Two – 0
- Blood and Immunology Two - 4
- Neuroscience Two – 6
- Women’s Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Tract Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6
- [Dermatology Two - 0](#)

WEEKS ASSIGNED TO CLERKSHIP REMEDIATION

Students required to remediate Clerkship rotations

- Anesthesia - 4 weeks
- [Any Population Health Course Assignment – 0.5 week](#) ~~Any Scholarship in Medicine Assignment – 1 week~~
- [Any Professionalism Course assignment – 0.25 week](#)
- CCE - 2 weeks
- Core Medicine - 6 weeks
- Elective – A period of weeks equal to the length of the elective requiring remediation
- Emergency Medicine - 4 weeks
- Evidence Based Medicine (EBM) Course - 2 weeks
- Family Medicine - 5 weeks
- Health Equity Assignment - 1 week
- Medicine Selective - 2 weeks
- Musculoskeletal Course - 2 weeks
- Obstetrics/Gynecology - 6 weeks
- Pediatrics - 6 weeks
- Psychiatry - 6 weeks
- Public Health - 1 week
- Repeat NBME Failure - 4 weeks
- Surgery - 6 weeks
- Transition to Residency (TTR) Selective – A period of weeks equal to the length of the TTR selective



Max Rady
College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Remediation Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To set out the process for remediating students who fail summative evaluations within the Undergraduate Medical Education (UGME) program complementing extant University of Manitoba Regulations.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - Update Working Day Times Reference
- New Policy Statements
 - *OSCE Pass Mark Clarification 2.6*
 - *Monitored Status Updated 2.14*

Evidence of Best Practice: The University of Manitoba Academic Calendar and a comparison with Remediation policies at other Canadian Medical Schools were used as a guide for the creation of the Remediation Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was

vettted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine- UGME Policy

| | |
|--------------------------------|--|
| Policy Name: | Remediation |
| Application/ Scope: | Year I through Year IV Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To set out the process for remediating students who fail summative assessments.

2. **DEFINITIONS**

- 2.1 Course/Module - A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.2 Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.
- 2.3 National Board of Medical Examiners (NBME Examination) – A multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.4 Objective Structured Clinical Examination (OSCE-type Examination) – An *examination* used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.5 Comprehensive Clinical Exam (CCE) - An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.

- 2.8 Final In-Training Evaluation Report (FITER) – Is a comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of the Rotation.
- 2.9 Remediation – The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review, and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.10 Remediation Assessment – Completed by the Director, Remediation in conjunction with the student, and taking into account input from such other Undergraduate Medical Education faculty and staff as may be available or requested. The Remediation Assessment may include a review of:
- a) FITERs or failed examinations resulting in the current Probationary Status;
 - b) Other relevant prior Undergraduate Medical education results;
 - c) Prior or ongoing Remediation efforts;
 - d) Prior or ongoing professionalism issues;
 - e) Prior or ongoing accommodation or access issues including the completion of a meeting with the Associate Dean Student Affairs UGME.
- 2.11 Remediation Contract – A written agreement, signed by the student, the Director, Remediation, and the relevant Course Leader/Clerkship Director setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements, additional resources and timeframes for completion of Remediation.
- 2.12 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.13 Probationary Status – Would be applied to a student after a failure of any of the following:
- One (1) Course/Module
 - The CCE
 - Two (2) NBME examinations
 - One (1) FITER
 - One (1) assignment integral to either the professionalism or population health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

- 2.14 Monitored Status - A score between 60.0% and 62.9%, with no rounding of scores, on a Course, or Module Examination, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on Monitored Status is encouraged to participate in Remediation.
- 2.15 Working day – A day when the University of Manitoba is open for regular business.

3. **POLICY STATEMENTS**

GENERAL

- 3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty. The terms “Probationary” and “Monitored” are not meant to imply punitive status.

- 3.2 Student Remediation with respect to Essential Clinical Presentations (ECP) is covered in the Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation Policy and Procedures document.
- 3.3 The Remediation policy governs the process of student Remediation in situations of failures and borderline pass results. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.

MONITORED STATUS

- 3.4 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.5 A student meeting the criteria for Monitored Status maintains this status for the remainder of their UGME program unless the student moves to Probationary Status.
- 3.6 A student receiving first written notification of Monitored Status may initiate a meeting with the Director, Remediation and/or the Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings.
- 3.7 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean Student Affairs UGME or designate.

PROBATIONARY STATUS

- 3.8 A student meeting the criteria for Probationary Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.9 A student meeting the criteria for Probationary Status is required to participate in Remediation in order to advance in the UGME curriculum
- 3.10 A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation for a Remediation Assessment, and to the Associate Dean Student Affairs UGME or designate. The specific Remediation requirements for each student shall be dependent on the student deficiencies identified in the Remediation Assessment.
- 3.11 The Director, Remediation shall establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.
- 3.12 Subject to the discretion of the Director, Remediation, a student on Probationary Status may be required to sign a Remediation Contract prior to commencing a Remediation Rotation.
- 3.13 The Director, Remediation is responsible for monitoring student progress throughout the Remediation period.
- 3.14 A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.

- 3.15 A student who satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS

- 4.1 On the first instance of notification of Monitored Status, the Student may consider initiating a meeting with the Director, Remediation and/or Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings that are available.
- 4.2 On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification.

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 The Student shall initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status.
- 4.4 The Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification of Probationary Status.
- 4.5 The Student shall complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the Director, Remediation, including attendance at Remediation sessions, planning meetings, and responding to requests for updates on student progress. Failure to meet the requirements of this policy or the requirements of any of the foregoing may result in a suspension of the Remediation process, including the opportunity to complete the Block, Course, Module or Rotation.

RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.7 Ensure that the Director Remediation is informed within one (1) working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.
- 4.8 Ensure each student receives the notification of Monitored or Probationary Status within two (2) working days of the decision that the student meets the requirements for Monitored or Probationary Status.
- 4.9 Ensure appropriate contact information for the Associate Dean Student Affairs UGME, the Director, Remediation, or other relevant individual is included in each student notification letter.
- 4.10 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.11 Place a copy of any documentation received from the Director, Remediation or other UGME faculty in support of the Remediation, including any Remediation Assessment summary, Remediation Contract, or other correspondence in the appropriate section of the student active file.

RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- 4.12 Meet with each student on Monitored Status who wishes to discuss Remediation.
- 4.13 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.
- 4.14 Identify the time and nature of appropriate Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- 4.15 Respond to requests for initial and ongoing meetings with students in a timely fashion with each student identified as under Probationary Status, perform a Remediation Assessment, monitor progress, and review the completion of Remediation objectives.
- 4.16 Prepare documentation to support the Remediation in a timely fashion, including a written summary of the Remediation Assessment, or where required, a Remediation Contract.
- 4.17 Ensure the applicable Administrator, Evaluations receives a copy of documentation produced pursuant to this policy for the student active file as follows:
 - Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examinations.
 - Administrator, Clerkship - Remediation related to NBME Examinations or Rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN STUDENT AFFAIRS UGME OR DESIGNATE

- 4.18 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.19 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- 4.20 Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.
- 4.21 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.

RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

- 4.22 Work with the Director, Remediation to provide resources, expertise, and/or other information to the Student in the time frame identified by the Director, Remediation.
- 4.23 Meet with or otherwise communicate with the Student, and provide such resources, supplemental materials or tutorials to the Student as is deemed appropriate.

5. **RESOURCES**

- 5.1 [Faculty of Medicine Student Affairs Website](#)
- 5.2 [University of Manitoba Student Accessibility Services](#)
- 5.3 [University of Manitoba Academic Learning Center](#)

5.4 [University of Manitoba Student Counseling and Career Center](#)

5.5 [Services for Student – Bannatyne Campus](#)

6. **REFERENCES**

6.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation

6.2 UGME Policy & Procedures – Promotion & Failure

6.3 UGME Policy & Procedures – Supplemental Examinations

6.4 UGME Policy & Procedures – Deferred Examinations

6.5 UGME Policy & Procedures – Examination Conduct

6.6 UGME Policy & Procedures – Invigilation of Examinations

6.7 UGME Policy & Procedures – Examination Results

6.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

7. **POLICY CONTACT**

Director, Remediation



| | |
|----------------------------|--|
| Policy Name: | Remediation |
| Application/ Scope: | Year I through Year IV Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | July 2015 |
| Revised (Date): | |
| Approved By: | Faculty Executive Council 30 April 2014 |

1. **PURPOSE**

To set out the process for remediating students who fail summative assessments.

2. **DEFINITIONS**

~~2.1 Block — A unit of work consisting of one or more courses at the Pre-Clerkship (Year I and Year II) level of the Undergraduate Medical Education Program.~~

2.1 Course/Module - A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

~~2.2~~

2.3 Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.

~~2.2~~

~~2.4 Block Examination — A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.~~

~~2.5 Course Examination — A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.~~

2.6.2.3 National Board of Medical Examiners (NBME Examination) – A multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

2.7.2.4 Objective Structured Clinical Examination (OSCE-type Examination) – An examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations.

~~The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.~~

~~2.5 Comprehensive Clinical Exam (CCE) - Is an OSCE-type exam that takes place during Clerkship. The pass mark is determined by calculating 80% of the top 10% of students who take the course.~~

~~2.82.6 Final Examination – A multiple choice and/or short answer examination at the end of a Course/Module or Block at the Pre-Clerkship level of the UGME program. commencing with the Class of 2018. No rounding of scores will take place.~~

~~2.92.7 Midpoint In-Training Evaluation Report. This (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.~~

~~2.402.8 Final In-Training Evaluation Report (FITER) – Is a comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of the Rotation.~~

~~2.112.9 Remediation – The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review, including Supplemental Examination and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.~~

~~2.122.10 Remediation Assessment – Completed by the Director, Remediation in conjunction with the student, and taking into account input from such other Undergraduate Medical Education faculty and staff as may be available or requested. The Remediation Assessment may include a review of:~~

- a) FITERs or failed examinations resulting in the current Probationary Status;
- b) Other relevant prior Undergraduate Medical education results;
- c) Prior or ongoing Remediation efforts;
- d) Prior or ongoing professionalism issues;
- e) Prior or ongoing accommodation or access issues including the completion of a meeting with the Dean of Students.

~~2.132.11 Remediation Contract – A written agreement, signed by the student, the Director, Remediation, and the relevant Course Leader/Director/Clerkship Director setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements, additional resources and timeframes for completion of Remediation.~~

~~2.142.12 Supplemental Examination – an opportunity to rewrite an examination that was failed.~~

~~2.13 Probationary Status – Would be applied to a student after a failure of any of the following:~~

- ~~— One (1) block examination~~
- ~~• One (1) Course/Module~~
- ~~• The CCE~~
- ~~• Two (2) NBME examination~~
- ~~• One (1) FITER~~
- ~~• One (1) assignment integral to either the professionalism or population health courses in Clerkship~~

~~2.15 Failure on any one (1) Block, Course, or Module examination, one summative OSCE-type examination, two NBME examinations, failure of a FITER, or when a student receives a total of three (3) or more borderline passes on FITER evaluations, whether on~~

~~consecutive clinical rotations or not. A student on Probationary Status is required to participate in Remediation.~~

~~2.162.14~~ Monitored Status - A score between 60.0% and 62.9%, with no rounding of scores, on a ~~Block, Course, or Module Examination~~, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on Monitored Status is encouraged to participate in Remediation.

~~2.172.15~~ Working day – ~~A day when the University of Manitoba is open for regular business. Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.~~

3. **POLICY STATEMENTS**

GENERAL

- 3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty. The terms “Probationary” and “Monitored” are not meant to imply punitive status.
- 3.2 Student Remediation with respect to Essential Clinical Presentations (ECP) is covered in the Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation Policy and Procedures document.
- 3.3 The Remediation policy governs the process of student Remediation in situations of failures and borderline pass results. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.

MONITORED STATUS

- 3.4 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.5 A student meeting the criteria for Monitored Status maintains this status for the remainder of their UGME program unless the student moves to Probationary Status.
- 3.6 A student receiving first written notification of Monitored Status may initiate a meeting with the Director, Remediation and/or the Associate Dean, Students or designate to discuss educational resources and supplemental readings.
- 3.7 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean, Students or designate.

PROBATIONARY STATUS

- 3.8 A student meeting the criteria for Probationary Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.9 A student meeting the criteria for Probationary Status is required to participate in Remediation in order to advance in the UGME curriculum
- 3.10 A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation for a Remediation Assessment, and to the Associate Dean, Students or designate. The specific Remediation requirements for each student shall be dependent on the student deficiencies identified in the Remediation Assessment.

- 3.11 The Director, Remediation shall establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.
- 3.12 Subject to the discretion of the Director, Remediation, a student on Probationary Status may be required to sign a Remediation Contract prior to commencing a Remediation Rotation.
- 3.13 The Director, Remediation is responsible for monitoring student progress throughout the Remediation period.
- 3.14 A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.
- 3.15 A student who satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS

- 4.1 On the first instance of notification of Monitored Status, the Student may consider initiating a meeting with the Director, Remediation and/or Associate Dean, Students or designate to discuss educational resources and supplemental readings that are available.
- 4.2 On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean, Students or designate within ten (10) working days of receiving the notification.

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 The Student shall initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status.
- 4.4 The Student shall initiate a meeting with the Associate Dean, Students or designate within ten (10) working days of receiving the notification of Probationary Status.
- 4.5 The Student shall complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the Director, Remediation, including attendance at Remediation sessions, planning meetings, and responding to requests for updates on student progress. Failure to meet the requirements of this policy or the requirements of any of the foregoing may result in a suspension of the Remediation process, including the opportunity to complete the Block, Course, Module or Rotation.

RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.7 Ensure that the Director Remediation is informed within one (1) working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.

- 4.8 Ensure each student receives the notification of Monitored or Probationary Status within two (2) working days of the decision that the student meets the requirements for Monitored or Probationary Status.
- 4.9 Ensure appropriate contact information for the Associate Dean, Students, the Director, Remediation, or other relevant individual is included in each student notification letter.
- 4.10 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.11 Place a copy of any documentation received from the Director, Remediation or other UGME faculty in support of the Remediation, including any Remediation Assessment summary, Remediation Contract, or other correspondence in the appropriate section of the student active file.

RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- 4.12 Meet with each student on Monitored Status who wishes to discuss Remediation.
- 4.13 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.
- 4.14 Identify the time and nature of appropriate Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- 4.15 Respond to requests for initial and ongoing meetings with students in a timely fashion with each student identified as under Probationary Status, perform a Remediation Assessment, monitor progress, and review the completion of Remediation objectives.
- 4.16 Prepare documentation to support the Remediation in a timely fashion, including a written summary of the Remediation Assessment, or where required, a Remediation Contract.
- 4.17 Ensure the applicable Administrator, Evaluations receives a copy of documentation produced pursuant to this policy for the student active file as follows:
 - Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examinations.
 - Administrator, Clerkship - Remediation related to NBME Examinations or Rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.18 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.19 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- 4.20 Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.
- 4.21 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.

RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

- 4.22 Work with the Director, Remediation to provide resources, expertise, and/or other information to the Student in the time frame identified by the Director, Remediation.
- 4.23 Meet with or otherwise communicate with the Student, and provide such resources, supplemental materials or tutorials to the Student as is deemed appropriate.

5. **RESOURCES**

- 5.1 [Faculty of Medicine Student Affairs Website](#)
- 5.2 [University of Manitoba Student Accessibility Services](#)
- 5.3 [University of Manitoba Academic Learning Center](#)
- 5.4 [University of Manitoba Student Counseling and Career Center](#)
- 5.5 [Services for Student – Bannatyne Campus](#)

6. **REFERENCES**

- 6.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 6.2 UGME Policy & Procedures – Promotion & Failure
- 6.3 UGME Policy & Procedures – Supplemental Examinations
- 6.4 UGME Policy & Procedures – Deferred Examinations
- 6.5 UGME Policy & Procedures – Examination Conduct
- 6.6 UGME Policy & Procedures – Invigilation [of](#) Examinations
- 6.7 UGME Policy & Procedures – Examination Results
- 6.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

7. **POLICY CONTACT**

Director, Remediation



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Forward Feeding Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - Rename COE Clinical to CSEC

Evidence of Best Practice: The UGME Remediation policy, referenced academic medical material and a comparison with Remediation policies at other Canadian Medical Schools were used as a guide for the creation of the Forward Feeding Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the

Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.



College of Medicine- UGME Policy

| | |
|--------------------------------|---|
| Policy Name: | Forward Feeding Clerkship Summative Evaluation Information |
| Application/ Scope: | Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

2. **DEFINITIONS**

- 2.1 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.2 Forward Feeding – Sharing summative evaluation information from a rotation the student has completed with the Clerkship Director for a rotation or rotations to which the student is scheduled in the future.
- 2.3 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management, and administration of examination questions. The review and evaluation of results provide a basis for recommendations to be approved by the Progress Committee

3. **POLICY STATEMENTS**

- 3.1 Forward Feeding may only occur respecting a student who has failed a FITER, has received two or more borderline passes on FITERs, or about whom significant professionalism or patient safety concerns (not otherwise indicated on the FITER) have been identified.
- 3.2 CSEC discusses and votes on Forward Feeding and then the Chair, CSEC brings the vote results to Progress Committee for discussion and decision.

3.3 Progress Committee makes a final decision on Forward Feeding student summative evaluation information from one rotation to another rotation.

3.4 Progress Committee's decisions on Forward Feeding may include:

- The number of rotations for which summative evaluation information will be forward fed.
- The areas of concern that will be forward fed; and general recommendations for remediation.

Progress Committee makes decisions on Forward Feeding student summative evaluation information on a case-by-case basis.

3.5 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein.

3.6 The Director, Student Assessment or designate is responsible for Forward Feeding the approved summative evaluation information to the Clerkship Director for the next clinical rotation to which the student is assigned.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Complete the Midpoint In-Training Evaluation Report (MITER).
- 4.2 Participate in the midpoint meeting with faculty.
- 4.3 Seek support to improve academic success when presented with evaluation information that indicates there are academic concerns i.e. Student Affairs, Faculty of Medicine; Student Accessibility Services, University of Manitoba.
- 4.4 Participate in the Final In-Training Evaluation Report (FITER) meeting.
- 4.5 Actively engage in addressing identified deficiencies that are forward fed.

RESPONSIBILITIES OF CLERKSHIP DIRECTOR

- 4.6 Monitor student progress throughout the rotation, ensuring the Midpoint In-Training Evaluation (MITER) meeting of the preceptor and student takes place.
- 4.7 Complete the Final In-Training Evaluation Report (FITER) identifying all areas of concern.
- 4.8 Inform the Director, Clerkship Curriculum and Chair, CSEC that Forward Feeding must be considered within 2 working days of finalizing the FITER. In the case of shorter rotations that do not use a FITER for evaluation, this notification must occur within 2 working days of the end of the rotation.
- 4.9 Inform the student in question that a request to forward feed summative information has been made.
- 4.10 Participate in discussion and voting at CSEC with respect to Forward Feeding of summative evaluation information on identified student(s).
- 4.11 Distribute any information that has been forward fed from the previous rotation to the relevant faculty.

- 4.12 Review the academic progress reports of students whose summative evaluations have been forward fed, and report outcomes of remediation to CSEC.

RESPONSIBILITY OF MEMBERS OF CSEC

- 4.13 Participate in the discussion and vote at CSEC with respect to each situation presented related to forward feeding of summative evaluation information.

RESPONSIBILITIES OF CHAIR, CSEC

- 4.14 Ensure that all relevant information is available for CSEC member discussion and voting.
- 4.15 Oversee the CSEC voting process. This may occur electronically.
- 4.16 Bring the decision of CSEC to the attention the Director, Evaluation/Chair, Progress Committee within 3 working days after a vote by CSEC.
- 4.17 Participate in the discussion at the Progress Committee with respect to each situation presented and related to forward feeding of summative evaluation information

RESPONSIBILITIES OF MEMBERS OF PROGRESS COMMITTEE

- 4.18 Participate in the discussion and vote at Progress Committee with respect to each situation presented and related to forward feeding of summative evaluation information.
- 4.19 Render a decision on the request to forward feed within three working days of receipt of this request.

RESPONSIBILITIES OF DIRECTOR, STUDENT ASSESSMENT/CHAIR, PROGRESS COMMITTEE

- 4.20 Organize a Progress Committee meeting to discuss the CSEC results. This may occur electronically.
- 4.21 Ensure that all relevant summative evaluation information is available for Progress Committee member discussion and voting.
- 4.22 Oversee the Progress Committee voting process.
- 4.23 Forward feed the summative evaluation information, as indicated by the Progress Committee to the clerkship director of the next scheduled rotation, within three working days of the Progress Committee vote.
- 4.24 Inform the student in question of the decision of the Progress Committee.
- 4.25 Review the FITER from the next scheduled rotation with the Progress Committee, in order to determine if identified deficiencies have been remediated, and if further forward feeding is required.

RESPONSIBILITIES OF EVALUATION PERSONNEL

- 4.26 Ensure that all FITER information is recorded in a timely manner and in accordance with other UGME policies related to Student Evaluation.
- 4.27 Maintain the database that tracks summative evaluation information.

- 4.28 Inform the Director, Progress Committee of cases where a student has two borderline passes on FITERs.
- 4.29 Provide support to the Chair, CSEC and Director, Evaluation/Chair, Progress Committee in their work of preparing for meetings that involve discussion and voting on student summative evaluation information and preparing and distributing documents when committee decisions are made.

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentations Preparation, Distribution, Audit, and Remediation](#)
- 5.2 [UGME Policy & Procedures – Remediation](#)
- 5.3 Frellsen SL, Baker EA, Papp KK, Durning SJ. Medical school policies regarding struggling medical students during the internal medicine clerkships: results of a national survey. Acad Med 2008 Sep;83(9):876-81.
- 5.4 Cleary L. "Forward feeding" about students' progress: the case for longitudinal, progressive, and shared assessment of medical students. Acad Med 2008 Sep;83(9):800.

6. **POLICY CONTACT**

Director, Evaluation

Faculty of Medicine Policy

| | |
|--------------------------------|---|
| Policy Name: | Forward Feeding Clerkship Summative Evaluation Information |
| Application/ Scope: | Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates |
| Approved (Date): | December 2012 |
| Review Date: | December 2014 |
| Revised (Date): | 10 October 2012 |
| Approved By: | Senate December 05, 2012 |

1. PURPOSE

To set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

2. DEFINITIONS

2.1 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.

~~2.1 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training, in order to ensure that students acquire the full range of competencies (knowledge, skills, and attitudes) required of a physician. This is an assessment tool. Final In-Training Evaluation Report electronically distributed at the start of each rotation and completed and submitted electronically at the end of each rotation.~~

2.2 Forward Feeding – Sharing summative evaluation information from a rotation the student has completed with the Clerkship Director for a rotation or rotations to which the student is scheduled in the future.

2.3 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. CSEC bodies are responsible for the overall management, and administration of examination questions. The review and evaluation of results provide a basis for recommendations to be approved by the Progress Committee ~~GOE – Committee of Evaluation.~~

3. POLICY STATEMENTS

3.1 Forward Feeding may only occur respecting a student who has failed a FITER, has received two or more borderline passes on FITERs, or about whom significant professionalism or patient safety concerns (not otherwise indicated on the FITER) have been identified.

~~3.2~~ ~~CSECCOE Clinical~~ discusses and votes on Forward Feeding and then the Chair, ~~COE Clinical~~ CSEC brings the vote results to Progress Committee for discussion and decision.

3.2

~~3.3~~ Progress Committee makes a final decision on Forward Feeding student summative evaluation information from one rotation to another rotation.

3.43.3 Progress Committee's decisions on Forward Feeding may include:

- The number of rotations for which summative evaluation information will be forward fed.
- The areas of concern that will be forward fed; and general recommendations for remediation.

Progress Committee makes decisions on Forward Feeding student summative evaluation information on a case-by-case basis.

3.53.4 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein.

3.63.5 The Director, [Evaluation-Student Assessment](#) or designate is responsible for Forward Feeding the approved summative evaluation information to the [Clerkship Director for faculty of](#) the next clinical rotation to which the student is assigned.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Complete the Midpoint In-Training Evaluation Report (MITER).
- 4.2 Participate in the midpoint meeting with faculty.
- 4.3 Seek support to improve academic success when presented with evaluation information that indicates there are academic concerns i.e. Student Affairs, Faculty of Medicine; Office of [Accessibility Disability Services](#), University of Manitoba.
- 4.4 Participate in the Final In-Training Evaluation Report (FITER) meeting.
- 4.5 Actively engage in addressing identified deficiencies that are forward fed.

RESPONSIBILITIES OF CLERKSHIP DIRECTOR

- 4.6 Monitor student progress throughout the rotation, ensuring the Midpoint In-Training Evaluation (MITER) meeting of the preceptor and student takes place.
- 4.7 Complete the Final In-Training Evaluation Report (FITER) identifying all areas of concern.
- 4.8 Inform the Director, Clerkship Curriculum and Chair, [CSECCOE Clinical](#) that Forward Feeding must be considered within 2 working days of finalizing the FITER. In the case of shorter rotations that do not use a FITER for evaluation, this notification must occur within 2 working days of the end of the rotation.
- 4.9 Inform the student in question that a request to forward feed summative information has been made.
- 4.10 Participate in discussion and voting at [COE Clinical CSEC](#) with respect to Forward Feeding of summative evaluation information on identified student(s).
- 4.11 Distribute any information that has been forward fed from the previous rotation to the relevant faculty.
- 4.12 Review the academic progress reports of students whose summative evaluations have been forward fed, and report outcomes of remediation to [COE Clinical CSEC](#).

RESPONSIBILITY OF MEMBERS OF ~~COE CLINICAL~~CSEC

- 4.13 Participate in the discussion and vote at ~~COE Clinical~~CSEC with respect to each situation presented related to forward feeding of summative evaluation information.

RESPONSIBILITIES OF CHAIR, ~~COE CLINICAL~~CSEC

- 4.14 Ensure that all relevant information is available for ~~COE Clinical~~CSEC member discussion and voting.
- 4.15 Oversee the ~~COE Clinical~~CSEC voting process. This may occur electronically.
- 4.16 Bring the decision of ~~COE-CSEC Clinical~~ to the attention the Director, Evaluation/Chair, Progress Committee within 3 working days after a vote by ~~COE Clinical~~CSEC.
- 4.17 Participate in the discussion at the Progress Committee with respect to each situation presented ~~and~~ related to forward feeding of summative evaluation information

RESPONSIBILITIES OF MEMBERS OF PROGRESS COMMITTEE

- 4.18 Participate in the discussion and vote at Progress Committee with respect to each situation presented ~~and~~ related to forward feeding of summative evaluation information.
- 4.19 Render a decision on the request to forward feed within three working days of receipt of this request.

RESPONSIBILITIES OF DIRECTOR, ~~EVALUATION~~STUDENT ASSESSMENT/CHAIR, PROGRESS COMMITTEE

- 4.20 Organize a Progress Committee meeting to discuss the ~~COE Clinical~~CSEC results. This may occur electronically.
- 4.21 Ensure that all relevant summative evaluation information is available for Progress Committee member discussion and voting.
- 4.22 Oversee the Progress Committee voting process.
- 4.23 Forward feed the summative evaluation information, as indicated by the Progress Committee to the clerkship director of the next scheduled rotation, within three working days of the Progress Committee vote.
- 4.24 Inform the student in question of the decision of the Progress Committee.
- 4.25 Review the FITER from the next scheduled rotation with the Progress Committee, in order to determine if identified deficiencies have been remediated, and if further forward feeding is required.

RESPONSIBILITIES OF EVALUATION PERSONNEL

- 4.26 Ensure that all FITER information is recorded in a timely manner and in accordance with other UGME policies related to Student Evaluation.
- 4.27 Maintain the database that tracks summative evaluation information.
- 4.28 Inform the Director, Progress Committee of cases where a student has two borderline passes on FITERS.

- 4.29 Provide support to the Chair, ~~COE Clinical~~CSEC and Director, Evaluation/Chair, Progress Committee in their work of preparing for meetings that involve discussion and voting on student summative evaluation information and preparing and distributing documents when committee decisions are made.

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentations Preparation, Distribution, Audit, and Remediation](#)
- 5.2 [UGME Policy & Procedures – Remediation](#)
- 5.3 Frellsen SL, Baker EA, Papp KK, Durning SJ. Medical school policies regarding struggling medical students during the internal medicine clerkships: results of a national survey. Acad Med 2008 Sep;83(9):876-81.
- 5.4 Cleary L. "Forward feeding" about students' progress: the case for longitudinal, progressive, and shared assessment of medical students. Acad Med 2008 Sep;83(9):800.

6. **POLICY CONTACT**

Director, Evaluation



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Formative Assessment Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance. In preparation for the summative evaluations administered at the end of each Course/Module and Rotation in accordance with University of Manitoba Examination Regulations.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - MITER clarified 2.6
 - Desire to Learn changed to UM Learn 2.9

Evidence of Best Practice: UGME Exam Conduct/Supplemental and Deferred policies, University of Manitoba Examination Policy, Formative literature and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine - UGME Policy

| | |
|--------------------------------|--|
| Policy Name: | Formative Assessment |
| Application/ Scope: | Year I to Year IV Undergraduate Medical Education Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance. In preparation for the summative evaluations administered at the end of each Course/Module and Rotation in accordance with University of Manitoba Final Examination and Final Grades policy and related procedures.

2. **DEFINITIONS**

- 2.1 Pre-Clerkship – Year I and Year II of the UGME program
- 2.2 Clerkship – Year III and Year IV of the UGME program.
- 2.3 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Rotation – A unit of clinical work in Clerkship.
- 2.5 Formative Assessment – An assessment designed to provide feedback to students in order to improve performance. May consist of multiple choice, short answer, or assignments which in some cases may be used in assessing summative progress in a course.
- 2.6 Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.
- 2.7 Formative-OSCE-type Examination (FOSCE) – A formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.8 The Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC) - Are responsible for the development and approval of

assessment policies and rules. Responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.

2.9 UM Learn (UML) – UM Learn is a University of Manitoba adopted eLearning solution.

3. **POLICY STATEMENTS**

- 3.1 In the first week of each course/module within Pre-Clerkship and Clerkship rotation, students will be informed of the format, date and time of each Formative Assessment.
- 3.2 One (1) or more formative assessments can be developed and administered for each course/module in the Pre-Clerkship program at the discretion of the Course Leader.
- 3.3 In any course/module that develops and distributes a formative assessment, a small percentage of the overall course/module mark may be assigned at the discretion of the Course Leader with the approval of the appropriate Student Evaluation Committee.
- 3.4 A FOSCE will be developed, organized and administered to Year I students prior to completion of the Year I program.
- 3.5 A MITER will be completed by each student for each Clerkship rotation of four (4) weeks or more duration.
- 3.6 The Clerkship Director/designate will review each student's completed MITER in a timely and efficient manner.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Avail of each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Avail of each opportunity to discuss the results of each course formative assessment at a time set by the Course Leader.
- 4.3 Participate in each opportunity to prepare for FOSCE's.
- 4.4 Participate in FOSCE's at the designated time and under the designated conditions.
- 4.5 Complete MITER's as required and participate in the meeting to address the information submitted in the MITER.
- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

RESPONSIBILITIES OF COURSE LEADERS

- 4.7 Inform students of number, types and dates of formative assessments.
- 4.8 Inform the Course Assistant of the times and dates of formative assessments.

- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure that the Course Assistant has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the Course Assistant at least two (2) weeks before the scheduled assessment such that questions may be input and structured within the University of Manitoba's Learning Management System (D2L,UMLEARN).
- 4.12 Ensure each formative assessment is administered on the specified date and time.
- 4.13 Provide students with written or oral feedback on their performance on each formative assessment as appropriate.

RESPONSIBILITIES OF THE DIRECTOR, CLINICAL SKILLS

- 4.14 Identify the date and time of FOSCEs.
- 4.15 Inform the Administrator, Pre-Clerkship and Assistant to Administrators, Evaluation of the date and time of FOSCEs in support of scheduling.
- 4.16 Develop cases for FOSCE.
- 4.17 Oversee the execution of FOSCE in collaboration with the Assistant to Administrators, Evaluations and CLSP personnel.
- 4.18 Ensure the FOSCE is corrected in accordance with the requirements of the Examination Results Policy and Procedures.
- 4.19 Ensure each student receives feedback on his/her performance on FOSCEs.

RESPONSIBILITY OF THE CLERKSHIP DIRECTORS

- 4.20 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.

RESPONSIBILITY OF DIRECTOR, PRE-CLERKSHIP, DIRECTOR, CLERKSHIP, AND DIRECTOR, EVALUATION

- 4.21 Work collaboratively to ensure each Course Leader, Pre-Clerkship Director, Clinical Skills and Clerkship Director is aware of his/her responsibilities related to formative assessments.

RESPONSIBILITY OF THE ADMINISTRATOR, PRE-CLERKSHIP

- 4.22 Ensure the scheduled formative assessments are included in the OPAL schedule for each course within the module.

RESPONSIBILITIES OF COURSE ASSISTANTS

- 4.23 Prepare formative assessments under the direction of the Course Leader as required.
- 4.24 Score and reports results for formative assessments for the Course Director if required.

ASSISTANT TO ADMINISTRATORS, EVALUATION

- 4.25 Organize FOSCE under the direction the Director, Clinical Skills and with CLSP personnel as required.
- 4.26 Support the Coordinator, OSCE-type Evaluations with the scoring and distribution of results of FOSCE in accordance with the requirements of the Examination Results Policy and Procedures.

5. **REFERENCES**

- 5.1 [Shute, V. \(2008\). Focus on Formative Feedback. Review of Education. Research. 78 \(1\), 154-189](#)
- 5.2 University of Manitoba Examination Policy and Procedures
- 5.3 UGME Policy and Procedures - Examination Results
- 5.4 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 5.5 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.6 UGME Policy and Procedures – Deferred Examination
- 5.7 UGME Policy and Procedures – Supplemental Examinations
- 5.8 UGME Policy and Procedures – Promotion and Failure
- 5.9 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.10 University of Manitoba – Final Examination and Final Grades Policy
- 5.11 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.12 University of Manitoba – Final Examination Procedures
- 5.13 University of Manitoba – Final Grades Procedures

6. **POLICY CONTACT**

Director, Evaluation

College of Medicine - UGME Policy

| | |
|--------------------------------|--|
| Policy Name: | Formative Assessment |
| Application/ Scope: | Year I to Year IV Undergraduate Medical Education Students |
| Approved (Date): | |
| Review Date: | June 2017 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance in preparation for the summative evaluations administered at the end of each Block Course/Module and Rotation in accordance with University of Manitoba Final Examination and Final Grades policy and related procedures. Examination Regulations.

2. DEFINITIONS

2.1 Pre-Clerkship – Year I and Year II of the UGME program

2.2 Clerkship – Year III and Year IV of the UGME program.

2.3 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

2.2.4 Rotation – A unit of clinical work in Clerkship.

2.5 Formative Assessment – An assessment designed to provide feedback to students in order to improve performance. May consist of multiple choice, short answer, or assignments which in some cases may be used in assessing summative progress in a course/~~block~~.

2.3 Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.

2.6

2.4 Midpoint In-Training Evaluation Report (MITER) – A formative assessment report completed by the student, and then reviewed by the preceptor. Distributed at the start of each core rotation that is of at least four (4) weeks duration, the FITER must be completed and submitted electronically.

2.7 Formative-OSCE-type Examination (FOSCE) – A formative Objective Structured Clinical Examination used to assess the clinical skills of students.

2.8 The Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC) - Are responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.
2.5

~~2.6~~ Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.

~~Desire to Learn/ UM Learn (Desire to Learn (D2L)/UM Learn (UML)) – Desire to Learn or UM Learn is a University of Manitoba adopted eLearning solution.~~

2.9

3. **POLICY STATEMENTS**

- 3.1 In the first week of each course/module/block within Pre-Clerkship and Clerkship rotation, students will be informed of the format, date and time of each Formative Assessment.
- 3.2 One (1) or more formative assessments can be developed and administered for each ~~course~~ course/module in the Pre-Clerkship program at the discretion of the Course Leader ~~course director~~.
- 3.3 In any course/module that develops and distributes a formative assessment, a small percentage of the overall course/module mark may be assigned at the discretion of the ~~course director~~ Course Leader with the approval of the appropriate Student Evaluation Committee.
- 3.4 A FOSCE will be developed, organized and administered to Year I students prior to completion of the Year I program.
- 3.5 A MITER will be completed by each student for each Clerkship rotation of four (4) weeks or more duration.
- 3.6 The Clerkship Director/designate will review each student's completed MITER in a timely and efficient manner.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Avail of each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Avail of each opportunity to discuss the results of each course formative assessment at a time set by the Course Leader.

- 4.3 Participate in each opportunity to prepare for FOSCE's.
- 4.4 Participate in FOSCE's at the designated time and under the designated conditions.
- 4.5 Complete MITER's as required and participate in the meeting to address the information submitted in the MITER.
- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

RESPONSIBILITIES OF COURSE LEADERS

- 4.7 Inform students of number, types and dates of formative assessments.
- 4.8 Inform the Course Assistant of the times and dates of formative assessments.
- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure that the Course Assistant has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the Course Assistant at least two (2) weeks before the scheduled assessment such that questions may be input and structured within D2L.
- 4.12 Ensure each formative assessment is administered on the specified date and time.
- 4.13 Provide students with written or oral feedback on their performance on each formative assessment as appropriate.

RESPONSIBILITIES OF THE DIRECTOR, CLINICAL SKILLS

- 4.14 Identify the date and time of FOSCE's.
- 4.15 Inform the Administrator, Pre-Clerkship and Assistant to Administrators, Evaluation of the date and time of FOSCE's in support of scheduling.
- 4.16 Develop cases for FOSCE.
- 4.17 Oversee the execution of FOSCE in collaboration with the Assistant to Administrators, Evaluations and CLSP personnel.
- 4.18 Ensure the FOSCE is corrected in accordance with the requirements of the Examination Results Policy and Procedures.
- 4.19 Ensure each student receives feedback on his/her performance on FOSCE's.

RESPONSIBILITY OF THE CLERKSHIP DIRECTORS

- 4.20 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.

RESPONSIBILITY OF DIRECTOR, PRE-CLERKSHIP, DIRECTOR, CLERKSHIP, AND DIRECTOR, EVALUATION

- 4.21 Work collaboratively to ensure each Course Leader, Pre-Clerkship Director, Clinical Skills and Clerkship Director is aware of his/her responsibilities related to formative assessments.

RESPONSIBILITY OF THE ADMINISTRATOR, PRE-CLERKSHIP

- 4.22 Ensure the scheduled formative assessments are included in the OPAL schedule for each course within the module/block.

RESPONSIBILITIES OF COURSE ASSISTANTS

- 4.23 Prepare formative assessments under the direction of the Course Leader as required.
- 4.24 Score and reports results for formative assessments for the Course Director if required.

ASSISTANT TO ADMINISTRATORS, EVALUATION

- 4.25 Organize FOSCE under the direction the Director, Clinical Skills and with CLSP personnel as required.
- 4.26 Support the Coordinator, OSCE-type Evaluations with the scoring and distribution of results of FOSCE in accordance with the requirements of the Examination Results Policy and Procedures.

5. REFERENCES

- 5.1 [Shute, V. \(2008\). Focus on Formative Feedback. Review of Education. Research. 78 \(1\), 154-189](#)
- 5.2 University of Manitoba Examination Policy and Procedures
- 5.3 UGME Policy and Procedures - Examination Results
- 5.4 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 5.5 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.6 UGME Policy and Procedures – Deferred Examination
- 5.7 UGME Policy and Procedures – Supplemental Examinations
- 5.8 UGME Policy and Procedures – Promotion and Failure
- 5.9 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.10 [University of Manitoba – Final Examination and Final Grades Policy](#)
- 5.11 [University of Manitoba – Deferred and Supplemental Examinations Procedures](#)
- 5.12 [University of Manitoba – Final Examination Procedures](#)
- 5.9 5.13 [University of Manitoba – Final Grades Procedures](#)

6. **POLICY CONTACT**

Director, Evaluation



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016

To: Senate Committee on Instruction and Evaluation (SCIE)

From: Mark Boiteau, Business Manager, UGME

Re: MITER FITER ECP Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - Working Day Clarified 2.7

Evidence of Best Practice: UGME Program Evaluation, Formative, Promotion and Failure policies and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in

which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine- UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation |
| Application/Scope: | Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

2. **DEFINITIONS**

- 2.1 Clerkship – Year III and Year IV of the UGME program.
- 2.2 Essential Clinical Presentations (ECP) – Are Rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experience(s), and the expected level of student responsibility, which must be part of each particular rotation. This listing of presentations is distributed in electronic format at the start of each core rotation and must be completed electronically.
- 2.3 Midpoint In-Training Evaluation Report (MITER) – A formative assessment report completed by the student, and then reviewed by the preceptor. Distributed at the start of each core rotation that is at least four (4) weeks duration, the MITER must be completed and submitted electronically.
- 2.4 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which demonstrates the full range of competencies (knowledge, skills and attitudes) required of a physician. Electronically distributed at the start of each rotation, FITERs must be completed and submitted electronically at the end of the rotation.
- 2.5 FITER Approval Confirmation and ECP Remediation Completion (FACERC) - The FITER Approval Confirmation and ECP Remediation Completion survey.
- 2.6 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of assessments/examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.
- 2.7 Working Day – A day when the University of Manitoba is open for regular business.

POLICY STATEMENTS

- 2.8 Each student involved in a core rotation is responsible for completing all rotation specific ECPs, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing the ECP remediation plan, as well as a remedial rotation based on a FITER failure, if required.
- 2.9 Each Clerkship Director/Designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.
- 2.10 Each Clerkship Director/Designate is responsible for auditing each assigned student's ECPs throughout the core rotation to identify gaps in learning, organizing a remediation plan to address the learning gaps and ensuring the student completes the remediation.
- 2.11 Each Clerkship Director/Designate is responsible for developing a standard list of strategies that can be used in ECP remediation plans.
- 2.12 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduation list (no later than the College Executive Council session scheduled in early to mid-April of the academic year). Failure to meet this deadline will result in a delay of graduation.

3. PROCEDURES

STUDENTS

- 3.1 Track all learning experiences related to the ECP throughout each core rotation.
- 3.2 Complete the MITER (if required) prior to the midpoint of the rotation and submit it for viewing by the Clerkship Director/Designate.
- 3.3 Attend scheduled meetings with Clerkship Director/Designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.
- 3.4 Ensure the rotation evaluation is completed no later than the last day of the rotation to initiate release of the FITER for the student's personal file.
- 3.5 Ensure the ECP is submitted no later than the end of the day on the last day of the rotation.
- 3.6 Complete the student component of the FITER within one (1) working day of receiving the FITER from the Clerkship Director/Designate.
- 3.7 Ensure any ECP remediation is completed as directed by the Clerkship Director/Designate within nineteen (19) working days from the end of the rotation.

CLERKSHIP DIRECTOR/DESIGNATE

- 3.8 Audit each assigned student's ECP throughout the core rotation.
- 3.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and discuss the ECP with the student.
- 3.10 Organize a plan for remediation of ECP if gaps in learning are identified at the midpoint of the rotation.

- 3.11 Examine each student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.
- 3.12 Complete a FITER for each assigned student no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors.
- 3.13 Meet with each student to discuss the FITER and to discuss the ECP remediation plan if one is required.
- 3.14 Ensure the student completes the remediation plan within fifteen (15) working days of the end of the rotation.
- 3.15 Within nineteen (19) days of the end of the rotation submit the FACERC Survey to the Administrator, Clerkship.
- 3.16 Develop a standard list of strategies that can be incorporated into a remediation plan.

ADMINISTRATOR, CLERKSHIP/ADMINISTRATOR EVALUATIONS CLERKSHIP
PRIOR TO THE START OF EACH CORE ROTATION

- 3.17 Prepare the electronic ECP, MITER, FITER and rotation evaluation in accordance with each core rotation requirements.
- 3.18 Prepare the electronic ECP remediation reflection for each department.
- 3.19 Inform the Department Assistant, where appropriate, for each rotation that the electronic documents are ready.

ESSENTIAL CLINICAL PRESENTATIONS - ECPS

- 3.20 Send students a reminder e-mail two (2) days before the rotation ends informing them that they are required to complete and submit the ECP on the last day of the rotation.
- 3.21 Generate and print the ECP Gap Report on the morning of the second day of the new rotation.
- 3.22 Within five (5) working days:
 - Cross reference the ECP Gap Report with the completed FITERS.
 - Create and distribute the ECP Gap Notification letter to the Clerkship Directors and Department Assistants indicating where required that the FITERS have not yet submitted.
 - Notify Clerkship Directors and Department Assistants who have no ECP gaps.

ROTATION EVALUATION

- 3.23 Send students a reminder e-mail two (2) prior to a rotation ending, informing them that they are required to complete and submit the rotation evaluation on the last day of the rotation.

MITER

- 3.24 Send a template reminder e-mail to students, Clerkship Directors and Assistants two (2) working days prior to the midpoint of the rotation for all rotations that have a MITER.
- 3.25 Run the MITER Status Report five (5) working days after the midpoint of the rotation and distribute it to the Clerkship Directors and Department Assistants for action.

- 3.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

FITER

- 3.27 Send a template reminder e-mail to Clerkship Directors, Department Assistants and students five (5) working days prior to the end of the rotation.
- 3.28 Run the FITER Status Report one (1) working day and five (5) working days into the new rotation and distribute each to the Clerkship Directors and the Department Assistants for action.

FACERC SURVEY

- 3.29 In the ECP Gap Notification, identify the date for completion of the FACERC Survey. Ensure every rotation is notified of requirement to complete the FACERC irrespective of ECP gaps. FACERC completion is nineteen (19) working days into the current rotation.
- 3.30 Send a reminder e-mail to Clerkship Directors and Department Assistants five (5) working days prior to the required completion date of the FACERC.
- 3.31 On the required FACERC completion date, check to see that all FACERC have been submitted.
- 3.32 Immediately inform the Clerkship Director and Department Assistant for any departments where the required FACERC has not been submitted on the required date.
- 3.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
 - The status of FACERC completion

DEPARTMENT ASSISTANT

- 3.34 At the beginning of each rotation, organize the electronic distribution of:
 - The ECP, MITER (if applicable), FITER (view only access), and rotation evaluation to each student.
 - The FITER, MIITER (if applicable and view only) and ECP (view only) to each Clerkship Director/Designate.
- 3.35 Audit the completion of MITERs at the midpoint of the rotation and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s).
- 3.36 Audit the completion of FITERs and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s) prior to the end of the rotation.
- 3.37 Audit the student submission of ECPs and email any student(s) who has not submitted their ECP progress ensuring that all ECPs are submitted by the end of the day on the final day of the rotation.
- 3.38 If notified by the UGME office that inconsistencies exist between the ECP Gap Report and FITERs, have the Clerkship Director/Designate indicate the appropriate ECP remedial plan on the FITER and resubmit the FITER.
- 3.39 Upon completion of all of the above, ensure the Clerkship Director/Designate submits the FACERC to close the period. The deadline for submission is nineteen (19) working days into the current rotation.

4. **REFERENCE**

- 4.1 UGME Policy and Procedures - Program Evaluation
- 4.2 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program
- 4.3 UGME Policy and Procedures – Promotion and Failure
- 4.4 UGME Policy and Procedures – Formative Assessment

5. **POLICY CONTACT**

Director, Evaluations



Faculty of Medicine Policy

| | |
|---------------------------|---|
| Policy Name: | Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation |
| Application/Scope: | Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates |
| Approved (Date): | |
| Review Date: | June 2017 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

2. DEFINITIONS

2.1 Clerkship – Year III and Year IV of the UGME program.

2.2 ~~Essential Clinical Presentations (Essential Clinical Presentation (ECP)) – Are~~ Rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experience(s), and the expected level of student responsibility, which must be part of each particular rotation. This listing of presentations is distributed in electronic format at the start of each core rotation and must be completed electronically.

2.2

2.3 ~~Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.~~

~~2.4 Midpoint In-Training Evaluation Report (MITER). A comprehensive formative assessment report completed by the student, and then reviewed by the preceptor. Electronically distributed at the start of each core rotation that is of at least four (4) weeks duration. A MITER must be completed and submitted electronically.~~

~~2.52.4 Final In-Training Evaluation Report (FITER) – Final In-Training Evaluation Report is a~~ A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.

~~2.62.5 FITER Approval Confirmation and ECP Remediation Completion (FACERC) - The FITER Approval Confirmation and ECP Remediation (FACERC) – The FITER Approval Confirmation and ECP Remediation~~ Completion survey.

2-72.6 ~~Clerkship Student Evaluation Committee~~ ~~Clerkship Student Evaluation Committee(s)~~ (CSEC) – ~~I-Committees~~ responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of assessments/examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.

2-82.7 Working Day – A day when the University of Manitoba is open for regular business. ~~Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.~~

3. **POLICY STATEMENTS**

- 3.1 Each student involved in a core rotation is responsible for ~~completing all maintaining a~~ rotation specific ECP, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing ECP remediation plan if required.
- 3.2 Each Clerkship Director/Designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.
- 3.3 Each Clerkship Director/Designate is responsible for auditing each assigned student's ECP throughout the core rotation to identify gaps in learning, organizing a remediation plan to address the learning gaps and ensuring the student completes the remediation.
- 3.4 Each Clerkship Director/Designate is responsible for developing a standard list of strategies that can be used in ECP remediation plans.
- 3.5 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduation list (no later than the College Executive Council session scheduled in early to mid-April of the academic year). Failure to meet this deadline will result in a delay of graduation.

4. **PROCEDURES**

STUDENTS

- 4.1 Track all learning experiences related to the ECP throughout each core rotation.
- 4.2 Complete the MITER (if required) prior to the midpoint of the rotation and submit it for viewing by the Clerkship Director/Designate.
- 4.3 Attend scheduled meetings with Clerkship Director/Designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.
- 4.4 Ensure the rotation evaluation is completed no later than the last day of the rotation to initiate release of the FITER for the student's personal file.
- 4.5 Ensure the ECP is submitted no later than the end of the day on the last day of the rotation.
- 4.6 Complete the student component of the FITER within one (1) working day of receiving the FITER from the Clerkship Director/Designate.
- 4.7 Ensure any ECP remediation is completed as directed by the Clerkship Director/Designate within nineteen (19) working days from the end of the rotation.

CLERKSHIP DIRECTOR/DESIGNATE

- 4.8 Audit each assigned student's ECP throughout the core rotation.
- 4.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and discuss the ECP with the student.
- 4.10 Organize a plan for remediation of ECP if gaps in learning are identified at the midpoint of the rotation.
- 4.11 Examine each student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.
- 4.12 Complete a FITER for each assigned student no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors.

- 4.13 Meet with each student to discuss the FITER and to discuss the ECP remediation plan if one is required.
- 4.14 Ensure the student completes the remediation plan within fifteen (15) working days of the end of the rotation.
- 4.15 Within nineteen (19) days of the end of the rotation submit the FACERC Survey to the Administrator, Clerkship.
- 4.16 Develop a standard list of strategies that can be incorporated into a remediation plan.

ADMINISTRATOR, CLERKSHIP/ADMINISTRATOR EVALUATIONS CLERKSHIP

PRIOR TO THE START OF EACH CORE ROTATION:

- 4.17 Prepare the electronic ECP, MITER, FITER and rotation evaluation in accordance with each core rotation requirements.
- 4.18 Prepare the electronic ECP remediation reflection for each department.
- 4.19 Inform the Department Assistant, where appropriate, for each rotation that the electronic documents are ready.

ESSENTIAL CLINICAL PRESENTATIONS - ECPS

- 4.20 Send students a reminder e-mail two (2) days before the rotation ends informing them that they are required to complete and submit the ECP on the last day of the rotation.
- 4.21 Generate and print the ECP Gap Report on the morning of the second day of the new rotation.
- 4.22 Within five (5) working days:
 - Cross reference the ECP Gap Report with the completed FITERS.
 - Create and distribute the ECP Gap Notification letter to the Clerkship Directors and Department Assistants indicating where required that the FITERS have not yet submitted.
 - Notify Clerkship Directors and Department Assistants who have no ECP gaps.

ROTATION EVALUATION

- 4.23 Send students a reminder e-mail two (2) prior to a rotation ending, informing them that they are required to complete and submit the rotation evaluation on the last day of the rotation.

MITER

- 4.24 Send a template reminder e-mail to students, Clerkship Directors and Assistants two (2) working days prior to the midpoint of the rotation for all rotations that have a MITER.
- 4.25 Run the MITER Status Report five (5) working days after the midpoint of the rotation and distribute it to the Clerkship Directors and Department Assistants for action.
- 4.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

FITER

- 4.27 Send a template reminder e-mail to Clerkship Directors, Department Assistants and students five (5) working days prior to the end of the rotation.
- 4.28 Run the FITER Status Report one (1) working day and five (5) working days into the new rotation and distribute each to the Clerkship Directors and the Department Assistants for action.

FACERC SURVEY

- 4.29 In the ECP Gap Notification, identify the date for completion of the FACERC Survey. Ensure every rotation is notified of requirement to complete the FACERC irrespective of ECP gaps. FACERC completion is nineteen (19) working days into the current rotation.
- 4.30 Send a reminder e-mail to Clerkship Directors and Department Assistants five (5) working days prior to the required completion date of the FACERC.
- 4.31 On the required FACERC completion date, check to see that all FACERC have been submitted.
- 4.32 Immediately inform the Clerkship Director and Department Assistant for any departments where the required FACERC has not been submitted on the required date.
- 4.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
 - The status of FACERC completion

DEPARTMENT ASSISTANT

- 4.34 At the beginning of each rotation, organize the electronic distribution of:
 - The ECP, MITER (if applicable), FITER (view only access), and rotation evaluation to each student.
 - The FITER, MIITER (if applicable and view only) and ECP (view only) to each Clerkship Director/Designate.
- 4.35 Audit the completion of MITERs at the midpoint of the rotation and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s).
- 4.36 Audit the completion of FITERs and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s) prior to the end of the rotation.
- 4.37 Audit the student submission of ECPs and email any student(s) who has not submitted their ECP progress ensuring that all ECPs are submitted by the end of the day on the final day of the rotation.
- 4.38 If notified by the UGME office that inconsistencies exist between the ECP Gap Report and FITERs, have the Clerkship Director/Designate indicate the appropriate ECP remedial plan on the FITER and resubmit the FITER.
- 4.39 Upon completion of all of the above, ensure the Clerkship Director/Designate submits the FACERC to close the period. The deadline for submission is nineteen (19) working days into the current rotation.

5. **REFERENCE**

- 5.1 UGME Policy and Procedures - Program Evaluation
- 5.2 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program
- 5.3 UGME Policy and Procedures – Promotion and Failure
- 5.4 UGME Policy and Procedures – Formative Assessment

6. **POLICY CONTACT**

Director, Evaluations

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Policies and Procedures concerning Examinations, Undergraduate Medical Education Program, Max Rady College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meetings on September 22, October 27, and November 24, 2016, SCIE considered revisions to the following policies and procedures concerning examinations in the Undergraduate Medical Education program, Max Rady College of Medicine:
 - *Deferred Examination*
 - *Supplemental Examinations*
 - *Examination Results*
 - *Examination Conduct*
 - *Invigilation of Examinations*

Observations:

1. A number of the revisions to the various policies and procedures related to examinations in the UGME program follow from the most recent curriculum renewal (Senate, December 5, 2012; May 14, 2014), which resulted in a revised program structure, with Courses and Modules rather than Blocks.
 - i. In Section 2 Definitions, in each document, the definitions of Block and Block Examinations have been removed. Definitions for Course/Module and Rotation, and various types of assessments and examinations, including Assignment, Midterm Examination, Final Examination, Objective Structured Clinical Examination (OSCE-type), and Comprehensive Clinical Exam (CCE), have been added or revised for clarity.
 - ii. All references to Blocks and Block Examinations have been removed from the documents.
2. A variety of editorial changes have been made throughout the all documents, including formatting changes, some reorganization of the content, and modifications to update language used, including for the Pre-Clerkship Student Evaluation Committee/Clerkship Student Evaluation Committee(s), and the Progress Committee.

Deferred Examination policy and procedures

1. The purpose of the policy is, “to provide the Max Rady College of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Final Examination and Final Grades policy and related procedures.”

2. The Max Rady College of Medicine is proposing revisions to the *Deferred Examination* policy and procedures for the Undergraduate Medical Education (UGME) program, as outlined in Attachment I to this Report, and including the modifications noted below.
 - i. The definition of Working Day will be revised in Section 2.10 to indicate that it is a day when the University is open for regular business.
 - ii. In Section 4.1, the deadline to submit an application for a deferred examination will be changed from: seven working days after the missed examination to: five working days after the missed examination.
 - iii. The SCIE supports the revision to Section 4.1, although it is not consistent with the University's procedure on *Deferred and Supplemental Examinations*, which requires that students submit an application for a deferred examination within forty-eight hours of the scheduled date of the last examination missed. The SCIE accepts the proposed variation based on the College's indication that the longer timeframe would work well for students in the UGME program.

Supplemental Examinations policy and procedures

1. The purpose of the policy is, "to provide specific processes for students to complete a rewrite of a failed examination that are in accordance with the University of Manitoba Final Examination and Final Grades policy and related procedures."
2. The College is proposing revisions to the *Supplemental Examination* policy and procedures, as outlined in Attachment II to this Report, and including the modifications noted below.
 - i. The title of the policy will be changed to "Supplemental Assessment," to reflect a change in the scope of the policy and procedures to include other forms of assessments, in addition to examinations.
 - ii. In Section 2 Definitions (2.11), the definition of Supplemental Examination will be replaced by a definition of Supplemental Assessment that refers to both examinations and assignments.
 - iii. Also in Section 2 (2.10), the definition for Deferred Examination will be revised to correspond to the definition in the *Deferred Examination* policy and procedures for the UGME program. The revised definition varies from the definition used in the University policy on *Final Examinations and Final Grades* (Section 1.3).
 - iv. The definition of Working Day will be revised in section 2.15 to indicate that it is a day when the University is open for regular business.
 - v. In Section 3.1, the conditions under which a Clerkship student would be eligible to write a supplemental examination will be amended to include failure in the Clerkship Population Health or Professionalism. A corresponding change proposed to the UGME *Promotion and Failure* policy was endorsed by SCIE at its meeting on September 22nd. (See the *Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Policies and Procedures concerning Assessment of Students, Undergraduate Medical Education Program, Max Rady College of Medicine, September 22, 2016.*)

Examination Results policy and procedures

1. The purpose of the policy is, “to provide specific processes to ensure student examination results are organized in a timely and effective manner that complement the University of Manitoba Final Examination and Final Grades policy and related procedures.”
2. The College is proposing revisions to the *Examination Results* policy and procedures, as outlined in Attachment III to this Report, and including the modifications noted below.
 - i. The definition of Working Day will be revised in section 2.15 to indicate that it is a day when the University is open for regular business.
 - ii. Section 3.1 will be amended to clarify that results of Mid-Term and Final Exams will be reported through the Pre-Clerkship Exam System Student Portal, typically within two working days of the exam. The current wording indicates that the results would be reported within forty-eight hours of the exam.

Examination Conduct policy and procedures

1. The purpose of the policy is, “to provide specific processes to ensure that all examinations are administered in an organized, fair and equitable manner for UGME students in accordance with University of Manitoba Final Examination and Final Grades policy and related procedures.”
2. The College is proposing revisions to the *Examination Conduct* policy and procedures, as outlined in Attachment IV to this Report, and including the modifications noted below.
 - i. The definition of Objective Structured Clinical Examination (OSCE-type) (Section 2.4) will be revised to clarify that the pass mark is determined by calculating 80 percent of the average mark on the top 10 percent of students who take the course.
 - ii. In Section 3.3, computer equipment will be added to the list of items that are not permitted in the seating area of the examination room, with the exception of computers authorized for use in the exam. (See *Report of the Senate Committee on Instruction and Evaluation RE: Proposed Computer Policy for the UGME Program, Max Rady College of Medicine, October 27, 2016.*)
 - iii. The policy and procedures will be revised to include a protocol to be followed in the event of a disaster or emergency while an examination is taking place. The objectives are to ensure that students and faculty know what steps are to be taken to ensure a safe, fair and equitable way of maintaining the integrity of an examination. (Sections 3.11 through 3.13).
 - iv. A definition for Disaster has been added in Section 2.12.
 - v. Procedures to be followed in the event of an emergency or disaster will be added in Sections 4.1 and 4.2. Procedures to be followed where there are external disruptions or interruptions will be added in Section 4.3.

Invigilation of Examinations policy and procedures

1. The purpose of the policy is, “to provide specific processes to ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Final Examination and Final Grades policy and related procedures.”
2. The College is proposing revisions to the *Invigilation of Examinations* policy and procedures, as outlined in Attachment V to this Report, and including the modifications noted below.
 - i. Section 2.9 the definition for Nutrition Break will be amended to remove references to particular types of snacks.
 - ii. In section 3.7 of the revised document, the length of the length of the NBME Examination will be revised to: 2.15 to 2.45 hours from: 2.5 hours.
 - iii. Content from Section 4.37 (renumbered as 4.40) in the procedures, under the heading “Emergency Evacuation,” will be moved to the *Examination Conduct* policy and procedures (see above.)

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the following revised policies and procedures concerning examinations for the Undergraduate Medical Education program, Max Rady College of Medicine, effective September 1, 2017:

- ***Deferred Examination***
- ***Supplemental Examinations***
- ***Examination Results* policy**
- ***Examination Conduct***
- ***Invigilation of Examinations.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Deferred Examination Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To provide the Max Rady College of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Final Examination and Final Grades policy and related procedures

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - OSCE Definition clarified 2.3
 - Working Day Clarified 2.15
- New Procedure Statements
 - *Deferred Exam form submission deadline moved from 7-5 days 4.1*
 - *Clarification of UGME contact info 4.3*

Evidence of Best Practice: Various UGME Exam Conduct/Supplemental and Remediation policies and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress

Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine- UGME Policy

| | |
|--------------------------------|--|
| Policy Name: | Deferred Examination |
| Application/ Scope: | Year I to Year IV Undergraduate Medical Education Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To provide the Max Rady College of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Final Examination and Final Grades policy and related procedures.

2. **DEFINITIONS**

- 2.1 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.2 National Board of Medical Examiners (NBME Examination) – A multiple choice examination developed by the NBME that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, family medicine and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.3 Objective Structured Clinical Examination (OSCE-type) – An examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.4 Comprehensive Clinical Examination (CCE) - An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.5 Deferred Examination – An approved delay in writing a summative examination.
- 2.6 Summative Examination – Course/Module, NBME, or OSCE-type Examination of which the primary purpose is to determine the extent to which the stated learning objectives have been met.
- 2.7 Supplemental Examination – An opportunity to rewrite an examination that was failed.

- 2.8 Midterm Examination - A summative multiple choice and/or short answer examination conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.
- 2.9 Final Examination - A summative multiple choice and/or short answer examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.10 Working Day – A day when the University of Manitoba is open for regular business.
- 2.11 Supporting Documentation – A medical certificate from a licensed practitioner that states the student is unfit to sit the examination on the scheduled date; documentation from registered practitioner of another professional body, such as a psychologist or a social worker which states the student is unfit to sit the examination on the scheduled date; death notice or death certificate; police report.
- 2.12 Emergency Circumstances – A situation which the student was not anticipating on day of examination. This could include circumstances outlined in Definition 2.13
- 2.13 Eligibility for a Deferred Examination - The normally accepted causes for a student to apply for a deferral of an examination include, but are not limited to, the following:
- Acute serious illness – illness that requires hospital admission, serious injury, severe asthma, severe anxiety or depression, or high grade fever.
 - Death or serious illness of a person in the immediate family or other person with whom the student has a similarly close relationship.
 - Trauma – accident, criminal assault, robbery, or similar traumatic experience.
 - Delivery of a child – applies to either parent.
 - Religious observance
 - Participation in an inter-university, provincial, inter-provincial, national or international scholastic, artistic or athletic event.
- 2.14 The following causes are not usually accepted as Eligibility for a Deferred Examination:
- Minor illness – headache, cold, insomnia, malaise.
 - Travel, vacation, social plans, airline flights.
 - Employment issues.
 - Childcare issues, unless related to serious illness as described above.
 - Conflict with examination or course requirements as part of another program or school.
- 2.15 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar’s Office. The term “Chief Proctor” may be used interchangeably with and means “Chief Invigilator” or “Invigilator in Charge”.
- 2.16 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendation to Progress Committee for approval.

3. **POLICY STATEMENTS**

- 3.1 A student seeking to defer an Examination must make application to the Associate Dean, Students, or designate as outlined in the procedures section of this document.
- 3.2 The Associate Dean, Students, or designate is responsible for making a determination with respect to a student request to defer an Examination.
- 3.3 The Associate Dean, Students, or designate reserves the right to waive the five working day deadline for application for Deferred Examination in Emergency Circumstances.
- 3.4 Deferred Examinations will be scheduled in accordance with the Procedures outlined in this document.
- 3.5 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed before a student can write one or more Supplemental Examinations.
- 3.6 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME examinations before any Supplemental NBME Examinations are written.
- 3.7 The Associate Dean, Students, or designate reserves the right to deny a request for a Deferred Examination.
- 3.8 A student has the right to appeal the decision of the Associate Dean, Students, or designate to the Associate Dean, UGME.
- 3.9 A student who does not follow the Procedures outlined in this document while seeking to defer an Examination will be considered to have failed the Examination (Refer to Examination Conduct Policy).
- 3.10 As noted in the Examination Conduct Policy, content of the Examination is confidential to UGME course Faculty, and related support staff. The transmission of any Examination content, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Use the Deferred Examination Form (Appendix 1) to make application to the Associate Dean, Students, or designate to defer a specific Examination. This form must be completed and forwarded to the Associate Dean, Students, or designate at Max Rady College of Medicine Student Affairs Office (P125) no later than five working days after the missed examination.
- 4.2 Ensure that any Supporting Documentation for deferrals that are anticipated to be greater than ten working days include the statement "The student is unfit to sit the examination on the scheduled date" for medical certificates and those from a registered practitioner of another professional body such as a psychologist or a social worker" is included with the Deferred Examination Form.
- 4.3 Contact the respective person in the UGME Evaluation Unit, outlining the Emergency Circumstance, when the Associate Dean, Students or designate is not available to rule on a request for a deferral i.e. Emergency Circumstance on day of scheduled Examination. The contacts:

- Administrator, Pre-Clerkship Evaluation & OSCE-type Examinations for Course and OSCE-type Examinations including Comprehensive Clinical Examination can be contacted by email, addresses can be found at the following link:

http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/ugme_contactus.html

- Administrator, Clerkship Evaluation for NBME Examinations can be contacted by email, address can be found can be found at the following link:

http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/ugme_contactus.html

- 4.4 If a request to defer an Examination is approved based on Emergency Circumstances, ensure the Deferred Examination Application and Supporting Documentation are provided to the Associate Dean, Students or designate within five working days following the date of the scheduled examination.
- 4.5 Accept the right to appeal to the Associate Dean, UGME if the Associate Dean, Students decision is to deny the request for deferral of an Examination. The appeal to the Associate Dean, UGME is written and includes the Deferred Examination Application and Supporting Document. This appeal letter is presented to the Associate Dean, UGME within two working days of receipt of denial from Associate Dean, Students.
- 4.6 Be prepared to write the Deferred course or OSCE-type Examination within 10 working days after the scheduled Examination, where circumstances permit. The applicable Administrator will inform the student of the scheduled Deferred Examination date.
- 4.7 Be prepared to write the Deferred course or OSCE-type Examination during the summer vacation, on a date determined by the Evaluation Unit, UGME if the Deferred Examination could not be accommodated within 10 working days of the scheduled Examination. The applicable Administrator will inform the student, no less than four weeks in advance of the scheduled Deferred Examination date.
- 4.8 Be prepared to write the Deferred NBME Examination on the scheduled date as outlined in the Schedule for Deferred and Supplemental NBME Examinations which is published on an annual basis.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENT AFFAIRS OR DESIGNATE

- 4.9 Review each student's application for a Deferred Examination to ensure all required documentation is included and that the request meets the requirements outlined in this policy.
- 4.10 Inform the student in writing within two working days of receipt of student application of the decision respecting the deferral of an Examination. A copy of this communication is sent to the Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel (see 4.3 for contact information).
- 4.11 Inform the student in writing of the decision to defer an Examination if, due to Emergency Circumstances, the 5 working days deadline for submission of the Deferred Examination application is waived. The Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel must be notified in writing of such a decision. This written communication includes a statement that the Deferred Examination Application and Supporting Documentation is submitted to Associate Dean or designate within five working days following the date of the scheduled Examination.

- 4.12 Inform the student in writing within two working days of a denial of a request to defer an Examination. This communication shall indicate the student's right to appeal this decision to the Associate Dean, UGME. A copy of this communication is sent to the Associate Dean, UGME, and Director, Evaluation.

RESPONSIBILITIES OF ASSOCIATE DEAN, UGME

- 4.13 Arrange to meet with the student in the case of the student appealing the decision of the Associate Dean, Students or designate to deny the request to defer an Examination. This is completed within 3 working days of receipt of the student's appeal documentation
- 4.14 Inform the student in writing of the appeal decision. These is completed within two (2) working days of meeting with the student with a copy also sent to the Associate Dean, Students or designate, Director, Evaluation, and student's active file.

RESPONSIBILITIES OF ADMINISTRATOR, PRE-CLERKSHIP EVALUATION AND OSCE-TYPE EXAMINATIONS

- 4.15 Organize for the student to write the Deferred Examination if the decision is for the student to write this examination within 10 working days of the original Examination. This involves confirming the date, time and location with applicable Chair, PSEC/CSEC; informing the student of the confirmed Examination related information; arranging Examination invigilation.
- 4.16 Prepare a schedule for deferred course and/or OSCE-type Examinations if the deferred Examinations are scheduled during the summer vacation. This schedule is developed in consultation with the Director, Remediation (if Supplemental Examination is scheduled for same time), and Chair(s) of applicable Chair(s), PSEC/CSEC.
- 4.17 Inform each student in writing of the Deferred Examination schedule a minimum of 4 weeks prior to the Deferred Examination. This communication includes the date, time and location of the Examination. A copy of this communication is sent to the Associate Dean, Student Affairs, Associate Dean, UGME, Director, Evaluation, Chair(s) of applicable PSEC/CSEC committees, and Director, Remediation (if applicable).

RESPONSIBILITIES OF ADMINISTRATOR, CLERKSHIP EVALUATION

- 4.18 Organize and distribute the Deferred NBME Examination schedule for each academic year.
- 4.19 Inform the student in writing, of the date, time and location of each deferred NBME Examination copying the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair of PSEC/CSEC (Clinical), and Director, Remediation (if applicable).

5. **REFERENCES**

- 5.1 UGME Policy & Procedures - Examination Conduct
- 5.2 UGME Policy & Procedures - Supplemental Examination
- 5.3 UGME Policy & Procedures - Promotion and Failure
- 5.4 UGME Policy & Procedures – Invigilation of Examinations
- 5.5 UGME Policy & Procedures – Remediation
- 5.6 UGME Policy & Procedures – Examination Results

- 5.7 UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.9 University of Manitoba- Final Examination and Final Grades Policy
- 5.10 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.11 University of Manitoba- Final Examination Procedures
- 5.12 University of Manitoba- Final Grades Procedures

6. **POLICY CONTACT**

Administrator, Pre-Clerkship and OSCE-Type Examinations
Administrator, Clerkship Evaluation

.

Faculty of Medicine Policy

| | |
|--------------------------------|--|
| Policy Name: | Deferred Examination |
| Application/ Scope: | Year I to Year IV Undergraduate Medical Education Students |
| Approved (Date): | |
| Review Date: | June 2014 |
| Revised (Date): | October 2012 |
| Approved By: | Senate 07 November 2012 |

1. PURPOSE

~~To provide the Faculty of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Examination Regulations.~~

To provide the Max Rady College of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Final Examination and Final Grades policy and related procedures

2. DEFINITIONS

2.1 **Course/Module** – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

~~Block – A unit of study consisting of one or more of the Pre-Clerkship (year I and year II) level of under graduate medical education program. This applies to students who commenced Pre-Clerkship prior to 2014.~~

~~2-12.2~~ **National Board of Medical Examiners (NBME Examination)** – A multiple choice examination developed by the **NBME National Board of Medical Examiners** that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, family medicine and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.

2.3 **Objective Structured Clinical Examination (OSCE-type) Examination** – An examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course. ~~is an OSCE-type examination.~~

~~2-2~~

~~2-32.4~~ **Comprehensive Clinical Examination (CCE)** - An OSCE-type exam that takes place during clerkship. The pass park is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.

2-42.5 **Deferred Examination** – An approved delay in writing a summative examination.

~~2-52.6~~ Summative Examination (~~hereafter referred to as Examination~~)— ~~Course/Module, or Block~~, NBME, or OSCE-type Examination of which the primary purpose is to determine the extent to which the stated learning objectives have been met.

~~2-62.7~~ Supplemental Examination – An opportunity to rewrite an examination that was failed.

2.8 Mid-term Examination - A summative multiple choice ~~and/or short answer~~ examination conducted at the ~~approximate~~ midpoint of ~~a Course/Module or Block~~. ~~No rounding of scores will take place. Block 4-~~

2.9 Final Examination - A summative multiple choice ~~and/or short answer~~ examination at the end of a Pre-Clerkship ~~Course/Module or Block commencing with the Class of 2018~~. ~~No rounding of scores will take place.~~

~~2.7~~

~~2-82.10~~ Working Day – ~~A day when the University of Manitoba is open for regular business, any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.~~

~~2-92.11~~ Supporting Documentation – A medical certificate from a licensed practitioner that states the student is unfit to sit the examination on the scheduled date; documentation from registered practitioner of another professional body, such as a psychologist or a social worker which states the student is unfit to sit the examination on the scheduled date; death notice or death certificate; police report.

~~2-102.12~~ Emergency Circumstances – A situation which the student was not anticipating ~~such as a car accident~~ on day of examination. This could include circumstances outlined in Definition ~~2-11.2.13~~

~~2-112.13~~ Eligibility for a Deferred Examination - The normally accepted causes for a student to apply for a deferral of an examination include, but are not limited to, the following:

- Acute serious illness – illness that, ~~for example~~, requires hospital admission, serious injury, severe asthma, severe anxiety or depression, or high grade fever.
- Death or serious illness of a person in the immediate family or other person with whom the student has a similarly close relationship.
- Trauma – accident, criminal assault, robbery, or similar traumatic experience.
- Delivery of a child – applies to either parent.
- Religious ~~Obligations-Observance~~
- Participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.

~~2-122.14~~ The following causes are not usually accepted as Eligibility for a Deferred Examination:

- Minor illness – headache, cold, insomnia, malaise.
- Travel, vacation, social plans, airline flights.
- Employment issues.
- Childcare issues, unless related to serious illness as described above.
- Conflict with examination or course requirements as part of another program or school.

2.15 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations.

2.16 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendation to Progress Committee for approval.

~~2.14 — COE — Committee of Evaluation.~~

3. **POLICY STATEMENTS**

- 3.1 A student seeking to defer an Examination must make application to the Associate Dean, Students, or designate as outlined in the procedures section of this document.
- 3.2 The Associate Dean, Students, or designate is responsible for making a determination with respect to a student request to defer an Examination.
- 3.3 The Associate Dean, Students, or designate reserves the right to waive the five working day deadline for application for Deferred Examination in Emergency Circumstances.
- 3.4 Deferred Examinations will be scheduled in accordance with the Procedures outlined in this document.
- 3.5 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed before a student can write one or more Supplemental Examinations.
- 3.6 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME examinations before any Supplemental NBME Examinations are written.
- 3.7 The Associate Dean, Students, or designate reserves the right to deny a request for a Deferred Examination.
- 3.8 A student has the right to appeal the decision of the Associate Dean, Students, or designate to the Associate Dean, UGME.
- 3.9 A student who does not follow the Procedures outlined in this document while seeking to defer an Examination will be considered to have failed the Examination (Refer to Examination Conduct Policy).
- 3.10 As noted in the Examination Conduct Policy, content of the Examination is confidential to UGME course Faculty, and related support staff. The transmission of any Examination content, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Use the Deferred Examination Form (Appendix 1) to make application to the Associate Dean, Students, or designate to defer a specific Examination. This form must be completed and forwarded to the Associate Dean, Students, or designate at [Faculty-Max Rady College](#) of Medicine Student Affairs Office (P125) no later than ~~seven~~-five working days after the missed examination.
- 4.2 Ensure that any Supporting Documentation including the statement “The student is unfit to sit the examination on the scheduled date” for medical certificates and those from a registered practitioner of another professional body such as a psychologist or a social worker” is included with the Deferred Examination Form.

- 4.3 Contact the respective person in the UGME Evaluation Unit, outlining the Emergency Circumstance, when the Associate Dean, Students or designate is not available to rule on a request for a deferral i.e. Emergency Circumstance on day of scheduled Examination. The contacts:
- Administrator, Pre-Clerkship Evaluation & OSCE-type Examinations at 789-3560 for ~~Course and Block Examinations and~~ OSCE-type Examinations including Comprehensive Clinical Examination. *The students may communicate with the administrator by email if they wish.*
 - Administrator, Clerkship Evaluation at 977-5657 for NBME Examinations.
- 4.4 If a request to defer an Examination is approved based on Emergency Circumstances, ensure the Deferred Examination Application and Supporting Documentation are provided to the Associate Dean, Students or designate within five working days following the date of the scheduled examination.
- 4.5 Accept the right to appeal to the Associate Dean, UGME if the Associate Dean, Students decision is to deny the request for deferral of an Examination. The appeal to the Associate Dean, UGME is written and includes the Deferred Examination Application and Supporting Document. This appeal letter is presented to the Associate Dean, UGME within two working days of receipt of denial from Associate Dean, Students.
- 4.6 Be prepared to write the Deferred ~~Block-course~~ or OSCE-type Examination within 10 working days after the scheduled Examination, where circumstances permit. The applicable Administrator will inform the student of the scheduled Deferred Examination date.
- 4.7 Be prepared to write the Deferred ~~Block-course~~ or OSCE-type Examination during the summer vacation, on a date determined by the Evaluation Unit, UGME if the Deferred Examination could not be accommodated within 10 working days of the scheduled Examination. The applicable Administrator will inform the student, no less than four weeks in advance of the scheduled Deferred Examination date.
- 4.8 Be prepared to write the Deferred NBME Examination on the scheduled date as outlined in the Schedule for Deferred and Supplemental NBME Examinations which is published on an annual basis.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.9 Review each student's application for a Deferred Examination to ensure all required documentation is included and that the request meets the requirements outlined in this policy.
- 4.10 Inform the student in writing within two working days of receipt of student application of the decision respecting the deferral of an Examination. A copy of this communication is sent to the Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel (see 4.3 for contact information).
- 4.11 Inform the student in writing of the decision to defer an Examination if, due to Emergency Circumstances, the 5 working days deadline for submission of the Deferred Examination application is waived. The Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel must be notified in writing of such a decision. This written communication includes a statement that the Deferred Examination Application and Supporting Documentation is submitted to Associate Dean or designate within five working days following the date of the scheduled Examination.
- 4.12 Inform the student in writing within two working days of a denial of a request to defer an Examination. This communication shall indicate the student's right to appeal this decision to the Associate Dean, UGME. A copy of this communication is sent to the Associate Dean, UGME, and Director, Evaluation.

RESPONSIBILITIES OF ASSOCIATE DEAN, UGME

- 4.13 Arrange to meet with the student in the case of the student appealing the decision of the Associate Dean, Students or designate to deny the request to defer an Examination. This is completed within 3 working days of receipt of the student's appeal documentation
- 4.14 Inform the student in writing of the appeal decision. These is completed within two (2) working days of meeting with the student with a copy also sent to the Associate Dean, Students or designate, Director, Evaluation, and student's active file.

RESPONSIBILITIES OF ADMINISTRATOR, PRE-CLERKSHIP EVALUATION AND OSCE-TYPE EXAMINATIONS

- 4.15 Organize for the student to write the Deferred Examination if the decision is for the student to write this examination within 10 working days of the original Examination. This involves confirming the date, time and location with applicable Chair, ~~PSEC/CSEC-COE~~; informing the student of the confirmed Examination related information; arranging Examination invigilation.
- 4.16 Prepare a schedule for deferred ~~Block-course~~ and/or OSCE-type Examinations if the deferred Examinations are scheduled during the summer vacation. This schedule is developed in consultation with the Director, Remediation (if Supplemental Examination is scheduled for same time), and Chair(s) of applicable ~~Chair(s), PSEC/CSEC. COEs.~~

- 4.17 Inform each student in writing of the Deferred Examination schedule a minimum of 4 weeks prior to the Deferred Examination. This communication includes the date, time and location of the Examination. A copy of this communication is sent to the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair(s) of applicable **PSEC/CSEC committees, COEs**, and Director, Remediation (if applicable).

RESPONSIBILITIES OF ADMINISTRATOR, CLERKSHIP EVALUATION

- 4.18 Organize and distribute the Deferred NBME Examination schedule for each academic year.
- 4.19 Inform the student, in writing of the date, time and location of each deferred NBME Examination copying the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair of **PSEC/CSECCOE** (Clinical), and Director, Remediation (if applicable).

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Examination Conduct](#)
- 5.2 UGME Policy & Procedures - Supplemental Examination
- 5.3 [UGME Policy & Procedures - Promotion and Failure](#)
- 5.4 UGME Policy & Procedures – Invigilation of Examinations
- 5.5 UGME Policy & Procedures – Remediation
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)
- 5.9 University of Manitoba- Final Examination and Final Grades Policy
- 5.10 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.11 University of Manitoba- Final Examination Procedures
- 5.12 University of Manitoba- Final Grades Procedures

5.8

6. **POLICY CONTACT**

Administrator, Pre-Clerkship and OSCE-Type Examinations
Administrator, Clerkship Evaluation



Max Rady
College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Supplemental Assessment Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To provide specific processes for students to complete a rewrite of a failed examination that are in accordance with extant University of Manitoba Examination Regulations.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
 - Removed Examinations from policy name
 - OSCE Definition clarified 2.8
 - Deferred Examination clarified 2.10
 - Maximum Allowable Failures clarified 2.12
 - Working Day Clarified 2.15
- New Policy Statements
 - *Removal of 2013 students reference 3.1*
 - *Added Failure in Clerkship Population Health or Professionalism 3.1*
 - *Clarified Supplemental Assessments 3.3*

Evidence of Best Practice: Various UGME Promotion and Failure/Deferred and Remediation policies and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine - UGME Policy

| | |
|--------------------------------|---|
| Policy Name: | Supplemental Assessments |
| Application/ Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To provide specific processes for students to complete a rewrite of a failed examination that are in accordance with University of Manitoba Final Examination and Final Grades policy and related procedures.

2. DEFINITIONS

- 2.1 Pre-Clerkship – Year I and Year II of the UGME program.
- 2.2 Clerkship – Year III and Year IV of the UGME program.
- 2.3 Course/Module – A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Assignment – Take home work as it has been defined in the syllabus of each course.
- 2.5 Midterm Examination - A summative examination conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship course/module. No rounding of scores will take place.
- 2.7 National Board of Medical Examiners (NBME) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.8 Objective Structured Clinical Examination (OSCE-type Examination) – An *examination* used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.

- 2.9 Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.10 Deferred Examination – An approved delay in writing a summative exam
- 2.11 Supplemental Assessment– an opportunity to rewrite an examination and/or assignments that were failed.
- 2.12 Maximum Allowable Failures - The number of failed Pre-Clerkship modular courses which, if exceeded, result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.13 Remediation - The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review, and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.14 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendation to Progress Committee for approval.
- 2.15 Working day – A day when the University of Manitoba is open for regular business.

3. **POLICY STATEMENTS**

GENERAL

- 3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental examinations under the following conditions:

PRE-CLERKSHIP

- Failure of any modular courses, up to but not in excess of the Maximum Allowable Failures per year.
- Failure in up to two longitudinal courses.
- Failure of a first supplemental exam in any modular course. For longitudinal courses, students are only permitted to complete single supplemental assessments in up to two such courses.

CLERKSHIP:

- Failure in up to two (2) NBME subject examinations for the same subject.
- Failure in up to four (4) NBME examinations provided there are no more than two (2) failures in the same subject.
- Failure in the CCE
- Failure in any of the assessments that are part of the Population Health or Professionalism courses

- 3.2 Remediation may begin immediately after a course is failed for Cardiovascular One and Respiratory One (concurrent with subsequent course(s) such that supplemental exams for these courses will be completed prior to the commencement of Cardiovascular Two and/or Respiratory Two later in Year One. All other Pre-Clerkship remediation and supplemental exams will be conducted during the summer break period.
- 3.3 Supplemental Assessments will cover material from the entire Course/Module or clinical rotation. The format of all supplemental Assessments , NBME Examinations, OSCE, and CCE will be the same as the original Assessments .Short answer questions and take home assignments may be part of the supplemental assessment plan for each course, up to the percentage in the original course. Course directors, if they wish can request the supplemental assessment to be 100% MCQ. FERs and group assignments will not be permitted in supplemental assessments. The plan for each course must be communicated to the relevant students in advance
- 3.4 All supplemental Assessments will follow requirements established within the Examination Conduct Policy and Invigilation of Examinations Policy.
- 3.5 The schedule for supplemental exams will be determined by the chair of the PSEC or CSEC committee in consultation with the director of remediation.

PRE-CLERKSHIP

- 3.6 Where the schedule permits, all deferred examinations must be completed prior to a student writing one or more Supplemental Examinations.

CLERKSHIP

- 3.7 Where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations prior to any Supplemental NBME Examinations.
- 3.8 A student may write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the Administrator Clerkship Evaluation.
- 3.9 Supplemental CCE Examinations will take place during an elective period within MED IV following Remediation as stated in the Remediation Policy.

4. **PROCEDURES**

PRE-CLERKSHIP

- 4.1 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators Evaluation will maintain a list of students approved for deferred examinations and will work with Director of Student Assessment the Chair of the relevant Student Evaluation Committee, and Director, Remediation to ensure the deferred examinations are written prior to Supplemental Exams.
- 4.2 At the end of each course and at the end of the academic year, the Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will liaise with the Director of Remediation and Coordinator, OSCE-type Examinations to determine dates for remediation and supplemental Assessments which correspond to established remediation plans.

- 4.3 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will provide each student requiring supplemental examination(s) the schedule for remediation and supplemental examination(s) within three (3) working days of the decision. A copy of the Supplemental Examination schedule will also be provided to the Associate Dean Student Affairs, UGME
- 4.4 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators Evaluations shall communicate the results of supplemental examinations to the affected student(s) within two (2) working days of writing.
- 4.5 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will communicate to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, or designate, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship within (3) three working days of release of the results a listing of students who wrote the supplemental examination(s) and who:
- Successfully completed the examination(s) and/or,
 - Failed the examination(s);

CLERKSHIP

- 4.6 The Administrator, Evaluation Clerkship will maintain a list of students approved for deferred NBME examinations and will liaise with the Director, Evaluation, the Chair of CSEC, and Director, Remediation to ensure the deferred examinations are written prior to Supplemental Examinations as outlined in the policy statements.
- 4.7 The Administrator, Evaluation Clerkship shall inform a student of his or her eligibility to write a supplemental NBME subject examination in accordance with a pre-defined schedule. A copy of this information shall be provided to the Associate Dean Student Affairs, UGME or designate.
- 4.8 The Administrator, Evaluation Clerkship shall communicate the results of supplemental examinations to the student(s) within two (2) working days of receipt of the results from the NBME.
- 4.9 The Administrator, Evaluation Clerkship shall send a listing of students to the Associate Dean, UGME, Associate Dean Student Affairs, UGME or designate, and Director, Remediation (in case of a second failure in the same subject) who wrote the supplemental examination(s) outlining those who:
- Successfully completed the examination(s) or,
 - Failed the examination(s).
- 4.10 The Assistant to Administrators, Evaluation shall inform students of the date on which to write the supplemental CCE. A copy of this information shall also be sent to the Associate Dean Student Affairs, UGME or designate.
- 4.11 The Assistant to Administrators Evaluation shall communicate the results of supplemental CCE to the student within three weeks.
- 4.12 The Assistant to Administrator, Evaluations shall send a listing to the Administrator, Enrolment Services, Associate Dean, UGME, and Associate Dean Student Affairs, UGME within three (3) working days of release of results to the student. of students who wrote the supplemental CCE and who:
- Successfully completed the CCE or,

- Failed the CCE.

5. **REFERENCES**

- 5.1 UGME Policy and Procedures – Promotion and Failure
- 5.2 UGME Policy and Procedures – Deferred Examinations
- 5.3 UGME Policy and Procedures – Examination Conduct
- 5.4 UGME Policy and Procedures – Invigilation of Examinations
- 5.5 UGME Policy and Procedures – Remediation
- 5.6 UGME Policy and Procedures – Examination Results
- 5.7 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.8 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.9 University of Manitoba- Final Examination and Final Grades policy
- 5.10 University of Manitoba- Deferred and Supplemental Examinations procedures
- 5.11 University of Manitoba- Final Examinations procedures
- 5.12 University of Manitoba- Final Grades procedures

6. **POLICY CONTACT**

Director, Evaluations



College of Medicine - UGME Policy

| | |
|----------------------------|---|
| Policy Name: | Supplemental Assessments Examinations |
| Application/ Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | June 2017 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. **PURPOSE**

To provide specific processes for students to complete a rewrite of a failed examination that [are in accordance with extant University existing University of Manitoba Examination Regulations, University of Manitoba Final Examination and Final Grades policy and related procedures.](#)

2. **DEFINITIONS**

2.1 Pre-Clerkship – Year I and Year II of the UGME program.

[2.2](#) Clerkship – Year III and Year IV of the UGME program.

[2.3](#) [Course/Module – A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven \(7\) modules and six \(6\) longitudinal courses occurring over a four \(4\) year period.](#)

~~[Block – A unit of study consisting of one or more of the Pre-clerkship \(year I and year II\) level of undergraduate medical education program. This applies to students commenced Pre-clerkship prior to 2014.](#)~~

~~[2.2.4](#) Assignment – Take home work as it has been defined in the course syllabus of each course.~~

~~[2.3.5](#) Mid-term Examination - A summative [multiple-choice and/or short answer](#) examination normally conducted at the midpoint of a course/[module or block](#). No rounding of scores will take place.~~

~~[2.4](#) Final Examination – A summative [multiple-choice and/or short answer](#) examination at the end of a Pre-Clerkship course/[module or block commencing with the Class of 2018](#). No rounding of scores will take place.~~

[2.6](#)

~~[2.5](#) Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place. Commencing with the Class of 2018, Block examinations will no longer be a component of the UGME curriculum.~~

[2.7](#) National Board of Medical Examiners (NBME) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, ~~540~~ Family Medicine, and Psychiatry rotations at the

Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

~~2-62.8~~ Objective Structured Clinical Examination (OSCE-type Examination) – An examination used to assess the clinical skills of students is an OSCE-type examination. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.

~~2.7~~ OSCE-type Examination—An Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE-type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.

~~2.9~~ Comprehensive Clinical Exam—(Exam (CCE) – The Comprehensive Clinical Exam is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the top 10% of students who take the course.

~~2.10~~ Deferred Examination – An approved delay in writing a summative exam

~~2.8~~ Deferred Examination—A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time.

~~2.11~~ Supplemental Assessment Examination— an opportunity to rewrite an examination and/or assignments that were/was failed.

~~2-92.12~~ Maximum Allowable Failures - The number of failed Pre-Clerkship modular courses which, if exceeded, result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.

~~2.11~~ Maximum Allowable Failures – The number of Pre-Clerkship modular courses which, if exceeded, would result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.

~~2.10~~ Module—A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period

~~2.13~~ Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block/Module/Course examination, NBME examination, OSCE-Type Examination or FITER. The type of remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a rotation (the repeated rotation is known as a remedial rotation). Failure of the examination and/or FITER after a remediation experience generally carries significant consequences for the student.

~~2-112.14~~ Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendation to Progress Committee for approval.

2.122.15 Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m. A day when the University of Manitoba is open for regular business.

3. **POLICY STATEMENTS**

GENERAL

3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental examinations under the following conditions:

PRE-CLERKSHIP

- ~~• Students commencing in 2013 and earlier~~
 - ~~• Failure in up to two (2) examinations, whether block examinations or OSCE.~~
- ~~• Students commencing in 2014 and beyond.~~
 - Failure of any modular courses, up to but not in excess of the Maximum Allowable Failures per year.
 - Failure in up to two longitudinal courses.
 - Failure of a first supplemental exam in any modular course. For longitudinal courses, students are only permitted to complete write single supplemental assessments exams in up to two such courses.

CLERKSHIP:

- Failure in up to two (2) NBME subject examinations for the same subject.
- Failure in up to four (4) NBME examinations provided there are no more than two (2) failures in the same subject.
- Failure in the CCE
- Failure in any of the assessments that are part of the Population Health or Professionalism courses
-

~~3.2 For Pre-Clerkships commencing prior to 2013, Supplemental Examinations will take place in the summer following remediation as stated in the Remediation Policy. Students with Supplemental Exam requirements will conduct assigned Supplemental examination(s) on the specified date(s).~~

3.33.2 For Pre-Clerkships commencing in 2014 and beyond, Remediation may begin immediately after a course is failed for Cardiovascular One and Respiratory One (concurrent with subsequent course(s) such that supplemental exams for these courses will be completed prior to the commencement of Cardiovascular Two and/or Respiratory Two later in Year One. All other Pre-Clerkship remediation and supplemental exams will be conducted during the summer break period.

3.43.3 Supplemental Assessments Examinations will cover material from the entire Course/Module, Block course/block/module or clinical rotation. The format of all supplemental Assessments examinations, NBME Examinations, OSCE, and CCE will be the same as the original Assessments examinations. Short answer questions and take home assignments may will be part of the supplemental assessments plan for each course, up to the percentage in the original course. Course directors, if they wish can request the supplemental assessment to be 100% MCQ. FERs and group assignments will not be permitted in supplemental assessments. The plan for each course must communicated to the relevant students in advance

3.4 All supplemental ~~Assessments examinations~~ will follow requirements established within the Examination Conduct Policy and Invigilation of Examinations Policy.

3.5 ~~The schedule for supplemental exams will be determined by the chair of the PSEC or CSEC committee as in inen-consultation (?) with the director of remediation.~~

PRE-CLERKSHIP

3.6 ~~Within Pre-Clerkship, W~~where the schedule permits, all deferred examinations must be completed prior to a student writing one or more Supplemental Examinations.

~~3.7 For Pre-Clerkships/Clerkships beginning in 2013 and earlier, if a student is eligible for more than one (1) Supplemental Examination in an academic year and fails the first Supplemental Examination, the student will not be eligible to write the second Supplemental Examination.~~

CLERKSHIP

~~3.83.7~~ ~~At the Clerkship level, W~~where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations prior to any Supplemental NBME Examinations.

~~3.93.8~~ A student may write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the Administrator Clerkship Evaluation.

~~3.103.9~~ Supplemental CCE Examinations will take place during an elective period within MED IV following Remediation as stated in the Remediation Policy.

4. **PROCEDURES**

PRE-CLERKSHIP

4.1 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators Evaluation will maintain a list of students approved for deferred examinations and will work with Director ~~of Student Assessment, Evaluation,~~ the Chair of the relevant Student Evaluation Committee, and Director, Remediation to ensure the deferred examinations are written prior to Supplemental Exams.

4.2 At the end of each course and at the end of the academic year, the Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will liaise with the Director of Remediation and Coordinator, OSCE-type Examinations to determine dates for remediation and supplemental ~~Assessments examinations~~ which correspond to established remediation plans.

4.3 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will provide each student requiring supplemental examination(s) the schedule for remediation and supplemental examination(s) within three (3) working days of the decision. A copy of the Supplemental Examination schedule will also be provided to the Associate Dean Student Affairs, UGME

4.4 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators Evaluations shall communicate the results of supplemental examinations to the affected student(s) within two (2) working days of writing.

4.5 The Administrator, Evaluation Pre-Clerkship and Assistant to Administrators, Evaluation will communicate to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, or ~~designate,~~ Administrator, Pre-Clerkship, and in case of

MED II students to Administrator, Clerkship within (3) three working days of release of the results a listing of students who wrote the supplemental examination(s) and who:

- Successfully completed the examination(s) and/or,
- Failed the examination(s);

CLERKSHIP

- 4.6 The Administrator, Evaluation Clerkship will maintain a list of students approved for deferred NBME examinations and will liaise with the Director, Evaluation, the Chair of CSEC, and Director, Remediation to ensure the deferred examinations are written prior to Supplemental Examinations as outlined in the policy statements.
- 4.7 The Administrator, Evaluation Clerkship shall inform a student of his or her eligibility to write a supplemental NBME subject examination in accordance with a pre-defined schedule. A copy of this information shall be provided to the Associate Dean Student Affairs, UGME or designate.
- 4.8 The Administrator, Evaluation Clerkship shall communicate the results of supplemental examinations to the student(s) within two (2) working days of receipt of the results from the NBME.
- 4.9 The Administrator, Evaluation Clerkship shall send a listing of students to the Associate Dean, UGME, Associate Dean Student Affairs, UGME or designate, and Director, Remediation (in case of a second failure in the same subject) who wrote the supplemental examination(s) outlining those who:
- Successfully completed the examination(s) or,
 - Failed the examination(s).
- 4.10 The Assistant to Administrators, Evaluation shall inform students of the date on which to write the supplemental CCE. A copy of this information shall also be sent to the Associate Dean Student Affairs, UGME or designate.
- 4.11 The Assistant to Administrators Evaluation shall communicate the results of supplemental CCE to the student within three weeks.
- 4.12 The Assistant to Administrator, Evaluations shall send a listing to the Administrator, Enrolment Services, Associate Dean, UGME, and Associate Dean Student Affairs, UGME within three (3) working days of release of results to the student. of students who wrote the supplemental CCE and who:
- Successfully completed the CCE or,
 - Failed the CCE.

5. **REFERENCES**

- 5.1 UGME Policy and Procedures – Promotion and Failure
- 5.2 UGME Policy and Procedures – Deferred Examinations
- 5.3 UGME Policy and Procedures – Examination Conduct
- 5.4 UGME Policy and Procedures – Invigilation of Examinations
- 5.5 UGME Policy and Procedures – Remediation
- 5.6 UGME Policy and Procedures – Examination Results
- 5.7 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.

[5.8](#) UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities

[5.9](#) University of Manitoba- Final Examination and Final Grades policy

[5.10](#) University of Manitoba- Deferred and Supplemental Examinations procedures

[5.11](#) University of Manitoba- Final Examinations procedures

[5.12](#) University of Manitoba- Final Grades procedures

[5.85.13](#)

6. **POLICY CONTACT**

Director, Evaluations



Max Rady
College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Examination Results Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To provide specific processes to ensure student examination results are organized in a timely and effective manner that complement the University of Manitoba Examination Regulations.

Revisions: Statements are as follows:

- New Definitions
 - Remove Block References
 - OSCE Definition clarified 2.3
 - Working Day Clarified 2.15
- New Procedure Statements
 - *ExamSoft Results changed from 48 hours to 2 working days 3.1*

Evidence of Best Practice: Various UGME Exam Conduct/Supplemental and Deferred policies and a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and

participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Examination Results |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To provide specific processes to ensure student examination results are organized in a timely and effective manner that complement the University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

2. **DEFINITIONS**

- 2.1 Midterm Examination - A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.2 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.3 Course/Module - A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Assignment - Take home work as defined in the syllabus of each course.
- 2.5 Objective Structured Clinical Examination (OSCE-type Examination) – An examination that is used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.6 CCE – The Comprehensive Clinical Exam is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average of the top 10% of students who take the examination.
- 2.7 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.

- 2.8 Monitored Status – A student will be placed on Monitored Status as follows:
- Modular Courses –Achieving a result between 60.0% and 62.9% (No rounding of scores will take place).
 - Longitudinal Courses–Achieving a result less than sixty percent (60.0%) on any exam worth twenty-five percent (25.0%) or more of the total Longitudinal Course assessment weight.
 - A Failure of one (1) Clerkship Exam.
 - A Borderline Pass on a FITER.

A student on Monitored Status is encouraged to participate in remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely assistance can be provided.

- 2.9 Probationary Status - Would be applied to a student after a failure of any of the following:
- One (1) Course/Module
 - The CCE
 - Two (2) Clerkship examinations
 - One (1) FITER
 - One (1) assignment integral to either the Professionalism or Population Health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

- 2.10 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions, the review and evaluation of results and recommendation to Progress Committee for approval.
- 2.11 Coaching/Strengths and Opportunities Report – A report which displays information about a participant's performance in a particular assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.
- 2.12 Working Day – A day when the University of Manitoba is open for regular business.

3. **POLICY STATEMENTS**

- 3.1 Students will receive results for all examinations within a reasonable amount of time following completion of the examination. The following timelines will be adhered to:
- Mid-Term/Final Exams – Results will be reported via the Pre-Clerkship Exam System Student Portal typically within two working days of the completion of the exam.
 - Course Results – Results will be reported via Curriculum Management System typically within five (5) days of course completion.
 - Clerkship Exam– Results will be reported via email correspondence typically within two (2) weeks of completion.
 - OSCE-type – Given the complexity in marking this practical assessment, which often includes a comprehensive review of individual recorded performance, results will be reported as soon as practicable. Typically, results will be made available to students no later than four (4) weeks from completion.

- 3.2 Student input on Internal Examinations will be taken into consideration when making decisions related to examination results.
- 3.3 The Chair of the applicable PSEC/CSEC will work with the respective Administrators Evaluation in reviewing and preparing examination results.
- 3.4 The applicable PSEC/CSEC will meet to review and approve Internal Examination results on a monthly basis for exams/courses completed during the previous month.
- 3.5 Final scores for all Internal Examinations will not be rounded.
- 3.6 A pass is considered as follows:
- Course/Module - attaining a score of 60.0% or higher. No rounding of scores will take place.
 - OSCE-type Examinations/Courses - attaining a score at or above 80% of the average mark of the top 10% of students who sit the examination or take the course. No rounding of scores will take place.
 - Clerkship Exams – A score at the 11th percentile or higher
 - FITER
 - Pass - A grade of “meets expectations” or higher in all major and minor criteria
 - Borderline pass (counted as a ‘Pass’ for summative purposes) - A combination of grades below “meets expectations”, that does not otherwise constitute a fail, as explained below.
 - Fail - A grade of ‘unsatisfactory’ in one (1) major criterion, or ‘unsatisfactory’ on any two (2) minor criteria, or a grade of ‘below expectations’ or worse in any three (3) major or minor criteria.

4. **PROCEDURES**

MID-TERM EXAMINATIONS, FINAL, COURSE EXAMINATIONS

- 4.1 Typically within two (2) working days of completed examinations:
- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the examination
 - Without direction, all examination questions with less than a thirty (30) percent success rate will be removed from the scoring of an exam.
 - An Exam Summary Report, Item Analysis, Question Notes/Feedback and Exam Taker Results report will be distributed to the Coordinator, Evaluations Pre-Clerkship and Course Leader.
 - All information on reporting provided to Course Leaders will not include student names or any specific identifying information which would allow the identity of students to be ascertained.
 - The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to examination scoring structure, if any, based on the scoring and reporting information relevant to the exam.
 - The Administrator, Evaluations Pre-Clerkship will release results of adjusted exam results, as appropriate, to the Pre-Clerkship Exam System.
- 4.2 The respective Course Leader, will in accordance with the academic schedule:
- Based on the results of the exam, determine if a review session focusing on the information provided within the respective Exam Summary/Item Analysis Report is required.

- Course Leaders should be prepared to respond to questions from students on their respective individualized Coaching/Strength and Opportunities Report without divulging confidential examination content.

COURSE SCORES

- 4.3 Typically within two (2) working days of completion of the Final Examination for a course:
- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the course in accordance with the weighting established in the Pre-Clerkship Master Assessment Plan.
 - Information on individual exam scores and assignments for the course will be distributed to the respective Coordinator, Evaluations and Course Leader.
- 4.4 Typically within one (1) working day of distribution to Course Leaders:
- The Administrator, Evaluations Pre-Clerkship will organize and verify the formulae to ascertain final course scores and upload all results to Curriculum Management System.
 - The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to course scoring structure, if any, based on the scoring information and Question Notes/Feedback reports.
- 4.5 Typically within one (1) days of receipt of instructions from the Coordinator, Evaluations:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae and upload all remaining results to Curriculum Management System such that final course results are provided to students typically within five (5) days of course completion.
- 4.6 Summary information will be prepared by the Administrator, Evaluations Pre-Clerkship for the Chair, PSEC to include the following psychometric data obtained from the Pre-Clerkship Exam System Item Analysis Report:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/ Monitored Status based on final percent scores for each student.
 - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and bar graph. The total number of students on Probationary Status and Monitored Status.
 - Summary of component and final percent scores for two preceding classes, which includes mean, standard deviation, median, minimum, maximum scores, by class.
- 4.7 The Administrator, Evaluations Pre-Clerkship, will prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.8 The respective Course Leader, will in accordance with their academic schedule:
- Conduct a review session of exam results with their course committee which integrates information contained within the Exam Summary Report, Item Analysis Report and Question Notes/Feedback Report with the intent of revising questions where appropriate.

OSCE-TYPE EXAMINATIONS

- 4.9 In a given academic year, the Assistant to Administrators, Evaluations will organize, in collaboration with the Chair of CSEC and the Director of Evaluations, dates for OSCE-type examinations for the next academic year.
- 4.10 Typically within three (3) working days of completed examinations:
- The Assistant to Administrators Evaluations will organize the scoring of all components of the examination.
- 4.11 Typically within seven (7) working days of receipt of examination scores:
- The Assistant to Administrators, Evaluations will organize and verify the formulae to ascertain final examination scores.
- 4.12 Typically within seven (7) working days of ascertaining final examination scores:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae which will be subsequently reviewed. The Chair CSEC will certify the reviewed results.
- 4.13 The following summary information shall be prepared by the Assistant to Administrators Evaluations for the Chair CSEC:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/Monitored Status based on final percent scores for each student.
 - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and histogram. The total number of students on Probationary Status and Monitored Status is included.
- 4.14 The Assistant to Administrators, Evaluations will prepare individual student examination reports for electronic distribution as well as prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clinical Skills, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.15 Typically within five (5) days of distribution of scores, the Administrator, Evaluations will update the class master sheet with the new set of scores for the respective examinations and examinations and ensure that they are distributed to the class via the Curriculum Management System.

CLERKSHIP EXAMINATION SYSTEM

- 4.16 In a given academic year, the Administrator, Evaluations Clerkship organizes the process of determining the supplementary dates on which Clerkship Examination System will be administered for the next academic year.
- 4.17 Typically within one (1) working day of a completed Clerkship Examination:

- The Administrator, Evaluations will organize the dispatch of all completed Clerkship Examinations.

4.18 Typically within seven (7) working days of mailing of Clerkship Examination:

- The Administrator, Evaluations will check for results of scoring of Clerkship Examinations.

4.19 Typically within seven (7) working days of receipt of results of Clerkship Examinations:

- The Administrator, Evaluations will prepare individual student examination reports for electronic distribution and will prepare the Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clerkship Clinical, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- The Administrator, Evaluations will update the class master sheet with the new set of scores for the respective Clerkship Examinations and ensure that results are uploaded to the Curriculum Management System.

5. **REFERENCES**

- 5.1 UGME Policy and Procedures – Examination Conduct
- 5.2 UGME Policy and Procedures – Deferred Examinations
- 5.3 UGME Policy and Procedures – Supplemental Examinations
- 5.4 UGME Policy and Procedures – Promotion and Failure
- 5.5 UGME Policy and Procedures - Invigilation of Examinations
- 5.6 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.7 University of Manitoba- Final Examinations and Final Grades Policy
- 5.8 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.9 University of Manitoba- Final Examinations Procedures
- 5.10 University of Manitoba- Final Grades Procedures

6. **POLICY CONTACT**

Director, Evaluations



College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Examination Results |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | June 2017 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To provide specific processes to ensure student examination results are organized in a timely and effective manner that complement the University of Manitoba Examination-[Final Examinations and Final Grades Policy and related Procedures, Regulations.](#)

2. DEFINITIONS

2.1 Midterm Examination - A summative ~~multiple-choice and/or short answer~~ examination normally conducted at ~~the [M1]-approximate~~ midpoint of a course/~~module~~ or ~~block~~. No rounding of scores will take place.

2.2 Final Examination – A summative ~~multiple-choice and/or short answer~~ examination at the end of a Pre-Clerkship ~~Course/Module~~ or ~~Block~~ commencing with the ~~Class of 2018~~. No rounding of scores will take place.

2.3 ~~Course/Module - A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period [M2].~~

~~Block - A unit of study consisting of one or more of the Pre-clerkship (year I and year II) level of under graduate medical education program. This applies to students who commenced Pre-clerkship prior to 2014.~~

2.4 ~~Assignment - Take home work as it has been defined in the course syllabus of each course.~~
2-2

2.3 ~~Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place. Commencing with the Class of 2018, Block examinations will no longer be a component of the UGME curriculum.~~

2.4 ~~Course/Module Assessment Examination – a Mmultiple choice and/or short answer examination at the end of a unit of work or Assignments completed during a unit of work (Course) at the Pre-Clerkship level of the UGME program. There are twenty such Course Examinations in the three modules [M2] of the renewed Pre-Clerkship curriculum~~

commencing with the Class of 2018. Attaining 60.0% or higher on these Assessment examinations is considered a pass. No rounding of scores will take place. [AS4][BC5]

~~2.5 National Board of Medicine Examiners (NBME Examination) National Board of Medical Examiners (NBME) – A multiple choice examination developed by the National Board of Medical Examiners NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.~~

~~2.5 Objective Structured Clinical Examination (OSCE-type Examination) – An examination that is used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.~~

2.6 CCE – The Comprehensive Clinical Exam is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average of the top 10% of students who take the [IR6] examination.

2.7 Final In-Training Evaluation Report (FITER) – Final In-Training Evaluation Report. A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure [IR7] that students acquire which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.

2.8 Monitored Status – A student will be placed on Monitored Status as follows:

- ~~Block or Modular Courses Examinations~~ – Achieving a result between 60.0% and 62.9% (No rounding of scores will take place).
- Longitudinal ~~Exams Courses~~ – Achieving a result less than sixty percent (60.0%) on any exam worth twenty-five percent (25.0%) or more of the total Longitudinal Course assessment weight.
- A Failure of one (1) ~~Clerkship Exam NBME~~.
- A Borderline Pass on a FITER.

A student on Monitored Status is encouraged to participate in remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely and appropriate [IR8] assistance can be provided."

~~2.9 Probationary Status – Failure on any one (1) Block Examination, one (1) Course Examination, one (1) summative OSCE-type Examination, two (2) NBME, or failure on a FITER. A student on Probationary Status is required to participate in remediation. This description is not punitive; the sole purpose is to identify students early who are having some difficulty (and who therefore are at risk for future difficulty), so that timely and appropriate assistance can be provided.~~

2.9 Probationary Status - Would be applied to a student after a failure of any of the following:

- ~~One (1) block examination~~
- One (1) Course/Module
- The CCE
- Two (2) Clerkship Exams NBME emanation examinations
- One (1) FITER

- One (1) assignment integral to either the Professionalism or Population Health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

[AS9]

2.10 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are r-Responsible for the overall management and administration of examination questions, and the review and evaluation of results and their recommendation to Progress Committee for approval.

~~2.11 ExamSoft – An examination management system adopted by the College of Medicine which enables students to conduct exams on a personal computer while locking out all other programs and internet access. This system also provides discrete and precise feedback on student results and performance across a range of categories linked to the curriculum.~~

~~2.12.11~~ Coaching/Strengths and Opportunities Report – A report which displays information about a participant's performance in a particular assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

~~2.12 Working Day – A day when the University of Manitoba is open for regular business.~~

~~2.13 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.~~

3. **POLICY STATEMENTS**

3.1 Students will receive results for all examinations within a reasonable amount of time following completion of the examination. The following timelines will be adhered to:

- Mid-Term/Final Exams – Results will be reported via the Pre-Clerkship Exam System ExamSoft Student Portal typically within ~~forty-eight hours (48 hours)~~two working days of the completion of the exam.
- Course Results – Results will be reported via Curriculum Management System OPAL typically within five (5) days of course completion.
- Clerkship Exams NBME – Results will be reported via email correspondence ~~normally~~ typically within two (2) weeks of completion.
- OSCE-type – Given the complexity in marking-assessing this practical assessment, which often includes a comprehensive review of individual recorded performance, results will be reported as soon as practicable. ~~Normally,~~ Typically, results will be made available to students no later than four (4) weeks from completion[M10][BC11].
-

3.2 Student input on Internal Examinations will be taken into consideration when making decisions related to examination results.

3.3 The Chair of the applicable PSEC/CSEC will work with the respective Administrators Evaluation in reviewing and preparing examination results.

3.4 The applicable PSEC/CSEC will meet to review and approve Internal Examination results on a monthly basis for exams/courses completed during the previous month.

3.5 Final scores for all Internal Examinations will not be rounded.

3.6 A pass is considered as follows:

- ~~Block/Course/Module Examinations~~ [AS12]- attaining a score of 60.0% or higher. No rounding of scores will take place.
- OSCE-type Examinations/Courses - attaining a score at or above 80% of the average mark of the top 10% of students who sit the examination or take the course. No rounding of scores will take place.
- Clerkship NBME Examinations – A score at the 11th percentile or higher
- FITER
 - Pass - A grade of “meets expectations” or higher in all major and minor criteria
 - Borderline pass (counted as a ‘Pass’ for summative purposes) - A combination of grades below “meets expectations”, that does not otherwise constitute a fail, as explained below.
 - Fail - A grade of ‘unsatisfactory’ in one (1) major criterion, or ‘unsatisfactory’ on any two (2) minor criteria, or a grade of ‘below expectations’ or worse in any three (3) major or minor criteria.

4. **PROCEDURES**

MID-TERM EXAMINATIONS, FINAL, BLOCK-COURSE EXAMINATIONS

4.1 Typically wWithin two (2) working days of completed examinations:

- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the examination
- Without direction, all examination questions with less than a thirty (30) percent success rate will be removed from the scoring of an exam.
- An Exam Summary Report, Item Analysis, Question Notes/Feedback and Exam Taker Results report will be distributed to the Coordinator, Evaluations Pre-Clerkship and Course Leader.
- All information on reporting provided to Course Leaders will not include student names or any specific identifying information which would allow the identity of students to be ascertained.
- The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to examination scoring structure, if any, based on the scoring and reporting information relevant to the exam.
- The Administrator, Evaluations Pre-Clerkship will release results of adjusted exam results, as appropriate, to the Pre-Clerkship Exam System ~~ExamSoft~~ Student Portal

- 4.2 The respective Course Leader^[AS13]^[BC14], will in accordance with the academic schedule:
- Based on the results of the exam, determine if a review session focusing on the information provided within the respective Exam Summary/Item Analysis Report is required.
 - Course Leaders should be prepared to respond to questions from students on their respective individualized Coaching/Strength and Opportunities Report without divulging confidential examination content.

COURSE SCORES

- 4.3 Typically w~~W~~ithin two (2) working days of completion of the Final Examination for a course:
- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the course in accordance with the weighting established in the Pre-Clerkship Master Assessment Plan.
 - Information on individual exam scores and assignments for the course will be distributed to the respective Coordinator, Evaluations and Course Leader.
- 4.4 Typically w~~W~~ithin one (1) working day of distribution to Course Leaders:
- The Administrator, Evaluations Pre-Clerkship will organize and verify the formulae to ascertain final course scores and upload all results to Curriculum Management System ~~OPAL~~.
 - The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to course scoring structure, if any, based on the scoring information and Question Notes/Feedback reports.
- 4.5 Typically w~~W~~ithin one (1) days of receipt of instructions from the Coordinator, Evaluations:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae and upload all remaining results to Curriculum Management System ~~OPAL~~ such that final course results are provided to students typically within five (5) days of course completion.
- 4.6 Summary information will be prepared by the Administrator, Evaluations Pre-Clerkship for the Chair, PSEC to include the following psychometric data obtained from the Pre-Clerkship Exam System ~~ExamSoft~~ Item Analysis Report:
- Component (raw and percent) scores), final (percent) scores, pass/fail status based on final percent scores, P~~P~~robationary/ Monitored Status based on final percent scores for each student.
 - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and bar graph. The total number of students on Probationary Status and Monitored Status.
 - Summary of component and final percent scores for two preceding classes, which includes mean, standard deviation, median, minimum, maximum scores, by class.
- 4.7 The Administrator, Evaluations Pre-Clerkship, will prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.8 The respective Course Leader, will in accordance with their academic schedule:
- Conduct a review session of exam results with their course committee which integrates information contained within the Exam Summary Report, Item Analysis

Report and Question Notes/Feedback Report with the intent of revising questions where appropriate.

• [M15]

OSCE-TYPE EXAMINATIONS

- 4.9 In a given academic year, the Assistant to Administrators, Evaluations will organize, in collaboration with the Chair of CSEC and the Director of Evaluations, dates for OSCE-type examinations for the next academic year.
- 4.10 Typically within three (3) working days of completed examinations:
- The Assistant to Administrators Evaluations will organize the scoring of all components of the examination.
- 4.11 Typically within seven (7) working days of receipt of examination scores:
- The Assistant to Administrators, Evaluations will organize and verify the formulae to ascertain final examination scores.
- 4.12 Typically within seven (7) working days of ascertaining final examination scores:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae which will be subsequently reviewed. The Chair CSEC will subsequently certify the reviewed results.
- 4.13 The following summary information shall be prepared by the Assistant to Administrators Evaluations for the Chair CSEC:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/Monitored Status based on final percent scores for each student.
 - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and histogram. The total number of students on Probationary Status and Monitored Status is included.
- 4.14 The Assistant to Administrators, Evaluations will prepare individual student examination reports for electronic distribution as well as prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clinical Skills, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.15 Typically within five (5) days of distribution of scores, the Administrator, Evaluations will update the class master sheet with the new set of scores for the respective examinations and examinations and ensure that they are distributed to the class via Curriculum Management System OPA.

Clerkship~~NBME~~-EXAMINATIONS

- 4.16 In a given academic year, the Administrator, Evaluations Clerkship organizes the process of determining the supplementary dates on which Clerkship ~~NBME~~ Examinations will be administered for the next academic year.
- 4.17 Typically within one (1) working day of a completed Clerkship~~NBME~~ Examination [M16]:
- The Administrator, Evaluations will organize the dispatch of all completed Clerkship ~~NBME~~ Examinations for scoring by NBME.
- 4.18 Typcially within seven (7) working days of mailing of Clerkship ~~NBME~~ Examinations:

- The Administrator, Evaluations will check for results of scoring of [Clerkship NBME Examinations](#), ~~at the NBME website.~~

4.19 ~~Typically w~~Within seven (7) working days of receipt of results of [Clerkship NBME Examinations](#):

- The Administrator, Evaluations will prepare individual student examination reports for electronic distribution and will prepare the Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clerkship Clinical, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- The Administrator, Evaluations will update the class master sheet with the new set of scores for the respective [Clerkship NBME Examinations](#) and ensure that results are uploaded to [Curriculum Management System OPAL](#).

5. **REFERENCES**

- 5.1 UGME Policy and Procedures – Examination Conduct
- 5.2 UGME Policy and Procedures – Deferred Examinations
- 5.3 UGME Policy and Procedures – Supplemental Examinations
- 5.4 UGME Policy and Procedures – Promotion and Failure
- 5.5 UGME Policy and Procedures - Invigilation of Examinations
- 5.6 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.

6. **POLICY CONTACT**

Director, Evaluations



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Examination Conduct Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To provide a specific process to ensure that all examinations are administered in an organized, fair and equitable manner for UGME students in accordance with University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

Revisions were made to the Definitions, Policy Statements and Procedure Statements are as follows:

- New definitions
 - Remove Block References
 - Update Working Day Times Reference
- New Policy Statements
 - *OSCE Pass Mark Clarification 2.6*

Evidence of Best Practice: The University of Manitoba Final Examination and Final Grades Policy released 01 September 2013 and the National Board of Examiners Chief Proctor Manual were used as guides and templates for the creation of this policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress

Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

Max Rady College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Examination Conduct |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To provide a specific process to ensure that all examinations are administered in an organized, fair and equitable manner for UGME students in accordance with University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

2. **DEFINITIONS**

- 2.1 Course/Module – course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.2 Midterm Examination - A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.3 Final Examination – A summative examination at the end of a Pre-Clerkship course/module. No rounding of scores will take place.
- 2.4 Objective Structured Clinical Examination (OSCE-type) – Is an examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.5 Comprehensive Clinical Exam (CCE) – Is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.6 Communication Devices - Electronic devices with memory capability, cell phones, pagers, calculators, laptop computers, watches with alarms and with computer or memory capability.
- 2.7 Reference Materials – Books, notes, papers.
- 2.8 Track Staff – Individuals who oversee the running of the OSCE-type Examination for a specific group of students.

- 2.9 Pre-Clerkship – Year I and Year II of the UGME program.
- 2.10 Clerkship – Year III and Year IV of the UGME program.
- 2.11 Chief Invigilator (CI) – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or Clerkship testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar’s Office. The term “Chief Proctor” may be used interchangeably with and means “Chief Invigilator” or “Invigilator in Charge”.
- 2.12 Disaster - Fire Alarm, Terrorist Threat, Flooding, Extreme Weather, Power Failure or anything deemed disaster by UGME Business Manager or CI in absence of.

3. **POLICY STATEMENTS**

GENERAL

- 3.1 All examination content is confidential to UGME Faculty and Administrative Staff. Any transmission of examination information, electronically, in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.
- 3.2 Students are not permitted to procure, use, attempt to use or distribute any improper or unauthorized materials related to examinations including exam passwords. Any intentional attempt to disable or tamper with preclerkship exams security features will be considered a form of academic misconduct as defined in the Academic Calendar
- 3.3 The following items will not be permitted in the seating area of examination room:
- Communication devices
 - Backpacks, briefcases, luggage, coats, or brimmed hats
 - Beverages or food of any type, except for water in a clear covered container
 - Reference materials
 - Computer equipment other than authorized for exam
- 3.4 Students are required to arrive for all examinations at the stated time.
- 3.5 Lateness (up to 30 minutes) will generally be accommodated for Course/Module or clerkship exams. No extra time will be given for students who arrive late.
- 3.6 Lateness will not be accommodated for OSCE-type examinations.
- 3.7 No form of communication , generally, among students is permitted during an examination as outlined in the Student Academic Misconduct Procedures.
- 3.8 Each student will be escorted, one at a time, on all personal breaks taken during the examination.
- 3.9 A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.
- 3.10 Any student with stated accessibility needs will be accommodated in accordance with the University of Manitoba Accessibility Policy and the Student Accessibility Procedures.
- 3.11 The safety of examinees and invigilators is a priority of the College of Medicine.

- 3.12 This policy will create a clear and concise protocol and procedure if a disaster occurs while an exam is taking place. It will address the process for students and faculty to follow in a safe, fair and equitable way keeping exam integrity.
- 3.13 In the event of a disaster or emergency it is the responsibility of the CI to establish a plan for evacuating the testing room and ensuring testing materials are secured if possible.

PRE-CLERKSHIP

- 3.14 The time allotted for an examination will be based on the volume of information to be tested, but will be a minimum of one hour in length.
- 3.15 All summative examinations will be conducted utilizing the Examination Management System. In order to be eligible to take a computer exam, a student must adhere to procedures outlined in this policy.

CLERKSHIP

- 3.16 Clerkship exams will be typically 2.15 to 2.45 hours in length unless there are specifically prescribed accommodations requiring a longer examination period.

4. **PROCEDURES**

4.1 EMERGENCY EVACUATION

The CI should establish a plan for evacuating the testing room in the event of a Disaster. The plan should include securing test materials (if necessary and time and circumstances permit), and providing instructions to the examinees and invigilators regarding exiting from and returning to the testing room. Invigilators should monitor the examinees during the evacuation to minimize communication among the group.

4.2 EVACUATION DURING AN EXAMINATION

- Once a disaster has been indicated by audible alarm or notification from a facilitator, students are to cease examination according to the relevant procedure listed below.
- In an orderly fashion students are to exit the theaters to the nearest safe zone which will be directed by the invigilator.
- Invigilator will alert the Chief Invigilator (CI) in the UGME department to the situation.
- CI will contact the Chief Fire Warden (CFW) and confirm that all students have evacuated the examination room or provide the location and status of students who were unable to evacuate. When Theater A,B or C are used the CFW is situated at the fire alarm control panel on ground floor entrance to the Basic Medical Science Building beside the freight elevator.
- IF CI cannot locate CFW they will contact security services at 204-789-3330
- The CFW or Security will communicate to the CI that it is safe to return to the exam location. The CI will inform the invigilators when students can return to the exam.

Notes:

- Students will be monitored at all times by the Invigilators and reminded that no communication about the exam is allowed.
- Any students requiring use of the washroom will be escorted by a facilitator.

4.3 DISRUPTIONS AND INTERRUPTIONS

External disruptions such as construction noise, fire alarm, activity in an adjoining room, hallway/corridor noise and internal disruptions such as room temperature, defective lighting, and examinee noise may cause distress and distraction to examinees during the administration of the examination as well as interruption of the examination. Disruptions should be handled as quickly as possible with minimal disturbance to examinees. Some options for recourse are as follows:

- Relocate the testing room if necessary (for example, if construction noise cannot be stopped. Send an invigilator out to disperse hallway/corridor “noisemakers”).
- Request that adjoining room activity be relocated.
- Contact Physical Plant administration if fire alarm noise is prolonged, provided the alarm is not signaling a real emergency.
- If the disruption is causing anxiety to the entire group and is prolonged, testing time should be extended to accommodate the duration of the disruption as decided by the CI.
- Disruptions that result in an interruption of the examination should be recorded in an incident report by the Invigilator to be submitted to Business Manager, UGME.
- Please reference attached standard work for additional information

5. REFERENCES

- 5.1 “*Chief Proctor’s Manual, National Board of Medical Examiners Subject Examination Program, Clinical Science Examinations.*” United States of America. 2010.
- 5.2 University of Manitoba Governing Documents: Academic – Academic Examination Regulations.
- 5.3 UGME Policy & Procedures - Invigilation of Examinations.
- 5.4 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities.
- 5.5 UGME Policy & Procedures - Deferred Examination.
- 5.6 UGME Policy & Procedures - Supplemental Examination
- 5.7 UGME Policy & Procedures - Examination Results.
- 5.8 UGME Policy & Procedures – Formative Assessment.
- 5.9 UGME Policy & Procedures – Promotion and Failure.

- 5.10 University of Manitoba- Final Examination and Final Grades Policy
- 5.11 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.12 University of Manitoba- Final Examinations Procedures
- 5.13 University of Manitoba- Final Grades Procedures
- 5.14 University of Manitoba- Student Academic Misconduct
- 5.15 University of Manitoba- Accessibility Policy
- 5.16 University of Manitoba- Student Accessibility Procedures
- 5.17 Chief Fire Warden (BMSB) 204-789-3602

6. **POLICY CONTACT**

Director, Evaluation

College of Medicine - UGME Policy

| | |
|---------------------------|---|
| Policy Name: | Examination Conduct |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | |
| Review Date: | June 2017 |
| Revised (Date): | |
| Approved By: | College Executive Council - 28 April 2015 |

1. PURPOSE

To provide a specific process to ensure that all examinations are administered in an organized, fair and equitable manner for UGME students in ~~a manner which complements accordance with~~ University of Manitoba ~~Final Examinations and Final Grades Policy and related Procedures Regulations.~~

2. DEFINITIONS

~~2.1 Module/Course/ModuleBlock – A module/block course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period [M1].~~

~~Block – A unit of study consisting of one or more of the Pre-clerkship (year I and year II) level of under graduate medical education program. This applies to students commenced Pre-clerkship prior to 2014.~~

~~2.1~~

2.2 Mid-term Examination - A summative ~~multiple-choice and/or short answer~~ examination normally conducted at the midpoint of a course/~~module or block.~~ No rounding of scores will take place.

~~2.3~~ Final Examination – A summative ~~multiple-choice and/or short answer~~ examination at the end of a Pre-Clerkship course/~~module commencing with the Class of 2018.~~ No rounding of scores will take place.

~~2.3~~

~~2.4 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place. Commencing with the Class of 2018, Block examinations will no longer be a component of the UGME curriculum.~~

~~National Board of Medical Examiners (NBME) – A multiple-choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.~~

~~2.5~~

~~Objective Structured Clinical Examination (OSCE-type) Examination – An Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) is an OSCE-type examination. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.~~

~~2.6 The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.~~

~~2.4 Comprehensive Clinical Exam (CCE) – Is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.~~

~~2.72.5 Communication Devices - Electronic devices with memory capability such as PDAs (Personal Digital Assistants [IR2]), cell phones, pagers, calculators, laptop computers, watches with alarms and with computer or memory capability.~~

~~2.82.6 Reference Materials – Books, notes, papers.~~

~~2.9 Exam Password – A password assigned to open a specific exam in SofTest. All students will use the same Exam Password when accessing the same exam in SofTest. Students will be given this password at their exam.~~

~~2.10 ExamSoft Password – A student's personal ExamSoft password, created by ExamSoft, for accessing the ExamSoft secure website and SofTest.~~

~~2.11 SofTest – An exam delivery module licensed by ExamSoft Worldwide Inc. enabling students to take an examination on a personal laptop computer [M3]. SofTest provides the ability to lock down all applications thereby providing exam security and reducing the risk of violations.~~

~~2.12 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted [IR4]. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m. [IR5].~~

~~2.7 Track Staff – Individuals who oversee the smooth [IR6] running of the OSCE-type Examination for a specific group of students.~~

~~2.8 Pre-Clerkship – Year I and Year II of the UGME program~~

~~2.9 Clerkship – Year III and Year IV of the UGME program.~~

~~2.10 Chief Invigilator (CI) – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or Clerkship testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar's Office. The term "Chief Proctor" may be used interchangeably with and means "Chief Invigilator" or "Invigilator in Charge".~~

~~2.11 Disaster - Fire Alarm, Terrorist Threat, Flooding, Extreme Weather, Power Failure or anything deemed disaster by UGME Business Manager or CI in absence of.~~

~~2.132.12~~

3. **POLICY STATEMENTS**

GENERAL

3.1 All examination content is confidential to UGME Faculty and Administrative Staff. Any transmission of examination information, electronically, in writing or verbally, is expressly

prohibited without prior consent of the Associate Dean, UGME. ~~When developing, authoring, and editing questions and exam materials and questions, proper precautions and preventative measures should be taken to ensure that the examination materials are always properly labelled and protected.~~

3.2 Students are not permitted to procure, use, attempt to use or distribute any improper or unauthorized materials related to examinations including exam passwords. Any intentional attempt to disable or tamper with ~~preclerkship exams ExamSoft/SofTest's~~ security features will be considered a form of academic misconduct as defined in the Academic Calendar

3.3 The following items will not be permitted in the seating area of examination room:

- Communication devices
- Backpacks, briefcases, luggage, coats, or brimmed hats
- Beverages or food of any type, except for water in a clear covered container
- ~~Reference materials~~
- Computer equipment other than authorized for exam

3.4 Students are required to arrive for all examinations at the stated time.

3.5 Lateness (up to 30 minutes) ~~may will generally be accommodated in exceptional circumstances [IR7]~~ for Course/Module or Block and NBME clerkship examinations. No extra time will be given for students who arrive late. Students arriving after the thirty (30) minute mark will not be permitted to enter the examination ~~room [IR8]~~.

3.6 Lateness will not ~~No lateness will [IR9]~~ be accommodated for OSCE-type examinations.

3.7 No form of communication among students is permitted during an examination as outlined in the Student Academic Misconduct Procedures.

3.8 Each student will be escorted, one at a time, on all personal breaks taken during the examination.

3.9 A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.

~~3.10~~ Any student with stated accessibility needs accommodations will be accommodated in accordance with the University of Manitoba Accessibility Policy for Accessibility for Students with Disabilities and the Student Accessibility Procedures.

3.10 The safety of examinees and invigilators is a priority of the College of Medicine.

3.11 This policy will create a clear and concise protocol and procedure if a disaster occurs while an exam is taking place. It will address the process for students and faculty to follow in a safe, fair and equitable way keeping exam integrity.

4. In the event of a disaster or emergency it is the responsibility of the CI to establish a plan for evacuating the testing room and ensuring testing materials are secured if possible.

4.1

PRE-CLERKSHIP

3.114.2 The time allotted for an examination will be based on the volume of information to be tested, but will be a minimum of one hour in length, ~~unless there are specifically prescribed accommodations requiring a longer examination period.~~

4.3 All summative examinations will be conducted utilizing the ExamSoft Examination Management System ~~and utilize SofTest to access exam materials.~~ In order to be eligible to take a computer exam, a student must adhere to procedures outlined in this policy.

CLERKSHIP

3.134.4 NBME Clerkship examinations will be ~~two hours and thirty minutes~~ typically 2.15 to 2.45 hours (2.5 hours ~~(or 10)~~) in length unless there are specifically prescribed accommodations requiring a longer examination period.

4. PROCEDURES4.1 EMERGENCY EVACUATION

The CI should establish a plan for evacuating the testing room in the event of a Disaster. The plan should include securing test materials (if necessary and time and circumstances permit), and providing instructions to the examinees and invigilators regarding exiting from and returning to the testing room. Invigilators should monitor the examinees during the evacuation to minimize communication among the group.

4.2 EVACUATION DURING AN EXAMINATION

- Once a disaster has been indicated by audible alarm or notification from a facilitator, students are to cease examination according to the relevant procedure listed below.
- In an orderly fashion students are to exit the theaters to the nearest safe zone which will be directed by the invigilator.
- Invigilator will alert the Chief Invigilator (CI) in the UGME department to the situation.
- CI will contact the Chief Fire Warden (CFW) and confirm that all students have evacuated the examination room or provide the location and status of students who were unable to evacuate. When Theater A,B or C are used the CFW is situated at the fire alarm control panel on ground floor entrance to the Basic Medical Science Building beside the freight elevator.
- IF CI cannot locate CFW they will contact security services at 204-789-3330
- The CFW or Security will communicate to the CI that it is safe to return to the exam location. The CI will inform the invigilators when students can return to the exam.

Notes:

- Students will be monitored at all times by the Invigilators and reminded that no communication about the exam is allowed.
- Any students requiring use of the washroom will be escorted by a facilitator.

4.3 DISRUPTIONS AND INTERRUPTIONS

External disruptions such as construction noise, fire alarm, activity in an adjoining room, hallway/corridor noise and internal disruptions such as room temperature, defective lighting, and examinee noise may cause distress and distraction to examinees during the administration of the examination as well as interruption of the examination. Disruptions should be handled as quickly as possible with minimal disturbance to examinees. Some options for recourse are as follows:

- Relocate the testing room if necessary (for example, if construction noise cannot be stopped. Send an invigilator out to disperse hallway/corridor “noisemakers”).
- Request that adjoining room activity be relocated.

- Contact Physical Plant administration if fire alarm noise is prolonged, provided the alarm is not signaling a real emergency.
- If the disruption is causing anxiety to the entire group and is prolonged, testing time should be extended to accommodate the duration of the disruption as decided by the CI.
- Disruptions that result in an interruption of the examination should be recorded in an incident report by the Invigilator to be submitted to Business Manager, UGME.
- Please reference attached standard work for additional information

4. PROCEDURES

4.1 EXAMSOFT EXAMINATION MANAGEMENT SYSTEM

- Pre-Clerkship students must register with ExamSoft at the UGME ExamSoft portal as follows:
 - Log in using your Student ID# and password provided at registration
 - Download/Install SofTest.
 - Restart SofTest. Once registered, students will receive a confirmation email at their University of Manitoba email address.
 - Complete a Trial/Test Exam. On complete completion of the familiarization training during Orientation Week, all students shall will complete and submit a trial/test exam to provide computer functionality and outline the capabilities of the SofTest system.
- Prior to all scheduled exams students must ensure the following:
 - SofTest is registered and updated prior to all exam(s). SofTest may be installed on multiple devices for use as a backup. Exam files should only be downloaded to the computer you intend to use on exam day.
 - Ensure that the their computer meets the specifications outlined on the ExamSoft portal to support SofTest.
 - Once SofTest is installed and registered, students shall familiarize themselves with the software by utilizing the built-in Practice Exam feature.
 - Ensure that the computer's battery is charged.
- For On days on in which an examination is scheduled:
 - Students should bring their WIFI-enabled laptop with fully charged battery, power cord, Bannatyne Campus Login and Password (to access the uofm-WPA wireless network), Student number, and ExamSoft password.
 - Immediately before SofTest launches an exam, students will be provided with a warning screen indicating that you should not begin the exam until instructed to do so.
 - Technical support will be onsite to assist with troubleshooting as required.
 - During the exam, use care when highlighting and deleting.
 - Once you are finished your exam, save and exit the exam. Computers will seek to acquire a wireless signal. Do not leave the exam room until you have uploaded your exam and you receive a message stating "Your exam has been successfully uploaded." Failure to upload your exam before leaving the exam room may result in your exam not being graded.

4.2 NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) EXAMINATIONS [M11][BC12]

- Students are required to provide their own writing materials.

- ~~The doors of the examination room will normally be opened at least fifteen (15) minutes before the starting time.~~
- ~~As students enter the examination room, attendance will be taken.~~
- ~~The invigilator will announce the start of the examination and record it for all students to see.~~
- ~~Late-arriving students must enter the room quietly.~~
- ~~Students are not permitted to leave the examination room until thirty (30) minutes after the examination has begun, and in no case before the attendance has been taken.~~
- ~~A student who leaves before the examination is over must hand in all completed and attempted work.~~
- ~~A student needing to speak to the invigilator must do so by raising his or her hand or by approaching the invigilator.~~
- ~~Questions concerning possible errors, ambiguities, or omissions in the examination must be documented on the feedback form if provided.~~
- ~~The invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.~~
- ~~All work must be done in accordance with the examination instructions.~~
- ~~The invigilator will announce "Ten (10) minutes remaining" as appropriate within the examination.~~
- ~~After the 'Ten (10) minutes remaining' announcement has been made, students in the examination room must remain seated until the 'end of examination' announcement has been made.~~
- ~~At the end of the examination, students must stop writing and return required examination materials to the invigilator(s).~~
- ~~At the completion of each examination, students are urged to complete a feedback sheet. This is done after examination materials are collected. Ten (10) minutes will be given for students to write comments.~~
- ~~Guidance, direction and procedures contained within the NBME Chief Proctor's Manual will supersede any policy and procedures within this or other supporting instruments.~~

4.3 ~~OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE) TYPE EXAMINATIONS~~

- ~~Students must arrive for the orientation session as specified in communication from the Assistant to Administrators, Evaluation.~~
- ~~All communication devices must be deposited with track staff prior to the start of the examination.~~
- ~~Students are required to provide their own writing materials, lab coats, nametags and specified medical equipment as required to support the examination.~~
- ~~Track staff will inform students where they must place books, notes, and supporting materials prior to the examination~~
- ~~Food and drink is not permitted at any time.~~
- ~~Students who arrive late will not be permitted to conduct the examination.~~
- ~~Students must proceed from station-to-station as instructed.~~
- ~~Students needing to speak to the track staff must do so by raising his or her hand.~~
- ~~Neither examiner(s) nor track staff will provide clarification of perceived errors, ambiguities or omissions on examination case scenarios.~~
- ~~All work must be done in accordance with the examination instructions.~~

5. 5. REFERENCES

5.14.5 ["Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, Clinical Science Examinations."](#) United States of America. 2010.

5.24.6 [University of Manitoba Governing Documents: Academic – Academic Examination Regulations.](#)

[5.34.7](#) UGME Policy & Procedures - Invigilation of Examinations.

[5.44.8](#) UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities.

[5.54.9](#) UGME Policy & Procedures - Deferred Examination.

[5.64.10](#) UGME Policy & Procedures - Supplemental Examination

[5.74.11](#) UGME Policy & Procedures - Examination Results.

[5.84.12](#) UGME Policy & Procedures – Formative Assessment.

[4.13](#) UGME Policy & Procedures – Promotion and Failure

[5.10 University of Manitoba- Final Examination and Final Grades Policy](#)

[5.11 University of Manitoba- Final Examination and Final Grades Policy](#)

[5.12 University of Manitoba- Final Examination and Final Grades Policy](#)

[5.13 University of Manitoba- Final Examination and Final Grades Policy](#)

[5.14 University of Manitoba- Deferred and Supplemental Examinations Procedures](#)

[5.15 University of Manitoba- Final Examinations Procedures](#)

[1.1 University of Manitoba- Final Grades Procedures](#)

[1.2 University of Manitoba- Student Academic Misconduct](#)

[1.3 University of Manitoba- Accessibility Policy](#)

[1.4 University of Manitoba- Student Accessibility Procedures](#)

[2 Chief Fire Warden \(BMSB\) 204-789-3602](#)

[2.1](#)

[1.1](#)

~~2-~~ **6.POLICY CONTACT**

Director, Evaluation



Max Rady College of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

Date: September 4, 2016
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Mark Boiteau, Business Manager, UGME
Re: Invigilation of Examinations Policy and Procedures for Approval

Background: Over the last five years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the finalization of the renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy required modification to meet the new terminology and configuration of the UGME curriculum. This version of the Policy was approved by the College of Medicine Faculty Executive Committee April 19, 2016.

Purpose: To provide the Faculty of Medicine specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Examination regulations.

Revisions - Statements are as follows:

- New Definitions
 - Remove Block References
- New Policy Statements
 - *Nutrition Break Policy Updated to remove various types of snacks 2.9*
 - *NBME Exam Length Updated 3.7*
- New Procedure Statements
 - *Remove assistance of computer problems statement 4.26*
 - *Emergency Evacuation section moved to Exam Disaster Policy*

Evidence of Best Practice: The UGME Accommodation for Undergraduate Medical Students with Disabilities policy, University of Manitoba Procedural Guidelines for Academic Staff when Dealing with Matters related to academic Dishonesty as well as a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document.

Consultation Process: As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and College Executive Council. College of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Max Rady College of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. This policy will be reinforced at the beginning of each course within the Course Syllabus and prior to an examination sitting. Existing in digital and hardcopy format, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in February 2018.

ANNEX A - STUDENT/INVIGILATOR RATIOS

Student – Invigilator Ratios

| Number of Students Per | Number of Invigilators |
|------------------------|------------------------|
| 1 - 20 | 2 |
| 21 - 45 | 2 |
| 46 - 70 | 3 |
| 71 - 95 | 4 |
| 96 - 120 | 5 |

Max Rady College of Medicine- UGME Policy

| | |
|--------------------------------|---|
| Policy Name: | Invigilation of Examinations |
| Application/ Scope: | Year I through Year IV Undergraduate Medical Education Students |
| Approved (Date): | |
| Review Date: | February 2018 |
| Revised (Date): | February 2016 |
| Approved By: | |

1. **PURPOSE**

To provide the Max Rady College of Medicine specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Final Examination and Final Grades policy and related procedures.

2. **DEFINITIONS**

- 2.1 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar’s Office. The term “Chief Proctor” may be used interchangeably with and means “Chief Invigilator” or “Invigilator in Charge”.
- 2.2 Invigilator(s) – Person(s) hired and assigned to assist with distribution and collection of examination materials and supervision of students during an examination and during the review of an Examination.
- 2.3 Midterm Examination – A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.4 Final Examination – A summative examination at the end of a Pre-Clerkship course/module No rounding will take place.
- 2.5 Course/Module – A course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.6 National Board of Medical Examiners (NBME Examination) – A multiple-choice examination developed by the NBME that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, family medicine and psychiatry

rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.

- 2.7 Communication Devices - Electronic devices with memory capability such as cell phones, pagers, calculators, laptop computers, watches with alarms, and computer or memory capability.
- 2.8 Reference Materials – Books, notes, papers.
- 2.9 Nutrition Break – A 15-minute break for students to eat a light snack the clock will stop for the duration of the Nutrition Break.
- 2.10 Personal Break – A break to use the restroom or to use the water fountain for a drink of water. The clock does not stop for a Personal Break.
- 2.11 Disruptive Behaviour – Conduct of a student that interferes with the testing conditions of other students participating in the examination.
- 2.12 Irregular Behaviour – Behaviour during an examination that includes, without limitation, the following:
 - Copying answers from another student, permitting answers to be copied, or in any way providing or receiving unauthorized information about the content of the examination.
 - Possessing notes or making notes on anything other than the answer sheet or test booklet.
- 2.13 Emergency Evacuation – The sounding of a bell or alarm is an indication that occupants are required to vacate a building.

3. **POLICY STATEMENTS**

- 3.1 This policy and procedures document complements the Undergraduate Medical Education Examination Conduct Policy and Procedures.
- 3.2 Undergraduate Medical Education is responsible for selecting examination Invigilators for Course/Module and NBME examinations unless there are specific accommodations requiring support from Student Accessibility Services. In such instances, Student Accessibility Services will select examination Invigilators and these Invigilators will invigilate for the entire examination accommodation time and any approved nutrition break time.
- 3.3 A Nutrition Break will be provided for each examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with student(s) during the Nutrition Break.
- 3.4 The number of Invigilators for an examination will follow a specified student-invigilator ratio and the requisite number of invigilators will be present throughout the examination. (See Appendix 1).
- 3.5 The Invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.
- 3.6 In Pre-Clerkship, the time allotted for an examination will be based on the volume of information to be tested, but will typically be a minimum of one (1) hour in length.

- 3.7 In Clerkship, each examination will typically be 2.15 to 2.45 hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.8 Only the designated clock in the examination room will be used to determine the length of the examination.
- 3.9 The Administrator, Pre-Clerkship Evaluation and OSCE-type Examinations will act as Chief Proctor for Pre-Clerkship examinations.
- 3.10 The Administrator, Clerkship Evaluation will act as Chief Proctor for NBME examinations.
- 3.11 The Chief Proctors are responsible for organizing the training of Invigilators.
- 3.12 The following items will not be permitted in the seating area of the examination room:
- Communication Devices;
 - Backpacks, briefcases, luggage, coats, or brimmed hats;
 - Beverages or food of any type, with the exception of water in a clear container
 - Reference Materials
 - Computer equipment other than authorized for exam
- 3.13 Communication Devices are stored outside the seating area of the examination room and must be turned off before the examination begins.
- 3.14 Each student will be escorted, one at a time, on all Personal Breaks taken during the examination.
- 3.15 Disruptive and/or Irregular Behaviour will be addressed as stated in the Procedures section of this document.
- 3.16 University of Manitoba Emergency Evacuation protocols will be in place in the event of Emergency Evacuation during an examination.
- 3.17 Chief Proctors and Invigilators are responsible for ensuring that all Emergency Evacuation procedures are followed and that examination material is secured in the event of an Emergency Evacuation.

4. **PROCEDURES**

RESPONSIBILITIES OF STUDENTS

- 4.1 Be familiar with all requirements of this policy and procedures document as they relate to items identified as “not permitted” in the seating area of the examination room, disruptive and Irregular Behaviour.
- 4.2 Be familiar with the requirements of the related Undergraduate Medical Education Examination Conduct Policy and Procedures document.
- 4.3 Provide proof of personal identification and sign attendance register prior to the start of the examination.
- 4.4 Identify to an invigilator that a Personal Break is required and accept that an invigilator will accompany the student on the break.

- 4.5 Ensure all Emergency Evacuation procedures are followed when informed of such an evacuation by an invigilator.
- 4.6 Please see additional responsibilities for the computer based exams in the related Computer Policy

RESPONSIBILITIES OF CHIEF INVIGILATOR

- 4.7 Recruit suitable invigilators for each academic year.
- 4.8 Organize the required number of invigilators in accordance with the invigilator-student ratio.
- 4.9 Assign invigilators to specific areas of the examination room.
- 4.10 Organize all examination materials for distribution at each examination.
- 4.11 Train invigilators on their responsibilities as it relates to examination invigilation.
- 4.12 Provide each invigilator with a copy of the Examination Conduct and Invigilation Policy and Procedures documents.
- 4.13 Ensure invigilators and students are familiar with the Emergency Evacuations procedures in the event there is an Emergency Evacuation during an examination.
- 4.14 Ensure all examination related materials are accounted for at the end of each examination.
- 4.15 Ensure any invigilator report of Disruptive and/or Irregular Behaviour is reported to the Director, Evaluation, Associate Dean, UGME, for NBME examinations and any other individual(s) as required.
- 4.16 Ensure an announcement is made stating that all communication devices must be turned off before the examination begins.
- 4.17 Please see additional responsibilities for the computer based exams in the Disaster Recovery Plan Policy

RESPONSIBILITIES OF INVIGILATOR

GENERAL

- 4.18 Participate in invigilator training as organized by the Chief Proctor(s).
- 4.19 Review the Examination Conduct and Invigilation Policy and Procedures documents and seek clarification of responsibilities as required.
- 4.20 Review the University of Manitoba protocols for Emergency Evacuation.
- 4.21 Meet Chief Proctor at 260 Brodie 30 minutes prior to the examination, unless otherwise notified.
- 4.22 Assist with the examination set up.

- 4.23 Assist with organizing examination attendance which involves checking student IDs and having each student sign the attendance register.
- 4.24 Inform students of the examination start and end times using the designated clock as the time reference.
- 4.25 Continuously observe students in the assigned area to ensure that students are recording answers as required, and are not communicating with one another in any way.
- 4.26 Inform chief proctor of any computer problems during ExamSoft or NBME examinations.
- 4.27 Assist with the collection of pink sheets, examination booklets, and other examination materials at the end of the examination. This can include organizing components of an examination for distribution to examination markers.
- 4.28 Assist with bringing examination materials to the UGME office.
- 4.29 Complete and sign time sheet.
- 4.30 Report any irregular incidents to the Chief Proctor.
- 4.31 Organize a 10-minute break for each invigilator. In the event there is only one invigilator, UGME Evaluation personnel will arrange for the invigilator to have a 10-minute break.
- 4.32 Contact the Chief Proctor in the event of an emergency.
- 4.33 Follow stated Emergency Evacuation procedures in the event of an Emergency Evacuation during an examination.

DISRUPTIVE BEHAVIOUR

- 4.34 Give the student a warning that he/she is exhibiting such behaviour.
- 4.35 Document that a warning was given.
- 4.36 Collect the examination materials from the student and escort the student from the examination room with the least amount of disturbance to the other students in the event that the student does not respond to a warning.

IRREGULAR BEHAVIOUR

- 4.37 Allow the student to continue writing the examination.
- 4.38 Confirm the observation with at least one other invigilator if possible.
- 4.39 Complete a report of the incident including the following information:
- Time and duration of the incident.
 - Page and/or item number that involved student(s) were working on at the time of the observation (if possible).
 - Identify all students involved in the incident by name and student number.
 - Identify the seating placement for the student(s) involved.
 - Signatures of the invigilators who made the observations.
 - Signature(s) of student(s) involved in the incident.

EMERGENCY EVACUATION

- 4.40 In the event of a fire alarm being activated during an examination or other emergency, making the abandonment of the examination necessary, the following steps must be followed:
- See Examination Conduct Policy

EXAMINATIONS EXCEEDING 3 HOURS IN LENGTH

- 4.41 Inform each student of the time of the designated 15-minute nutrition break prior to the start of the examination.
- 4.42 Ensure each student is away from the examination table for the duration of the Nutrition Break.
- 4.43 Ensure that each student is observed for the duration of the Nutrition Break.
- 4.44 Inform each student of the examination end time using the designated clock as a reference.

5. **REFERENCES**

- 5.1 Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, *Clinical Science Examinations*. United States of America. 2010.
- 5.2 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.3 UGME Policy & Procedures - Examination Conduct Policy and Procedures
- 5.4 University of Manitoba Emergency Evacuation Procedures.
- 5.5 University of Manitoba Procedural Guidelines for Academic and Student Misconduct.
- 5.6 University of Manitoba Student Academic Misconduct Procedure
- 5.7 UGME Policy & Procedures – Deferred Examinations
- 5.8 UGME Policy & Procedures – Supplemental Examinations
- 5.9 UGME Policy & Procedures - Examination Results.
- 5.10 UGME Policy & Procedures – Promotion & Failure
- 5.11 UGME Policy & Procedures - Formative Assessment
- 5.12 UGME Policy & Procedures - Communicating Methods of Evaluation
- 5.13 University of Manitoba- Final Examination and Final Grades Policy
- 5.14 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.15 University of Manitoba- Final Examination Procedures
- 5.16 University of Manitoba- Final Grades Procedures

6. **CONTACT**

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

ANNEX A - STUDENT/INVIGILATOR RATIOS

Student – Invigilator Ratios

| Number of Students Per | Number of Invigilators |
|------------------------|------------------------|
| 1 - 20 | 2 |
| 21 - 45 | 2 |
| 46 - 70 | 3 |
| 71 - 95 | 4 |
| 96 - 120 | 5 |

Faculty of Medicine Policy

| | |
|---------------------------|---|
| Policy Name: | Invigilation of Examinations |
| Application/Scope: | Year I through Year IV Undergraduate Medical Education Students |
| Approved (Date): | 07 November 2012 |
| Review Date: | November 2013 |
| Revised (Date): | 10 October 2012 |
| Approved By: | Senate |

1. PURPOSE

To provide the Faculty-Max Rady College of Medicine specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Final Examination and Final Grades policy and related procedures. Examination regulations.

2. DEFINITIONS

2.1 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar’s Office. The term “Chief Proctor” may be used interchangeably with and means “Chief Invigilator” or “Invigilator in Charge”.

2.2 Invigilator(s) – Person(s) hired and assigned to assist with distribution and collection of examination materials and supervision of students during an examination and during the review of a Block Examination.

2.3 Midterm Examination – A summative ~~multiple-choice and/or short answer~~ examination normally conducted at the midpoint of a course/module. ~~commencing with the Class of 2018. No rounding of scores will take place.~~

~~2.2.4~~ Final Examination – A summative ~~multiple-choice and/or short answer~~ examination at the end of a Pre-Clerkship course/module ~~commencing with the Class 2018. No rounding will take place.~~

2.3 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.

2.5 Course/Module – A course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

~~Block – A unit of study consisting of one or more of the Pre-clerkship (year I and year II) level of under graduate medical education program. This applies to students commenced Pre-clerkship prior to 2014.~~

2.42.6 National Board of Medical Examiners (NBME Examination) – A multiple-choice examination developed by the NBME National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.

2.52.7 Communication Devices - Electronic devices with memory capability such as PDAs (Personal Digital Assistants), cell phones, pagers, calculators, laptop computers, watches with alarms, ~~computer and computer~~ or memory capability.

2.62.8 Reference Materials – Books, notes, papers.

2.72.9 Nutrition Break – A 15-minute break for students to eat a light snack ~~such as a granola bar, banana or other small fruit, cereal bar, fruit roll-up, snack size package of nuts, beverage, water, etc.~~–The clock will stop for the duration of the Nutrition Break.

2.82.10 Personal Break – A break to use the restroom or to use the water fountain for a drink of water. The clock does not stop for a Personal Break.

2.92.11 Disruptive Behaviour – Conduct of a student that interferes with the testing conditions of other students participating in the examination.

2.102.12 Irregular Behaviour – Behaviour during an examination that includes, without limitation, the following:

- Copying answers from another student, permitting answers to be copied, or in any way providing or receiving unauthorized information about the content of the examination.
- Possessing notes or making notes on anything other than the answer sheet or test booklet.

2.112.13 Emergency Evacuation – The sounding of a bell or alarm is an indication that occupants are required to vacate a building.

3. **POLICY STATEMENTS**

3.1 This policy and procedures document complements the Undergraduate Medical Education Examination Conduct Policy and Procedures.

3.2 Undergraduate Medical Education is responsible for selecting examination Invigilators for Course/Module or Block and NBME examinations unless there are specific accommodations requiring support from Student Accessibility Services. In such instances, Student Accessibility Services will select examination Invigilators and these Invigilators will invigilate for the entire examination accommodation time and any approved nutrition break time.

3.3 A Nutrition Break will be provided for each examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with student(s) during the Nutrition Break.

- 3.4 The number of Invigilators for an examination will follow a specified student-invigilator ratio and the requisite number of invigilators will be present throughout the examination. (See Appendix 1).
- ~~3.5~~ The Invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.
- ~~3.53.6~~ In Pre-Clerkship, the time allotted for an examination will be based on the volume of information to be tested, but will typically be ~~at a~~ minimum of one (1) hour in length.
- ~~3.6~~ In Pre-Clerkship, the multiple-choice component of each Block examination will be three hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- ~~3.7~~ In Pre-Clerkship, the Problem Solving component of each Block examination will be two hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- ~~3.83.7~~ In Clerkship, each ~~eNBME~~ Examination will typically be ~~two hours and thirty minutes~~ 2.15 to 2.45 hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- ~~3.93.8~~ Only the designated clock in the examination room will be used to determine the length of the examination.
- ~~3.103.9~~ The Administrator, Pre-Clerkship Evaluation and OSCE-type Examinations will act as Chief Proctor for Pre-Clerkship examinations.
- ~~3.113.10~~ The Administrator, Clerkship Evaluation will act as Chief Proctor for ~~NBME~~ clerkship examinations.
- ~~3.123.11~~ The Chief Proctors are responsible for organizing the training of Invigilators.
- ~~3.133.12~~ The following items will not be permitted in the seating area of the examination room:
- Communication Devices;
 - Backpacks, briefcases, luggage, coats, or brimmed hats;
 - Beverages or food of any type, with the exception of water in a clear container
 - Reference Materials.
 - Computer equipment other than authorized for exam
- ~~3.143.13~~ Communication Devices stored outside the seating area of the examination room, must be turned off before the examination begins.
- ~~3.153.14~~ Each student will be escorted, one at a time, on all Personal Breaks taken during the examination.
- ~~3.163.15~~ Disruptive and/or Irregular Behaviour will be addressed as stated in the Procedures section of this document.
- ~~3.173.16~~ University of Manitoba Emergency Evacuation protocols will be in place in the event of Emergency Evacuation during an examination.
- ~~3.183.17~~ Chief Proctors and Invigilators are responsible for ensuring that all Emergency Evacuation procedures are followed and that examination material is secured in the event of an Emergency Evacuation.

4. **PROCEDURES**

RESPONSIBILITIES OF STUDENTS

- 4.1 Be familiar with all requirements of this policy and procedures document as they relate to items identified as “not permitted” in the seating area of the examination room, disruptive and Irregular Behaviour.
- 4.2 Be familiar with the requirements of the related Undergraduate Medical Education Examination Conduct Policy and Procedures document.
- 4.3 Provide proof of personal identification and sign attendance register prior to the start of the examination.
- 4.4 Identify to an invigilator that a Personal Break is required and accept that an invigilator will accompany the student on the break.
- 4.5 Ensure all Emergency Evacuation procedures are followed when informed of such an evacuation by an invigilator.

RESPONSIBILITIES OF CHIEF PROCTOR

- 4.6 Recruit suitable invigilators for each academic year.
- 4.7 Organize the required number of invigilators in accordance with the invigilator-student ratio.
- 4.8 Assign invigilators to specific areas of the examination room.
- 4.9 Organize all examination materials for distribution ~~at~~for each examination.
- 4.10 Train invigilators on their responsibilities as it relates to examination invigilation.
- 4.11 Provide each invigilator with a copy of the Examination Conduct and Invigilation Policy and Procedures documents.
- 4.12 Ensure invigilators and students are familiar with the Emergency Evacuations procedures in the event there is an Emergency Evacuation during an examination.
- 4.13 Ensure all examination related materials are accounted for at the end of each examination.
- 4.14 Ensure any invigilator report of ~~De~~isruptive and/or Irregular Behaviour is reported to the Director, Evaluation, Associate Dean, UGME, NBME for NBME examinations and any other individual(s) as required.
- 4.15 Ensure an announcement is made stating that all communication devices must be turned off before the examination begins.

RESPONSIBILITIES OF INVIGILATOR

GENERAL

- 4.16 Participate in invigilator training as organized by the Chief Proctor(s).
- 4.17 Review the Examination Conduct and Invigilation Policy and Procedures documents and seek clarification of responsibilities as required.

- 4.18 Review the University of Manitoba protocols for Emergency Evacuation.
- 4.19 Meet Chief Proctor at 260 Brodie 30 minutes prior to the examination, unless otherwise notified.
- 4.20 Assist with the examination set up.
- 4.21 Assist with organizing examination attendance which involves checking student IDs and having each student sign the attendance register.
- 4.22 Inform students of the examination start and end times using the designated clock as the time reference.
- 4.23 Continuously observe students in the assigned area to ensure that students are recording answers as required, and are not communicating with one another in any way.
- ~~4.234.24 Assist with computer problems during examsoft and NBME computer based examinations or inform chief proctor of any computer problems during examsoft or NBME examinations for help~~
- 4.244.25 Assist with the collection of pink sheets, examination booklets, and other examination materials at the end of the examination. This can include organizing components of an examination for distribution to examination markers.
- 4.254.26 Assist with bringing examination materials to the UGME office.
- 4.264.27 Complete and sign time sheet.
- 4.274.28 Report any irregular incidents to the Chief Proctor.
- 4.284.29 Organize a 10-minute break for each invigilator. In the event there is only one invigilator, UGME Evaluation personnel will arrange for the invigilator to have a 10-minute break.
- 4.294.30 Contact the Chief Proctor in the event of an emergency.
- 4.304.31 Follow stated Emergency Evacuation procedures in the event of an Emergency Evacuation during an examination.

DISRUPTIVE BEHAVIOUR

- 4.314.32 Give the student a warning that he/she is exhibiting such behaviour.
- 4.324.33 Document that a warning was given.
- 4.334.34 Collect the examination materials from the student and escort the student from the examination room with the least amount of disturbance to the other students in the event that the student does not respond to a warning.

IRREGULAR BEHAVIOUR

- 4.344.35 Allow the student to continue writing the examination.
- 4.354.36 Confirm the observation with at least one other invigilator if possible.
- 4.364.37 Complete a report of the incident including the following information:
- Time and duration of the incident.
 - Page and/or item number that involved student(s) were working on at the time of the observation (if possible)

- Identify all students involved in the incident by name and student number.
- Identify the seating placement for the student(s) involved.
- Signatures of the invigilators who made the observations.
- Signature(s) of student(s) involved in the incident.

EMERGENCY EVACUATION

[4.374.38](#) In the event of a fire alarm being activated during an examination or other emergency, making the abandonment of the examination necessary, the following steps must be followed:

- ~~• Contact the Chief Proctor to inform this person of the Emergency Evacuation and to provide assistance with evacuation procedures.~~
- ~~• Inform students that they must stop writing and that the student's name is written on all required examination materials. Check that the student name is on all required examination materials, if possible.~~
- ~~• Record the time the examination is stopped based on the clock in examination room.~~
- ~~• Evacuate the room, taking personal possessions, if possible. See attached evaluation routes for Frederic Gaspard Theatre, 204 Brodie, Theatre D, Apotex Centre, (Room 164), Apotex Centre, (Room 071).~~
- ~~• Ensure no examination materials are removed from the examination room.~~
- ~~• An invigilator or Chief Proctor is the last to exit the examination room and the first to return.~~
- To maintain the integrity of the examination, the Chief Proctor and invigilators monitor students during an evacuation to minimize communication among the group. (Evacuation route to be attached.) See Disaster Recovery Policy

~~4.38 If the period of the evacuation is short and the Fire Marshall confirms that normal use of the building may be resumed, the examination will be restarted.~~

~~4.39 The Chief Proctor informs students of amount of examination time left.~~

EXAMINATIONS EXCEEDING 3 HOURS IN LENGTH

[4.404.39](#) Inform each student of the time of the designated 15-minute nutrition break prior to the start of the examination.

[4.414.40](#) Ensure each student is away from the examination table for the duration of the Nutrition Break.

[4.424.41](#) Ensure that each student is observed for the duration of the Nutrition Break.

[4.434.42](#) Inform each student of the examination end time using the designated clock as a reference.

5. REFERENCES

- 5.1 Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, *Clinical Science Examinations*. United States of America. 2010.
- 5.2 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)
- 5.3 [UGME Policy & Procedures - Examination Conduct Policy and Procedures](#)
- 5.4 University of Manitoba Emergency Evacuation Procedures.

- 5.5 [University of Manitoba Procedural Guidelines for Academic Staff when Dealing with Matters *related* to Academic Dishonesty.](#)
- 5.6 UGME Policy & Procedures – Deferred Examinations
- 5.7 UGME Policy & Procedures – Supplemental Examinations
- 5.8 [UGME Policy & Procedures - Examination Results.](#)
- 5.9 [UGME Policy & Procedures – Promotion & Failure](#)
- 5.10 [UGME Policy & Procedures - Formative Assessment](#)
- 5.11 [UGME Policy & Procedures - Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.12 [University of Manitoba- Final Examination and Final Grades Policy](#)
- 5.13 [University of Manitoba- Deferred and Supplemental Examinations Procedures](#)
- 5.14 [University of Manitoba- Final Examination Procedures](#)
- 5.15 [University of Manitoba- Final Grades Procedures](#)
- 5.15.16 [5.15.16](#)

6. **CONTACT**

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Report of the Senate Committee on Nominations

Preamble

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

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

The Committee met on December 2, 2016 (electronically) to consider nominations to fill vacancies on the standing committees of Senate.

Observation

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry dates 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 Libraries | Ms Afra Bolefski <i>(as leave replacement)</i> | Libraries | 2017.11.28 |

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

| COMMITTEE | NOMINEE(S) | FACULTY/ SCHOOL | TERM END DATE |
|---|-------------------------|--------------------|------------------|
| Senate Committee on Instruction and Evaluation | Ms Allison Kilgour (S)* | Arts | 2017.05.31 |

* (S) indicates a member of Senate

** (R) indicates re-appointment

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON LIBRARIES

last updated December 12, 2016

| Composition | Incumbents | Faculty/School | Term |
|---|--|---------------------------------------|-----------------------------------|
| Provost and Vice-President (Academic) (or designate), Chair | Dr. Mary-Jo Romaniuk, designate | | <i>Ex-officio</i> |
| Vice-President (Research and International) (or designate) | Dr. Jay Doering, designate | | <i>Ex-officio</i> |
| University Librarian (or designate) | Ms Lisa O'Hara, designate | | <i>Ex-officio</i> |
| Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate) | Dr. Xikui Wang, designate | | <i>Ex-officio</i> |
| Two Deans of Faculties or Colleges or Directors of Schools | Dean James Mulvale | Social Work | 2017.05.31 |
| | Dean Douglas Brown | Kinesiology and Recreation Management | 2019.05.31 |
| 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 | Dr. Shelley Sweeney | Libraries | 2017.05.31 |
| | Prof. Thomas Booth (S) | Science | 2018.05.31 |
| | Prof. James Gilchrist (S) | Health Sciences | 2018.05.31 |
| | Ms Afra Bolefski <i>(leave replacement for Prof. Danielle Dubois)</i> | Libraries <i>(Arts)</i> | 2017.11.28 <i>(2019.05.31)</i> |
| | Prof. Pam Perkins | Arts | 2019.05.31 |
| | Ms Janet Rothney | Libraries | 2019.05.31 |
| Four students (two graduate, two undergraduate) | Mr. Carl Neumann | Graduate Studies | 2018.05.31 |
| | TBD | Graduate Studies | 2018.05.31 |
| | Mr. Mitchell Chu | Science | 2018.05.31 |
| | Ms Maya Goldberg | University 1 | 2018.05.31 |
| Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = two-year terms | | | |

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

last updated December 12, 2016

| Composition | Incumbents | Faculty/School | Term |
|--|---|--------------------------------|--------------------------------|
| Provost and Vice-President (Academic) (or designate), Chair | Dr. Diane Hiebert-Murphy, designate | | <i>Ex-officio</i> |
| Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus) | Prof. Annemieke Farenhorst | Agricultural and Food Sciences | 2018.05.31 |
| | Prof. Brenda Elias (S) | Health Sciences | 2018.05.31 |
| | Dean David Mandzuk (S) | Education | 2018.05.31 |
| | Prof. Lukas Neville | Management | 2019.05.31 |
| | Ms Krystyna Koczanski | Science | 2019.05.31 |
| | Prof. Vanessa Warne | Arts | 2019.05.31 |
| | Prof. Pamela Wener (S) | Health Sciences | 2019.05.31 |
| Four students, at least one graduate student | Mr. Ben Akoh | Graduate Studies | 2017.05.31 |
| | Ms Kathryn Marcynuk | Graduate Studies | 2017.05.31 |
| | Ms Dara Hallock | Science | 2017.05.31 |
| | Ms Allison Kilgour | Arts | 2017.05.31 |
| UMSU President or Vice-President | Ms Tanjit Nagra | UMSU President | <i>Ex-officio (non-voting)</i> |
| Dean or Associate Dean, Graduate Studies | TBD | | <i>Ex-officio (non-voting)</i> |
| Executive Director, Centre for the Advancement of Teaching and Learning (or designate) | Dr. Mark Torchia, designate Erica Jung | | <i>Ex-officio (non-voting)</i> |
| Registrar or Associate Registrar (or designate) | Mr. Neil Marnoch, designate Sharon Bannatyne | | <i>Ex-officio (non-voting)</i> |
| Director, Student Advocacy (or designate) | Ms Brandy Usick, designate Heather Morris | | <i>Ex-officio (non-voting)</i> |
| Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms | | | |