

A G E N D A

I CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – MARCH 2022

This report will be available at the Senate meeting. The report will also be available for Senators to review through a request to the Office of the University Secretary.

II MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

- | | | |
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| 1. | Report of the Senate Committee on Instruction and Evaluation RE: Revised Professional Unsuitability Bylaw, Bachelor of Nursing, College of Nursing | Page 4 |
| 2. | Report of the Senate Committee on University Research RE: Periodic Reviews, Manitoba Centre for Nursing and Health Research and Centre for Human Rights Research, Term Extension Request | Page 12 |

IV MATTERS FORWARDED FOR INFORMATION

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| 1. | Correspondence from President and Vice-Chancellor RE: Request for Temporary Reallocation of Admission Targets, Bachelor of Social Work, Faculty of Social Work
<i>(for consultation)</i> | Page 13 |
| 2. | <u>Report on February 2022 Graduands, Approved</u> | Page 22 |
| 3. | <u>In Memoriam: Dr. Benita Cohen</u> | Page 27 |
| 4. | Report of the Senate Committee on Awards
<u>[January 20, 2022]</u> | Page 28 |
| 5. | <u>Annual Report of Student Accessibility Services, 2019 - 2021</u> | Page 39 |
| 6. | Annual Report of the University Discipline Committee,
<u>September 1, 2020 – August 31, 2021</u> | Page 50 |
| 7. | <u>Undergraduate Admission Targets, 2022 - 2023</u> | Page 152 |
| 8. | Report on Research Contracts Received,
<u>July 1 – December 31, 2021</u> | Page 154 |

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| 9. | Correspondence from Provost and Vice-President (Academic)
RE: Closure of Diploma in Population Health, Department
of Community Health Sciences, Approval | Page 158 |
| 10. | Correspondence from Deputy Provost (Academic Planning
and Programs) RE: Changes to Credential, Bachelor of
Science Geological Sciences to Bachelor of Science,
Department of Earth Sciences, Clayton H. Riddell Faculty of
Environment, Earth and Resources, Approval | Page 160 |
| 11. | Items Approved by the Board of Governors
[January 25, 2022] | Page 162 |

V REPORT OF THE PRESIDENT

VI QUESTION PERIOD

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

**VII CONSIDERATION OF THE MINUTES
OF THE MEETING OF FEBRUARY 2, 2022**

VIII BUSINESS ARISING FROM THE MINUTES - none

**IX REPORTS OF THE SENATE EXECUTIVE COMMITTEE
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

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| 1. | <u>Report of the Senate Executive Committee</u> | Page 163 |
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Comments of the Senate Executive Committee will accompany the report on which they are made.

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| 2. | <u>Report of the Senate
Planning and Priorities Committee</u> |
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The Chair will make an oral report of the Committee's activities.

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

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| 1. | Report of the Faculty Council of the Clayton H. Riddell
Faculty of Environment, Earth, and Resources
RE: Proposal for a B.Sc.(Maj.) and B.Sc.(Hons.) in
<u>Environmental Geoscience</u> | Page 164 |
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a)	<u>Report of the Senate Committee on Curriculum and Course Changes</u>	Page 164
b)	<u>Report of the Senate Planning and Priorities Committee</u>	Page 166
c)	<u>Report of the Senate Committee on Admissions</u>	Page 169
d)	<u>Report of the Senate Committee on Instruction and Evaluation</u>	Page 170
2.	<u>Report of the Faculty Council of the Faculty of Social Work RE: Major Curriculum Revisions, Bachelor of Social Work</u>	Page 231
a)	<u>Report of the Senate Committee on Curriculum and Course Changes</u>	Page 231
b)	<u>Report of the Senate Planning and Priorities Committee</u>	Page 234
3.	<u>Reports of the Senate Committee on Admissions</u>	
a)	<u>RE: Revised Admission Requirements, Bachelor of Social Work, Faculty of Social Work</u>	Page 310
b)	<u>RE: Revised General Entrance Admission Requirements for Direct Entry Admission</u>	Page 326
4.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Postgraduate Medical Education Program, Max Rady College of Medicine</u>	Page 329
	<ul style="list-style-type: none"> • PGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/ Withdrawal Policy for Competency-Based Medical Education Residency Programs [Scope: RCPSC Residents] • PGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/ Withdrawal Policy for Competency-Based Medical Education Residency Programs [Scope: CFPC Residents] • PGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy [Scope: PGME Residents in Time-Based Residency Cohorts] 	

XI **ADDITIONAL BUSINESS** - none

XII **ADJOURNMENT**

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

January 20, 2022

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Professional Unsuitability Bylaw, Bachelor of Nursing, College of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf
2. At its meeting on January 20, 2022 SCIE considered a proposal from the College of Nursing to revise the Bachelor of Nursing Professional Unsuitability Bylaw.

Observations:

1. The College is proposing to revise the membership of the Professional Unsuitability Committee as follows:
 - a) Currently an instructor appointed to the committee would need to be in a continuing appointment. The College is proposing that an instructor would not need to be in a continuing appointment.
 - b) Currently the committee membership includes a representative of the Nursing Profession to be appointed by the College of Registered Nurses of Manitoba, preferably with experience in dealing with disciplinary matters. The College is proposing that a registered nurse external to the University, preferably with experience in dealing with disciplinary matters, be appointed by the Dean of the College of Nursing.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the Professional Unsuitability Bylaw, Bachelor of Nursing, College of Nursing, effective September 1, 2022.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Date: January 7, 2022

To: Dr. Mark Torchia, Chair, Senate Committee on Instruction & Evaluation

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

Re: Proposed Changes to the College of Nursing Professional Unsuitability Bylaw

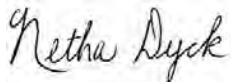
The College of Nursing is seeking approval of the proposed changes to its Professional Unsuitability Bylaw by the Senate Committee on Instruction and Evaluation.

Please find attached a description of the proposed changes to the Bylaw and a copy of the Bylaw with the proposed changes (page 2).

The proposed changes to the Professional Unsuitability Bylaw were approved by the College of Nursing College Council on December 22, 2021.

Thank you for your consideration of the proposed changes to the Professional Unsuitability Bylaw.

Sincerely,



Dean, College of Nursing

Description of Proposed Changes to the College of Nursing Professional Unsuitability Bylaw

Date: January 7, 2021

Background:

The Professional Unsuitability Bylaw was approved by Senate on June 24, 2020. The Bylaw includes the Professional Unsuitability Committee (PUC) terms of reference. The proposed changes are noted with track changes on page 2 of the attachment.

Proposed Changes:

The following changes to the PUC terms of reference are being brought forward for approval:

1. The appointment of the Chair be a tenured faculty member or instructor
 - Chair (non-voting, except in the case of a tie): a tenured faculty member or instructor ~~in a continuing appointment~~ to be appointed by the Dean, College of Nursing for a five (5) year term, which may be renewable.

Rationale: The College of Nursing instructors hold renewable term positions. As such, the deletion of "in a continuing appointment" is recommended.

2. The member appointed by the CRNM as outlined in #iv. be revised as follows:
 - iv. one registered nurse external to the University of Manitoba, preferably with experience in dealing with disciplinary matters, ~~representative of the Nursing Profession~~ to be appointed by the ~~College of Registered Nurses of Manitoba (CRNM), preferably with experience in dealing with CRNM disciplinary matters,~~ Dean, College of Nursing, for a five (5) year term, which may be renewable.

Rationale: The PUC membership includes a member of the nursing profession appointed by the College of Registered Nurses of Manitoba (CRNM). Subsequent to the approval of the Bylaw, CRNM expressed concern about the appropriateness of CRNM appointing a representative to serve on the committee and cited an issue with conflict of interest.



Professional Unsuitability By-Law

Bylaw:	Professional Unsuitability
Application:	Students of the Bachelor of Nursing Program, College of Nursing
Review Date:	5 years from approval/revised date
Revised (Date):	May 13, 2020
Approved By:	College Council, College of Nursing: [April 29, 2020] Senate: [June 24, 2020]

The purpose of this Bachelor of Nursing Program (“Program”) Professional Unsuitability Bylaw (“Bylaw”) is to set out the jurisdiction of the Program’s Professional Unsuitability Committee and procedures for professional unsuitability hearings. The purpose of the Professional Unsuitability Committee is to review and make recommendations regarding the suitability of a student for the Program.

For the purpose of this Bylaw, the “University” refers to the University of Manitoba.
For the purpose of this Bylaw, the “College” refers to the College of Nursing.

1.00 Jurisdiction

1.01 General

The College of Nursing may require a student to withdraw from the Program pursuant to the procedures set out in this By-Law when the student has been found unsuited, on consideration of competence or professional fitness, for the practice of nursing. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the College’s Rules or Regulations. The Canadian Nurses’ Association Code of Ethics, as the ethical basis for nursing in Canada, will be considered in every situation in which an inquiry is being held into the conduct of a student in the practice of nursing. Furthermore, in accordance with provisions of the Manitoba Human Rights Code, the College’s duty to reasonably accommodate the special needs of its students will be considered.

1.02 Grounds for Required Withdrawal

A student may be required to withdraw from the Program if the student has been found to be unsuitable for the practice of nursing, including without limitation, if the student has:

- i. been found guilty of such conduct which, if participated in by a practicing registered nurse would result in suspension or expulsion of the practitioner from the practice of nursing or such other disciplinary actions available against a practitioner by the governing body of the profession;
- ii. practiced incompetently in any clinical setting;

- iii. jeopardized professional judgment through self-interest or a conflict of interest;
- iv. demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive;
- v. acquired a criminal conviction which according to the established College processes was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the College, the student demonstrated poor judgment, lack of integrity or (other) unsuitability for the profession;
- vi. any health condition, the occurrence of which impairs essential performance required for the health profession;
- vii. been under the influence of alcohol, cannabis products, legal or illegal drugs which impair client care, any other professional activity, or any activity related to the practice of the nursing profession;
- vii. demonstrated unethical behaviour as specified by the Canadian Nurses' Association Code of Ethics.

2.00 Professional Unsuitability Committee (PUC)

2.01 There shall be established within the College a standing committee known as the Professional Unsuitability Committee (PUC) to hear and determine matters of competence and/or professional fitness for the practice of nursing.

Membership in the PUC shall be as follows:

Chair (non-voting, except in the case of a tie): a tenured faculty member or instructor ~~in a continuing appointment~~ to be appointed by the Dean, College of Nursing for a five (5) year term, which may be renewable.

Committee Members:

- i. three full time academic members of the College, elected by the Council of the College of Nursing, for a five (5) year term, which may be renewable;
- ii. two students from the Bachelor of Nursing Program, College of Nursing; from either third year or fourth-year undergraduate and one graduate student, appointed by the respective student organizations, for a one (1) year term, which may be renewable; and
- iii. one full time academic member of the University College of the North, appointed by the Dean, College of Nursing; and
- iv. one ~~representative of the Nursing Profession~~ registered nurse external to the University of Manitoba, preferably with experience in dealing with disciplinary matters, to be appointed by the Dean, College of Nursing Registered Nurses of Manitoba (CRNM), preferably with experience in dealing with CRNM disciplinary matters, for a five (5) year term, which may be renewable.

3.00 Procedure

3.01 The Dean (or designate) shall:

- refer matters, which in her/his opinion, involve conduct or circumstances described in Article 1.01 and 1.02 herein, to the PUC in a written report, setting out the name of the student involved, the alleged facts and the alleged ground(s) warranting withdrawal pursuant to section 1.01 and 1.02. In no circumstances will a referral be based solely on anonymous allegations or materials. Anonymous materials are defined as "authorship that has not been disclosed".
- provide the PUC and student with the information which supports the request to assess, through a hearing, the student's suitability for the profession of nursing.

3.02 Upon receipt of a request for a hearing into a student's suitability for the profession of nursing, the PUC shall:

- i) send a Notice of Hearing to the named student pursuant to section 4.01 by registered mail to the last known address of the student as found on the College's records. At the student's request, additional information may be sent by regular mail, email or facsimile;
- ii) consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
- iii) at all times act expeditiously to complete the hearing;
- iv) determine whether any of the grounds requiring withdrawal under section 1.01 and 1.02 exist at hearing of the matter pursuant to this By-Law; and
- v) make a disposition in accordance with section 6.00 herein.

3.03 Once a request for a hearing has been made to the PUC, the proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Program, or has refused to participate in the proceedings.

4.00 Notice to Students

4.01 The Chair of the PUC shall inform the student in writing, within five (5) working days of receipt of the request for a hearing, of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral.

4.02 The Notice from the Chair shall include a statement that if the allegations contained in the reference are established to the satisfaction of the PUC the student may be required to withdraw from the Program.

4.03 A faculty member shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such faculty member has had previous contact with the student or has prior personal knowledge of the matter.

4.04 The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified any member of the PUC. In such a case, the Chair would consider the grounds for the challenge and may replace the disqualified members pursuant to section 2.01. An academic member of the Program shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such academic member has had previous contact with the student or has prior personal knowledge of the matter.

5.00 Hearing Procedures

5.01 The student may provide a written response to the grounds. Such written response should be provided to the PUC and the Dean (or designate) within five (5) working days of the hearing date, or at the discretion of the Chair.

5.02 In addition to the written information, the Dean (or designate) may provide the PUC and student with additional relevant information and or evidence that supports the grounds for a hearing within five (5) working days of the hearing date, or at the discretion of the Chair.

5.03 The student may appear in person and may choose to be represented by a Student Advocate provided through the University, legal or other counsel. A student may request an additional support person who may accompany him/her to the hearing. This person will be considered an observer and will not be able to participate in the hearing process.

5.04 The Program and student may call relevant witnesses as needed. Written notice to each party of witnesses to be called by the other party shall be provided at least five (5) working days prior to the hearing date, or at the discretion of the Chair.

5.05 The hearing shall be closed to all persons except the members of the PUC, Program Representative, the student, the designated representative of the student, if any, and support person of the student, if any.

5.06 The student or her/his representative shall have the right to hear and to cross examine witnesses, to have access to copies of all documents submitted to the PUC for consideration at least five (5) working days prior to the hearing, to call witnesses and to submit other evidence.

5.07 The student shall not be required to give evidence but if the student elects to do so, then the student may be questioned by members of the PUC.

5.08 A quorum for the PUC shall be 4 members and the Chair as referred to in section 2.02 above.

5.09 A simple majority of the members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.

5.10 The Chair of the PUC shall vote only to break a tie.

5.11 Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

5.12 The results of the hearing and the reasons therefore shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the Dean of the College of Nursing and the Associate Dean, Undergraduate Programs.

5.13 At the discretion of the Chair, hearings may be conducted in whole or in part via teleconference or other video/electronic means.

5.14 If the student is participating in a hearing via teleconference, the Chair may require the student to confirm that there are not recording devices present and only persons set out in section 5.03 are in attendance.

5.15 At the discretion of the Chair, hearings may be conducted at one of the three delivery sites of the Program (Winnipeg, The Pas, or Thompson) to allow the student to participate in person.

6.00 Disposition of the Matter

6.01 The PUC shall, after hearing all the evidence, meet in closed session with its members only, to:

- i) consider the evidence;
- ii) make its findings using a balance of probabilities standard;
- iii) if the allegations are proven, determine the appropriate disposition of the matter;
- iv) if the allegations are not proven, dismiss the matter and/or make any other recommendation the PUC deems appropriate.

6.02 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing the following options, alone or in combination, are available:

- i) determine that no further action be taken;
- ii) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- iii) reprimand the student in writing;
- iv) suspend the student from the Program for a specified period of time;

v) require the student to withdraw from the Program, which withdrawal may attach conditions which must be fulfilled before any application for re-admission to the College can be considered;

vi))expel the student from the Program with no right to apply for re-admission to the College.

6.03 In cases in which the disposition of the hearing is one of iv, v, or vi as set out in section 6.02, the results shall be conveyed in writing to the Registration Consultant, College of Nursing who shall make the appropriate notation in the student's transcript.

6.04 The student may request the PUC to consider removal of the notation from the transcript.

7.00 Appeals

7.01 If the student wishes to appeal a disposition of the PUC, such appeal may be made to the Senate Appeals Committee in accordance with the procedures of that body.

7.02 In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.

7.03 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

8.00 Records

8.01 A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file within the Program and as required by the University. All information relating to the hearing before the PUC shall be kept in the office of the Associate Dean, Undergraduate Programs.

9.00 Amendments

9.01 This By-Law may be amended by the University's Senate, or by Senate after approval of such amendment(s) by College Council.

Approved by Senate: April 6, 2011

Revisions Approved by Senate: June 24, 2020



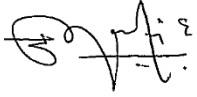
University
of Manitoba

Office of the Vice-President
(Research & International)

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. Digvir Jayas, Vice-President (Research and International)
And Chair, Senate Committee on University Research 

DATE: January 24, 2022

SUBJECT: Term extension request for two Research Centres – the Manitoba Centre for Nursing & Health Research (MCNHR) and the Centre for Human Rights Research (CHRR)

According to the Policy on *Research Centres, Institutes, and Groups*, research centres and institutes will undergo reviews approximately every five years. The Senate Committee on University Research is requesting an extension for the review of the Manitoba Centre for Nursing & Health Research (MCNHR) and the Centre for Human Rights Research (CHRR).

Due to the labour dispute of October and November of 2021, the Senate Committee on University Research was unable to meet at the planned meeting of November 18, 2021. At this meeting, SCUR would have selected the sub-committees for the two Research Centres which are up for 5 year review. Furthermore, many SCUR members are members of UMFA and were not available to work on this review during this time. Therefore, terms ending on March 31st, 2022 will lapse prior to the completion of the reviews, and thus will require an extension from Senate.

At the meeting of January 20, 2022, the Senate Committee on University Research approved the following motion:

THAT SCUR recommend to Senate that the terms of the Manitoba Centre for Nursing & Health Research (MCNHR) and the Centre for Human Rights Research (CHRR) be extended to September 30, 2022.

Please include this recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/sv

Cc. Dr. Adele Perry, Director, Centre for Human Rights Research
Dr. Susan McClement, Director, Manitoba Centre for Nursing & Health Research
Ms. Diane Capanec, Senior Research Manager, Manitoba Centre for Nursing & Health Research

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

umanitoba.ca/research




University of Manitoba | Office of the President

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DATE: February 3, 2022

TO: Jeff Leclerc, University Secretary

FROM: Michael Benarroch, Ph.D.
President and Vice-Chancellor 

RE: Temporary Reallocation of Admission Targets, Bachelor of Social Work Program

I attach a recommendation from Dr. Mark Torchia, Vice-Provost (Students) for a one-time reallocation of admission targets in the Bachelor of Social Work program for the 2022-23 admissions cycle.

Under the Admission Targets Policy and Procedure, the President may approve changes to admission targets following consultation with the Dean/Director, Senate, and the Board of Governors.

Accordingly, please place this item on the agenda for the February 16th, 2022 Senate Executive meeting and the March 2nd, 2022 Senate Meeting.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Michael Yellow Bird, Dean, Faculty of Social Work
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist




**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: February 3, 2022

To: Dr. Michael Benarroch, President and Vice-Chancellor

From: Dr. Mark Torchia, Vice-Provost (Teaching and Learning) 

Re: Request for Temporary Reallocation of Admission Targets, Bachelor of Social Work Program

Under the Admission Targets Policy and at the request of Dr. Michael Yellow Bird, Dean, Faculty of Social Work, please find attached a proposal for a one-time increase to the admission target of the Bachelor of Social Work, Distance Delivery program site by up to forty-eight seats.

Admission targets for the Bachelor of Social Work are distributed across five program delivery sites for a total of 280 seats. Historically, an average of fifty-one seats remain unfilled across the sites for any given year. The Faculty is requesting a reallocation of up to forty-eight existing unfilled seats (twenty-three from the Inner City program site and twenty-five from the Northern program site) to accommodate a cohort of southern child and family service workers in rural and Indigenous communities for the 2022-23 year. Any seats unused by the cohort would be transferred back to the original program site, and if not filled at the original site, be reallocated back to distance to address any unmet demand. The request results in no net increase of seats and no new resources are required of the institution.

Consistent with the Admission Targets Policy and Procedure, the President may approve changes to Admission Targets following consultation with the Dean/Director, Senate, and the Board of Governors.

Please provide your advice concerning this matter to the Office of University Secretary by Monday, February 7th, 2022 so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Michael Yellow Bird, Dean, Faculty of Social Work
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist



January 26, 2022

Dr. Todd Mondor, Deputy Provost
Academic Planning and Programs
Office of the Deputy Provost

Dr. Mark Tochia, Vice-Provost
Teaching and Learning
Office of the Vice-Provost

Cassandra Davidson, Academic Programs Specialist
Academic Planning and Programs
Office of the Deputy Provost

RE: Proposal for temporary increase, social work admit undergraduate targets

Dear Colleagues,

I'm writing you to begin a conversation about the possibility of reallocating unfilled seats in the Faculty of Social Work to accommodate a distance delivery cohort in the Southern Manitoba region. While Indigenous and community engagement is an important priority of the strategic plans of the University of Manitoba and the Faculty of Social Work, a cohort also makes sense in that it will enable us to work towards filling our unused undergraduate seats. The Admission Targets for 2021 were not met. Out of the possible 105 seats filled 57 seats were filled leaving 48 seats that remained unfilled between the two sites. Historically this has been the case with an average of 51 spots per year remaining unfilled. See attached tables (pp. 5 – 7).

At this time, we would like to request that up to 48 seats be transferred to the distance delivery program to allow for a cohort of Child Welfare applicants from various Indigenous agencies to fill the unused seats. This request is for the admission year of 2022-2023 year ONLY. The Faculty of Social Work is currently working on changing our seat allocation for future admissions. If this request is granted, we would also request that any remaining seats that are unfilled by the cohort be transferred back to any program site that could use the seats for this admission period only.

We are requesting to use:

- 23 seats from Inner City social work program and
- 25 seats from Northern social work program

These 48 seats will be transferred to the distance delivery program in order to offer the cohort.

We would also like to ensure that any remaining seats that are unfilled by the cohort be transferred back to any program site that could use the seats for this admission period only. The historical data to provide rationale for the transfer of seats are as follows.

Admission Targets for Faculty of Social Work

*Admission Target-280

- Thompson 45,
- Inner City 60,
- Distance 100,
- Fort Garry 75

Fall 2021 Unused seats were:

Inner City program: 37 seats out of 60 were filled
Northern program: 20 seats out of 45 were filled.

Out of the possible 105 seats filled 57 seats were filled leaving 48 seats that remained unfilled between the two sites. Historically this has been the case with an average of 51 spots per year remaining unfilled. See chart below.

The South Child and Family services agencies have made a request for us to provide a distance delivery cohort. Combined these agencies have approximately 40 students who meet the admission criteria and would enroll in the cohort. The request is for one intake year. This cohort would be admitted into the undergraduate program and begin their undergraduate social work degree in September 2022 or Jan 2023.

The Faculty of Social work is currently reviewing the admission requirements and changes will be made to admissions for the Sept 2023 admissions term. Many of the students have the required number of credit hours and are ready to be admitted. We would like this group of students to be admitted under the 30-credit hour, 1750 hours of social services experience. If we wait until the new criteria is implemented many of the students will not be eligible.

Our proposal is to offer a Bachelor of Social Work (BSW) degree to South Child and Family service workers in rural and Indigenous communities who have requested the Faculty of Social Work to offer a degree using a blended model for delivery. This degree would provide Southeast workers who are currently residing and working in Indigenous Agencies opportunities to ensure they are receiving education required to work in the field. There is a high demand for social workers in rural Manitoba, especially in Child Welfare. In Manitoba we have the highest number of children in care and agencies are demanding that workers have a Bachelor of Social work degree that prepares them for the challenges that they are encountering.

This Cohort would serve communities in areas in the southern portion of Manitoba. Including:

- Treaty 1
- Treaty 2
- Treaty 3
- Treaty 4
- Treaty 5

(See: <https://www.sac-isc.gc.ca/eng/1100100020576/1616073943706>)

Given the high number of children in care in the child welfare system and the recent addition of Bill C-92, which is an Act respecting First Nations, Inuit and Metis children youth and families, providing professional social work education would be appropriate and valuable. The legislation was co-developed with Indigenous, provincial, and territorial partners with the goal of keeping Indigenous children and youth connected to their families, communities, and culture and “affirms the rights of First Nations, Inuit, and Metis peoples to exercise jurisdiction over child and family services, establishes national principles such as the best interests of the child, cultural continuity and substantive equality.” (Please see the below links):

<https://www.sac-isc.gc.ca/eng/1541187352297/1541187392851>

<https://www.canada.ca/en/indigenous-services-canada/news/2019/06/an-act-respecting-first-nations-inuit-and-metis-children-youth-and-families-receives-royal-assent.html>

Additionally, the challenges of the Meth crisis in Manitoba as well as the high number of suicides amongst young people (especially in Indigenous) communities, are also driving the need for more training for the present workforce in the Southern region.

The Bachelor of Social Work degree will be taught using a blended model. The resource implications to the University will be minimal and manageable. IT and library services will be required. Space for the classroom will be provided by the agencies that request a cohort. We will be using CISCO WebEx to teach the online blended component of the program. The Faculty of Social Work has an Educational Tech support person who will ensure that all students are trained and supported while using technology.

The Faculty of Social work would use a similar model that has been successful in the current Cohort we are supporting. The model charges a small cost recovery admin fee which pays for TA's, Academic advisor support, technical support etc. Agencies would also enter a legally binding agreement that ensures financial and community/agency commitment to the cohort. These legal agreements would be similar in nature to the ones used currently with the Northern cohort that is running.

Our faculty would teach some of the BSW curriculum and sessional instructors would be hired as well. The practicum will be completed at the student's agency and most of the

students would be employed by the agency and therefore liability insurance would not be an issue.

The Faculty of Social Work plans to review targets for future years and are currently working with SCADM and Senate to ensure enrolment targets are formally outlined and include cohort students from Manitoba. This would address a high need to address the demographic needs of students living in rural and Northern Manitoba. The students cannot leave their community to obtain their degree since most of them have families and are currently employed full time. A cohort would enable the Southern social service workers to enroll and graduate from our Bachelor of Social Work program.

Please let me know if you have any questions, I am available to meet to discuss this proposal at your earliest convenience.

Sincerely,

A handwritten signature in black ink that reads "Michael Yellow Bird". The signature is written in a cursive, flowing style.

Michael Yellow Bird, MSW, PhD
Dean and Professor
Faculty of Social Work
522 Tier Building
University of Manitoba

**Admission Targets for Faculty of Social Work
2015-2020**

Year	Target	Registered	Difference
2019-2020	280	241	-39
2018-2019	280	208	-72
2017-2018	280	240	-40
2016-2017	280	222	-58
2015-2016	280	231	-49

*Admission Target-280; Thompson 45, Inner City 60, Distance 100, Fort Garry 75

The Faculty of Social Work did not meet the admission target of 280 students in the past five years by 258 spots (**average of 51 spots per year**).

Breakdown by program

Thompson Program					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020					
External	10	6	4	3	-7
Northern	35	28	22	22	-13
TOTAL	45	34	26	25	-20
2018-2019					
External	10	14	4	2	-8
Northern	35	21	21	15	-20
TOTAL	45	35	25	17	-28
2017-2018					
External	10	9	6	6	-4
Northern	35	31	31	28	-7
TOTAL	45	40	37	34	-11
2016-2017					
External	10	11	6	5	-5
Northern	35	27	27	17	-18
TOTAL	45	38	33	22	-23
2015-2016					
External	10	3	3	1	-9
Northern	35	23	23	19	-16
TOTAL	45	26	26	20	-25

The Thompson Program did not meet the admission target of 225 students in the past five years by 107 spots (**average of 21 spots per year**).

Inner City					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	60	107	40	40	-20
2018-2019	60	33	33	33	-27

2017-2018	60	38	38	36	-24
2016-2017	60	50	50	44	-16
2015-2016	60	57	57	49	-11

The Inner City Program did not meet the admission target of 300 students in the past five years by 98 spots (**average of 19 spots per year**).

Distance Delivery					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	100	284	117	101	
2018-2019	100	261	106	87	-13
2017-2018	100	304	122	100	
2016-2017	100	288	125	88	-12
2015-2016	100	255	133	86	-14

The Distance Delivery Program did not meet the admission target of 500 students in the past five years by 38 spots (**average of 7 spots per year**).

Fort Garry					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	75	210	98	75	
2018-2019	75	194	77	71	-4
2017-2018	75	258	77	70	-5
2016-2017	75	239	92	68	-7
2015-2016	75	226	95	76	

Fort Garry Campus did not meet the admission target of 375 students in the past five years by 15 spots (**average of 3 spots per year**).

**Proposed Admission Targets for Faculty of Social Work
2022-2023**

Thompson/Northern				
	Previous Target	Move to cohort	Difference	New Target
External	10	-5	5	5
Northern	35	-20	20	15
TOTAL	45	25	25	20

Inner City			
Previous Target	Move to cohort	Difference	New Target
60	-23	37	37

Distance			
Previous Target	Cohort	Difference	New Target
100	+48	+48	148

Fort Garry	
Previous Target	New Target
75	75

THE UNIVERSITY OF MANITOBA

GRADUANDS REPORT

February 2022

SENATE CIRCULATION

Prepared by:
Registrar's Office
February 14, 2022

Number of Graduates Presented to Senate

	February	Spring	Fall	Total For Year
2022	1,030			1,030
2021	1018	3,014	1,452	5,484
2020	893	2,991	1,393	5,277
2019	899	2,939	1,376	5,214
2018	936	2,895	1,539	5,370
2017	944	2,941	1,479	5,364
2016	792	3,018	1,525	5,335
2015	804	2,825	1,383	5,012
2014	798	2,838	1,393	5,029
2013	781	2,913	1,371	5,065
2012	752	2,767	1,257	4,776
2011	774	2,834	1,269	4,877
2010	743	2,780	1,321	4,844
2009	732	2,743	1,325	4,800
2008	828	2,784	1,344	4,956
2007	697	2,778	1,271	4,746
2006	732	2,853	1,206	4,791
2005	664	2,818	1,216	4,698
2004	663	2,715	1,248	4,626
2003	610	2,558	1,145	4,313
2002	585	2,539	1,045	4,169
2001	530	2,483	1,021	4,034
2000	509	2,405	963	3,877
1999	446	2,488	1,027	3,961
1998	529	2,599	965	4,093
1997	540	2,657	1,019	4,216
1996	500	2,857	1,039	4,396
1995	561	2,966	1,025	4,552
1994	537	3,006	973	4,516
1993	473	2,928	953	4,354
1992	443	2,905	943	4,291
1991	400	2,803	879	4,082
1990	359	2,872	873	4,104
1989	377	2,908	818	4,103
1988	428	2,877	846	4,151
1987	388	2,877	818	4,083
1986	388	2,947	932	4,267
1985	397	2,832	856	4,085
1984	308	2,821	744	3,873
1983	255	2,654	702	3,611

1982	261	2,650	652	3,563
1981	264	2,605	688	3,557
1980	276	2,729	862	3,867
1979	256	2,831	996	4,083
1978	301	2,979	1,035	4,315
1977	227	3,050	1,093	4,370
1976	229	3,248	1,039	4,516
1975	164	3,061	1,024	4,249
1974	130	3,141	1,048	4,319
1973	90	3,428	1,002	4,520
1972	119	3,335	1,188	4,642
1971	102	2,713	1,380	4,195

Faculty	Program	Total	Faculty	Program	Total
University of Manitoba			Faculty of Arts		
Faculty of Graduate Studies			B.A.		224
	Ph.D.	45	B.A.(Adv.)		45
	M.A.	17	B.A.(Hons.)		13
	M.P.Adm.	1	B.A.(IS)		2
	M.Sc.	69	Faculty total		284
	M.Eng.	6	Faculty of Education		
	M.B.A.	10	B.Ed.		4
	M.Ed.	9	PB Dip.Ed.		42
	M.C.P.	1	Faculty total		46
	M.L.Arch.	2	Faculty of Engineering		
	M.S.W.	5	B.Sc.(Comp.E.)		2
	M.N.	3	B.Sc.(C.E.)		20
	M.O.T.	1	B.Sc.(E.E.)		13
	M.Mus.	1	B.Sc.(M.E.)		30
	M.I.D.	2	B.Sc.(Bio.E.)		8
	M.Env.	1	P.B.Dip.Eng.		14
	M.N.R.M.	1	Faculty total		87
	M.P.H.	1	Faculty of Env, Earth, & Res		
	M.F.A.	2	B.Env.Sc.		1
	M.Fin.	1	B.Env.Sc.(Maj.)		2
Faculty total		178	B.Env.St.		5
College of Medicine - PGME			B.Env.St.(Maj.)		10
	Not Seeking Credential	1	B.Env.St.(Hons.)		2
Faculty total		1	B.A.(Geog.)		12
College of Medicine			B.Sc.G.Sc.(Gen)		1
	B.H.Ecol.	3	B.Sc.G.Sc.(Maj.)		3
Faculty total		3	B.Sc.G.Sc.(Hons.)		1
College of Nursing			B.Sc.PhG.(Maj.)		2
	B.N.	1	Faculty total		39
Faculty total		1	Faculty of Health Sciences		
Faculty of Agric.and Food Sci.			B.H.Sc.		6
	B.Sc.(Agric.)	4	B.H.St.		3
	B.Sc. (Agribus.)	14	Faculty total		9
	B.Sc.(F.S.)	1	Faculty of Kines & Rec Mgmt		
	B.Sc.(Agecol.)	3	B.P.E.		6
	B.Sc.(HNS)	2	B.R.M.C.D.		2
Faculty total		24	B.Kin.		7
Faculty of Architecture			Faculty total		15
	B.Env.D.	1	Faculty of Management		
Faculty total		1	B.Comm.(Hons.)		125

Faculty	Program	Total	Faculty	Program	Total
Faculty total		125	B.A.A.		3
Faculty of Music			Faculty total		3
B.Mus.(Perf.)		1	Faculty of Science		
B.Mus.(Mus.Ed.)		1	B.es Sc.(Maj.)		1
Faculty total		2	Faculty total		1
Faculty of Science			Totals for St. Boniface		24
B.Sc.		38	Total number of degrees		1030
B.Sc.(Maj.)		100			
B.Sc.(Hons.)		24			
B.C.Sc.(Hons.)		9			
Faculty total		171			
Faculty of Social Work					
B.S.W.		12			
Faculty total		12			
School of Agriculture					
Dip.Agric.		1			
Faculty total		1			
School of Art					
B.F.A.		5			
Dip.Art		1			
Faculty total		6			
Extended Education					
Dip.L.St.		1			
Faculty total		1			
Totals for University of Manitoba		1006			
St. Boniface					
Faculty of Graduate Studies					
M.en Ed.		8			
Faculty total		8			
Faculty of Arts					
B.es A.		7			
B.A.(S.T.)		2			
Faculty total		9			
Faculty of Education					
Dip. PB Ed.		3			
Faculty total		3			
Faculty of Management					

In Memoriam: Dr. Benita Cohen
Associate Professor
College of Nursing
Rady Faculty of Health Sciences,
University of Manitoba

Dr. Benita Cohen passed away on November 17th 2021, after a brave battle with melanoma.

Dr. Cohen graduated from the University of Ottawa's Baccalaureate Nursing program, and subsequently worked in adult psychiatry (Toronto), public health (City of Etobicoke; Baffin Region, NWT; now Nunavut), and the Northern Medical Unit (Winnipeg).

She began her academic career as a lecturer in the Faculty of Nursing at the University of Manitoba in 1997, and at the time of her death was an Associate Professor in the Rady Faculty of Health Sciences College of Nursing.

Dr. Cohen's teaching, research, and service activities focused on social justice and health equity. She developed a 'Conceptual Framework of a Teaching & Learning Environment for Pre-Licensure Health Professions to Promote Social Justice & Equity', as well as the Conceptual Framework of Organizational Capacity for Public Health Equity Action (OCPHEA). The OCPHEA framework was subsequently adopted by the Windsor-Essex Health Unit as a guide for their health equity strategic planning initiative. The merit of Dr. Cohen's conceptual work was recognized nationally, and she was invited by the Scientific Director of Canada's National Collaborating Centre for Determinants of Health (NCCDH) to be an academic consultant for their project, Organizational Capacity for Health Equity Learning Circle (OCHE-LC). The project drew on her Conceptual Framework of Organizational Capacity for Public Health Equity Action.

Dr. Cohen's research activities focused on strengthening the integration of an equity/critical social justice lens in public health education, research, policy, and practice. She is the founding Editorial Board member for the peer-reviewed journal, *Witness: The Canadian Journal of Critical Nursing Discourse*. She received a Merit Award from the Community Health Nurses of Canada in 2013, in acknowledgement of the impact of her scholarship and service work within the broader public health nursing community.

Dr. Cohen became a Board Member of the Canadian Public Health Association in 2013. In recognition of her exceptional leadership in public health nationally, Dr. Cohen was appointed for a two year term as the Chair of the Board of Directors of the Canadian Public Health Association in January of 2021.

Benita will be remembered by her colleagues and students as a kind, gentle soul who worked tirelessly for social justice and fought for the rights of the vulnerable in society. She was a quietly passionate person who enjoyed music, art, travel, literature, photography and nature. She had a flare for colour and enjoyed an occasional whiskey.

Benita leaves behind her loving family, friends, students, and the many people she touched across Canada through her work, including generations of nurses who she taught and inspired.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

Observations

At its meeting of January 20, 2022, the Senate Committee on Awards approved 8 new offers and 3 revised offers as set out in the *Report of the Senate Committee on Awards (January 20, 2022)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 8 new offers, 3 revised offers as set out in the *Report of the Senate Committee on Awards (January 20, 2022)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

January 20, 2022

1. NEW OFFERS

AmirHossein Ghassemi Graduate Scholarship

In memory of AmirHossein Ghassemi, family, friends and colleagues have established an endowment fund at the University of Manitoba with an initial gift of \$28,000 in 2020. The purpose of the fund is to reward the academic achievements of graduate students pursuing studies in the Biomedical Engineering (BME) Graduate Program in the Price Faculty of Engineering. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the Master's or Doctoral Biomedical Engineering (BME) Graduate Program offered by the Price Faculty of Engineering;
- (2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (3) have demonstrated outstanding interest in, or commitment to, research in Epilepsy.

Preference will be given to students whose research involves an emphasis on the sleep electroencephalogram (EEG).

In order to demonstrate how they meet criterion (3), applicants will be required to submit an application that includes a description (maximum 500 words) of their research.

If there are no graduate students working on Epilepsy research, the award can be offered to students who meet criteria (1) and (2).

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

The Vice-Provost (Graduate Education) and the Dean of the Faculty of Graduate Studies (or designate) will ask the Scholarships, Bursaries and Awards Committee of the Price Faculty of Engineering to convene the selection committee, which will include the Director of the Biomedical Engineering program (or designate).

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

Drs. Carla and Newman Stephens Awards for Indigenous Health Professionals

In memory of Dr. Carla Stephens (M.D., PhD/'75) and Dr. Newman Stephens (M.D., FRCP), family, friends, former students and colleagues of Drs. Carla and Newman Stephens established an endowment fund at the University of Manitoba. The purpose of the fund is to support and recognize Indigenous achievement in the health professions and to recognize the special roles of education and health care in advancing equality and justice for Indigenous peoples in Canada. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2021-

2022, the available annual income from the fund will be used to offer four awards, two of which will be bursaries based on financial need, and two of which will be merit-based scholarships.

Drs. Carla and Newman Stephens Scholarship for Indigenous Health Professionals

Each year, 25% of the available annual income will be used to offer one scholarship to a student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) is enrolled either:
 - (a) full-time (minimum 80% course load) in any year of an undergraduate degree program offered by any College in the Rady Faculty of Health Sciences; or
 - (b) full-time in the Faculty of Graduate Studies in a Master's or Doctoral program offered by any department in the Rady Faculty of Health Sciences;
- (3) has achieved either:
 - (a) as a current undergraduate student, a minimum degree grade point average of 3.0;
 - (b) as a current undergraduate student in the Undergraduate Medical Education program, good standing; or
 - (c) as a current graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (4) has demonstrated strong leadership skills in their community.

Applicants must submit the following:

- (i) a written statement (maximum 500 words) to demonstrate their strong leadership skills in their community, which could include a record of community work, volunteerism, or other related activity in or for an Indigenous organization or community;
- (ii) an abstract of their research project in the area of Indigenous health which the applicant had been or is currently involved with; and
- (iii) one reference letter from a member of their community outlining the applicants' leadership ability in the community (maximum 250 words).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Rady Faculty of Health Sciences (or designate) to name the selection committee for the award, which will include a minimum of one Indigenous support staff or faculty member.

Drs. Carla and Newman Stephens Scholarship for Indigenous Health Professionals (Parents)

Each year, 25% of the available annual income will be used to offer one scholarship to a student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) is a single custodial parent with a dependent child or children;
- (3) is enrolled either:
 - (a) full-time (minimum 80% course load) in any year of an undergraduate degree program offered by any College in the Rady Faculty of Health Sciences; or
 - (b) full-time in the Faculty of Graduate Studies in a Master's or Doctoral program offered by any department in the Rady Faculty of Health Sciences;
- (4) has achieved either:
 - (a) as a current undergraduate student, a minimum degree grade point average of 3.0;

- (b) as a current undergraduate student in the Undergraduate Medical Education program, good standing; or
 - (c) as a current graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (5) has demonstrated strong leadership skills in their community.

Applicants must submit the following:

- (i) a written statement (maximum 500 words) demonstrating how they meet criterion (2) and their strong leadership skills in their community, which could include a record of community work, volunteerism, or other related activity in or for an Indigenous organization or community;
- (ii) an abstract of their research project in the area of Indigenous health which the applicant had been or is currently involved with; and
- (iii) one reference letter from a member of their community outlining the applicants' leadership ability in the community (maximum 250 words).

In the event that there are no applicants who meet all of the numbered criteria, the scholarship will be offered to a student who meets criteria (1), (3), (4), and (5).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Rady Faculty of Health Sciences (or designate) to name the selection committee for the award, which will include a minimum of one Indigenous support staff or faculty member.

Drs. Carla and Newman Stephens Bursary for Indigenous Health Professionals

Each year, 25% of the available annual income will be used to offer one bursary to a student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) is enrolled either:
 - (a) full-time (minimum 60% course load) in any year of an undergraduate degree program offered by any College in the Rady Faculty of Health Sciences; or
 - (b) full-time in the Faculty of Graduate Studies in a Master's or Doctoral program offered by any department in the Rady Faculty of Health Sciences;
- (3) has achieved either:
 - (a) as a current undergraduate student, a minimum degree grade point average of 3.0;
 - (b) as a current undergraduate student in the Undergraduate Medical Education program, good standing; or
 - (c) as a current graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (4) has demonstrated financial need on the standard University of Manitoba General Bursary application.

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

Drs. Carla and Newman Stephens Bursary for Indigenous Health Professionals (Parents)

Each year, 25% of the available annual income will be used to offer one bursary to a student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) is a single custodial parent with a dependent child or children;

- (3) is enrolled either:
 - (a) full-time (minimum 60% course load) in any year of an undergraduate degree program offered by any College in the Rady Faculty of Health Sciences; or
 - (b) full-time in the Faculty of Graduate Studies in a Master's or Doctoral program offered by any department in the Rady Faculty of Health Sciences;
- (4) has achieved either:
 - (a) as a current undergraduate student, a minimum degree grade point average of 3.0;
 - (b) as a current undergraduate student in the Undergraduate Medical Education program, good standing; or
 - (c) as a current graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (5) has demonstrated financial need on the standard University of Manitoba General Bursary application.

In the event that there are no applicants who meet all of the numbered criteria, the bursary will be offered to a student who meets criteria (1), (3), (4), and (5).

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

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

Lorraine Taraska, FCPA Bursary

Lorraine Taraska, (B.A./'72, B.Comm.(Hons.)/'78, C.A./'80), has established a fund at the University of Manitoba with an initial gift of \$75,000 in 2021. The purpose of the fund is to support students pursuing studies in Accounting in the Asper School of Business. Each year, beginning in 2023-2024, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in the Bachelor of Commerce (Honours) program in the Asper School of Business with a declared major in Accounting;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Manitoba Farmers with Disabilities Inc. Scholarship in Biosystems Engineering

Manitoba Farmers with Disabilities Inc. established an endowment fund at University of Manitoba in 2020. The purpose of this fund is to reward the academic achievements of undergraduate students pursuing studies in the Biosystems Engineering program in the Price Faculty of Engineering at the University of Manitoba. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the third or fourth year of study in the Biosystems Engineering program in the Price Faculty of Engineering;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has a history of volunteerism; and
- (4) has registered with Student Accessibility Services as a student with a permanent disability.

Applicants will be required to submit a statement (maximum 250 words) to demonstrate how they meet criteria (3) and (4).

In the event that there are no eligible candidates who meet all of the above criteria, the award can be offered to a student who meets criteria (1) through (3).

The selection committee for this award will be the Scholarships, Bursaries and Awards Committee of the Price Faculty of Engineering and will include an Accessibility Coordinator from the Student Accessibility Services office.

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

Professor H. Cohen Graduate Scholarship

In honour of Dr. Harley Cohen, his former student, Sung Suh (M.Sc.[M.E.]/'69), established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2021. The purpose of the fund is to reward the academic achievements of graduate students in the Master's program in either Mechanical Engineering or Civil Engineering in the Price Faculty of Engineering. Each year, beginning in 2023-2024, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Master's Program in Mechanical or Civil Engineering offered by the Price Faculty of Engineering;
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (3) has demonstrated an interest in, or commitment to, research in Applied Mechanics, including Structural Mechanics or Fluid Mechanics.

In order to demonstrate how they meet criterion (3), applicants are required to submit a written description (maximum 500 words) of their research.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Price Faculty of Engineering (or designate) to name the selection committee for this award.

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

Sharon Dainard Memorial Award

In memory of Sharon Dainard, Jennifer Rattray and Stacy Dainard, along with family and friends, have established an endowment fund at the University of Manitoba with an initial commitment of \$25,000 in 2021. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the fund is to support students with First Nation status who identify as female who are pursuing studies in the Faculty of Graduate Studies at the University of Manitoba. The donor will make an additional gift of \$1,000 so the award can be offered in 2022-2023. Each year, beginning in 2023-2024, the available annual income from the fund will be used to offer one award to a graduate student who:

- (1) has First Nation status;
- (2) identifies as female;
- (3) is enrolled part-time or full-time in the Faculty of Graduate Studies in any Master's or Doctoral program offered at the University of Manitoba;
- (4) has achieved a minimum degree grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (5) has demonstrated financial need on the standard University of Manitoba bursary application form.

Preference will be given to a candidate from Roseau Anishinabe First Nation.

The Associate Registrar & Director of Financial Aid and Awards (or designate) will name the selection committee for this award, and may include the Head of the Department of Native Studies (or designate).

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

The Teranet Bursary for Indigenous Students

Teranet Inc. established an annually funded bursary for a four-year term with an initial gift of \$10,000 in 2021. The purpose of the bursary is to provide financial support to Indigenous students at the University of Manitoba. Teranet Inc. would like to advance the process of truth and reconciliation with, and for, Indigenous peoples across Canada through the funding of educational opportunities for Indigenous students. Each year, beginning in 2022-2023 and ending in 2025-2026, one bursary valued at \$2,500 will be awarded to an undergraduate student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;

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

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

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

Walter T. Burdz Scholarship in the Engineering, Safety, and Stewardship of Transportation Infrastructure

Mr. Walter T. Burdz, B.Sc.(C.E.)/'87, MBA/'96, established an endowment fund with an initial gift of \$25,000 to the University of Manitoba in 2020. The purpose of the fund is to acknowledge and reward the academic achievements of undergraduate and post-graduate students with specific interests in Transportation Engineering.

Beginning in 2022-2023, in academic years ending in an odd number (e.g. the 2022-2023 academic year), the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in their final year of study in the Department of Civil Engineering at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0; and
- (3) has completed courses within any of the following Transportation Engineering sub-discipline areas: Transportation Systems/Planning, Transportation Infrastructure Geometric Design, Traffic Management/Operations, Pavement Design, or Road Safety (including Pedestrian/Cyclist Safety, Railway Crossing Safety, and Trucking Safety).

In academic years ending in an even number (e.g. the 2023-2024 academic year), the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in the second year of any Masters program delivered by the Department of Civil Engineering in the Faculty of Engineering;
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (3) has completed courses within, or has undertaken research relevant to, any of the following Engineering sub-discipline areas: Transportation Systems/Planning, Transportation Infrastructure Geometric Design, Traffic Management/Operations, Pavement Design, Road Safety (including Pedestrian/Cyclist Safety, Railway Crossing Safety, and Trucking Safety), and Roadway and Right-of-Way Stewardship.

Undergraduate and graduate applicants will be required to submit a written statement (maximum 500 words) to demonstrate how they meet criterion (3).

In years in which the scholarship is offered to an undergraduate student, the selection committee will be the Scholarships, Bursaries and Awards Committee of the Faculty of Engineering and will include the Head of Civil Engineering (or designate), and Mr. Walter T. Burdz.

In years in which the scholarship is offered to a graduate student, the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Engineering (or designate) to name the selection committee for the award, which will include the Head of Civil Engineering (or designate), and Mr. Walter T. Burdz.

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

2. AMENDMENTS

The Asper Foundation Entrance Bursary

The following amendments were made to the terms of reference for The Asper Foundation Entrance Bursary:

- The preamble was revised to:

The Asper Foundation established an endowment fund with a commitment of \$5,000,000 to the University of Manitoba in 2019. The purpose of the fund is to financially support undergraduate students pursuing studies at the University of Manitoba. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer a maximum of five bursaries in August, valued at \$1,000 each to undergraduate students who:

- The numbered criteria were revised to:
 - (1) *are registered with Student Accessibility Services as a student with a permanent physical disability;*
 - (2) *are enrolled full-time (minimum 60% course load) in their first year of study in University 1 or any faculty, college or school at the University of Manitoba with a direct entry option;*
 - (3) *have achieved a high school average of at least 70% calculated on those courses considered for admission to the University of Manitoba; and*
 - (4) *have demonstrated high financial need on a Financial Aid and Awards approved bursary application form.*

The remaining available annual income from the fund will be used to offer bursaries in August, which will be valued at \$1,000 each, to undergraduate students who:

- (1) *are enrolled full-time (minimum 60% course load) in their first year of study in University 1 or any faculty, college or school at the University of Manitoba with a direct entry option;*
- (2) *have achieved a high school average of at least 70% calculated on those courses considered for admission to the University of Manitoba; and*

(3) *have demonstrated high financial need on a Financial Aid and Awards approved bursary application form.*

- The following paragraph was revised to:

The selection committee will have the discretion to determine the number of awards offered each year as outlined above, based on the available annual income from the fund. Priority will be given first to any renewals, and then to any new awards after all renewals have been offered. When the available annual income permits, a maximum of 200 students may receive bursaries in one academic year.

- The selection committee paragraph was revised to:

The selection committee will be named by the Associate Registrar & Director of Financial Aid and Awards (or designate) and will include an Accessibility Coordinator from the Student Accessibility Services office.

Wawanesa Mutual Insurance Company Bursary

The following amendments were made to the terms of reference for Wawanesa Mutual Insurance Company Bursary:

- The preamble was revised to:

The Wawanesa Mutual Insurance Company provides \$15,000 annually to offer bursaries for students at the University of Manitoba. The donor has agreed to renew their financial commitment to provide bursaries for a three-year term. Each year, beginning in 2019-2020, a total of six bursaries, valued at \$2,500 each, will be offered. Two bursaries will be offered in each of the following areas of study: actuarial mathematics, nursing, and computer science.

- The numbered criteria were revised to:

Each year, two bursaries will be offered to undergraduate students who:

- (1) *are enrolled full-time in the third or fourth year of study in either:*
 - (a) *the Asper School of Business, in a Bachelor of Commerce (Honours) program, with a declared major in Actuarial Mathematics, or*
 - (b) *in the Faculty of Science, in a Bachelor of Science (Honours) in Actuarial Mathematics (single or joint Honours program);*
- (2) *have achieved a minimum degree grade point average of 2.5; and*
- (3) *have demonstrated financial need on the standard University of Manitoba general bursary application form.*

Each year, two bursaries will be offered to undergraduate students who:

- (1) *are enrolled full-time in the third year of study in the Faculty of Nursing;*
- (2) *have achieved a minimum degree grade point average of 2.5; and*
- (3) *have demonstrated financial need on the standard University of Manitoba general bursary application form.*

Each year, two bursaries will be offered to undergraduate students who:

- (1) *are enrolled full-time in the third year of study in the Faculty of Science in the Computer Science (Honours) program;*
- (2) *have achieved a minimum degree grade point average of 2.5; and*
- (3) *have demonstrated financial need on the standard University of Manitoba general bursary application form.*

- The selection committee paragraph was revised to:
The selection committee will be named by the Associate Registrar & Director of Financial Aid and Awards (or designate).
- The standard Board of Governors statement was added.

Wawanesa Insurance IBEP Bursary

The following amendments were made to the terms of reference for Wawanesa Mutual Insurance Company Bursary:

- The preamble was revised to:
Wawanesa Insurance provides \$2,500 annually to offer bursaries for students in the Indigenous Business Education Partners program at the University of Manitoba. The donor has agreed to renew their financial commitment to provide bursaries for a three-year term. Each year, beginning in 2019-2020, one or more bursaries totaling up to \$2,500 will be offered to undergraduate students who:
- The numbered criteria were revised to:
 - (1) are members of the Indigenous Business Education Partners (IBEP) program;*
 - (2) are enrolled full-time (minimum 60% course load) in the Asper School of Business at the University of Manitoba;*
 - (3) have as achieved either:*
 - (a) for entering students, the minimum Direct Entry admission requirements for the Asper School of Business, or*
 - (b) for continuing students, a minimum degree grade point average of 2.0; and*
 - (4) have demonstrated financial need on the IBEP bursary application form, approved by the Financial Aid and Awards office at the University of Manitoba.*
- The selection committee paragraph was revised to:
The selection committee will be named by the Director of the Indigenous Business Education Partners program (or designate) and may include the Associate Registrar & Director of Financial Aid and Awards (or designate).
- The standard Board of Governors statement was added.



University
of Manitoba

Student Accessibility Services

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January 17, 2022

TO: Shannon Coyston, Associate University Secretary (Senate), Office of the University Secretary

FROM: Carolyn Christie, Director, Student Accessibility Services

RE: 2019-2021 Annual Report of Student Accessibility Services

Enclosed is the 2019-2021 Annual Report of Student Accessibility Services. This report is intended to provide information to Senate as per the recommendation of the report of the *ad hoc Committee of Senate Executive to Examine Accommodations of Students with Disabilities and Governance Procedure's Related to the Academic Requirements* (Cooper Commission).

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

C. Don Stewart, Executive Director, Student Support

Laurie Schnarr, Vice Provost (Students)

Student Accessibility Services

2019-2021 Annual Report

Introduction

This is the seventh report from Student Accessibility Services¹ (SAS) summarizing information about the accommodations and services provided for registered students with disabilities at the University of Manitoba. This report provides statistics and activity highlights for the reporting period from May 1, 2019 – April 30, 2021. Previous reports are available upon request.

This report is being submitted to Senate upon recommendation from the *ad hoc Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements*.

SAS continues to work closely with students and our campus partners to provide guidance and support to the University of Manitoba community. SAS staff would like to thank students, faculty, staff and the University community for their continued support and assistance.

Staff

At the time of this report, the SAS team is comprised of the following dedicated full-time staff:

- Director: Carolyn Christie;
- Senior Accessibility Coordinators: Jamie Penner and Shanda Vitt;
- Accessibility Coordinators: Sarah Hiebert (returned from leave August 2021), Eleni Wener (returned from leave October 2019), and Caitlin Dyck (leave replacement for Eleni Wener and Sarah Hiebert, on leave until June 2022), Andrew Wilcock (leave replacement for Sarah Hiebert, now in a one year term), Cassie Friesen (one year term);
- Test Centre Administrator: Lauren Friesen;
- Assistive Technologist: Erika Skaftfeld (started March 2020); and
- Accommodation Assistant: Michael Crowson (leave replacement for Caitlin Dyck).
- Assistant to the Directors: Robin Cancilla (shared position with Student Advocacy and Case Management)
- Confidential Intake Assistant (shared position with Student Advocacy and Case Management)

In addition, delivery of services and programs would not be possible without SAS's 91 casual staff members, including sign language interpreters, transcriptionists, note-takers, academic attendants, and invigilators. These positions are filled annually as needed, based on accommodation plan requests by students. SAS also relies on a large group of volunteer note-takers.

¹ Student Accessibility Services website: <https://umanitoba.ca/student-supports/accessibility>

Space

Physical Space

SAS operates out of five areas:

1. SAS Exam Centre - 155 UMSU University Centre;
2. Assistive Technology Lab - 335 UMSU University Centre;
3. Administrative offices – 520, 334, 338 UMSU University Centre;
4. Student Services at Bannatyne Campus - S211 Medical Services Building; and
5. William Norrie Campus (biweekly office hours).

As of March 2020, most staff were working remotely unless otherwise approved by the COVID-19 Recovery Steering Committee.

Online Space

Information about the accommodation needs of a student is sent through the *SAS online portal*² via the website. Where applicable, this information is also sent via email to the Faculty Accommodation Team chair. The *SAS online portal* includes letters of accommodation, test booking details, as well as volunteer note-taker systems.

University Centre Fire and COVID-19 Impact

On March 13th, 2020 a fire broke out near the level one main entrance of UMSU University Centre. While the Exam Centre did not sustain burn damage from the fire as other offices did, it did sustain smoke and water damage, which resulted in the Exam Centre being closed for clean-up and repairs. The space has undergone remediation and will be useable soon.

In March, 2020 the University announced that the remainder of the winter semester and all April 2020 final exams would be administered through an online platform due to the COVID-19 pandemic. This dramatic change meant that SAS students could no longer use our services to secure alternate accommodated spaces for exams. The Exam Centre team quickly coordinated an email reach-out to alert students and faculty to the changes and provided direction on how to add extended time and other accommodations through UMLearn. Students were provided with links to access their assistive technology programs if they did not have home access to these programs. Exam Centre staff were on call until midnight each evening and throughout weekends in April to provide immediate assistance.

When the University announced that it was moving to online instruction, we pivoted and provided laptops for staff to work at home. Thankfully, our systems were already online and available via remote access. We contacted every student and instructor with a booked test or exam to offer instructions on how to provide extended time for tests in UMLearn and how to increase the accessibility of courses. We were on call for any SAS student concerns, as well as

² Online portal link: <https://sasclockwork.cc.umanitoba.ca/ClockWork/custom/misc/home.aspx>

any challenges with assistive technology, most days including weekends, from 8am-midnight. We have maintained this practice throughout the remote working and learning period, and are on call for urgent situations for any booked test or exam period during evenings and weekends.

The shift to online invigilation for courses also presented challenges due to the logistics of having students sign in and out of online calls at different times for different courses for over 8000 tests and exams in a year. The logistics of organizing staff and student logins was not feasible and was inconsistent with best practices at Canadian post-secondary institutions. The Exam Centre staff provided online and email instructions to faculties regarding adding accommodations in UMLearn. Information was also sent out to Accommodation Team chairs providing additional accessibility support information.

Key Features of Service Provision

SAS provides support to all students with disabilities to fully access their chosen course of study for which they are academically qualified³. The majority of supports are provided through accommodations, such as extended time for exams. SAS also provides additional support to students by way of programming and frequent referrals to other supports on campus.

For further information about disability-related academic accommodations, see the SAS Faculty Handbook⁴, which was updated in September 2019. The handbook appendices provide detailed information about standard accommodations at the University of Manitoba. The letter of accommodation provided to each instructor also lists academic accommodations. Instructors are encouraged to communicate directly with Accessibility Coordinators as well as students to understand the best way to provide support.

Demographics

Data regarding the distribution of students registered with SAS across the various faculties, schools, and colleges is noted in Table 1 on p. 4.

As shown in Table 2 on p. 5, almost all (99%) of the students registered with Student Accessibility Services have a permanent disability. Table 2 also shows how the number of students who are registered with the SAS office has increased from 1,517 (2018-2019) to 1,762 (2020-2021). During this period, the number of students with mental illness or mental health disabilities continues to rise most substantially (comprising 50% of all students registered with SAS, almost doubling in the last 5 years). The percentage of students who present with more than one disability increased to 24% of the overall students registered with SAS, reflecting the trend toward increased complexity in the requests for accommodation.

³ The Student Accessibility Procedure is available at http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf

⁴ SAS Faculty Handbook is available at <http://umanitoba.ca/student/saa/accessibility/media/SAS-Handbook.pdf>

Table 1 Students Registered According to Faculty/School/ College

Faculty/School/College		2019-2020 Student numbers		2020-2021 Student numbers	
Agriculture and Food Sciences		53		51	
Architecture		15		14	
School of Art		41		37	
Arts		286		307	
Asper School of Business		73		73	
Education		28		27	
Engineering		110		120	
Clayton H. Riddell Environment, Earth and Resources		33		35	
Extended Education		71		77	
Graduate Studies		99 ⁵		104	
Rady Faculty of Health Sciences	Dentistry /School of Dental Hygiene	166	6	162	3
	Health Sciences		14		13
	Max Rady College of Medicine		55		55
	Nursing		50		47
	Pharmacy		10		11
	Rehabilitation Sciences		31		32
Kinesiology and Recreation Management		27		25	
Law		36		50	
Desautels Faculty of Music		14		17	
Science		338		336	
Social Work		76		70	
University 1		278		222	
Other ⁶		70		36	
Total		1814		1762	

While there is no national benchmark to compare this growth against, this trend is noted in a thorough review of the Student Accessibility Services landscape in Canada.⁷ These increases

⁵ Students in graduate programs offered by the College of Rehabilitation Sciences were not included within the Faculty of Graduate Studies.

⁶ Other includes students enrolled in UofM non-degree programs (13), and students without UM student numbers so data is not available from Aurora.

⁷ National Educational Association of Disabled Students. (2018). Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities.
<http://www.neads.ca/en/about/media/AccessibilityandAccommodation%202018-5landscapereport.pdf>

have challenged the Accessibility Coordinators in SAS, whose typical caseloads are now triple the recommended levels. It is important to note that the Accessibility Coordinators also supervise program staff and are part of Accommodation Teams and Accessibility Advisory Committees for all faculties at the UofM.

Table 2 Students Registered According to Disability Type

Category of disability		2020-2021		2019-2020	
		Number of Students	Percentage	Number of Students	Percentage
Mental Health		889	50%	810	45%
Cognitive	ADHD	459	26%	445	25%
	Autism Spectrum	272		231	
	Learning Disability	47		54	
	Acquired Brain Injury	92		114	
	Chronic Illness	48		46	
Physical/Medical	Mobility	238	14%	283	16%
		156		167	
		82		116	
Deaf/Hard of Hearing		28	2%	42	2%
Temporary		11	0%	15	0%
Blind/Low Vision		26	%	30	2%
Other/Unclassified		111	6%	189	10%
Total		1,762		1,814	

Accessibility for Manitobans Act

In collaboration with the Office of Human Rights and Conflict Management, SAS staff have been very involved in the committees and subsequent work associated with implementation of the Accessibility for Manitobans Act (AMA) on campus. Carolyn Christie attends the AMA Steering Committee, AMA Accessibility Plan Committee, AMA Employment Standards Committee, and the AMA Service Disruption Committee.

Cooper Commission

The Cooper Commission Implementation Working Group continued to meet to review and provide feedback on the program-specific Graduate Studies bona fide academic requirements (BFARs). The working group report was presented to Senate in January 2020 as the Graduate Studies BFARs are almost completed.

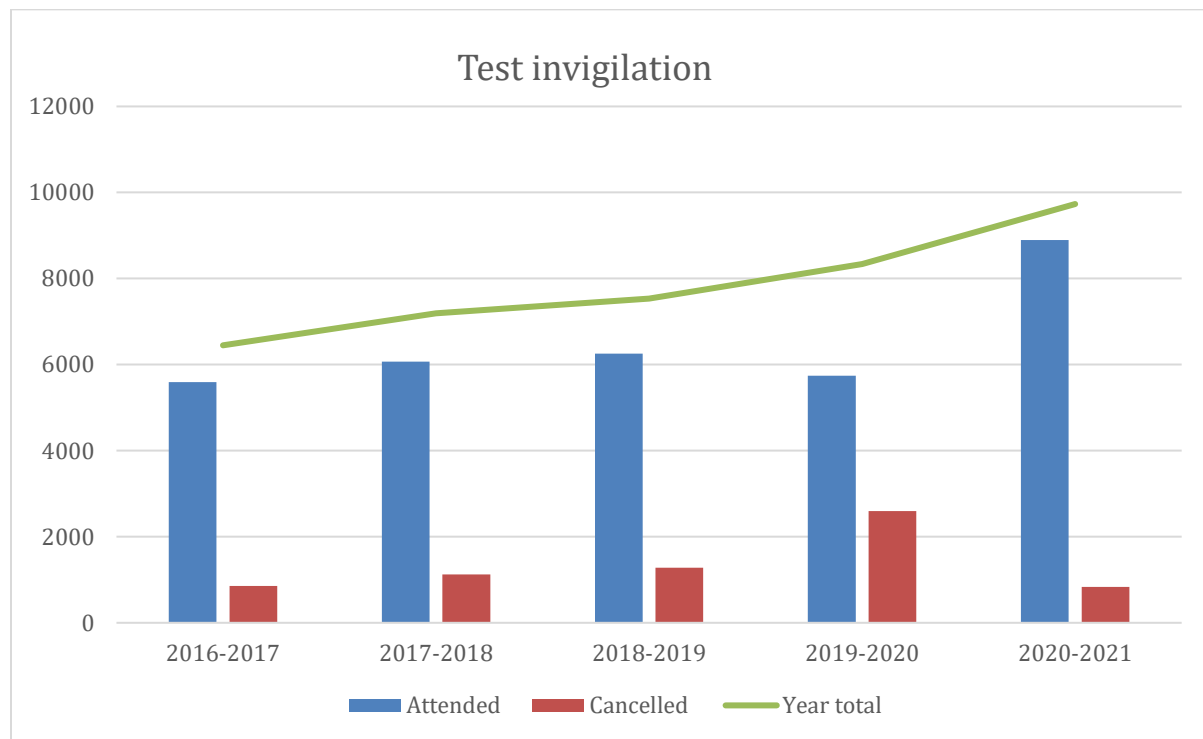
Carolyn Christie, Jamie Penner and Shanda Vitt were the 2019-2021 representatives to the various Accommodation Teams (AT) and Accessibility Advisory Committees (AAC) on campus and approximately 23 AT and AAC meetings were held.

Accommodations and Programs

Accommodations are designed to meet various needs associated with barriers to access at UM. SAS is proud to offer a wide range of accommodations and programs that match or exceed national standards.^{8 9} The following section provides information for accommodations and programs offered within SAS.

Test/Exam Invigilation

Many students with disabilities require unique accommodations when writing tests and exams. In 2020-2021 the total number of tests/exams coordinated at the SAS Exam Centre was 9,732, an increase from 8,337 in 2019-2020. This total includes completed exams as well as no shows and cancelled exams, which were impacted due to the cancellation of most on campus exams in April 2020.¹⁰



⁸ National Educational Association of Disabled Students. (2018). Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities.

<http://www.neads.ca/en/about/media/AccessibilityandAccommodation%202018-5landscape-report.pdf>

⁹ Condra, M. & Condra E, M. (2015) Recommendations for Documentation Standards and Guidelines for Academic Accommodations for Post-Secondary Students in Ontario with Mental Health Disabilities. Queen's University and St. Lawrence College Partnership Project, Kingston, ON.

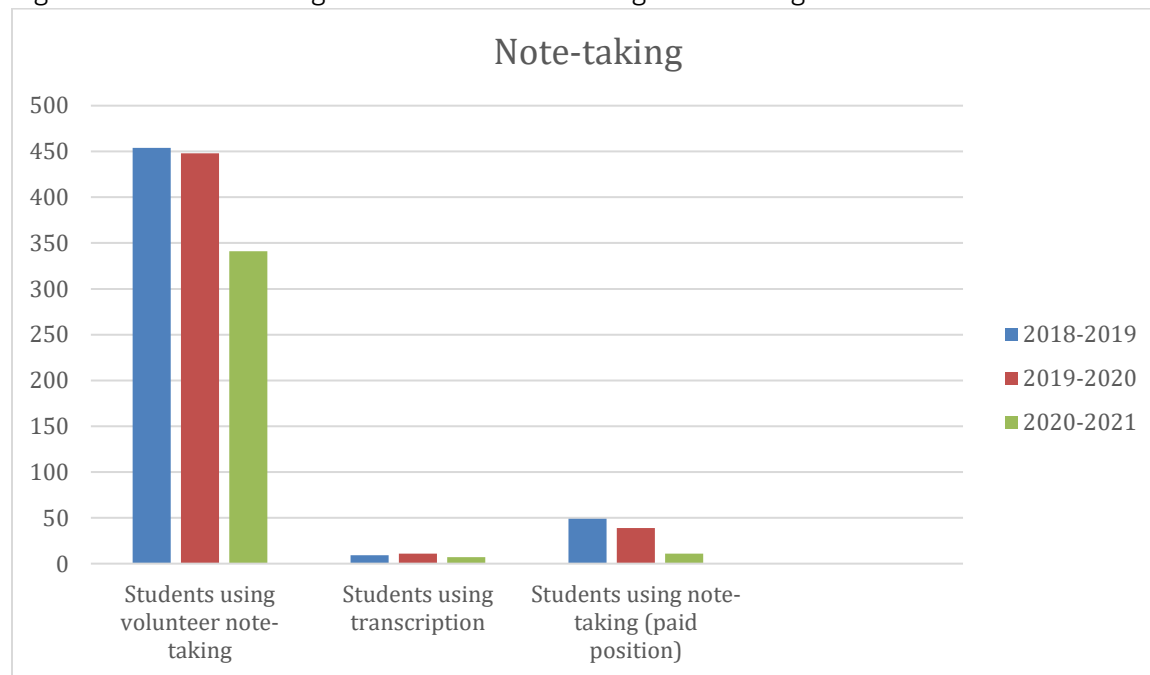
¹⁰ Due to their unexpected nature, student cancellations and no-shows for exams involve the same amount of organization and planning as completed exams.

The number of exams far exceeds our capacity of 8 spaces in the Exam Centre and 15 spaces in the Assistive Technology Lab. During midterms and finals, SAS books an additional 40 spaces for exams across the Fort Garry campus. This requires approximately 20 invigilators per day to staff the spaces and run from the main site to additional sites. Lack of exam space also requires the Accessibility Coordinators, Assistive Technologist, Accommodation Assistant, and Director to cancel their work and invigilate exams as we do not have enough student staff availability to cover the locations during the final exam periods. There is no dedicated exam space at the Bannatyne campus, all rooms are booked through the ad Astra system. This results in challenges for the students, staff and faculty.

Notetaking services

Volunteer notetaking is by far the preferred choice for SAS-registered students due to the quality of the notes. There are also benefits for the volunteers, who report that they are more attentive, improve their own notes, and see increases in their academic standing as a result of volunteering. As a result, SAS staff have placed a greater emphasis on the benefits for student volunteers during their recruitment drives, as noted in this UM Today¹¹ story. Instructors also play an important role by announcing the need for volunteers and recruiting volunteers in the classroom. Figure 2 summarizes utilization across the three notetaking programs.

Figure 2: Number of Registered Students Utilizing Note-taking Services



¹¹ Notetaking program helps students do better in class. UM Today News. 9 September 2019. <https://news.umanitoba.ca/notetaking-program-helps-students-do-better-in-class/>

Assistive/Adaptive Technology and Alternate Format Production

Effective March 2, 2020, a new Assistive Technologist started at the University of Manitoba. Due to the gap between the previous AT leaving (position ended October 18, 2019) and the new one starting, numbers were at a slight decrease overall for the 2019-2020 academic year. Assistive technology consults consisted of 52 sessions and 45 training sessions for 2019-2020. Training sessions and consults decreased in 2020-2021 to 80 meetings. With the closure of campus activities, AT consults and training sessions have been conducted online or by phone.

In-house production of accessible Word, PDF, and .TXT documents has decreased slightly at just over 2000 pages completed for 2019-2020. However, the move to online courses increased in-house production to over 6000 pages for 2020-2021. Work with the Inclusion Support Branch (Manitoba Education) remained constant and effective. Alternate format requests are received via email and online. There was no impact to service provision other than a delay due to the substantial increase in alternate format requests for 2020-2021.

Bannatyne and William Norrie campuses

SAS has two Accessibility Coordinators who also support the academic programs offered at Bannatyne and William Norrie campuses. All SAS programs and services are available at the Bannatyne Campus. For William Norrie campus, the majority of accommodations are implemented on site; however, students can choose to write exams at Bannatyne or Fort Garry campuses.

Other programs and services

SAS continues to offer the Academic Attendant, Academic Assistant, and American Sign Language interpretation programs to students. There were slight increases in requests for Academic Attendants and Assistants.

SAS works with students to find tutoring, as well as other campus assistance as needed. The on-campus accessible van, funded by Physical Plant, continues to run at the Fort Garry campus.

Educational Outreach

Access Awareness Day events

Access Awareness Day was held on March 11, 2020. Caitlin Dyck and an UMSU Accessibility Centre representative refreshed and hosted the event, which included a panel discussion from various support services and areas across campus, along with a pizza lunch and a SAS student takeover on UM Instagram. In 2021, the in-person event was cancelled; however, online sessions were held for students throughout March and April.

SAS staff continue to present and facilitate workshops on and off campus to support faculties and units in addressing the needs of students with disabilities.

Presentations

Christie, C., Geddert, C., & **Vitt, S.** (2019, May). *Supporting Students*. Faculty of Engineering Staff Retreat, Winnipeg, MB.

Christie, C., Hansen, N., & Dreidger, D. (2019, October). *Academic Requirements and Accommodations*. Booth College Faculty and Staff Development, Winnipeg, MB.

Community Outreach

SAS staff maintain contact with various disability organizations including the Canadian Paraplegic Association, Canadian Mental Health Association, Klinik, Manitoba MarketAbilities, Employment Equity Committee, Society for Manitobans with Disabilities, Canadian Institute for the Blind, Canadian Centre on Disability Studies, and the Manitoba Deaf Association, and Manitoba school divisions. Carolyn is a member of the Association on Higher Education and Disability (AHEAD) as well as the Coalition for Disability Access in Health Science Education. Shanda is a board member for the Anxiety Disorders Association of Manitoba (ADAM). SAS staff are members of the Canadian Association of College and University Student Services (CACUSS) – Accessibility and Inclusion Community of Practice. Carolyn is the co-chair for the CACUSS Accessibility and Inclusion Community of Practice (CoP) as well as the Manitoba Accessibility and Inclusion representative. The Accessibility and Inclusion CoP hosted the Accessibility and Inclusion Summit from April – May 2021. Carolyn assisted in organizing and moderating the 2021 Summit.

Summary

The largest challenge faced by the SAS team during 2019-2021 has been the shift to online learning, and ensuring that communications to students, staff and faculty are timely, relevant, and reflect the numerous changes happening at UM and nationally. The move to remote learning and working reinforced the need for UM to ensure online materials are accessible. For example, when new videos are placed online, content accessibility needs to be considered for use with screen reading software. In addition, there needs to be a standard for accessibility for staff and students as well as a procedure for how to review accessibility and make items accessible before they are posted to the website.

Best practices for online tests and exams continued to evolve as each online term progressed, which created the need for new or altered accommodations for students such as permissions to move between exam questions and assisting students who cannot stay on camera for the entire class time. Classroom support staff such as ASL-English Interpreters, Transcriptionists, Notetakers and Academic Attendants were and are available to attend online and in-person lectures to support students during their classes.

The largest group of SAS-registered students continues to be students with mental health disabilities or mental illness. The majority of students who register with Student Accessibility

Services are students with invisible disabilities. This means that requests for extended test time, extensions on assignments, and deferrals will continue to be among the most highly requested accommodations. As such, the SAS team welcomes continued collaboration with faculty and accommodation teams as some requests can be highly complex, particularly within our professional programs.

The services and supports offered through Student Accessibility Services are being carried out by dedicated staff. However, the staff members are experiencing challenges in meeting current demand and are working with unsustainably large and complex caseloads. The average caseload in 2019-2021 was 500 students. Thanks to a strategic allocation in 2021-22, we were able to hire two one-year term Accessibility Coordinators, thereby temporarily reducing our caseloads to 300 students per Accessibility Coordinator (a caseload level that remains higher than that recommended by AHEAD¹²). The positions were posted in June 2021, and staff were ready to support students and assist faculty commencing the fall 2021 term.

SAS has always worked from an understanding, rooted in the University's Accessibility Policy and Procedures, that accommodations involve a partnership among the students, faculty members, and SAS – and the events of the past year demonstrate the enduring value and ultimate benefit to students of this partnership model.

¹² Scott, S. (2017). *Disability Resource Professionals and Their Individual Work with Students*. Huntersville, NC: Association on Higher Education and Disability.



University of Manitoba | Office of the President

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December 3, 2021

To: Mr. Jeff Leclerc
University Secretary

From: Dr. Michael Benarroch
President and Vice-Chancellor

SUBJECT: Annual Report of the University Discipline Committee

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2020 to August 31, 2021, which was submitted by Dr. Sheryl Zelenitsky, Chair, University Discipline Committee.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Zelenitsky, has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Zelenitsky, to attend the meeting at which the Report will be considered.

/hc



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December 1, 2021

Dr. Michael Benarroch
President and Vice-Chancellor
University of Manitoba
Room 202, Administration Building

Dear Dr. Benarroch:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for September 1, 2020 to August 31, 2021. It summarizes the offenses and dispositions reported to the UDC by all disciplinary authorities at the University of Manitoba.

Disciplinary incidents are detailed in the attached tables for the two major categories of "Academic Misconduct" and "Non-Academic Misconduct", and for those pending from last year. Similar disciplinary matters are grouped for easier review. The trends in disciplinary incidents from 2016 2021 are shown in the attached figures.

Notable observations related to student discipline at the University in 2020-2021 are as follows:

- 1) Overall, there were 1219 incidents of misconduct reported to the UDC, lower than the 1303 cases reported in 2019-2020. The rate of offenses was 3.9 per 100 students in the current report compared to 4.3 per 100 students last year.
- 2) There were 1147 incidents of Academic Misconduct involving 1017 students, most often related to cheating (45%, 516/1147) and plagiarism (41%, 470/1147).
- 3) There were 72 incidents of Non-Academic Misconduct involving 61 students including 7 cases of threats of harm or actual harm, 6 cases of inappropriate or disruptive behaviour, and 59 cases of abuse of University policies, procedures, or regulations. There were significantly fewer incidents of Non-Academic Misconduct in the current report compared to 166 reported in 2019-2020, possibly due to students not being on-site during the pandemic.
- 4) There were 44 incidents still pending, where outcomes were not yet determined or not available. These incidents will be updated in the 2021-2022 Annual Report.

Disciplinary Authorities provided the following information on significant changes or other issues of University wide interest observed during the current reporting period.

- Four Disciplinary Authorities observed an increase in the incidents of Academic

Misconduct and suggested that it was due to remote delivery/testing methods.

- One Disciplinary Authority noted a decrease in the incidents of Academic Misconduct. They suggested that it was related to instructors providing more information and supports to educate students on academic integrity.
- One Disciplinary Authority noted a decrease in the incidents of Academic Misconduct. They suggested several reasons, such as pedagogical changes in evaluation strategies, use of Respondus and Zoom for invigilation, proactive approaches (exam design) to identify when unauthorized sources have been used, and educational efforts on academic integrity. It was also noted that students could be getting more sophisticated in committing academic misconduct.
- One Disciplinary Authority noted a declining trend in students submitting academic work that is not their own, particularly paying individuals or otherwise purchasing academic work, known as contract cheating. They noted several similarities in incidents involving essays including marked differences in the quality of writing when compared to other work in the course and the use of unusual metadata attachments. These incidents were first reported with 40 cases in 2016-2017 but decreased to 5 cases in the current report.
- One Disciplinary Authority noted a decrease in the instances of Non-Academic Misconduct, primarily related to Breaches of Student Residence violations, likely due to the pandemic-related reduction in capacity.

Incidents of Student Discipline Reported to the UDC

Year	# of Incidents Reported	# of Students at the University of Manitoba	Rate per 100 Students
2016-2017	681	29,987	2.3
2017-2018	741	29,498	2.5
2018-2019	891	29,620	3.0
2019-2020	1,303	30,290	4.3
2020-2021	1,219	31,020	3.9
Average	967	30,083	3.2

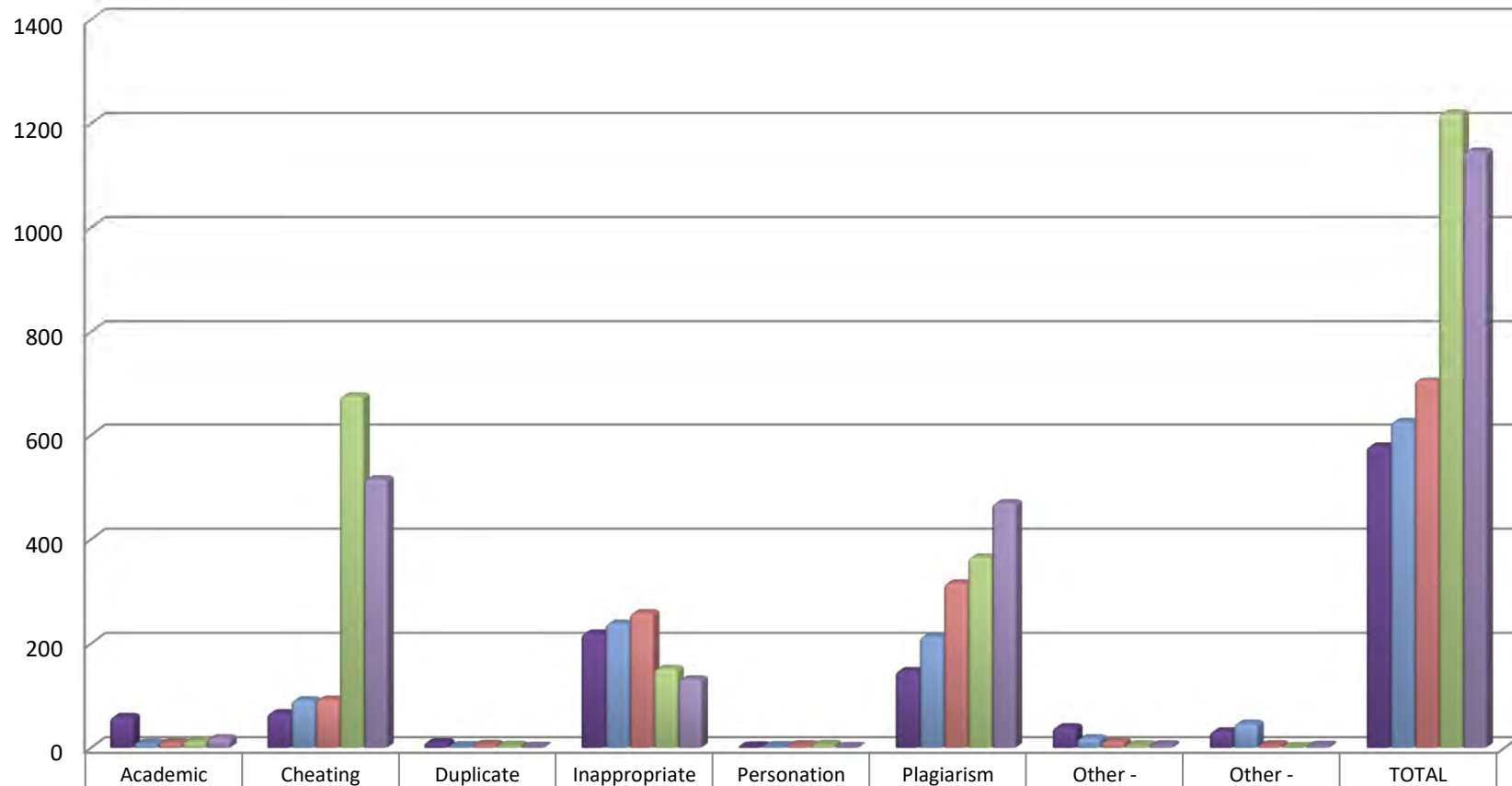
Please share this information, as you see fit, with those who have an interest or role in Student Disciplinary matters at the University of Manitoba. It has also been the practice to circulate the Annual Report of the UDC with members of Senate and the Board of Governors for their information. Should you continue this practice, I am prepared to attend the Senate meeting and speak to the Report, if called upon to do so.

In conclusion, I would like to thank those who do the difficult work related to student misconduct and discipline that is essential to maintaining the academic integrity and reputation of the University of Manitoba.

Yours sincerely,

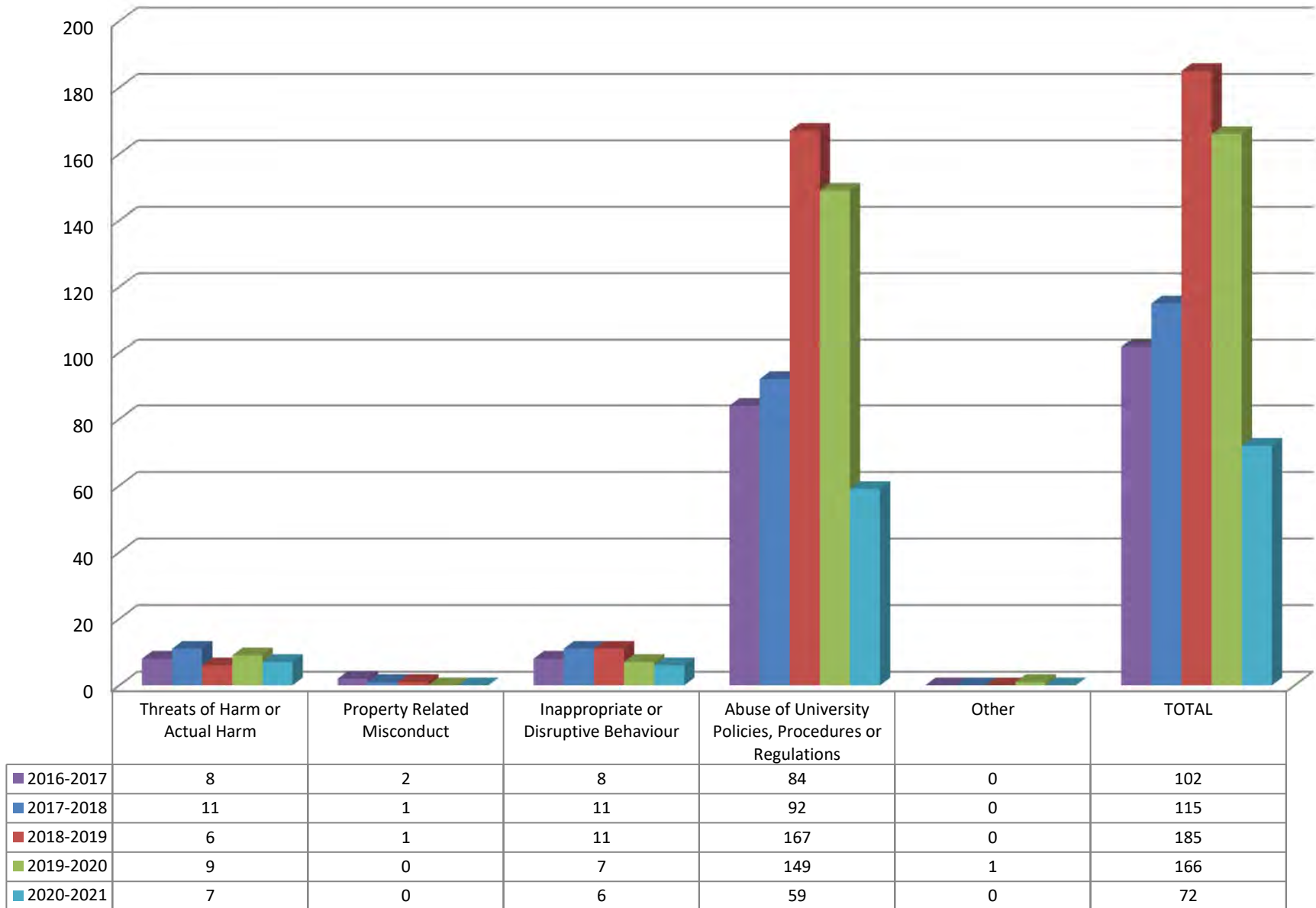
Dr. Sheryl Zelenitsky, Chair
University Discipline Committee

Part 1 - Academic Misconduct



* 2019-2020 has been updated to reflect outcomes of pending incidents.

Part 2 - Non-Academic Misconduct



ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
[Definitions are available in the Student Academic Misconduct Procedure.](#)

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	2	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Provide a letter from other institution indicating release and support to transfer to studies at UM	Deputy Registrar & Director, Admissions	Did not complete any coursework at other institution; confused by the declaration and status at the other institution	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Provide a letter from other institution indicating release and support to transfer to studies at UM	Deputy Registrar & Director, Admissions	Confused based on studying in another program and then transferring to UM	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Provide letter from other institution indicating release & support to transfer to studies at UM; comment placed on record for six months	Deputy Registrar & Director, Admissions	Failed to disclose two institutions on application; confused by the agreement and relationship with other institution	Not sought	None	Not sought	None
	2	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Provide a letter from other institution indicating release and support to transfer to degree studies at UM	Deputy Registrar & Director, Admissions	Failed to disclose other institution on their application; confused by the agreement and relationship with other institution	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Eight month suspension; notation of suspension due to application irregularities on academic record; must provide a letter from other institution indicating release and support to transfer to studies at UM	Deputy Registrar & Director, Admissions	Applied with the intention of starting afresh; confused that the institution must be disclosed on the application even though it is clearly stated and required	Not sought	None	Not sought	None
	2	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	One year suspension; notation of suspension on academic record; following suspension must provide a letter from other institution indicating release and support to transfer to degree studies at UM	Deputy Registrar & Director, Admissions	Applied with the intention of starting afresh; confused that the institution must be disclosed on the application; lied on the gap statement when asked about the studies	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Eight month suspension; notation of suspension on academic record; following suspension provide a letter from other institution indicating release and support to transfer to degree studies at UM	Deputy Registrar & Director, Admissions	Applied with the intention of starting afresh; confused that the institution must be disclosed on the application; lied on gap statement when asked about the attendance	Not sought	None	Not sought	None
	2	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	One year suspension; notation of suspension on academic record; following suspension student must provide a letter from other institution indicating release and support to transfer to degree studies at UM	Deputy Registrar & Director, Admissions	Applied with the intention of starting afresh; confused that the institution must be disclosed on the application; lied on the gap statement when asked about the studies	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Provide a letter from other institution indicating release and support to transfer to degree studies at UM	Deputy Registrar & Director, Admissions	Failed to disclose other institution on application as they were confused by the agreement and relationship with other institution	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Eight month suspension; notation of suspension due to application irregularities on academic record; information regarding non-disclosure shared with sponsoring agency	Deputy Registrar & Director, Admissions	Confused by the application; did not disclose attendance; struggling to obtain an official transcript; did not want the coursework to transfer; previous degree awarded which they did not want UM to be aware of as they would not be considered based on sponsorship agreement	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Application withdrawn; one year suspension from applying to UM	Deputy Registrar & Director, Admissions	Confused by application route; chose Direct Entry as that was the only route that was available based on application deadlines; originally lied and stated that they did not complete any post-secondary studies	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

PART 1: STUDENT ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Breached policy in relation to their attribution of authorship on their CV (listed their name first when they were not primary author of work)	Programming assigned by Academic Integrity Coordinator; two year transcript reprimand	Associate Dean	Did not intentionally re-arrange sequencing of names of publications listed in their CV	Not sought	None	Not sought	None
	1	Admission Misconduct: failed to include a transcript in application for admission	Permitted to have application re-assessed with missing transcript included; not permitted to commence program until Fall 2021	Dean	Made some attempts to obtain missing transcript; Mitigating family circumstances	Not sought	None	Not sought	None
	1	Admission Misconduct: falsified IELTS score	Application nullified; suspended from applying to Faculty for life	Dean	none	Not sought	None	Not sought	None
	1	Fabricated data for project	Grade of Zero on Project	Department Head	none	Not sought	None	Not sought	None
Cheating on Quizzes, Tests or Final Examinations	1	Two allegations; cheating during mid-term and cheating on course assignments	F-DISC in the course; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator	none	Not sought	None	Not sought	None
	1	A Respondus Monitor recording downloaded by the professor includes student speaking at length with another person about test questions and answers while completing the test	Grade of zero on the test; F-DISC in the course; "DISC" notation; one year suspension from taking courses in Teaching Faculty and Faculty of Registration	Associate Dean of Teaching Faculty	Second offense in one year	Not sought	None	Not sought	None
	2	Cheating during a quiz	Grade of zero on the quiz; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	first offence	Not sought	None	Not sought	None
	2	Cheating on a mid-term	F-DISC in course; transcript notation for two years or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and quiz	Department Head	Aware that this behaviour was not allowed, proceeded anyway	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating on the mid-term exam	Grade of F in the course; transcript notation for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	Instructed not to use online resources during exam	Not sought	None	Not sought	None
	1	Student shared or copied an answer with another student in midterm exam	F-DISC in the course; one year suspension from Faculty	Associate Dean	Previous instances of academic misconduct	Not sought	None	Not sought	None
	1	Shared a template with or received a template from another student in midterm exam	F-DISC in the course; one year suspension from Faculty	Associate Dean	Previous instances of academic misconduct	Not sought	None	Not sought	None
	1	Answer provided on midterm exam was from a different section of the class	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Internet issues during the exam and asked a friend for assistance	Not sought	None	Not sought	None
	1	Answer provided on midterm exam was from a different section of the class	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Asked a friend to send them the question on What's App	Not sought	None	Not sought	None
	1	Answer provided on midterm exam was the same as another student's	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Computer issues and asked a classmate for help with their files	Not sought	None	Not sought	None
	2	Answer provided on midterm exam had identical typos as another student's exam	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Attributed errors to general level of language	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Answer provided on midterm exam was from a different section of the class	Grade of F-DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to tricking classmate into providing a copy of their exam answers	Not sought	None	Not sought	None
	1	Alleged that student received a template for an answer on the midterm exam from another student	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous upheld allegations	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Zero on test; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Grade of F-DISC in course; suspended from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	3	Plagiarism on assignments and on Final Exam	Grade of F-DISC in course; suspended from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on assignments and on Final Exam	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	3	Plagiarism detected on assignments and final exam	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Plagiarism detected on final exam	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal Denied	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	Two Previous Infractions	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	None provided	Zero on test; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator and Student Advisor	Associate Dean	Previous infraction	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on question in test	Associate Dean	Difficult circumstances	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for two months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	5	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	none	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Zero on test	Associate Dean	Unfortunate personal circumstances	Not sought	None	Not sought	None
	2	None provided	Zero on assignments; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	None provided	Zero on the quiz; DISC notation attached to grade; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal Denied; Disciplinary Action Increased; grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from Faculty of Registration for four months; transcript notation; meet with Student Advisor from Faculty of Registration	Associate Dean	Two Previous Infractions	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty for one year; suspension from taking courses offered by the Faculty of Registration for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on test	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on test; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; meet with Student Advisor	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; meeting with Academic Integrity Coordinator; meet with Student Advisor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	6	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Apologized; unfortunate circumstances; previous Infraction	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources on two essays and final exam	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for one year; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; meet with Academic Integrity Coordinator	Associate Dean	Admitted guilt	Not sought	None	Not sought	None
	3	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None

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PART 1: STUDENT ACADEMIC MISCONDUCT

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Cheating on Quizzes, Tests or Final Examinations	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	3	Test	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Working with another student on a test	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Zero on test; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Plagiarism detected on a test	Grade of F-DISC in course; Suspended from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; Cite Rite Program	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Grade of F-DISC in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Zero on test; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism detected on a test	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Parts of plagiarised essay used to answer questions on final exam	Zero on assignment and the part of assignment that was used in final exam	Associate Dean	Documentation of illness; completed a full course load despite illness; did well this term	Not sought	None	Not sought	None
	2	Cheating by using unauthorized material while writing the mid-term exam	Grade of zero for the mid-term exam; notation will appear on academic record; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to cheating by using unauthorized material while writing the midterm exam	Not sought	None	Not sought	none
	1	Using unauthorized material while writing mid-term	F-DISC in the course; suspended from taking Faculty courses for one year	Associate Dean	Second instance of academic dishonesty	Not sought	None	Not sought	none
	1	Accessing information from online source while writing the midterm examination	Mark of zero for the midterm examination; DISC notation on transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took full responsibility	Not sought	None	Not sought	None
	5	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-Disc in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Honest and willing to accept the allegation, resulting in a reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Ignored evidence presented and provided inadequate reasoning; the minimum penalty was issued	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-DISC in course; suspended from taking Teaching Faculty courses for eight months; suspended from Faculty of Registration courses for four months; transcript notation for five years or until graduation	Dean's Office	Honest and willing to accept the allegation, resulting in a reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-DISC in course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Acknowledged the error; unfamiliarity of the academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Described study methods; personal situation; admitted to the transgression against regulations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on final exam and subsequently plagiarised the content	Grade of F-DISC in course; suspended from taking Teaching Faculty courses for one year; suspended from Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Student provided no response to the allegation	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for two years or until graduation	Dean's Office	Student took full responsibility and apologized for transgressing final exam regulations	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to questions on final exam and posted exam questions online	Grade of F-DISC in course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Student accepted the consequences of their actions and displayed remorse for transgressing final exam regulations	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and posted exam questions online	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for two years or until graduation	Dean's Office	Honest, remorseful; personal issues	Not sought	None	Not sought	None
	2	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Denied and contested the allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Expressed remorse within their statement, resulting in a reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Displayed inadequate understanding of academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and posted exam questions online	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Failed to address the allegation within their statement; standard penalty	Not sought	None	Not sought	None
	2	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation and showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to post and view answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Displayed inadequate understanding of academic integrity regulations; remorse for their actions; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to questions on the final exam and posted exam questions online for two courses	Grade of F-DISC in one course; grade of zero on assignment for other course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took full responsibility for their actions; apologized for transgressing academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took full responsibility for transgressing the academic integrity regulations; honest and remorseful; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Provided a short statement accepting responsibility with no remorse for their actions; standard suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	None	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and posted exam questions online	Grade of F-DISC in course; suspended from taking Faculty courses for 18 months; transcript notation for five years or until graduation	Dean's Office	Provided no statement; posted the intellectual property of the professor	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and posted exam questions online	Grade of F-DISC in the course; suspended from taking Faculty courses eight months; transcript notation for five years or until graduation	Dean's Office	Honest; showed remorse; admitted to transgressing the academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	2	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; honest about transgressing academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to post answers to questions on the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; honest; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to questions on the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty courses for one year and from Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Denied and contested the allegation; standard penalty	Not sought	None	Not sought	None
	1	Inappropriate collaboration and use of unauthorized materials during the final exam	Grade of F-DISC in the course; transcript notation for five years or until graduation	Dean's Office	Apologized for their actions; close to finishing their degree	Not sought	None	Not sought	None
	6	Inappropriate collaboration and use of unauthorized materials during the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Honest and willing to accept the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized material or inappropriately communicated during Final Exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript for five years or until graduation	Dean's Office	Accepted the allegation however, showed no remorse towards their actions; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized material or inappropriately communicated during the final exam	F-DISC in the course; suspended eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest, accepted the allegation; apologized for their transgression of the academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Cheating on a final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took full responsibility for the academic misconduct; apologized for transgressing the academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Student did not cite resources used for the open-book final exam	Grade of F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation for two years or until graduation	Dean's Office	Took responsibility; did not intend to transgress the academic integrity regulations; showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	No response to the allegation letter; standard penalties	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took responsibility, indicated they were pressured and showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took full responsibility and showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took full responsibility; honest; showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and plagiarize answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in course; suspended from taking Faculty courses for one year; transcript for five years or until graduation	Dean's Office	No response to the allegation letter; standard penalties	Not sought	None	Not sought	None
	10	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; honest; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Student did not respond to the allegation letter; standard penalties	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; explained how panicked they were during the exam; reduced suspension	Not sought	None	Not sought	None
	1	Engaged in inappropriate collaboration during the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Actions were emotionally driven; apologized; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Engaged in inappropriate collaboration during the final exam	Grade of F-DISC in the course; apology letter to the instructor; transcript notation for two years or until graduation	Dean's Office	Accepted the allegation; remorse; close to graduation	Not sought	None	Not sought	None
	2	Inappropriate collaboration during the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; honest; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Denied and contested the allegation, however, showed remorse; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended for eight months	Dean's Office	None	Not sought	None	Not sought	None
	5	Used unauthorized materials to obtain and post answers to Term Test	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Agreed that they engaged in academic misconduct; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to Term Test	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; honest; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to final exam for two courses, and engaged in inappropriate collaboration on assignments	Grade of F-DISC in both courses; student is recommended to take four months off for mental health reasons	Dean's Office	Admitted to engaging in academic misconduct; apologized; experienced struggles; recommendation to take time off from study to get healthy	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the midterm for one course and to obtain answers on the final exam for another course	Grade of F-DISC in both courses; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Remorseful; recognized that what transpired was academic misconduct; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain and post answers to the final exams for two courses	Grade of F-DISC in both courses; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Honest; apologized; in consultation with the Faculty of Registration, the standard penalty was imposed	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam of two courses.	Grade of F-DISC in both courses; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Honest; apologetic regarding one allegation, however, no response was given for the other allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty courses for one year; suspended from Faculty of Registration for four months; transcript notation for five years or until graduation	Dean's Office	Denied and contested the allegation and tried to place blame on others; standard penalty issued	Not sought	None	Not sought	None
	2	Inappropriate collaboration for two midterms and the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; honest; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for a year; transcript notation for five years or until graduation	Dean's Office	Provided no statement; posted the intellectual property of the professor; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for two years; transcript notation for five years or until graduation	Dean's Office	Provided no statement; posted the intellectual property of the professor; second upheld allegation; standard penalty for second incident	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to transgressing the final exam regulations; apologized; stressors involved that influenced their choices; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain answers to two quizzes	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for one year; transcript notation for five years or until graduation	Dean's Office	Provided no statement; posted the intellectual property of the professor; standard penalty	Not sought	None	Not sought	None
	1	Inappropriate collaboration to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript for five years or until graduation	Dean's Office	Failed to explain the similarity of answers in their statement; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; apologized; realized their actions were unacceptable; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for two years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; stated that it would not happen in the future; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for four months	Dean's Office	Admitted to engaging in academic misconduct; stressors influenced their choices; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Took responsibility for transgressing the final exam regulations; explained the stressors that lead them to make choices	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Failed to contest the allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; on transcript for five years or until graduation	Dean's Office	Accepted the allegation; took responsibility for transgressing the final exam regulations; apologized; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript for five years or until graduation	Dean's Office	Failed to contest the allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Explained what academic integrity meant to them and how they understand what they did was wrong; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; online plagiarism course to prevent future allegations; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam and was involved in inappropriate collaboration during the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Contested the allegation; standard penalty	Not sought	N/A	Not sought	N/A
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam; inappropriate collaboration with another person during the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty and Faculty of Registration courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam; inappropriate collaboration with another person during the final exam	Grade of F-DISC in the course; suspended from taking Teaching Faculty courses for eight months and from Faculty of registration courses for four months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; second upheld allegation; standard penalty	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized materials to obtain and post answers to the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the midterm exam	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Failed to contest the allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the midterm exam	Grade of F-DISC in the course; transcript notation for five years or until graduation	Dean's Office	Remorseful; recognized that what transpired was academic misconduct; reduced penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the midterm exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials on assignment	F-DISC in course; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for mistake; apologized	Not sought	None	Not sought	None
	1	Used unauthorized materials during final exam	F-DISC; suspended for one year	Associate Dean	None	Not sought	None	Not sought	None
	7	Used unauthorized materials during final exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility and apologized for transgression	Not sought	None	Not sought	None
	1	Used unauthorized materials (materials taken from internet sources) during final exam	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials (materials taken from internet sources) during final exam	F-DISC; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility; extenuating circumstances	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	3	Used unauthorized materials (materials taken from internet sources) during final exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	1	Used unauthorized materials, taken from internet sources during final exam	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not respond to allegation	Not sought	None	Not sought	None
	1	Used unauthorized materials during term work, quiz and final exam	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not contest; standard penalty	Not sought	None	Not sought	None
	2	Nearly identical answers on final exam questions likely taken from unauthorized sources	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Both took responsibility for transgression	Not sought	None	Not sought	None
	1	Multiple allegations, cheating on final exam in one course and inappropriate collaboration in another course	Grade of zero on assignment in one course; F-DISC in other course; suspended from Faculty for eight months; transcript notation for both courses for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility and showed remorse for transgressions	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer quiz questions	F - DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility and apologized for transgression; circumstances	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	3	Used unauthorized sources to answer final exam questions	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not contest allegation	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression; third upheld allegation	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended for eight months	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not contest allegation	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Submitted identical responses on final exam questions	F-DISC; suspended from faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Both took responsibility for transgression	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer questions on quiz	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not acknowledge that incident violated academic integrity	Not sought	None	Not sought	None
	3	Submitted identical answers to questions in final exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Submitted identical answers to questions in final exam	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression, circumstances.	Not sought	None	Not sought	None
	1	Use of unauthorized materials in term test	F-DISC; suspended from Faculty for four months; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility, remorse, compassionate circumstances	LDC	Appeal withdrawn	Not sought	None
	1	Use of unauthorized materials in term test	F-DISC in the course; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	2	Responses on test or final exam similar to each other	F-DISC in two courses; suspended from Teaching Faculty for one year; suspended from Faculty of Registration for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Denied allegation	Not sought	None	Not sought	None
	1	Answers for final exam questions taken from unauthorized sources	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for allegation	Not sought	None	Not sought	None
	1	Submitted an identical response to another student on midterm test, from different version than was written	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	3	Use of unauthorized materials on final exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Use of unauthorized materials on term test	F-DISC; suspended for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted identical solutions to midterm	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not contest allegation	Not sought	None	Not sought	None
	2	Submitted identical solutions to final exam at similar times from same IP	F-DISC; suspended for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Use of unauthorized material: Submitted midterm materials plagiarised from online source	F-DISC; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Honesty in addressing allegation and circumstances	Not sought	None	Not sought	None
	1	Submitted midterm materials plagiarised from online source	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to allegation; apologized	Not sought	None	Not sought	None
	1	Use of unauthorized materials; submitted very similar responses in term tests	F-DISC; suspended from Faculty for eight months; transcript notation for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with academic advisor	Associate Dean	Admitted to transgression	Not sought	None	Not sought	None
	1	Unauthorized material or inappropriately communicated during final exam	F-DISC; suspended for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration on assignment and quiz; used unauthorized material or inappropriately communicated during Final Exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Used unauthorized material or inappropriately communicated during term test	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	3	Used unauthorized material or inappropriately communicated during final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	6	Midterm exam	Zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Midterm exam	Recommendation made to student to learn more about Academic Integrity	Associate Head	Responded they were contesting but were never heard from again; VW from the course	Not sought	None	Not sought	None
	114	Assignment	Zero on assignment	Associate Head	None	Not sought	None	Not sought	None
	18	Test	Zero on test	Associate Head	None	Not sought	None	Not sought	None
	21	Midterm exam	Zero on midterm	Associate Head	None	Not sought	None	Not sought	None
	2	Term test	Zero on term test	Associate Head	None	Not sought	None	Not sought	None
	1	Quizzes and assignment	Zero on impacted quizzes and assignment	Associate Head	None	Not sought	None	Not sought	None
	2	Quizzes	Zero on impacted quizzes	Associate Head	None	Not sought	None	Not sought	None
	1	Midterm	Partial marks on midterm	Associate Head	Extenuating circumstances	Not sought	None	Not sought	None
	1	Copied solutions from online source	Zero grade on midterm; DISC designation in transcript	Department Head	Hard evidence; statement of the student under investigation	Not sought	None	Not sought	None

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	1	Copied solutions from another student	Zero grade on midterm; DISC designation in transcript	Department Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	4	Copied solutions from online source	Zero grade on midterm; DISC designation in transcript	Department Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
Cheating on Quizzes, Tests or Final Examinations	10	Copied solutions other students	Zero grade on each midterm; DISC designation in transcript	Department Head	Hard evidence	Not sought	None	Not sought	None
	2	Copied solutions from each other	Zero grade on each midterm; DISC designation in transcript	Department Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Copied solutions from each other	Zero grade on each quiz and midterm	Department Head	Hard evidence	Not sought	None	Not sought	None
	4	Copied solutions from online source	Zero grade on midterm; DISC designation on transcript	Department Head	Hard evidence	Not sought	None	Not sought	None
	1	Use of unauthorized materials	Zero grade on midterm	Department Head	Hard evidence	Not sought	None	Not sought	None
	1	Uploaded test questions to website	Zero grade on midterm; DISC designation in transcript	Department Head	Hard evidence	Not sought	None	Not sought	None
	2	Copied solutions from each other	Zero grade on midterm; DISC designation in transcript	Department Head	hard evidence	Not sought	None	Not sought	None
	1	Posted to and copied from online source	Zero on test; DISC designation	Associate Head	Hard evidence; no response to allegation letter	Not sought	None	Not sought	None
	1	Viewed/copied from online source	Zero on test; DISC designation	Associate Head	Hard evidence; no response to allegation letter	Not sought	None	Not sought	None
	1	Viewed/copied from online source	Lowered Test grade to 55%	Associate Head	Hard evidence; no response to allegation letter; note lesser penalty due to dual-track assessment scheme	Not sought	None	Not sought	None
	1	Copied from online source	Assignment grade zero; DISC	Associate Head	Hard evidence; written statement admitted use	Not sought	None	Not sought	None
	1	Copied from online source	Zero on assignment	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Copied from online source	Zero on test	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Viewed/copied from online source	Zero on test; DISC designation	Associate Head	Hard evidence; partial admission	Not sought	None	Not sought	None
	1	Viewed/copied from online source	Zero on test	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Copied solutions from each other	Zero on test; DISC designation	Associate Head	Hard evidence	Not sought	None	Not sought	None
	3	Copied solutions from each other	Zero on test	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	1	Uploaded test questions to website	Zero on test	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Copied solutions from another student	Zero on test; DISC designation	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Copied solutions from another student and used online source	Zero on test; DISC designation	Associate Head	Hard evidence; no response to allegation letter	Not sought	None	Not sought	None
	2	Copied from online source	Zero on test; DISC designation	Associate Head	Hard evidence; no response	Not sought	None	Not sought	None
	1	Posted one question from quiz to website during the quiz	Zero on the quiz; a note in the student's file in Faculty office; warning of a more serious action in case of second offence	Associate Head	First offence; expressed remorse and promised not to do it again	Not sought	None	Not sought	None
	7	Posted one question from quiz to website during the quiz	Zero on the quiz	Associate Head	None	Not sought	None	Not sought	None
	10	Posting/viewing questions on online source during quiz	Grade of Zero on Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Posting/viewing questions on online source during Midterm Test and Quiz	Grade of Zero on midterm Test and Quiz	Department Head	None	Not sought	None	Not sought	None
	10	Posting/viewing questions on online source during midterm test	Grade of Zero on Test	Department Head	None	Not sought	None	Not sought	None
	1	Posting/viewing questions on online source during Test	Grade of Zero on Test	Department Head	None	Not sought	None	Not sought	None
	1	Posting/viewing questions on online source during two tests	Grade of Zero on both Tests; DISC notation on transcript	Department Head	None	Not sought	None	Not sought	None
	1	Posting/viewing questions on online source during quiz and midterm test	Grade of Zero on Test and Quiz	Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Posting/viewing questions on online source during Quiz	Grade of Zero on Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Use of unauthorized materials on final exam	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibly for transgression	Not sought	None	Not sought	None
	1	Communicated regarding test in chat during test period	Zero on test	Associate Head	Hard evidence	Not sought	None	Not sought	None
	1	Posting/viewing questions on online source during two quizzes	Grade of zero on quizzes	Department Head	None	Not sought	None	Not sought	None
	1	Academic integrity issues were noted during a demonstration of skills test	Warning given; Academic Integrity & Student Conduct Tutorial	Associate Dean	None	Not sought	None	Not sought	None
Duplicate Submission	1	Student is alleged to have used an assignment submitted in the previous term	F-DISC in course; transcript notation with mention of second offence can be removed after one year or upon confirmed graduation; barred from Faculty courses for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator	Second offence; did not take accountability for actions	Associate Dean	Appeal denied	Not sought	None
Inappropriate Collaboration	1	Inappropriate collaboration	F-DISC in course; barred from Teaching Faculty and Faculty of Registration for one year; transcript notation for five years or upon confirmed graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Teaching Faculty Academic Integrity Adjudicator and Faculty of Registration Associate Dean	Second offence	Associate Dean of Teaching Faculty	Appeal denied	Not sought	None
	1	Inappropriate collaboration	Zero on assignment; transcript notation for one year or upon confirmed graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration; student consulted/provided guidance with assignment	Required to meet with Academic Integrity Coordinator; zero on assignment	Associate Dean, Academic	Contacted by friend who had computer problems for assistance; last minute submission; didn't mean to provide work to be submitted; only tried to help; great stress as International student; family and friends at risk at home	Not sought	None	Not sought	None
	1	Inappropriate collaboration; student consulted/provided guidance with assignment	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment	Associate Dean	International student; working on deadline, computer issues; reached out to friend for assistance; not an intentional act	Not sought	None	Not sought	None
	1	Used material from a source without proper reference; discussed answers for assignment with another student	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Handing material to student	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Handed another student their completed assignment from which they copied	50% of assignment deducted	Department Head	None	Not sought	None	Not sought	None
	1	Admitted to copying the work of another student	Zero for assignment	Department Head	None	Not sought	None	Not sought	None
	1	Submitted very similar answers for term assignment as two other students	Grade of F-DISC; suspended from taking courses from Teaching Faculty and Faculty of Registration for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean of Teaching Faculty	Multiple prior instances of academic dishonesty	LDC	Suspension from Teaching Faculty and Faculty of Registration increased to two years	UDC	Appeal denied
	2	Submitted answers in the final examination that are identical to that of another student	Grade of F-DISC; notation on academic record; meeting with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	4	Inappropriate Collaboration	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	first offence	Not sought	None	Not sought	None

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Inappropriate Collaboration	3	Inappropriate Collaboration	F-DISC in course; notation on transcript for two years or until graduation; review learning materials and help develop strategies; meet with course instructors to review and help improve communication about inappropriate collaboration; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Second offence with the same infraction	Not sought	None	Not sought	None
	2	Responses on take-home examination questions identical	Zero on examination; programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Unable to explain how some errors appeared in both responses	Not sought	None	Not sought	None
	1	Used an unreferenced picture and had a paraphrased statement the same as another student	Grade of C-DISC in course; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated that they worked individually	Not sought	None	Not sought	None
	1	Used an unreferenced picture and had a paraphrased statement similar to another student	Grade of F-DISC in course; suspension from faculty for one year	Associate Dean	Upheld allegations in a previous term	Not sought	None	Not sought	None
	2	Suspected inappropriate collaboration; two students' assignments were very similar	Transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Classmate asked for help; provided advice, but said it was a coincidence that submissions were very similar	Not sought	None	Not sought	None
	2	Submissions are very similar with some sections identical to case study without attribution	Grade of C DISC in course; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	Previously upheld allegation; refused to meet with Student Advocacy; indicated they did not collaborate with anyone	Not sought	None	Not sought	None
	2	Submitted assignment nearly identical to a classmate's	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Submitting their classmate's rough draft was a mistake and not intentional	Not sought	None	Not sought	None
	2	Submitted an assignment very similar to a classmate's	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated that the nature of the assignment was to complete it independently, and then shared the draft with a partner	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Content and formatting of student's submission was very similar to another student's submission	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Completed the assignment independently, but provided it to another student to check their formatting	Not sought	None	Not sought	None
	2	Content and errors in student's submission were very similar to another student's submission	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student did not provide statement; decision made without the benefit of the student's input	Not sought	None	Not sought	None
	1	Content was very similar and contained identical spelling errors of another student's submission	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Worked on the assignment independently, but provided it to classmate to cross check answers	Not sought	None	Not sought	None
	2	Content was very similar to that of another student's submission	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Completed the assignment with a classmate not realizing this would be considered academic misconduct	Not sought	None	Not sought	None
	2	Three allegations of inappropriate collaboration in the same course, including two incidents of submission of very similar content, and one of identical submission	Grade of F-DISC in course; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Provided classmate with assignment for reference purposes and did not intend to collaborate	Not sought	None	Not sought	None
	4	Submission was very similar to three other students in formatting, wording and resources used	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated they completed the assignment independently	Not sought	None	Not sought	None
	2	Material submitted led to concerns of inappropriate collaboration	Meet with the Academic Language Support instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Answer provided on midterm exam indicates that student shared a template with a classmate	Grade of zero on the midterm exam; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student indicated they were having computer issues and asked a classmate for help with their files	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Transcript notation	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	None provided	Grade of F-DISC in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; DISC notation on final grade; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on test; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Four assignments	Zero on assignments; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	4	Inappropriate collaboration in Tutorial	Mark of zero in Tutorial; statement will be placed on academic transcript and academic record; Academic Integrity and Tutorial and Quiz	Associate Head	Admitted participating in inappropriate collaboration	Not sought	None	Not sought	none
	1	Inappropriate collaboration during the final exam for course	F-DISC in the course; DISC statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	none
	1	Inappropriate collaboration during the writing of the final exam	Grade of zero on the final exam; comment will appear on academic record for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to using website	Not sought	None	Not sought	none
	1	Inappropriate collaboration on Final exam	F-DISC in the course; DISC notation and comment on academic record for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Denied inappropriate collaboration however other student confirmed	Not sought	None	Not sought	None
	1	Inappropriate collaboration and personation which occurred while writing the midterm exam	Grade of zero ON the midterm; final grade will be accompanied by DISC; transcript notation for two years or graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Contested the allegation	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Accessing unauthorized material, sharing questions from this exam between students or to any external or internal sources and presenting information or knowledge that is not their own while writing midterm exam	F-DISC for the course; suspended from taking courses from the Faculty for eight months; transcript notation for three years or until graduation	Associate Dean	Did not respond to allegation letter; third allegation	Not sought	None	Not sought	None
	1	Student participated in inappropriate collaboration in assignment	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation after initially denying it; apologized for their actions; reduced suspension	Not sought	None	Not sought	None
	1	Student participated in inappropriate collaboration in assignment	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Student denied and contested the allegation; standard penalty	Not sought	None	Not sought	None
	1	Used unauthorized materials to complete an assignment	Grade of F-DISC in course; suspended from taking courses for four months; transcript for two years or until graduation	Dean's Office	Inadequate understanding of academic integrity regulation; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers for multiple quizzes and involved in inappropriate collaboration	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; honest; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Involved in inappropriate collaboration on an assignment	Grade of F-DISC in the course; suspended from taking Faculty courses for six months; transcript notation for five years or until graduation	Dean's Office	Tried to help a friend without sharing; expressed regret; reduced suspension	Not sought	None	Not sought	None
	1	Involved in inappropriate collaboration on an assignment	Grade of F-DISC in the course; transcript notation for 5 years or until graduation	Dean's Office	Explained the situation; displayed inadequate understanding of academic integrity regulations; reduced suspension	Not sought	None	Not sought	None
	1	Assignment was flagged as being too similar to other students work from a previous offering of the course	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Acknowledged the error as a mistake; unfamiliarity of the academic integrity regulations; reduced suspension	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Used unauthorized materials and inappropriate collaboration to obtain answers to Term Test	Grade of F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation for five years or until graduation	Dean's Office	Denied and contested the allegation; standard penalty	Not sought	None	Not sought	None
	2	Used unauthorized materials and inappropriate collaboration to obtain answers to Term Test	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Admitted to engaging in academic misconduct; honest; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Inappropriate collaboration with other students in a chat room during a tutorial	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials (materials taken from internet sources) during final exam	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	2	Submitted identical responses taken from unauthorized internet sources	F-DISC; suspended for one year	Associate Dean	None	Not sought	None	Not sought	None
	1	Students had identical answers on final exam questions	F-DISC in two courses; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Standard penalty; refused to take responsibility	Not sought	None	Not sought	None
	1	Students had identical answers on final exam questions	F-DISC in two courses; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	1	Student submitted a solution to a question on final exam that came from a different version of the test than was written, indicating inappropriate collaboration	F-DISC; suspended from Faculty courses for eight months; transcript notation for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Used unauthorized materials during assignments	F-DISC in the course; suspended from Faculty courses for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted using unauthorized materials	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer problem set	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility and apologized for transgression	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC in two courses; suspended from Faculty for eight months; transcript notation for five years or until graduation; meet with an advisor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Circumstances of transgression	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility; circumstances	Not sought	None	Not sought	None
	2	Students submitted virtually identical solutions to assignment	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Both took responsibility for transgression and apologized	Not sought	None	Not sought	None
	1	Assignment had answers virtually identical to another student	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	1	Assignment was unusually similar to that of another student	F-DISC; suspended for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression	LDC	LDC appeal pending		

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Inappropriate Collaboration	1	Students submitted nearly identical responses to Assignment	F-DISC; suspended from Faculty of Registration for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not admit to transgression; third upheld allegation	Not sought	None	Not sought	None
	2	Students submitted nearly identical responses to Assignment	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression	Not sought	None	Not sought	None
	1	Submitted nearly identical assignment solutions as another student	F-DISC; suspended from Faculty for six months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student admitted to transgression	Not sought	None	Not sought	None
	1	Submitted similar answers to test questions	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility, regret, circumstances	Not sought	None	Not sought	None
	2	Submitted similarly unusual responses on exam; one student responded to a question from a different version of the test than was provided	F-DISC in course; suspended from Faculty of for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression; second allegations	Not sought	None	Not sought	None
	1	Submitted nearly identical responses to a midterm test question as another student	F-DISC; suspended for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	2	Students submitted identical responses in a term test, including mistakes	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Neither acknowledged that transgression was misconduct	Not sought	None	Not sought	None
	2	Submitted similar/identical answers in final exam; concurrent midterm academic misconduct investigation	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibly for transgression; expressed regret	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Materials for assignment very similar to another student's response in previous term	F-DISC; suspended from Faculty for eight months; transcript notation for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	1	Assignment very similar to another student's response in previous term	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression; apologized	Not sought	None	Not sought	None
	1	Assignment very similar to another student's response in previous term	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to using prior solutions as a template	Not sought	None	Not sought	None
	1	Submitted nearly identical solutions to assignment	F-DISC; suspended from Faculty for six months; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression, circumstances	Not sought	None	Not sought	None
	1	Assignment very similar to another student's response in previous years; answered portions of assignment that hadn't yet been posted	F-DISC; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression; apologized; circumstances	Not sought	None	Not sought	None
	1	Handed in similar or nearly identical solutions with another student	F-DISC; suspended from Faculty for eight months; transcript for two years or until graduation; meet with academic advisor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression	Not sought	None	Not sought	None
	1	Student submitted an assignment that was highly similar to an old solution from another student	F-DISC; Suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Accepted responsibility for transgression	Not sought	None	Not sought	None
	1	Student submitted an assignment that was almost identical to an old solution from another student	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Accepted responsibility for transgression; apologized; needs to graduate	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Part of Term Test nearly identical to another student	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility; apologized	Not sought	None	Not sought	None
	2	Submitted very similar responses to an assignment, including unusual strategies, and possibly information taken from the internet	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Both students admitted that an academic integrity transgression had occurred	Not sought	None	Not sought	None
	1	Submitted similar and partly identical solutions to assignment	F-DISC; suspended from Faculty for one year; transcript for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not contest allegation	Not sought	None	Not sought	None
	1	Submitted similar and partly identical solutions to assignment	F-DISC; suspended from Faculty for eight months; transcript for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted that transgression may have occurred unintentionally	Not sought	None	Not sought	None
	1	Students shared answers on a final exam question; one was for different version of exam than given	F-DISC; suspended from Faculty for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for transgression; penalty reduced for student circumstances	Not sought	None	Not sought	None
	1	Students shared answers on a final exam question; one was for different version of exam than given	F-DISC; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	associate Dean	Student admitted transgression; did not take responsibility; second offence; circumstances	Not sought	None	Not sought	None
	2	Test submissions were very similar	F-DISC; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took responsibility for the allegations; circumstances (need to complete program)	Not sought	None	Not sought	None
	1	Students submitted similar responses on tests	F-DISC; transcript notation until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression; graduating	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Assignment nearly identical to another student's submission	F-DISC; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignment submission nearly identical to another student's submission	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted the same assignment as another student	Grade of zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted the same assignment as another student; the assignment was from a previous year and incorrect	Grade of zero on the lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Worked too closely with another student on lab assignment; submission was almost identical to that of another student	Grade of zero on Lab Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted the same assignment as another student	Grade of zero on the lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted very similar work to another student for lab assignment	Grade of zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Answers on midterm were nearly identical to those of another student	Grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Worked too closely with another student on Lab Assignment; assignment was almost identical to that of another student	Grade of zero on Lab Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Copied portions of two assignment from internet sources	Grade of zero on impacted assignments; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Midterm exam	Zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Met with Advocacy Rep; decided not to contest	Not sought	None	Not sought	None
	2	Copied solutions from each other	Zero on two tests; DISC designation	Associate Head	Hard evidence; no response to allegation letter	Not sought	None	Not sought	None
	2	Collaborated through online chat during a tutorial	Grade of Zero on Tutorial	Department Head	None	Not sought	None	Not sought	None
Other: Contract Cheating	1	Contract Cheating - parts of an essay authored by someone else	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Contract Cheating - student had relative answer questions on their behalf	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Contract cheating on paper (another individual wrote term paper for student)	F-DISC in course; indefinite Expulsion	Associate Dean	Constructed an elaborate false story; blatantly lied; other individual involved eventually confessed to writing paper	Not sought	None	Not sought	None
	1	Contract Cheating: student allegedly offered to pay another student money to complete their share of group project	Student served warning	Associate Dean	Insufficient evidence to find student guilty of allegation	Not sought	None	Not sought	None
	1	Contract Cheating on an assignment	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Other: Contract Cheating	1	Contract Cheating - obtained outside assistance in the writing of a test written remotely	Grade of F-DISC in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Contract Cheating - obtained outside assistance in the writing of an essay	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None
Other: Fraudulent Payment	2	Fraudulent payment of admission application fee	Fee refunded; application nullified	FGS Dean	Bank confirmed fraudulent transaction	Not sought	None	Not sought	None
Plagiarism	1	Contract cheating or Plagiarism; Two incidents in same course	F-DISC in course; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial	Faculty Academic Integrity Adjudicator	Failed to understand the extent of the offense; statement varied considerably from the professor and Department Head's evidence	Associate Dean	Appeal denied	LDC	Appeal denied
	1	Plagiarism in individual assignment	F-DISC in course; notation on transcript for one year or upon confirmed graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator and Program of Registration	None	Not sought	None	Not sought	None
	1	Contract cheating or Plagiarism; Two incidents in same course	F-DISC in course; transcript notation for one year or upon confirmed graduation; barred from Teaching Faculty courses for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Teaching Faculty Academic Integrity Adjudicator and Program of Registration	Blamed not getting caught in another instance; overview of academic integrity in the course outline; did not understand the severity of the act; almost the entire paper was a copy and paste from other's work found on website	Not sought	None	Not sought	None

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Plagiarism	1	Contract cheating inappropriate collaboration OR plagiarism; May even have submitted a paper not his own as name in properties is another student	F-DISC in course; transcript notation for one year or until confirmed graduation; barred from Faculty courses for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Teaching Faculty Academic Integrity Adjudicator and Program of Registration	Sincere regret; academic integrity as a matter of honour; gave thought to how they might deal with similar issues in the future, including the use of university resources like the writing tutor service; failed to complete Academic Integrity Tutorial	Not sought	None	Not sought	None
	1	Contract cheating or inappropriate collaboration or plagiarism	F-DISC in course; Notation on transcript which can be removed after one year or upon confirmed graduation; Barred from Teaching Faculty courses for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Teaching Faculty Academic Integrity Adjudicator and Program of Registration	Almost the entire paper was a copy and paste of another's work; did not complete Academic Integrity tutorial; Program of Registration added an additional penalty and transcript comment in this regard	Not sought	None	Not sought	None
	2	Plagiarism in individual portion of the group project	F-DISC in course; Notation on transcript which can be removed after one year or upon confirmed graduation; Mandatory Academic Integrity Tutorial	Teaching Faculty Academic Integrity Adjudicator and Faculty of Registration Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarised a section of the assignment from the Internet.	F-DISC in course; Notation on transcript which can be removed after one year; Mandatory Academic Integrity tutorial	Faculty Academic Integrity Adjudicator	None	Associate Dean	Zero on assignment; DISC with course grade; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	none	none
	1	Plagiarism in assignment	Zero on assignment; transcript notation for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in assignment	Zero on assignment; Notation on transcript which can be removed after two years; Academic Integrity and Student Conduct Tutorial and Quiz	Teaching Faculty Academic Integrity Adjudicator and Program of Registration	None	Not sought	None	Not sought	None
	1	Plagiarism in assignment	F-DISC in course; transcript notation for one year or until graduation; barred from Faculty for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Faculty Academic Integrity Adjudicator	Second offence; misconduct in second instance was minor and deemed unintentional	Associate Dean	Grade of zero on final exam; DISC notation with final grade; transcript notation for one year or until graduation	Not sought	None
	1	Plagiarism; text copied verbatim; sources not cited; incorrect paraphrasing	Second offence; F in course; DISC comment; suspended from Faculty courses for a year	Associate Dean	Computer failed and had to rewrite essay; didn't know mistake until after submission; rushed	Not sought	None	Not sought	None
	1	Plagiarism; no bibliography; no citations	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on paper; DISC comment	Associate Dean	Writing is good; unintentional mistake; grateful to be at UM	Not sought	None	Not sought	None
	1	Plagiarism - did not respond to allegation letter	Grade of F	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism; missing info on imagine citation; copy and pasting	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment; DISC comment	Associate Dean	Trouble with UMLearn; tried to meet with TA; unfamiliar with school; very busy; tried to find help; grateful for opportunity to do better	Not sought	None	Not sought	None
	1	Plagiarism	Recommended familiarizing with UM policy/procedures; recommended AIC Tutorial; DISC comment	Associate Dean	Did not respond to allegation	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism; copying from website; not cited	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment; DISC comment	Associate Dean, Academic	Death of family member; emotionally distraught; could not concentrate properly; better understanding of error; learned very important lesson; thankful for opportunity to explain	Not sought	None	Not sought	None
	1	Plagiarism; copy/pasted work; citations missing	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on impacted discussion posts; DISC comment	Associate Dean, Academic	Unfamiliar with rules of plagiarism; instructor provided helpful information; knows better now; met with TA; has notes to reference now; grateful for learning experience	Not sought	None	Not sought	None
	1	Plagiarism; no reference list/citations; large paragraphs copied from sources	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; possibly Cite Right; zero on assignment	Associate Dean, Academic	First semester in Winnipeg/at UM; started in quarantine; new environment; emailed instructor and advocacy for help; thankful for support given in process	Not sought	None	Not sought	None
	1	Plagiarised many times in the assignment; did not cite properly or at all	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment; DISC comment	Associate Dean, Academic	Not deliberate; better understanding now	Not sought	None	Not sought	None
	1	Plagiarism in two assignments; portions copied without citations; paragraphs cut/pasted; word switching so not detected in search	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment; DISC comment	Associate Dean, Academic	Horried with allegation; desire to learn more and do better; appreciates opportunity to explain and show they've learned	Not sought	None	Not sought	None
	1	Plagiarism; copy/pasted work; citations missing	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; Cite Right; zero on impacted discussion post and essay; DISC comment for one year	Associate Dean, Academic	Several incidents of plagiarism that the student did not follow up on; did not modify their behaviour	Not sought	None	Not sought	None
	1	Plagiarism	Recommended familiarizing with UM policy/procedures; recommended AIC Tutorial; zero on assignment; D in course	Associate Dean, Academic	Did not respond to allegation	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism; missing vital information for website; bibliography citations wrong	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment	Associate Dean, Academic	Unfamiliar with academic rules; understands more attention to quality of work is required; reached out to Academic Learning Centre	Not sought	None	Not sought	None
	1	Plagiarism in proposal; lacks citation; mainly paraphrased	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on proposal	Associate Dean, Academic	Very regretful; not intentional; understands severity; their responsibility to understand policy and procedure	Not sought	None	Not sought	None
	1	Plagiarism; copying without references; no citations	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; possibly Cite Right	Associate Dean, Academic	First written assignment; not familiar with foot notes; English second language; dropped course	Not sought	None	Not sought	None
	1	Plagiarism; lacking citations	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignment	Associate Dean, Academic	Very sad; didn't end up applying to program due to allegations; aware of supports available; thankful for this learning experience	Not sought	None	Not sought	None
	1	Plagiarism in two courses; massive amount that was copied/pasted; no citations	Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator; zero on assignments; DISC comment	Associate Dean, Academic	First time writing an essay; already stressed; Academic Learning Centre in future for help; hopeful to make up for mistake	Not sought	None	Not sought	None
	1	Plagiarism; missing quotation marks and citations	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignments; DISC comment	Program Acting Chair	Apologetic; completed work ahead of time due to anticipated travel; did not have access to computer/work until late in term; appreciated help from instructor; better understanding of mistakes; sought help regarding uncertainties ahead of time	Not sought	None	Not sought	None
	1	Plagiarism; missing almost all citations	Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator; zero on assignments	Associate Dean, Academic	Very sorry; issues in personal life; very stressed; aware of available supports; more confident about not making mistakes; hopeful to do better	Not sought	None	Not sought	None

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Plagiarism	6	Plagiarism on course assignment	Zero on assignment; Academic Integrity and Student Conduct Tutorial	Associate Dean	None	Not sought	None	Not sought	None
	1	plagiarised material in three course assignments	Zero on all assignments; Academic Integrity and Student Conduct Tutorial	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment; Academic Integrity and Student Conduct Tutorial	Associate Dean	VW'd from course so grade had no consequence	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment; grade of F-DISC in the course; "DISC" notation on transcript; one year suspension from taking courses in Teaching Faculty and Faculty of Registration	Associate Dean of Teaching Faculty	Prior case of academic misconduct	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment; DISC notation on transcript; meet with Academic Integrity Coordinator	Associate Dean	Elements copied from another student's assignment as well	Not sought	None	Not sought	None
	1	Plagiarism on two course assignments	Zero on one assignment; DISC notation on transcript; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on two course assignments	Zero on both assignments; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	Zero on assignment; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	2	Plagiarism on course assignment	Zero on assignment; DISC notation on final grade; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	There was significant plagiarism/copying in the assignment	Grade of zero on the final term paper; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial	Associate Head	First offence; acknowledged the mistake; wasn't aware it was a mistake at the time of writing	Not sought	None	Not sought	None

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Plagiarism	2	There was significant plagiarism/copying in the assignment, whereas portions were cut and pasted from various sources verbatim	Grade of zero on the final term paper; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial	Associate Head	First offence; acknowledged the mistake at the hearing but wasn't aware it was a mistake at the time of writing	Not sought	None	Not sought	None
	1	Plagiarism in Term Paper, including sentences copied from Wikipedia without acknowledgment	Grade of zero on the final term paper; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial	Associate Head	None	LDC	Appeal denied	Not sought	None
	1	Plagiarism in a term assignment, submitted answers for the assignment that were plagiarised from web sources	Grade of zero on the assignment; meet with the Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	The submitted essay was purchased from an online essay company, still had watermark displayed	Grade of F-DISC; suspension from taking courses from the Faculty for four months; notation will appear on academic record; Academic Integrity and Student Conduct Tutorial	Associate Dean	Second instance of academic dishonesty	Not sought	None	Not sought	None
	1	Submitted answers for test that were plagiarised from web sources	Grade of zero on the assignment; DISC comment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted several answers in the final examination that were plagiarised from web sources without citation	Grade of zero on the assignment; 'DISC' comment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism	Academic Integrity and Student Conduct Tutorial and Quiz; grade of zero on the exam; transcript notation for two years or until graduation	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in course; notation on transcript for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	Major infraction for this level of student	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism, not citing	Grade of zero on the assignment; transcript notation for three years or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism/inappropriate collaboration	Grade of zero on the assignment; transcript notation for three years or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Grade of zero on the assignment; notation on transcript for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism, not citing	Zero on the assignment; transcript notation for three years; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	4	Plagiarism	Zero on the assignment; transcript notation for three years; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism/inappropriate collaboration	Zero on the assignment; transcript notation for three years; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; DISC on final grade; transcript notation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	Grade of zero on assignment; apology to instructor; comment on transcript for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Grade of zero on assignment; DISC on final grade; transcript notation for one year or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Reduced grade on the assignment; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Zero on the assignment; notation on the transcript for three years or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	5	Plagiarism	Zero on the assignment; notation on transcript for three years or until graduation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism	Grade of zero on assignment; transcript notation for one year or graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarism (on mid-term and final)	F-DISC in course; transcript notation for one year or until graduation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	severe plagiarism	Not sought	None	Not sought	None
	1	Plagiarism, missing quotations	Grade of F-DISC in course; transcript notation three years or until graduation	Associate Dean	Second offence with the same infraction	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism, not citing	Grade of zero on assignment; transcript notation for three years or until graduation; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	first offence	Not sought	None	Not sought	None
	1	Passages of two assignments copied verbatim without citation	Zero on both assignments; programming assigned by Academic Integrity Coordinator; six-month transcript reprimand	Associate Dean	Placed responsibility on instructor to clearly communicate how to complete assignments; completed Academic Integrity Tutorial	Not sought	None	Not sought	None
	1	Take-home exam responses copied verbatim from those submitted by a previous student in course	F-DISC in course; programming assigned by Academic Integrity Coordinator; 24-month transcript reprimand	Associate Dean	Evidence contradicted student's statement; attempted to withhold requested documentation; no evidence that other student intended to facilitate academic misconduct	Not sought	None	Not sought	None
	1	Passages of assignment copied verbatim without citation; incorrect citation throughout document	Zero on assignment; programming assigned by Academic Integrity Coordinator; six month transcript reprimand	Associate Dean	Significant amount of plagiarism in assignment	Not sought	None	Not sought	None
	1	Sections of term project copied verbatim without citation	Grade of C+ in course, programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Took responsibility for the plagiarism	Not sought	None	Not sought	None
	2	Plagiarism and Inappropriate Collaboration: Many responses on take-home examination questions plagiarised and identical to each other's	Grade of F-DISC in course; programming assigned by Academic Integrity Coordinator; 18 month transcript reprimand (student 1); 15 month reprimand (student 2)	Associate Dean	Unable to explain how some errors appeared in both responses; one student had some mitigating health factors which influenced the 15 month reprimand	Not sought	None	Not sought	None
	1	Most of term paper copied verbatim without citation	Grade of F-DISC in course; programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Took responsibility for the plagiarism; pleaded ignorance of the rules of academic integrity when in fact had undergone instruction on academic integrity	Dean	Denied	Not sought	None

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Plagiarism	1	Nearly half of final report and presentation copied verbatim without citation	Zero on final report and presentation; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Struggled with content of assignment; forgot to add the references and citations as they were pressed for time; took responsibility for actions	Not sought	None	Not sought	None
	1	Most of assignment copied verbatim without citation	Grade of C in course; programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Very remorseful; mitigating circumstances	Not sought	None	Not sought	None
	1	Some sections of essay properly cited but not paraphrased or placed in quotation marks; other sections incorrectly cited and not paraphrased or placed in quotation marks	Zero on assignment; programming assigned by Academic Integrity Coordinator; six month transcript reprimand	Associate Dean	Very remorseful; confused about how to properly cite and reference	Not sought	None	Not sought	None
	1	Passages of group assignment copied verbatim without citation	Zero on assignment; programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Acknowledged that plagiarised portions were in their section of the report	Not sought	None	Not sought	None
	1	Passages of three case reports copied verbatim without citation	Zero on reports; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Acknowledged their failure to cite and reference the sources	Not sought	None	Not sought	None
	1	Passages of assignment copied verbatim without citation	Required to revise and resubmit assignment; programming assigned by Academic Integrity Coordinator	Associate Dean	Demonstrated strong understanding of academic integrity; sought academic and personal supports	Not sought	None	Not sought	None
	1	Passages of term paper copied verbatim without citation	F-DISC in course; programming assigned by Academic Integrity Coordinator; 10 month transcript reprimand	Associate Dean	More than half the paper was plagiarised; did not heed warnings about academic misconduct; had medical issues during the term but continued to work and volunteer along with work on program of study; took responsibility for the plagiarism	Not sought	None	Not sought	None

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Plagiarism	1	Passages of term paper copied verbatim without citation	Zero on term paper; programming assigned by Academic Integrity Coordinator; six month transcript reprimand	Associate Dean	Most of paper was plagiarised; did not understand how to properly cite and reference; had frequent power outages; took responsibility for the plagiarism	Not sought	None	Not sought	None
	1	Passages of assignment copied verbatim without citation	F-DISC in course; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Unable to explain how research and writing methods resulted in plagiarism	Not sought	None	Not sought	None
	1	Passages of two reports copied verbatim without citation	Zero on report; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Acknowledged their failure to cite and reference the sources	Not sought	None	Not sought	None
	1	Several passages of term paper copied verbatim without citation	Zero on assignment; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Laptop ceased to function and was taken in for repair; student claimed they submitted draft version	Dean	Denied	LDC	Denied
	1	Assignment responses for two separate classes copied verbatim without citation; Second and third incidents	F-DISC in both courses; four month suspension; five year transcript reprimand	Associate Dean	Previous incident of academic misconduct, significant amount of plagiarism	Dean	Denied	Not sought	None
	1	Most of review paper copied verbatim without citation	Zero on assignment; programming assigned by Academic Integrity Coordinator; one year transcript reprimand	Associate Dean	Lack of proper citation was due to not understanding how to complete a literature review; displayed little remorse; did not comprehend gravity of actions	Dean	Denied	Not sought	None
	1	Admission Misconduct: Plagiarism in application and in statement of research interest used to secure advisor for admission	Application to FGS nullified; suspended from applying to FGS for one year	Dean	Claimed lack of understanding of rules of academic integrity	UDC	Denied	Not sought	None
	1	Plagiarism on the final assignment; sections copied directly from academic sources without proper citation	Resubmit paper; contact the Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied material found online without any source attribution	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity Tutorial and Quiz	Associate Dean	Admitted to copying/pasting external material; forgot to cite the material	Not sought	None	Not sought	None
	1	Submitted material significantly the same as that found online	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Upon realizing they were not supposed to use online sources, they deleted their citations	Not sought	None	Not sought	None
	1	Portion of the submitted assignment matched almost identically to the solution provided by the text publisher	Grade of F-DISC in the course; suspension from faculty for one year	Associate Dean	Upheld allegations in a previous term	Not sought	None	Not sought	None
	1	Provided answers that were taken from an online source without attribution	Grade of zero on two discussion questions; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not attend meeting with advocate; decision made without the benefit of student's input	Not sought	None	Not sought	None
	1	Provided responses taken directly from a website	Grade of zero on discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student said they did not access the paid answer website	Not sought	None	Not sought	None
	1	Paragraph of student's response is paraphrased from a paid answer website	Grade of zero on the discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated they used their own words and knowledge and did not use any sources for the answer	Not sought	None	Not sought	None
	1	Answer provided in discussion question was paraphrased from a paid answer website; assignment contained materials taken from the internet without attribution	Grade of C DISC in course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Agreed that they had used information taken directly from the internet without citation	Not sought	None	Not sought	None
	1	Answer in discussion question was copied from an online source	Grade of zero on discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated they did not intend to copy, but they were under time constraints	Not sought	None	Not sought	None

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Plagiarism	1	Work submitted is identically structured and contains the same wording and sequence as the publisher's answers	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student indicated that it is a coincidence that formatting and structure matched, as they do not have a copy of the book	Not sought	None	Not sought	None
	1	Response closely matches the solution provided by the publisher of the prescribed book	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	They took a lot of information from text and thought that citations provided would be sufficient	Not sought	None	Not sought	None
	1	Submission was copied and pasted from a website	Grade of zero on the discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to copying/pasting material, but the error was unintentional	Not sought	None	Not sought	None
	1	Two allegations of plagiarism, one related to a discussion post, one related to an assignment	Grade of F-DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not intend to cheat	Not sought	None	Not sought	None
	1	Alleged that a solution provided in an assignment was copied verbatim from the text	Grade of D-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student indicated they did not own the text	Not sought	None	Not sought	None
	1	Student submitted an assignment with the solution copied verbatim from the instructor. It was suspected the student had access to the solutions when completing the assignment	Grade of zero on the Case Study; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	They contacted a colleague who took the course in the past for help with the assignment	Not sought	None	Not sought	None
	1	Content in student's submission was copied or very closely paraphrased from sources	Grade of zero on the Discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Mistakenly copied from websites	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Content in student's submission was very similar to another student's submission who had completed the course in a previous term	Grade of zero on the case study; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Completed the assignment independently, but accidentally left notes in the document by mistake	Not sought	None	Not sought	None
	1	Content in student's submission was copied or very closely paraphrased from sources without attribution	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Not familiar with citation style and forgot to provide them on one page	Not sought	None	Not sought	None
	1	Content in student's submission was copied or very closely paraphrased from the internet without attribution	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Not aware of how to properly cite sources	Not sought	None	Not sought	None
	1	References provided did not match with the text submitted; structure of content submitted very closely resembles websites which were not cited	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Not familiar with citation style	Not sought	None	Not sought	None
	1	Submission contained several instances of direct quotes from public websites with no citation provided	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Allegation not addressed in statement provided by advocate; decision made without the benefit of the student's input	Not sought	None	Not sought	None
	1	Submission contained material that was paraphrased or copied from websites with no citation provided	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Not familiar with citation style; made a mistake	Not sought	None	Not sought	None
	1	Student's submission contained material that was paraphrased from uncited sources.	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student did not provide statement; decision made without the benefit of the student's input	Not sought	None	Not sought	None

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Plagiarism	1	Submission was mostly paraphrased without citations	Grade of zero on the discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Mistake was unintentional	Not sought	None	Not sought	None
	1	Submission contained uncited material	Grade of zero on the discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not know references were required for discussion question submissions	Not sought	None	Not sought	None
	1	Submission contained uncited material	Grade of zero on the discussion question; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	In a hurry and pasted the website content instead of the website citation information	Not sought	None	Not sought	None
	1	Student's discussion post submission was very similar to another student's	Meet with the Academic Language Support instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Agreed with the other's students post and wrote their submission in their own words	Not sought	None	Not sought	None
	1	Majority of the submission appeared to be copied	Grade of zero on the assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previously upheld allegation of academic misconduct; not feeling well and accidentally submitted a draft	Not sought	None	Not sought	None
	1	Two instances of student's submissions contained content that was taken verbatim from online sources without citation	Grade of zero on one assignment; reduction of 20% of grade on second assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previously upheld allegation of academic misconduct; mistakenly submitted a rough draft of one assignment and in the other assignment the student followed a template	Not sought	None	Not sought	None
	1	Submission contained several instances of direct quotes from public websites with no citation provided	Reduction of 20% of grade on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not provide references as the assignment template did not mention they were required	Not sought	None	Not sought	None
	1	Student submitted work that was partially based on material from a previous term.	Grade of zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student indicated they received help on the assignment from their sibling	Not sought	None	Not sought	None

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Plagiarism	5	Student group submitted work that contained exact sentences from text and web sources without citations	Final grade of C DISC; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to forgetting to include citations	Not sought	None	Not sought	None
	1	Student submitted work that was similar to that found online	Grade of zero on assignment; transcript reprimand; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted mistake	Not sought	None	Not sought	None
	1	Student submitted material that contained sentences that were the same or nearly the same as online sources	Final grade of F DISC; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student had previously upheld allegations of academic misconduct	Not sought	None	Not sought	None
	1	Student submitted material that contained significant portions taken from the web that were not cited	Grade of zero on the discussion question; transcript reprimand; meet with Academic Language Support Instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Forgot to include citations	Not sought	None	Not sought	None
	1	Content submitted in discussion post was identical to content submitted by classmates	Grade of zero on discussion question; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted they copied from classmates' posts	Not sought	None	Not sought	None
	1	Material submitted was adapted from a similar paper available online without citations	Grade of zero on the assignment; transcript reprimand; meet with Academic Language Support Instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted they paraphrased from online material	Not sought	None	Not sought	None
	1	Material submitted contained passages that were not referenced	Grade of zero on the assignment; transcript reprimand; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted that they did not include references	Not sought	None	Not sought	None
	1	Material submitted contained sentences that were not referenced	Grade of F-DISC in the course; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not have time to check assignment	Not sought	None	Not sought	None
	1	Material submitted contained sentences that were not referenced	Grade of C-DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to copying and not providing references	Not sought	None	Not sought	None

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Plagiarism	1	Material submitted was copied from a website without providing citations	F-DISC in the course; one year suspension from Faculty	Associate Dean	Student had upheld allegations in previous term	Not sought	None	Not sought	None
	1	Material submitted was similar or identical to that found online	Grade of zero on the discussion question; transcript reprimand; meet with Academic Language Support Instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated they copied and pasted and forgot to use quotation marks	Not sought	None	Not sought	None
	1	Material submitted was similar or identical to that found online	Grade of zero on the discussion question; transcript reprimand; meet with Academic Language Support Instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Copied and pasted did not realize their mistake	Not sought	None	Not sought	None
	1	Material submitted was for a case that had not been used in course for several terms	Grade of zero on the assignment; transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Using the old case as an example and submitted the wrong file	Not sought	None	Not sought	None
	1	Material submitted was copied from a website without providing citations	Grade of F-DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to copying and not providing references	Not sought	None	Not sought	None
	7	Large sections of the group assignment were copied from the text without citations	Grade of C DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Large sections of the group assignment were copied from the text without citations	Transcript reprimand; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Advised group members that portions of the assignment were plagiarised and not referenced	Not sought	None	Not sought	None
	5	Portions of group assignment were copied from text without providing citations	Final grade of C DISC in the course; meet with the Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	Plagiarism discovered in two different assignments	Not sought	None	Not sought	None

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Plagiarism	2	None provided	Zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F on test; final grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Final grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F on assignment; final grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	Expressed remorse; identified medical issues they were coping with; did not list the online sources in the Works Cited list	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on question; Academic Integrity Tutorials and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	3	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; final grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	None provided	Final grade of F-DISC in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	15	None provided	Resubmission of essay; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Final grade of F-DISC in course; suspension from taking courses offered by the Faculty for Summer Term; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Final grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	3	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	3	None provided	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; final grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	3	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; Academic Learning Centre programming	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for one year; transcript notation	Associate Dean	Two Previous Infractions	LDC	Appeal Denied; Disciplinary Action increased	UDC	Appeal denied
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for six months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; Academic Learning Centre programming	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	None provided	Re-submit assignment	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Assignment	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of F-DISC in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	3	Simultaneous allegations in three courses	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for eight months; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	None provided	Re-submit assignment	Department Head	None	Not sought	None	Not sought	None
	3	None provided	Zero on assignment; DISC on final grade; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Two Previous Infractions	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	None provided	Grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; F-DISC in course; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	3	None provided	Zero on assignment; grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Student also inappropriately collaborated	Zero on assignment; final grade of F-DISC in course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	None provided	Zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Two assignments	Zero on assignments; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Two assignments	Grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	None provided	Final grade of F-DISC in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	None provided	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Submitted assignments completed by a student who completed the course previously	Grade of F DISC; suspended from taking courses offered by the Faculty for one year; transcript notation for three years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted assignments completed by a student who completed the course previously	Grade of F DISC; suspended from taking courses offered by the Faculty for one year; transcript notation for three years or until graduation; Academic Integrity and Student Conduct Tutorial and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in labs	Grade of zero on labs; DISC statement will appear on record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted allegations of using course hero; denied working with others	Not sought	none	Not sought	none
	1	Plagiarism in labs	Grade of zero in all of the assigned labs; final grade will be accompanied by DISC comment; notation will appear of record for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Accepted allegations of using online source; denied working with others	Not sought	none	Not sought	none

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Plagiarism	1	Plagiarism in labs	Grade of zero for the laboratory component of course; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Admitted to using online source	Not sought	None	Not sought	none
	1	Plagiarism in labs	Grade of zero in all of the assigned labs and the final course grade; notation will appear on academic record for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted allegations of using course hero	Not sought	None	Not sought	none
	1	Plagiarism in labs	Grade of zero for the laboratory component of course; "DISC" statement will appear on academic record and transcript; Academic Integrity and Tutorial and Quiz	Associate Head	Accepted allegations of using course hero	Not sought	None	Not sought	None
	1	Plagiarism in labs	Grade of zero for the laboratory component of course; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Admitted to using course hero	Not sought	None	Not sought	None
	2	Plagiarism on term test	Grade of zero for Term Test; "DISC" statement will appear on academic record and transcript; Academic and Integrity Tutorial and Quiz	Associate Head	Admitted sharing answer with another student	Not sought	None	Not sought	None
	1	Plagiarism of the answers to questions on the final Examination	F-DISC for the course; DISC notation on transcript; Academic Integrity and Tutorial Quiz	Professor or behalf of Associate Dean	Admitted copying from web sources	Not sought	None	Not sought	None
	1	Plagiarism on midterm test	Grade of zero for the Term Test; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Admitted to using Google	Not sought	None	Not sought	none
	1	Plagiarism on midterm test	Grade of zero for the midterm; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Presenting information that's not their own on final exam	Mark of zero on the final exam; final grade will be accompanied by a DISC notation; DISC notation and comment will appear on record for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Stated that the punishment issued are disproportionate to the alleged infraction	LDC	Appeal denied	Not sought	none
	1	Presenting information that's not their own on final exam	Mark of zero on the exam; final grade will be accompanied by a DISC notation; DISC notation and discipline comment will appear on transcript for two years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted guilt	Not sought	None	Not sought	none
	1	Plagiarism w/ submission of the report for all ten laboratories associated with the course	Grade of "F" in course; "DISC" statement will appear on academic record and transcript; Academic Integrity Tutorial and Quiz	Department Head	Accepted allegation	Not sought	None	Not sought	None
	1	Plagiarism w/ submission of the report for all ten laboratories associated with course	Repeat the learning portion of the Academic Integrity and Student Conduct Tutorial	Department Head	Accepted the allegation; took help from the website coursehero.com	Not sought	None	Not sought	None
	1	Plagiarism during the writing of the final exam	Grade of F-DISC for the course; notation on transcript; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism while writing the final exam	Mark of zero for the final exam; DISC notation on transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Explanation and admission of guilt; acceptance of penalties	Not sought	None	Not sought	None
	1	Cheating on the mid-term exam by copying and pasting content from a webpage and copying lecture slide notes to answer several questions on the exam	Mark of zero on midterm exam; notation will appear on academic record; Academic Integrity and Student Conduct Tutorial and Quiz	Acting Head	Admitted using other material to answer	Not sought	None	Not sought	None
	1	Plagiarism while writing the final exam	Grade of "F-DISC" for the course; notation on your transcript; suspension from taking any courses offered by the Faculty for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took full responsibility; third offence	Not sought	none	Not sought	None

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Plagiarism	1	Presenting information that is not their own	Mark of zero for the midterm examination; DISC notation on transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admission of guilt; acceptance of penalties	Not sought	None	Not sought	None
	1	Presenting information that is not their own for exam	Mark of zero for the midterm examination; DISC notation on transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took full responsibility	Not sought	None	Not sought	None
	1	Plagiarism while writing the final exam	Mark of zero for the final exam; DISC notation on transcript; Academic Integrity and Quiz,	Associate Dean	Admission of guilt and acceptance of the penalties	Not sought	None	Not sought	None
	1	Plagiarism in labs	Grade of zero for each of the impacted labs; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Took full responsibility	Not sought	None	Not sought	None
	1	Student supplied solutions identical to other students to a question comprising 20% of the total marks on mid-term	Grade of zero for the mid-term; "DISC" statement will appear on academic record and transcript; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Admitted to using other materials	Not sought	None	Not sought	None
	1	Presenting information that is not their own during final exam	Mark of zero for the final exam; DISC notation on transcript and record for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Took full responsibility	Not sought	None	Not sought	none
	1	Presenting information that is not their own during final exam	Mark of zero for the final examination; DISC notation on transcript; Academic Integrity Tutorial and Quiz	Associate Dean	Took responsibility-even though unintentional	Not sought	None	Not sought	None
	1	Submitted another student's lab report as their own	Zero on lab report; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	Reviewed statement submitted via Advocacy Rep	Not sought	None	Not sought	None
	1	Used unauthorized material on lab report	Zero on lab report; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	Accepted the allegation	Not sought	None	Not sought	None
	1	Use of plagiarised materials from online source to complete multiple questions from a lab report	Grade of F-DISC in course; suspended for one year	Dean's Office	None	LDC	Pending	Pending	Pending

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Plagiarism	1	Use of plagiarised materials from online sources to complete multiple questions from a lab report and inappropriate collaboration during a midterm exam	Grade of zero in the midterm exam and Lab report	Dean's Office	Displayed inadequate understanding of academic integrity regulations and was honest regarding the events that transpired	Not sought	None	Not sought	None
	1	Student produced a duplicate submission from a past assignment and plagiarised lines of code, variable names, and comments	Grade of F-DISC the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Inadequate understanding of the academic integrity regulations; apologized; reduced suspension	Not sought	None	Not sought	None
	1	Student plagiarised answers from unauthorized materials to complete two assignments and on the final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for two years or until graduation	Dean's Office	Very remorseful and indicated external factors that led to the academic misconduct; reduced suspension	Not sought	None	Not sought	None
	1	Student did not cite resources used for the open-book final exam	Grade of zero on the take-home essay; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; and stated how they can utilize services to prevent future complications; reduced suspension	Not sought	None	Not sought	None
	1	Student did not cite resources used for the open-book final exam	Grade of F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation for five years or until graduation	Dean's Office	Accepted the allegation; apologized; stated additional extraneous factors that led to engaging in academic misconduct; reduced suspension	Not sought	None	Not sought	None
	1	Student plagiarised answers from textbook materials to complete assignment	Grade of F-DISC in the course; apology letter to the instructor	Dean's Office	Took full responsibility; admitted to not referencing the material properly; remorseful; require one more course for their degree	Not sought	None	Not sought	None
	1	Student plagiarised answers from textbook materials to complete assignment	Grade of F-DISC in the course; an apology letter to the instructor; transcript notation for five years or until graduation	Dean's Office	Took full responsibility; admitted to not referencing the material properly; remorseful; almost completed their degree requirements	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised from multiple sources on two essays	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Truthful; admitted to googling key words and using them in their essays; reduced suspension	Not sought	None	Not sought	None
	1	Student plagiarised from multiple sources on their essay	Grade of F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation for five years or until graduation	Dean's Office	Apologized for the academic misconduct; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to complete assignment	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression; regret	Not sought	None	Not sought	None
	1	Submitted an assignment that was highly similar to an old solution found on the internet	F-DISC; suspended for eight months; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted an assignment largely taken from an older, incorrect submission from a previous year	F-DISC; suspended from Faculty for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Admitted to transgression and apologized	Not sought	None	Not sought	None
	1	Student submitted assignment that was almost identical to online sources	F-DISC; suspended for two years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Pending		
	4	Copied significant portions from an internet source into assignment	Grade of zero on Lab Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	2	Copied response to at least one question nearly verbatim from an unauthorized source on Quiz	Grade of zero on Quiz; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of literature in assignment	Grade of zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied significant portions of their summary from internet sources; used PubMed and did not properly cite sources	Grade of zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions from internet sources related to topic	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	3	Used unauthorized materials and copied information verbatim in midterm	Grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions from internet sources related to assignment	Grade of zero on the lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied diagrams during midterm, when the work was intended to be original	Grade of zero on Midterm; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied diagrams from other sources and claimed as own during midterm	Grade of zero for the answers on Midterm that were copyrighted images, remainder of exam to be graded; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted an assignment where significant portions were from internet sources; answers were provided by another individual	Grade of zero on Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions from internet sources	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	2	Used unauthorized materials and copied information verbatim during the midterm and assignment	Grade of zero on Assignment; grade of zero on Midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions from internet sources related to exam during midterm	Grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied significant portions from internet sources related to assignment	Grade of zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of assignment from online sources without proper citation or proper paraphrasing	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied information from online sources during Midterm	Grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied portions of assignment from internet sources	Grade of zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted the same lab assignment as another student	Grade of zero on the lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied information verbatim from outside sources during the Midterm; copied portions of their summary from internet sources in Assignment	Grade of zero on the Assignment; grade of zero on Midterm; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Student copied at least one response nearly verbatim from an unauthorized source in Quiz	Grade of zero on Quiz; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied at least one response nearly verbatim from an unauthorized source in Quiz and assignment	Grade of zero on Quiz and assignment; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Student copied significant portions of Quiz from online sources	Grade of zero on quiz; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of literature related to assignment	Grade of Zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied information verbatim from outside sources during the Midterm and on assignment	Grade of zero for Midterm and assignment; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied responses to at least one question nearly verbatim from unauthorized sources in assignment and the midterm	Grade of zero on assignment and Midterm; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of assignment summary from internet sources	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied portions of assignment from online sources without sufficient paraphrasing or citations	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of assignment from online sources without proper citation or proper paraphrasing	Grade of zero on Lab Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of Midterm and assignment from unauthorized online sources	Grade of zero on both the Midterm and assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of their assignment summary from internet sources	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Used unauthorized materials and copied information verbatim during the midterm	Grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied significant portions of assignment from online sources without proper citation or proper paraphrasing	Grade of zero on Lab Assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied portions of assignment from internet sources without properly citing	Grade of zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied portions of three quizzes from internet sources	Grade of zero on the impacted quizzes; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Two lab reports	Zero on two lab reports; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Reviewed statement submitted via Advocacy Rep	Not sought	None	Not sought	None
	9	Lab report	Zero on lab report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted the allegation	Not sought	None	Not sought	None
	3	Lab report	Zero on lab report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Reviewed statement submitted via Advocacy Rep	Not sought	None	Not sought	None
	1	Lab report	Zero on lab report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted the allegation; asked for reduced penalty	Not sought	None	Not sought	None
	1	Use of unauthorized materials on two lab reports	Zero on impacted lab reports; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted the allegation	Not sought	None	Not sought	None
	1	Use of Unauthorized Materials on lab report	Zero on lab report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted the allegation	Not sought	None	Not sought	None
	1	Plagiarism on lab report	Zero on Lab Report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Accepted the allegation	Not sought	None	Not sought	None
	2	Plagiarism and/or Inappropriate Collaboration on lab exam	Zero on Lab Exam; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Students accepted the allegation	Not sought	None	Not sought	None
	2	Midterm	Zero on midterm	Associate Head	None	Not sought	None	Not sought	None
	2	Test	Zero on test	Associate Head	None	Not sought	None	Not sought	None
	1	Lab report	Zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	67	Assignment	Zero on assignment	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	3	Copied source material verbatim	Zero on assignment	Department Head	First offence	Not sought	None	Not sought	None
	5	Plagiarising on assignment	Grade of Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Portions of a paper were not properly cited	Grade of "F" on paper; Academic Integrity and Student Conduct Tutorial and quiz; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignments showed multiple instances where quotes were not cited	F-DISC; suspended for one term from taking program courses; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Director	Second offence	Not sought	None	Not sought	None
	2	Initially thought to be Inappropriate Collaboration, but after meeting it was determined to be plagiarism	Zero on the assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Director	None	Not sought	None	Not sought	None
	1	None provided	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

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Cheating on Quizzes, Tests or Final Examinations	2	Test	F-DISC in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	F-DISC in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Denied	UDC	Denied
	1	Test	F-DISC in course; suspended from taking courses offered by the Faculty for one year; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	F-DISC in course; suspended from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation on transcript for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Pending		
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Granted; penalty reduced		

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Cheating on Quizzes, Tests, or Final Examinations	7	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Teaching Faculty for eight months and Faculty of Registration for four months; transcript notation for five years or until graduation	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Pending		
	2	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Teaching Faculty for eight months and Faculty of Registration for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Strange and unique similarities between 6 students on the final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests, or Final Examinations	1	Strange and unique similarities between 6 students on the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal of penalty granted; suspension removed	Not sought	None
	2	Strange and unique similarities between 6 students on the final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Strange and unique similarities between 6 students on the final exam	F-DISC in the course; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal of allegation denied, however LDC reduced penalty	Not sought	None
	1	Strange and unique similarities between 6 students on the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests, or Final Examinations	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Pending		
	1	Used unauthorized materials on assignment	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials on the final exam and two assignments	Suspended from taking Faculty courses for eight months	Associate Dean	None	Not sought	None	Not sought	None
	5	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials for assignments	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Denied	Not sought	None

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Cheating on Quizzes, Tests, or Final Examinations	1	Submitted solutions to the other version of the final exam; solutions similar to online source	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Exam conducted from 2 IP addresses simultaneously	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended for one year; transcript notation for five years; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal withdrawn	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal granted; reduced suspension to eight months	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC on the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Appeal granted; suspension removed	Not sought	None
	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Teaching Faculty and Faculty of Registration for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Denied	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests, or Final Examinations	1	Used unauthorized materials during the final exam	F-DISC in the course; suspended from Faculty for two years; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used external resources during the final exam	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Denied	UDC	Denied
	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	LDC	Pending		
Personation	1	Personation (hired freelancer) for assignment	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for one year; notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	LDC	Appeal granted; suspension reduced to eight months	Not sought	NA	

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
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STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Used unauthorized materials to obtain answers to questions on the final exam	F-DISC in the course; suspended from Teaching Faculty for eight months and Faculty of Registration for four months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	3	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for eight months; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	7	Used unauthorized materials to obtain answers to questions on the final exam and subsequently plagiarized the content	F-DISC in the course; suspended from Faculty for one year; transcript notation for five years or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Not sought	NA	Not sought	NA	
	1	Assignment	F in course	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Zero on the assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Zero on the assignment; F-DISC in the course; transcript notation; meet with the Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	6	Assignment	Zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Assignment	Zero on the assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Pre-LDC	Denied	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2019-2020 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	9	Assignment	Zero on two assignments; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Two assignments and a lab report	Zero on two assignments and lab report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied and pasted significant portions of final assessment from online sources without attribution	D-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Student admitted to copying and not providing references	Not sought	None	Not sought	None
	1	Copied verbatim from an online course	C-DISC in the course; transcript notation; meet with Academic Language Support Instructor	Associate Dean	Indicated that the misconduct was not intentional or deliberate	Not sought	None	Not sought	None
	1	Used information without citation	Transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated that they had properly cited source material	Not sought	None	Not sought	None
	1	Submitted assignment that contained plagiarized materials from an online source	Transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Indicated that the alleged plagiarism was based on prior knowledge	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes:

Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

[Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.](#)

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of student residence rules or regulations	4	Unauthorized cooking equipment (hotplate)	Written warning; \$50 fine	Student Residences	None	Not sought	None	Not sought	None
	1	Noise	Written Warning; \$50 fine	Student Residences	Multiple noise complaints	Not sought	None	Not sought	None
	4	COVID-19 Regulations (Guest Policy)	Written warning	Student Residences	None	Not sought	None	Not sought	None
	2	Alcohol Policy (over intoxication)	Written warning	Student Residences	None	Not sought	None	Not sought	None
	5	Unauthorized cooking equipment (hotplate)	Written warning	Student Residences	Hot plate not used	Not sought	None	Not sought	None
	2	Fire Safety Policy (Smoking in room)	Written warning; \$100 fine	Student Residences	Multiple warnings	Not sought	None	Not sought	None
	6	COVID-19 Regulations (Mask Use)	Verbal Warning	Student Residences	None	Not sought	None	Not sought	None
	2	COVID-19 Regulations (Mask Use)	Written warning	Student Residences	Student had been warned previously about policy	Not sought	None	Not sought	None
	1	Damages and Cleaning (room damage)	Repair charge	Student Residences	Student caused damage to cabinets	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR**Notes:**

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of student residence rules or regulations	14	COVID-19 Regulations (Gathering Size and Capacity Limits)	Written warning; \$200 fine	Student Residences	Large gathering that violated public health orders; involved all attendees intentionally hiding from staff	Not sought	None	Not sought	None
	2	COVID-19 Regulations (Gathering Size and Capacity Limits)	Eviction	Student Residences	Students organized large gathering	Not sought	None	Not sought	None
	1	COVID-19 Regulations (Gathering Size and Capacity Limits)	Eviction	Student Residences	Student organized large gathering	Director of Student Residences	Eviction overturned as resident was a minor at the time of incident	Not sought	None
	1	Cannabis Policy (preparing/grinding cannabis in room creating smell)	Written warning; \$50 fine	Student Residences	student was unaware smell was being created	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Abuse of the Process of University Policies: Breach of student residence rules or regulations	1	Room Condition (excessive garbage)	Written warning; room checks	Student Residences	Created fire safety and sanitation risk due to condition of room; did not agree with staff on acceptability of room condition	Not sought	None	Not sought	None
	4	Noise	Written Warning	Student Residences	None	Not sought	None	Not sought	None
	3	COVID-19 Regulations (Gathering Size and Capacity Limits)	Written warning	Student Residences	None	Not sought	None	Not sought	None
	1	COVID-19 Regulations (Mask Use)	Written warning	Student Residences	Student had been warned previously about policy	Not sought	None	Not sought	None
	2	Fire Safety Policy (Smoking in room)	Written warning; \$50 fine	Student Residences	Wasn't aware vaping was smoking	Not sought	None	Not sought	None
	1	Room Condition (excessive garbage)	Written warning	Student Residences	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

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Abuse of the Process of University Policies: Failure to comply with a previously imposed Disciplinary Action	1	Extension of penalty from prior incident of academic misconduct	DISC grade comment; transcript reprimand extended by one year	Associate Dean	Student did not complete the academic integrity programming required of them from previous decision	Not sought	None	Not sought	None
Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Verbal abuse of support staff in department	Application nullified; suspended from applying to faculty for life	Dean	None	Not sought	None	Not sought	None
	1	Breach of confidentiality/PHIA	Debarment; repeat course and audit pre-requisite course; retake PHIA and Social Media training; follow-up discussion with the Privacy Officer; write a 3-5 page reflection paper	Dean	Investigation deemed the breach to be high risk	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

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Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Unsafe clinical practice	Debarment	Dean	Student violated post COVID-19 testing protocols	Not sought	None	Not sought	None
	1	Sent frequent disrespectful email communication to faculty, staff and students in the Faculty; used the UM network in an unauthorized manner; disrespectful and unprofessional email message to Unit Head	Indefinite suspension (min one year); suspension of computer privileges; refrain from sending unsolicited email to UM, Faculty & students; provide psychiatric assessment with treatment plan; demonstrated familiarization of UM policies and procedures; maintain a respectful work and learning environment; no further incidents of inappropriate behaviour	Vice-Provost (Students)	Suspension for minimum one year to minimize contact with current fellow classmates in the future	UDC	Denied		

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Fabrication of a false excuse for unexcused non-attendance at a mandatory class	A reprimand was placed on the student's file until time of graduation; the student was ineligible for awards at the conclusion of the academic year; personal reflection paper regarding the non-academic misconduct behaviour	Associate Dean	Throughout the investigation the student continued to fabricate more lies in an attempt to cover for the behaviour	Not sought	None	Not sought	None
	1	Fabrication of a false excuse for non-attendance at a scheduled test; two incidents of unexcused non-attendance for a scheduled clinic to treat a patient (patient abandonment); non-attendance for a scheduled clinic assist of a patient	Suspension from clinical activities for one week; reprimand on academic transcript for two years; ineligible for awards for duration of enrollment in program; personal reflection paper regarding the non-academic misconduct behaviour	Associate Dean (Academic) as designate of the Dean	Personal circumstances that had adversely affected academic activities/responsibilities/performance for which the student stated had been resolved	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

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Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	A third incident of unexcused non-attendance for a scheduled clinic to treat a patient (patient abandonment)	Suspension from clinical activities for the remainder of the academic year; counselling services to address ongoing personal circumstances that were affecting academic activities/responsibilities/performance	Associate Dean	Adverse personal circumstances remained ongoing	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Harassment	1	Inappropriate messages sent to instructor during class	Reprimand (two years); suspended (six months); suspension from Faculty (indefinite); no contact with instructor named; meet with office of Human Rights & Conflict Mgmt; compliance with policies	Vice-Provost (Students)	Denied all accusations; stated laptop was stolen and someone else made the inappropriate comments	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Harassment	1	Inappropriate behaviour on social media platform used for academic course	Reprimand (eight months); meet with office of Human Rights & Conflict Mgmt; compliance with policies	Vice-Provost (Students)	Admitted to allegation	Not sought	None	Not sought	None
	1	Inappropriate behaviour on social media platform used for academic course	reprimand (8 mos); meet with office of Human Rights & Conflict Mgmt; compliance with policies	Vice-Provost (Students)	admitted to allegation and expressed remorse	Not sought	None	Not sought	None
	1	Inappropriate behaviour in class by way of sending inappropriate zoom messages in class to another student	Warning letter	Associate Dean	Associate Dean consulted with the Office of Human Rights and Conflict Management	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2020 to August 31, 2021

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Harassment	1	Sent multiple communications of an offensive and harassing nature to other students in a chat	Formal reprimand letter in file with Teaching Faculty and Faculty of Registration for a period of two years; meet with Student Support Case Worker at least three times; meet with Student Advising Lead from Faculty of Registration; letter of apology to the two affected students; required not to contact the two students; required to take the UM Learn module entitled "Sexual Violence Awareness – Fall 2020; suspended from Teaching Faculty until December 31, 2021	Associate Dean	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2020 to August 31, 2021

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Threats of Harm or Actual Harm: Sexual Assault	1	Sexual assault	Suspended and banned from campus	Vice-Provost (Students)	None	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Violence	1	Student initiated physical altercation with another student and would not cooperate with staff or security	Eviction; residence ban	Student Residences	Student was extremely uncooperative and admitted to initiating the altercation	Not sought	None	Not sought	None
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**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

MEMORANDUM

TO: Jeff Leclerc, University Secretary

FROM: Laurie Schnarr, Vice-Provost (Students) 

DATE: January 19, 2022

Re: Undergraduate 2022 2023 Admission Targets

Attached please find the proposed undergraduate admission targets effective for the fall of 2022.

I would like to highlight two changes that have been made to the admission targets from last year:

1. The proposal to increase the target for the Bachelor of Nursing degree program from 240 to 280 was approved for the 2021 intake. When the targets were presented to Senate in 2021 this increase was identified but at the time it hadn't been formally approved. A new proposal to further increase the number of seats available in Nursing is being considered.
2. The target for the Pharm D program remains at 55 seats; however, a one-time proposal to increase the number of seats to 60 for the 2022 intake is currently being considered.

Please forward this document to the members of Senate and the Board of Governors for their information.

cc: Dr. Diane Hiebert-Murphy, Provost & Vice-President (Academic)
Jeff Adams, University Registrar and Executive Director, Enrolment Services
Shannon Coyston, Associate University Secretary (Senate)

Attachment

Program	Effective for fall 2021 intake	Effective for fall 2022 intake
Faculty of Agricultural & Food Sciences		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
Faculty of Architecture		
Environmental Design	100	100
Faculty of Arts*		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
Asper School of Business*		
Management (Degree)	584	584
Faculty of Education		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Faculty of Engineering		
Engineering*	364	364
Engineering - Internationally Educated Engineers	25	25
CHR Environment, Earth & Resources*		
Environment, Earth & Resources (Degree)	135	135
School of Art		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
Faculty of Health Sciences		
Health Studies (Degree)	40	40
Health Sciences (Degree)	40	40
College of Dentistry		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
School of Dental Hygiene		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
College of Rehabilitation Sciences		
Respiratory Therapy (Degree)	16	16
College of Medicine		
Medicine	110	110
Family Social Sciences	80	80
College of Nursing		
Nursing (Degree)	280	280 - See note 1
College of Pharmacy		
Pharmacy (Degree)	55	55 - See note 2
Faculty of Kinesiology & Rec Management		
B Kin (AT)	24	24
B Kin*	100	100
B P E*	35	35
B RM & CD*	40	40
Faculty of Law		
Law (Degree)	106	106
Marcel Desautels Faculty of Music		
Music*	60	60
Music - Jazz Studies*	15	15
Faculty of Science*		
Science (Degree)	Target under consideration - See note 3	Target under consideration - See note 3
Faculty of Social Work		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. A proposal to further increase the number of seats available in Nursing is being considered.
2. The Pharmacy target is 55 seats; however, a request for a one time increase to 60 seats for the fall of 2022 is being considered.
3. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.



**University
of Manitoba**

**Office of the Vice-President
(Research and International)**

202 Administration Bldg
66 Chancellors Circle
Winnipeg, MB
Canada R3T 2N2
T: 204 474 6915
F: 204 261 1318

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. Digvir Jayas, Vice-President (Research and International)

DATE: January 19, 2022

SUBJECT: Report on Research Contracts Funds Received

COPIES: Dr. Jay Doering, Associate Vice-President (Partnerships)
Dr. Annemieke Farenhorst, Associate Vice-President (Research)

Attached is a copy of *Report on Research Contracts Received* for the period of July 1, 2021 to December 31, 2021.
Please include the report on the next Senate agenda.

Thank you

DSJ/rk

Attach.

New Research Agreements Awarded

Project Status: Awarded

Project Type: Grant with associated agreement, Research agreement, Tri-Agency sub-award agreement

ORS Processed Date: July 01, 2021 - December 31, 2021

Award amount greater than \$20,000

Principal Investigator	Project Department	Sponsor	Type	Project Title	Award Amount
Abousetta, Ahmed	Community Health Sciences	Unity Health Toronto	Tri-Agency sub-award agreement	Early Cancer Diagnosis for Symptomatic Patients	\$25,000.00
Abousetta, Ahmed	Community Health Sciences	Unity Health Toronto	Tri-Agency sub-award agreement	COVID-END in Canada request about pregnancy related risks associated with COVID-19	\$24,750.00
Aliani, Michel	Food and Human Nutritional Sciences	Manitoba Agriculture	Contract	Capacity increase in off-flavour research	\$44,592.00
Arino, Julien	Mathematics	University of Toronto	Tri-Agency sub-award agreement	The Mathematics of COVID-19	\$35,000.00
Armstrong, Heather	Internal Medicine	Weston Family Foundation	Contract	Dietary Fibre in IBD: Feeding Our Microbes vs. Fuelling Inflammation	\$1,000,000.00
Ayele, Belay	Plant Science	Manitoba Crop Alliance	Contract	A system for measuring falling number in cereal grains	\$51,345.00
Ayele, Belay	Plant Science	Manitoba Crop Alliance	Contract	Genomic tools to mitigate the adverse effects of lodging in wheat	\$127,778.00
Barber, David	Centre for Earth Observation Science	Natural Resources Canada (NRCAN)	Contract	Climate change, the Manitoba great lakes, and mobilizing geospatial data for Indigenous decision making	\$250,000.00
Bassuoni, Mohamed	Civil Engineering	Performance BioFilaments Inc.	Contract	High-performance nano-modified cementitious composites comprising multi-scale fibres for concrete flatwork	\$30,000.00
Bernstein, Charles	Internal Medicine	Pfizer Canada Inc.	Contract	Comparing response to intravenous iron infusion in Crohn's disease and ulcerative colitis	\$23,380.00
Blanchard, James	Community Health Sciences	ELMA Philanthropies Services (U.S.) Inc.	Contract	Independent review of the design, implementation, analysis and interpretation of the impact assessment of the NEST intervention in Malawi, Kenya, Nigeria, and Tanzania	\$191,659.20
Blanchard, James	Community Health Sciences	Gates (Bill and Melinda) Foundation	Contract	Strengthening the effectiveness of the HIV prevention in Kenya	\$4,351,013.43
Blanchard, James	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	Contract	Integrated technical assistance to the Government of Uttar Pradesh to strengthen health and nutrition systems for improving reproductive maternal, newborn and child health and nutrition and health system strengthening outcomes in Uttar Pradesh	\$107,463,900.18
Bohm, Clara	Internal Medicine	Lawson Health Research Institute	Tri-Agency sub-award agreement	Outcomes of a higher vs. lower hemodialysate magnesium concentration: A pragmatic cluster-randomized clinical trial in hemodialysis centres	\$153,938.00
Bohm, Eric	Surgery	Nova Scotia Health Authority	Tri-Agency sub-award agreement	Extended venous thromboembolism prophylaxis comparing rivaroxaban and aspirin to aspirin alone following total hip and knee arthroplasty (EPCAT III Study)	\$163,200.00
Cardona, Silvia	Microbiology	Nature ReCombined Sciences Inc.	Contract	Evaluation of the antimicrobial activity of hop aqueous extracts	\$82,513.04
Chakhmouradian, Anton	Geological Sciences	Natural Resources Canada (NRCAN)	Contract	Carbonatite magmatism and rare-earth potential of the Superior Boundary Zone, Manitoba	\$49,882.00

Detwiler, Jillian	Biological Sciences	Manitoba Hydro	Contract	Parasite risks to moose: Comparing the role of gastropod intermediate hosts in parasite transmission in Eastern and Western Manitoba	\$30,060.00
Ferguson, Philip	Mechanical Engineering	Precision ADM	Contract	Self-contained orbit termination tool	\$24,000.00
Ferguson, Philip	Mechanical Engineering	Simon Fraser University	Contract	High resolution geophysical characterization of the lunar subsurface using miniaturized seismometers and gravimeters	\$127,257.00
Fraser, Kevin	Biological Sciences	Environment and Climate Change Canada (ECCC)	Contract	Tracking the year round migration and breeding ecology of Atlantic Brant	\$39,790.00
Hollaender, Hartmut	Civil Engineering	Manitoba Horticulture Productivity Enhancement Centre (MHPEC)	Contract	Sustainable Groundwater Management of the Assiniboine Delta Aquifer	\$47,990.00
Jayas, Digvir	Office of the Vice-President (Research and International)	Global Affairs Canada	Contract	Student Exchange Program - Emerging Leaders in the Americas Program (ELAP)	\$49,650.00
Katz, Laurence	Psychiatry	University of Calgary	Tri-Agency sub-award agreement	A multi-disciplinary, patient-partnered, pan-Canadian, comparative effectiveness evaluation of an innovative acute pediatric mental health and addiction care bundle (MAPP)	\$333,653.80
Ko, Ji Hyun	Human Anatomy and Cell Science	Parkinson Canada	Contract	Longitudinal changes in the neurovascular response in a rat model of L-DOPA induced Dyskinesia	\$20,000.00
Koper, Nicola	Natural Resources Institute	Project Learning Tree Canada	Contract	Youth employment strategy and skills project of the government of Canada Project Learning Tree Canada	\$30,450.00
Kumar, Ayush	Microbiology	Polyamyna Nanotech Inc.	Contract	Development of a novel antimicrobial (AM) sprayable clear coating	\$24,342.00
Kuzyk, Zou Zou	Geological Sciences	Oceans North	Contract	Knowledge Synthesis - Southwestern Hudson Bay	\$28,750.00
Larcombe, Linda	Internal Medicine	University of Winnipeg	Tri-Agency sub-award agreement	Kishaadigeh: Indigenous self determination through research of our future generations	\$25,000.00
Lawley, Yvonne	Plant Science	Manitoba Pulse and Soybean Growers Association (MPSG)	Contract	Frequency of soybean in Manitoba Crop Rotations	\$124,953.00
Leeies, Murdoch	Emergency Medicine	Canadian Blood Services	Contract	Equity, Diversity and Inclusion in Canadian Organ Donation and Transplantation	\$30,000.00
Levin, David	Biosystems Engineering	Rural Development Administration (RDA) of the Republic of Korea	Contract	Proteomic analysis of the excretome during microbial degradation of polyethylene	\$388,804.50
Mahmud, Salaheddin	Community Health Sciences	Institute for Clinical Evaluative Sciences in Ontario	Contract	Canadian Immunization Research Network (CIRN) Provincial Collaborative Network (PCN) COVID-19 Vaccine Post-Market Studies	\$355,753.87
McCartney, Curt	Plant Science	Canadian Wheat Research Coalition	Contract	Winter Wheat Breeding Germplasm Development	\$3,527,815.00
Melesse, Dessalegn	Community Health Sciences	Gates (Bill and Melinda) Foundation	Contract	Building capacity of subnational to enhance HIS data use	\$1,241,692.55
Moses, Stephen	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	Contract	D2C platform procurement for demonstration districts in UP	\$931,292.23
Muthukumarana, Saman	Statistics	Fisheries and Oceans Canada	Contract	Analyzing Capture-Mark-Recapture and Acoustic Telemetry Data for Estimating Population Sizes and Habitat Use in Cambridge Bay Arctic Char	\$23,400.00
Rajapakse, Athula	Electrical and Computer Engineering	Manitoba Hydro	Contract	Reinforcement learning approach for improving the dynamic response of frequency in low-inertia islanded active grids	\$55,200.00
Rigatto, Claudio	Internal Medicine	University of British Columbia	Tri-Agency sub-award agreement	Retrospective biopsy study: Molecular pathology of kidney disease	\$20,000.00
Shankar, Jai	Radiology	Medtronic Canada ULC	Contract	Management of chronic subdural hematoma with or without Embolization of Middle Meningeal Artery in Canada (EMMA-Can) – A randomized control trial	\$600,060.00

Stein, Derek	Medical Microbiology and Infectious Diseases	McGill University	Contract	Manitoba COVID Sero-prevalence Study (MCS Study)	\$173,600.00
Stetefeld, Joerg	Chemistry	Arch Biopartners	Contract	Structure and Property studies on DPEP	\$150,000.00
Tangri, Navdeep	Internal Medicine	National Kidney Foundation Inc.	Contract	National Kidney Foundation Patient Network and Registry	\$30,000.00
Wang, Feiyue	Centre for Earth Observation Science	Fisheries and Oceans Canada	Contract	Mesocosm-scale In-Situ Burning Study at the Churchill Marine Observatory	\$719,268.00
Whyard, Steven	Biological Sciences	BASF Canada Inc.	Contract	Paperclip RNA Interference for Sclerotinia and Flea Beetle Control in Canola	\$1,150,500.00
Wicklow, Brandy	Pediatrics and Child Health	Research Institute of the McGill University Health Centre (The)	Tri-Agency sub-award agreement	Accurate Diagnosis in Diabetes for Appropriate Management (ADDAM)	\$27,500.00
Xing, Mengqiu (Malcolm)	Mechanical Engineering	University of Saskatchewan	Contract	Value-added processing of pulse starches from seeds to industrial products through multi-disciplinary approaches	\$510,000.00
Yang, Chengbo	Animal Science	Guangzhou Insighter Biotechnology Co., Ltd	Contract	Effects of functional feed additive supplementation on growth performance, nutrient digestibility, intestinal morphology, microbiome, and fecal score in broiler chickens under high stocking density	\$85,000.00
Yang, Chengbo	Animal Science	Trouw Nutrition Canada Inc.	Contract	Reducing the environmental impacts of swine production using a novel feed formulation strategy aimed at improving production efficiency of sows by improving the nutrient utilization, number of weaned piglets and gastrointestinal health	\$87,000.00
Zarychanski, Ryan	Internal Medicine	Sunnybrook Research Institute	Tri-Agency sub-award agreement	Canadian network of COVID-19 clinical trials networks	\$300,000.00
Zhanel, George	Medical Microbiology and Infectious Diseases	Avir Pharma Inc.	Contract	Assessing the activity of ceftobiprole versus comparators in the CANWARD 2021 study	\$20,000.00
Zhanel, George	Medical Microbiology and Infectious Diseases	Merck Canada Inc.	Contract	Evolution of invasive streptococcus pneumoniae serotypes including 22F and 33F and coverage of PCV15 and PPSV23 in Canada: SAVE 2019 and 2020	\$198,017.21
Total:					\$125,598,750.01



**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: February 2, 2022

To: Dr. Brian Postl, Dean, Max Rady College of Medicine, Dean Rady Faculty of Health Sciences
and Vice-Provost (Health Sciences)
Dr. Kelley Main, Acting Dean, Faculty of Graduate Studies

From: Dr. Diane Hiebert-Murphy, Provost and Vice-President (Academic) *Diane Hiebert-Murphy*

Re: Notification – Closure of the Diploma in Population Health

Please find attached Manitoba Advanced Education, Skills and Immigration's approval of the UM proposal to permanently close the Diploma in Population Health. This decision follows Senate's recommendation and the Board of Governor's approval in June 2020 to close the program.

The diploma was established in 2000 to deliver advanced research training to health professionals, clinicians, and managers in population health sciences, including epidemiology and biostatistics. In 2006, the Department of Community Health Sciences established a Master of Public Health degree that has since replaced demand for the diploma program. The subsequent request to close the diploma program follows recommendation of an external program review.

As there are currently no students enrolled in the program, the closure of the program is effective **September 1, 2022**.

Thank you to everyone involved in the process.

Cc.: Dr. Michael Benarroch, President and Vice-Chancellor
Dr. Sharon Bruce, Head, Department of Community Health Sciences
Mr. Jeff Leclerc, University Secretary
Mr. Jeff Adams, Registrar and Executive Director, Enrolment Services
Mr. Randy Roller, Executive Director, OIA
Ms. Cassandra Davidson, Academic Programs Specialist



Advanced Education, Skills & Immigration

Office of the Deputy Minister
Room 160
Legislative Building
Winnipeg MB R3C 0V8

January 19, 2022

Dr. Michael Benarroch
President and Vice-Chancellor
University of Manitoba
president@umanitoba.ca

Dear Dr. Benarroch:

I am pleased to advise that the Department of Advanced Education, Skills and Immigration has reviewed and approved the University of Manitoba's proposal for the permanent cessation of the Diploma in Population Health program, as submitted.

It is my understanding that the program has become redundant as the Master of Public Health (MPH) provides a degree option of greater value to the target audience and serves the needs of the labour market. I also understand that there are no students enrolled in the program and that potential students will be able to apply to the MPH program.

The department requests that the University of Manitoba share information with the school community and the public in any materials indicating the university proposed the cessation of the program due to low enrollment and duplication of services.

I appreciate the University's ongoing commitment to provide students with excellent education that is aligned with the labour market needs.

Should you have any questions, please contact Mr. Grant Prairie, Director of Universities, at 204-945-8564 or at Grant.Prairie@gov.mb.ca.

Sincerely,

Eric Charron

- c. Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba
W. Joe Funk, Assistant Deputy Minister, Advanced Education Division, Advanced Education, Skills and Immigration
Agnes Wittmann, Senior Director of Post-Secondary Institutions, Advanced Education, Skills and Immigration
Grant Prairie, Director of Universities, Advanced Education, Skills and Immigration



**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: January 14th, 2022

To: Dr. Stephan Pflugmacher Lima Dean, Clayton H. Riddell Faculty of Environment,
Earth, and Resources

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

Re: Notification of Credential and Program Name Changes – Undergraduate Programs in
Geological Sciences, Department of Earth Sciences

Please find attached Manitoba Advanced Education, Skills & Immigration approval of the UM proposal to change the names of the following credentials:

- Bachelor of Science Geological Sciences (General) *changed to* Bachelor of Science (General)
- Bachelor of Science Geological Sciences (Major) *changed to* Bachelor of Science (Major)
- Bachelor of Science Geological Sciences (Honours) *changed to* Bachelor of Science (Honours)

This decision follows approval of the credential change by the UM Senate on November 3, 2021.

In addition, at its meeting of November 3, 2021, Senate approved the renaming of the program names for the General degree and the Minor in Geological Science to Earth Sciences.

The above changes are in response to, (i) the change in the Department name from Geological Sciences to Earth Sciences (approved by the Board of Governors on April 20th, 2021 as recommended by Senate on April 7th 2021); (ii) the need to better align the credential name with the broader disciplinary applications of Earth Sciences; and (iii) the need to reduce redundancy in the credential names (where Geological Sciences was mentioned both in the credential and the major).

Changes in the both the names of the credentials and the programs will be effective Fall 2022.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Jeff Adams, Registrar and Executive Director, Enrolment Services
Jeff Leclerc, University Secretary
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



Advanced Education, Skills & Immigration

Office of the Deputy Minister
Room 160
Legislative Building
Winnipeg MB R3C 0V8

January 6, 2022

Dr. Michael Benarroch
President and Vice-Chancellor
University of Manitoba
president@umanitoba.ca

Dear Dr. Benarroch:

I am pleased to advise that the Department of Advanced Education, Skills and Immigration has reviewed and approved the University of Manitoba's proposal to significantly modify the Bachelor of Science Geological Sciences program, as submitted.

It is my understanding that the proposed change will better align the credential name with broader disciplinary applications of Earth Sciences and eliminate an unintended redundancy in program names.

Given recent challenges related to the COVID-19 pandemic it is important to note that the approval of a proposal does not obligate a university or college to implement the change. Approval of a proposal is valid for three years from the effective date of the approval. Institutions retain the ability to implement at their discretion during that period. If the University of Manitoba does not implement the proposed change before December 2024, it must resubmit the proposal for the intended change.

Should you have any questions, please contact Mr. Grant Prairie, Director of Universities, at 204-945-8564 or at Grant.Prairie@gov.mb.ca.

Sincerely,

Eric Charron


- c. Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs), University of Manitoba
W. Joe Funk, Assistant Deputy Minister, Advanced Education Division, Advanced Education, Skills and Immigration
Agnes Wittmann, Director of Post-Secondary Institutions, Advanced Education, Skills and Immigration
Grant Prairie, Director of Universities, Advanced Education, Skills and Immigration



MEMORANDUM

DATE: January 26, 2022

TO: Michael Benarroch, President & Vice-Chancellor, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: **APPROVAL OF MOTION**
Board of Governors – January 25, 2022

On January 25, 2022, the Board of Governors approved and/or received for information, the following items from Senate:

THAT the Board of Governors approve, as recommended by Senate:
Reports of the Senate Committee on Awards (dated October 19 and December 15, 2021)

Proposal for a Bachelor of Arts (Single Advanced Major) and Bachelor of Arts (Double Advanced Major) in German, Faculty of Arts

Proposal for a Bachelor of Arts (Single Honours) in Global Political Economy, Faculty of Arts

Proposal for a Micro-Diploma in Workplace Health and Safety, Faculty of Arts

The Board received for information/discussion the following:

- Extension of Suspension of Admissions, Provincial Approval - Master of Arts in Icelandic, Baccalaureate Program for Registered Nurses, Post-Baccalaureate Diploma in Agrology
- *Request for Temporary Increase to Admission Target, Doctor of Pharmacy (Pharm.D.), College of Pharmacy*
- *Request for Increase to Admission Target, Bachelor of Science in Engineering Programs, Price Faculty of Engineering*

Copy:

N. Andrew
C. Cook
D. Hiebert-Murphy
D. Jayas
V. Koldingnes
S. Coyston

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 Michelle Faubert will be the Speaker for the Executive Committee for the March 2022 meeting of Senate.

2. Referral from Senate: Admission Targets Procedure and Consideration of Resource Implications for Proposals for Significant Increases

The Senate Executive Committee discussed and provided comments on possible amendments to the *Admission Targets* procedure, which the President will consider before approving any revisions.

Proposed changes to the procedure considered by the Executive Committee were drafted by the University Secretary following the January 2022 Senate meeting at which Senate was consulted on a proposal for an enrolment target increase for the Price Faculty of Engineering. At that meeting, a concern had been raised regarding the absence of a mechanism in the *Admission Targets* procedure to allow for Senate or its committees to engage in a discussion of the resource implications earlier in the process, particularly where a request for a significant enrolment increase might have implications for other units and particularly those that provide service teaching. President Benarroch had indicated he was in favour of having a discussion at Senate Executive, to understand the implications of such requests.

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. Michael Benarroch, Chair
Senate Executive Committee

[Terms of Reference:](#)

Report of the Senate Committee on Curriculum and Course Changes RE: Proposal for a B.Sc. (Maj.) and B.Sc. (Hons.) in Environmental Geoscience, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At its meeting on October 21, 2021, the SCCC considered a proposal from the Department of Earth Sciences, Clayton H. Riddell Faculty of Environment, Earth, and Resources to establish a Bachelor of Science (Major) and a Bachelor of Science (Honours) in Environmental Geoscience.
3. The proposal was endorsed by the Faculty Council of the Faculty of Environment, Earth, and Resources at its meeting on September 27, 2021. The proposal was also considered by the Senate Planning and Priorities Committee (SPPC) at its meeting on October 25, 2021.

Observations

1. The proposed Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience would be four-year programs that would require 120 credit hours of coursework.
2. Environmental geoscience is defined in the proposal as the interaction of humans with their fundamentally geologic environment. It involves the application of geological and geophysical principles to understand the interaction between Earth materials, the processes that change these over time, and human activities. A core concept of the discipline is sustainable management, which is to work with natural systems to sustain development.
3. The objectives for the Major and Honours programs are to provide students with skills and integrated knowledge of both geological and environmental systems and to align the Department's program offerings with professional registration streams of the Engineers Geoscientists of Manitoba (EGM), which regulates the practice of engineering and geoscience in Manitoba. The curriculum has been designed to meet the geoscience knowledge and experience requirements for the Environmental Geoscience stream of study established by Geoscientists Canada. The national organization, which comprises the EGM and other provincial and territorial geoscience practice regulators, establishes requirements for professional registration of geoscientists.

The proposed programs would also address a need within the Department to redesign and redevelop its program offerings, to respond to both contemporary needs of mining, mineral exploration, and oil and gas industries and demand from students, to address issues related to short and long-term effects of environmental sustainability.
4. The proposed B.Sc.(Maj.) and B.Sc.(Hons.) in Environmental Geoscience would be the only undergraduate program in the discipline offered in the province. Environmental geosciences programs are offered at several other Canadian universities. Establishment of the proposed programs would give Manitoba students the option to remain in the

province to complete their studies and to receive education and training in Manitoba related aspects of environmental geoscience.

5. Career options available for graduates include environmental consulting, natural hazard assessment, environmental protection and mitigation in resource industries, research and development, and education.
6. The proposal does not involve the introduction of any new courses. The curriculum for the interdisciplinary degrees would utilize existing courses offered by the Departments of Earth Sciences and Environment and Geography, as well as the Departments of Chemistry, Mathematics, Physics and Astronomy, and Statistics, in the Faculty of Science, and the Department of Soil Science, Faculty of Agricultural and Food Sciences.
7. Projected enrolment for the first intake is ten (10) students. The maximum seat capacity would be twenty (20) students. The Faculty anticipates that introduction and implementation of the programs would not result in significant incremental enrolment. Most students who would enrol otherwise would have entered one of the Faculty's Geological Sciences degrees.
8. Based on comments by Faculty representatives at the meeting regarding the Department's intent to redesign undergraduate programming, including to respond to students' interests in participating in mineral exploration and oil and gas industries that are responsive to the interests of the communities they work in, the SCCCC encourages the Department to modify course descriptions, for courses that include Indigenous knowledge or perspectives, so this content would be explicit in the course descriptions in the Academic Calendar.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve a proposal for a Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience, in the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

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.

Report of the Senate Planning and Priorities Committee on a Proposal for a Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meeting on October 25, 2021, the SPPC considered a proposal from the Department of Earth Sciences, Clayton H. Riddell Faculty of Environment, Earth, and Resources to establish a Bachelor of Science (Major) and a Bachelor of Science (Honours) in Environmental Geoscience.
3. The proposal was endorsed by the Faculty Council of the Faculty of Environment, Earth, and Resources at its meeting on September 27, 2021. The proposal was also considered by the Senate Committee on Curriculum and Course Changes when it met on October 21, 2021.

Observations:

1. The proposed Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience would be four-year programs that would require 120 credit hours of coursework.
2. The objectives for the programs are, first, to provide students with skills and integrated knowledge of both geological and environmental systems and, second, to align the Department's program offerings with professional registration streams of the Engineers Geoscientists of Manitoba (EGM), which regulates the practice of engineering and geoscience in Manitoba. The proposed programs would also address a need within the Department to redesign and redevelop its program offerings, to respond to both contemporary needs of mining, mineral exploration, and oil and gas industries and demand from students to address issues related to short and long-term effects of environmental sustainability.
3. Career options available for graduates include environmental consulting, natural hazard assessment, environmental protection and mitigation in resource industries, research and development, and education.
4. Introduction of the proposed programs would not require the introduction of new courses. The curriculum for the interdisciplinary degrees would include existing courses offered by the Departments of Earth Sciences and Environment and Geography, as well as the Departments of Chemistry, Mathematics, Physics and Astronomy, and Statistics, in the Faculty of Science, and the Department of Soil Science, Faculty of Agricultural and Food Sciences.
5. Projected enrolment for the first intake is ten (10) students. The maximum seat capacity would be twenty (20) students. Introduction of the programs is not expected to lead to significant incremental enrolment. Most students who would enrol otherwise would have entered one of the Faculty's Geological Sciences degrees.

6. The total cost of delivering the program would be \$3,550,605, in Year 4. No new resources would be required to offer the program. Revenue to support the program would be derived from the following sources (as of Year 4):
 - operating grant revenue (\$462,953);
 - tuition (\$282,703), program/course fees (\$54,900), and student fees (\$16,500), which would generate the amounts indicated, based on enrolment of 55 students;
 - existing resources in the Faculty (\$2,733,549).
7. Revenues identified in observation 6 would be allocated to the items indicated below (figures are for Year 4):
 - salary and benefits for existing academic staff (\$2,643,197), including 2.0 FTE Excluded Academic Administrators, 6.0 FTE Professors, 5.0 FTE Associate or Assistant Professors or Senior Instructors, and 4.0 Lecturers, Instructors, or Sessional Instructors;
 - salary and benefits for existing professional and support staff (\$470,385), including 2.0 FTE EMAPS Support Staff, 2.0 FTE AESES Support Staff, and 1.5 FTE CUPE Teaching Assistants;
 - existing indirect salary expenses (\$206,199);
 - tax on grant and tuition revenue (\$132,354);
 - operating expenses (\$70,200); and
 - administrative overhead (\$28,270).
8. The University of Manitoba Libraries indicated current collections can support the proposed programs.
9. Notwithstanding its endorsement of the proposal, the committee observed that, more than five years after the University approved the document, *Taking Our Place: University of Manitoba Strategic Plan, 2015 – 2020*¹, with the priority for Creating Pathways to Indigenous achievement, the proposed programs do not include either an Indigenous content course requirement or courses with apparent Indigenous content. The committee was encouraged to learn, based on information provided by the Faculty at the meeting, that it is considering establishing an Indigenous content course requirement for students in all its undergraduate programs. Given the proposed programs' focus on preparing graduates for careers in the mining and oil and gas industries, the committee commented on the importance of those graduates understanding recent Indigenous policies and legal decisions in these areas.

The SPPC approved the following motion and proposed a two-year timeline to receive a response from the Faculty:

THAT, following the approval and implementation of the degree programs, the Department of Earth Sciences and the Clayton H. Riddell Faculty of Environment, Earth, and Resources provide the Senate Planning and Priorities Committee with a follow-up report on progress toward formally modifying the courses and /or the curriculum for the B.Sc.(Maj.) and the B.Sc.(Hons.) in Environmental Geoscience through Senate, to include an Indigenous content course requirement and/or additional Indigenous content in courses included in the curriculum.

¹ In October 2021, Senate and the Board of Governors approved a supplement to the Strategic Plan, *Our Shared Future: Building on our Strategic Plan*, which reaffirms the University's commitment to the five strategic priorities included in the 2015-2020 Strategic Plan.

10. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,² the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Science (Major) and a Bachelor of Science (Honours) in Environmental Geoscience. The proposal is consistent with the University's Strategic Research Plan, 2015 – 2020, including the Research Themes, Arctic System Science and Technology and Sustainable Water Management Systems, as well as the Signature Area, Arctic System Science and Climate Change. The proposed programs also reflect the breadth of research and teaching of faculty members in the Department of Earth Sciences.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Science (Major) and a Bachelor of Science (Honours) in Environmental Geoscience, in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

² http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Report of the Senate Committee on Admissions concerning a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources to establish admission requirements for the Bachelor of Science Honours and Major in Environmental Geoscience degree programs (2021.10.27)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Clayton H. Riddell Faculty of Environment, Earth, and Resources (CHRFEER) is proposing the establishment of a B. Sc. (Hons.) degree program and B.Sc. (Maj.) degree program in Environmental Geoscience. SCADM considered the admission requirement portion of the proposal.
3. The proposal was approved by the CHRFEER Faculty Council on September 27th, 2021, and the proposal was endorsed by SCADM on October 27th, 2021.

Observations:

1. The proposed requirements align with the entrance requirements that have already been established for the B.Sc. (Hons.) and B.Sc. (Maj.) in Geology degree programs.
2. All affected department have been consulted and have provided statements of support as part of the submission.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to to establish admission requirements for the Bachelor of Science Honours and Major in Environmental Geoscience degree programs be approved for the Fall 2023 intake.

Respectfully submitted

Laurie Schnarr, Chair, Senate Committee on Admissions

Report of the Senate Committee on Instruction and Evaluation RE: Academic Regulations, Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience, 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 October 14, 2021 the committee considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth and Resources regarding academic regulations for its Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience.

Observations:

1. The Faculty is proposing to offer a Bachelor of Science (Honours) and Bachelor of Science (Major) in Environmental Geoscience.
2. The proposed entrance and graduation requirements of the Bachelor of Science (Major) in Environmental Geoscience are consistent with other Bachelor of Science (Major) degrees offered by the Faculty.
 - a) Entrance to the Bachelor of Science (Major) in Environmental Geoscience would require a student to complete at least 24 credit hours with minimum Degree Grade Point Average of 2.5, as well as attain the minimum grade requirements specified for individual Year 1 courses according to the program table for the Major in Environmental Geoscience.
 - b) Graduation from the Bachelor of Science (Major) in Environmental Geoscience would require a student to obtain a minimum Grade Point Average of 2.5 on 120 credit hours which constitute the degree.
3. The proposed entrance and graduation requirements of the Bachelor of Science (Honours) in Environmental Geoscience are consistent with other Bachelor of Science (Honours) degrees offered by the Faculty.
 - a) Entrance to the Bachelor of Science (Honours) in Environmental Geoscience would require a student to complete at least 24 credit hours with a minimum Degree Grade Point Average of 3.0, as well as attain the minimum grade requirements specified for individual Year 1 courses according to the program table for the Honours in Environmental Geoscience.

- b) To graduate with a Bachelor of Science (Honours) in Environmental Geoscience a student would be required to obtain a minimum Degree Grade Point Average of 3.0 on 120 credit hours which constitute the degree.
4. Editorial changes would be made throughout the Academic Calendar entry.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed academic regulations, Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience, Clayton H. Riddell Faculty of Environment, Earth and Resources, effective September 1, 2022.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

UM INTERNAL REQUIREMENTS:

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:

Undergraduate Programs: Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>). Please also submit a **hard copy** version to the Office of the Secretary to their office as well.

Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html).

ALL Programs: as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
 - a) **MEDT /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)] This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
 - b) **Admission and/or transfer criteria** for the proposed program.
 - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:

Undergraduate Programs: for SCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>

Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
 - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
 - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
 - f) **Library statement** of support.
 - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

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

Revised December 2019.



SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:

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

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

Not a joint program

Program name: Environmental Geoscience

Credential awarded: Bachelor of Science (Honours) in Environmental Geoscience
Bachelor of Science (Major) in Environmental Geoscience

Office Use Only

Funding request: None

One-time funding: _____

On-going funding: _____

Proposed start date: Fall 2022

List any critical issues that may impact the start date of the program: None

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

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

The proposed B.Sc. Earth Science Major and Honours in Environmental Geoscience is a 4-year, 120 credit hour program, in the Department of Earth Sciences, Clayton H. Riddell Faculty of Environment, Earth, and Resources (“the Faculty”). The objective of this program is to provide students with skills and integrated knowledge of both geological and environmental systems. A significant motivation for this proposal is to align our professional program offerings with the Engineers Geoscientists Manitoba (EGM) professional registration streams. This program will be interdisciplinary and will be composed of courses from the departments of Earth Sciences, Environment and Geography, Chemistry, Physics, Mathematics, Statistics and Soil Science. When the program is implemented, it will provide a platform for new course introductions in this field in the future.

Why should the University of Manitoba have an Environmental Geoscience program?

Environmental geoscience can be defined as the interaction of humans with their – fundamentally geologic – environment, and applies geological and geophysical principles to understand the interaction between Earth materials (rock, sediments and fluids), the processes that change those materials over time, and human activities. Environmental geoscience is linked directly with engineering geology, environmental engineering, and environmental science. At the heart of environmental geoscience is the concept of sustainable management – working with natural systems to sustain development.

Environmental geoscience has grown in importance as a discipline over the past 40 years, as considerations of economic geology have moved away from the simple resource extraction of the previous two centuries. For example, there has been an increased necessity to fully understand the complexity of Earth composition and structures to resolve contaminant movement and other human interactions with the Earth. Today, environmental geoscience is a broad area of geological endeavour and a major industry in its own right.

By way of example: World energy consumption was ~400 quadrillion BTU in 2003 when the Faculty of Environment Earth and Resources was created, and reached ~600 quadrillion BTU by 2018, with much of the increase attributable to “less-developed” non-OECD countries. During the same period, world carbon emissions rose by 2% (by 2018) to a new record, and demand for oil globally rose by 1.6% (more than twice the average annual rate). Meanwhile, Arctic sea ice formed later in the fall and melted earlier in the spring. International accords such as the Paris Agreement (UN Framework Convention on Climate Change) have seen increasing threats due to a widespread, international rise in nationalism and protectionism. Now in 2021, as we contemplate our “build back better future”, in response to COVID-19, it is important to understand that infrastructure, including steel and concrete, ultimately comes from rocks and minerals at a huge CO₂ price. The shiny new electric vehicles we all hope to be driving will put huge demands on copper, nickel, cobalt and lithium production with a concomitant environmental price. How much of these environmental costs is Canada prepared to externalize? Canada’s workforce needs the technical geoscience knowledge to manage challenges such as these.

The introduction of the Environmental Geoscience program reflects the breadth of research and teaching among the faculty of the Department of Earth Sciences as well as providing more opportunities for developing synergies between the diverse groups within the Faculty. Overall, the introduction of the program demonstrates the University of Manitoba’s ability and strong engagement of the Faculty to tackle the relevant and essential questions about the planet Earth.

This will be the first undergraduate Environmental Geoscience program in Manitoba.

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

The Environmental Geoscience program will be a 4-year B.Sc. (Major and Honours) degree of 120 credit hours.

B-3 Intended outcomes of the program:

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

Geosciences is at a crossroads. In light of the current political climate and the environmental concerns of the public, the introduction of the Environmental Geoscience program aims to significantly improve the public's perception of the geosciences, by showing its relevance to societal and environmental issues and an economically viable, innovative career.

The Faculty and the Department of Earth Sciences have the expertise and facilities to train the next generation of geoscientists that will tackle these complex systems. Mineral development has been identified as a key opportunity for the long-term economic prosperity of Manitoba and equitable outcomes for Manitobans through the Look North strategy and Manitoba's Economic Growth Action Plan. Introduction of an Environmental Geoscience program is a step forward to better prepare our graduates in all phases of mineral development, and to ensure our economic prosperity is not considered mutually exclusive with environmental protection. In addition, the Department of Manitoba Agriculture and Resource development considers groundwater to be a "vital resource". Statistics Canada calculates that 30.2% of the Manitoba population and 50% of Manitoba's municipalities are reliant on groundwater. Graduates of an Environmental Geoscience program will be positioned to address ongoing and future interests of hydrogeologic usage and quality.

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

A pressing need remains to deliver equitable outcomes between the resource use that underpins society and environmental impacts. Students, in general, graduate often with strong feelings about the environment but with limited quantitative knowledge of the constraints that underpin our reality. The program is designed to give students a practical and quantitative-based program that realistically deals with these issues. Having graduated from this program, their toolkit will have embedded knowledge and skills that will make them eminently employable.

B-4 Mode of Delivery

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

120 Total credit hours

Total contact hours

Total courses

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

120 credit hours can be concurrently completed In-person

15+ credit hours can be concurrently completed Online

There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available.

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

The Clayton H. Riddell Faculty of Environment, Earth, and Resources is proposing to offer a B.Sc. (Major and Honours degree) in Environmental Geoscience. Consistent with other B.Sc. (Major and Honours) Degrees, the degree requires 120 credit hours, or 4 years of study when a student completes a full course (30 credit hours) load each year.

Students will be able to apply to the Environmental Geoscience path upon completion of a minimum of 24 credit hours via advanced entry, or apply directly to the program from high-school via direct entry, each route including specific required courses. These courses can be completed as a Faculty of CHREER student, or as a student in another unit at the University of Manitoba, such as University 1. The university level courses a student would take to gain entry to the program include introductory courses in Geology, Environmental Science, Chemistry, Physics, Mathematics and Statistics. In addition, 6 credit hours of the elective credit to satisfy the Faculty of Arts requirement should be completed in Year 1. As these are common courses offered at many post-secondary institutions, students may have the opportunity to complete these requirements elsewhere, transfer to the U of M, and declare the major after their first year.

Year 2 builds on the foundational introductory courses taken in Year 1, and the content primarily draws on second-year courses in the Department of Earth Sciences.

In Year 3, students build on the knowledge they gained in Year 2, taking more advanced courses that require many of the Year 2 courses as pre-requisites.

Environmental Geoscience students will continue in Year 4 with more advanced courses that require many of the Year 2 courses as pre-requisites. In their final year, students in the Honours program will complete a capstone thesis project in Environmental Geoscience where they will apply the knowledge and skills acquired in earlier courses to a substantial scientific problem.

In addition to the specific required courses in Years 2, 3 and 4, students will complete 15 credit hours (5 courses) from a list of options (Group C) in Earth Sciences and Environment and Geography,

Most of the required courses in Year 1 of the proposed Environmental Geoscience program overlap with courses in Year 1 of the existing Geology and Geophysics (Honours and Major) programs. This synergy allows students, when starting their studies, flexibility in choosing their program of interest without falling behind the proposed timeline.

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

The program chart is constructed from existing courses offered by Earth Sciences, Environment and Geography, Soil Science and the Faculty of Science. It is proposed to offer both an Honours and Major option, just as with our existing Geology and Geophysics programs.

Environmental Geoscience (Major)¹

Plan of Study Grid

Year 1		Hours
GEOL 1340	The Dynamic Earth (C+)	3
GEOL 1400	Time-Trekker's Travelog: Our Evolving Earth	3
ENVR 1000	Environmental Science – Concepts (C+)	3
MATH 1500	Introduction to Calculus ² (C)	3
CHEM 1100	Atomic and Molecular Structure and Energetics (C)	3
CHEM 1120	Introduction to Chemical Techniques ³	3
PHYS 1020	General Physics 1 ⁴	3
STAT 1000	Basic Statistical Analysis 1 ⁵	3
Select 6 credit hours from the Faculty of Arts, including a required “W” course		6
	Hours	30
Year 2		
GEOL 2390	Environmental Geology	3
GEOL 2440	Structural Geology	3
GEOL 2500	Introduction to Mineralogy	3
GEOL 2520	Igneous and Metamorphic Petrology	3
GEOL 2530	Introductory Sedimentary Petrology and Stratigraphy	3
GEOL 2800	Optics and Spectroscopy of Minerals	3
GEOL 2770	Principles of Inorganic Geochemistry	3
GEOL 2060	Introductory Geophysics	3
6 credit hours of electives		6
	Hours	30
Year 3		
GEOL 3130	Communication Methods in the Geological Sciences	3
GEOL 3420	Engineering Geology	3
GEOL 3450	Hydrogeology	3
GEOL 3490	Glacial Geology and Geomorphology	3
GEOL 3910	Introduction to Field Mapping ⁶	3
SOIL 3600	Soils and Landscapes in Our Environment	3
GEOG 3730	Geographic Information Systems	3
9 credit hours of electives		9
	Hours	30
Year 4		
GEOL 3810	Applied Geophysics	3
GEOL 4260	Applied Geophysics Field Course ⁶	3
Select 15 credit hours of Earth Science Environmental Geoscience Electives		15
9 credit hours of electives		9
	Hours	30
	Total Hours	120

Environmental Geoscience (Honours)¹

Plan of Study Grid

Year 1		Hours
GEOL 1340	The Dynamic Earth (B)	3
GEOL 1400	Time-Trekker's Travelog: Our Evolving Earth	3

ENVR 1000	Environmental Science – Concepts (B)	3
MATH 1500	Introduction to Calculus ² (C)	3
CHEM 1100	Atomic and Molecular Structure and Energetics (C)	3
CHEM 1120	Introduction to Chemical Techniques ³	3
PHYS 1020	General Physics 1 ⁴	3
STAT 1000	Basic Statistical Analysis 1 ⁵	3
Select 6 credit hours from the Faculty of Arts, including a required “W” course		6
	Hours	30
Year 2		
GEOL 2390	Environmental Geology	3
GEOL 2440	Structural Geology	3
GEOL 2500	Introduction to Mineralogy	3
GEOL 2520	Igneous and Metamorphic Petrology	3
GEOL 2530	Introductory Sedimentary Petrology and Stratigraphy	3
GEOL 2800	Optics and Spectroscopy of Minerals	3
GEOL 2770	Principles of Inorganic Geochemistry	3
GEOL 2060	Introductory Geophysics	3
6 credit hours of electives		6
	Hours	30
Year 3		
GEOL 3130	Communication Methods in the Geological Sciences	3
GEOL 3420	Engineering Geology	3
GEOL 3450	Hydrogeology	3
GEOL 3490	Glacial Geology and Geomorphology	3
GEOL 3910	Introduction to Field Mapping ⁶	3
SOIL 3600	Soils and Landscapes in Our Environment	3
GEOG 3730	Geographic Information Systems	3
9 credit hours of electives		9
	Hours	30
Year 4		
GEOL 3810	Applied Geophysics	3
GEOL 4260	Applied Geophysics Field Course ⁶	3
GEOL 4870	Honours Thesis	6
Select 9 credit hours of Earth Science Environmental Geoscience Electives		9
9 credit hours of electives		9
	Hours	30
	Total Hours	120

Footnotes

- ¹ The courses required in this program will satisfy the University Mathematics requirement.
- ² MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700.
- ³ CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120.
- ⁴ PHYS 1050 may be used in lieu of PHYS 1020.
- ⁵ STAT 1150 may be used in lieu of STAT 1000.
- ⁶ Students will register for GEOL 3910 and GEOL 4260 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.

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).

GEOL 1400 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.

Notes:

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

Earth Sciences Environmental Geoscience Electives

Course List

Course	Title	Hours
GEOL 3900	Sedimentology	3
GEOL 4270	Advanced Studies in Earth Sciences	3
GEOL 4280	Instrumental Techniques in Geology	3
GEOL 4370	Global Change	3
GEOL 4810	Geophysical Data Analysis	3
ENVR 2180	Introductory Toxicology	3
ENVR 2550	Environmental Chemistry	3
ENVR 3160	Environmental Responsibilities and the Law	3
ENVR 3250	Environmental Assessment	3
ENVR 4180	Ecotoxicological Risk Characterization	3
ENVR 4550	Aquatic Chemistry	3
GEOG 2310	Introduction to Process Hydrology (PS)	3
GEOG 2930	Introduction to Oceanography	3
GEOG 3200	Introduction to Remote Sensing (TS)	3

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

Yes

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

No formal program is planned at this time. Geology and geophysics students typically find summer work opportunities in their field, and environmental geoscience students are expected to have similar experiences.

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 10

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*): 20

B-8.3 Anticipated date of maturity:

Year 3 in the program

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	10	25	45	55	60
Graduates	0	0	0	10	15

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

Within the core strategic research areas at the University of Manitoba, fundamental research on **Sustainable Systems for Resilient Communities** has been identified as cross-cutting research theme: Research in this area is crucial to the future of Manitoba and Canada in the context of changing climate and increasing resource scarcity. University researchers examine questions of sustainability with three main foci: economic, social or equity-based, and environmental - each with unique perspectives, along with key overlaps that allow for interdisciplinary investigations. The proposed Environmental Geoscience program aligns well with these foci. In addition, the Environmental Geoscience program aligns well with two of the eight core research themes identified at the University of Manitoba:

Arctic System Science and Technology. Researchers bring a holistic perspective to research which increasingly emphasizes the interconnectivity of the natural environment, resource development, people, and policy in the Canadian and circumpolar Arctic, as well as teleconnections to temperate regions on the Earth. Increasing political and economic interest in the Arctic, including the rapid expansion of development and resource extraction, demands such an integrated research vision that takes into account both the human and natural environments.

Sustainable Water Management Systems. Management of water quantity and quality at the regional-, watershed-, and farm-scales is contributing to the long-term sustainability of our land, rivers, and lakes. Sustainable water management practices draw on research addressing the interface of land and water, river ice engineering, turbulence, fluid movement and dynamics, building design as well as the hydrologic, biological and atmospheric sciences.

Moreover, **Arctic System Science and Climate Change** is one of the three signature areas (established areas of excellence).

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

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

UM Undergraduate Programs:

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

UM Graduate Programs:

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

C-3 Responsibility to consult

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

Not applicable

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

Geoscientists Canada, the national organization of the regulators that govern geoscience practice in Canada's provinces and territories, establishes the geoscience knowledge and experience requirements for the professional registration of geoscientists in Canada. The proposed UM program of study was developed to meet the Environmental Geoscience stream of geoscience study specified by Geoscientists Canada.

In addition, we have consulted with industry, engineering firms and government institutions during the development of this program. We have consulted with the Department of Environment and Geography at UM, which houses the Environmental Science and Environmental Studies programs, as well as other units in our Faculty. Consultations were favourable: universally supportive of the program initiative and helpful in refining the program chart.

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

Initial consultation was with student representatives, both graduate and undergraduate, and faculty of the Department of Earth Sciences. These initial consultations were followed up by meetings on a one-to-one basis and in groups between the Department Head and students. In addition, individual meetings over a year with Faculty members provided the background knowledge.

In addition to these personalised meetings, the undergraduate curriculum committee (consisting of six faculty members, the graduate and undergraduate student representatives, the Department administrative assistant, and the Faculty student affairs coordinator) met on several occasions over a year to introduce, discuss and refine the program. Voting in October 2020 Department Council and January 2021 Faculty Council was overwhelmingly in favour of the introduction the Environmental Geoscience program.

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

Note: this includes any programs currently offered at UM.

There are no similar undergraduate programs offered in Manitoba.

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

Students in college and universities in the province would be considered for credit transfers as they currently are for any other program in the Faculty. Individual courses are assessed by departments for transferability.

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

University of Saskatchewan offers a 4-year undergraduate degree in Environmental Geoscience
University of Regina offers a 4-year undergraduate degree in Environmental Earth Sciences
University of Alberta offers a 4-year undergraduate degree in Environmental Earth Sciences
Laurentian University offers a 4-year undergraduate degree in Environmental Geosciences

University of Toronto offers a 4-year undergraduate degree in Environmental Geosciences
 University of Ottawa offers a 4-year undergraduate degree in Environmental Geosciences
 McMaster University offers a 4-year undergraduate degree in Earth and Environmental Sciences
 Acadia University offers a 4-year undergraduate degree in Environmental Geosciences
 Brock University offers a 4-year undergraduate degree in Environmental Geosciences
 University of New Brunswick offers a 4-year undergraduate degree in Environmental Geosciences
 Dalhousie University offers a 4-year undergraduate degree in Environmental Geosciences
 Trent University offers a 4-year undergraduate degree in Environmental Geosciences

Environmental geoscience as a separate instructional stream of geoscience has evolved rapidly over the past 20 years. The increasing number of universities adding an Environmental Geoscience degree program attests to the timeliness and rationale of this proposal for UM. We do not anticipate any impacts on the programs offered in other provinces. The Environmental Geoscience program proposed at University of Manitoba would provide Manitoban students with a program in their home province, provide education and training in Manitoba related aspects, and likewise would be closer to home for students from northwestern Ontario and Nunavut.

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

Students in Canadian universities or colleges would be considered for credit transfers as they currently are for any other program in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Individual courses are assessed by departments for transferability.

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

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

Graduates from an Environmental Geoscience program can undertake a career in environmental consulting, environmental protection and mitigation directly in the resource industries in Canada and abroad, in research and development, in education, and in natural hazard assessment. Environmental geoscientists are employed by environmental consulting companies serving the resource sector, by resource companies directly, and by urban planning and environmental government entities. A number of UM Geology and Geophysics graduates have pursued these careers successfully, forming a notable contingent among Manitoba's environmental consultants; a dedicated Environmental Geoscience program will allow students to tailor their geoscience degree toward this career path already at the undergraduate level.

The Government of Canada groups environmental geoscientists with other science streams in its evaluations of labour market conditions: its rating for Manitoba's job prospects over the next three years for geoscientists is "good" (3/3 on their ratings schedule). The federal Canadian Occupational Projection System Occupational Projection Summaries note that the number of geoscientists is expected to increase over the period 2019-2028. They expect that the increase will come mostly in the mining industry, as commodity prices are expected to increase with demands for resource use, as demands for metals used in "smart" green technologies increase, and as Canada continues to be a top destination for mineral exploration and mining.

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

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

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

We are not asking for any funding for this program. Please see budget spreadsheet for details.

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

We are not asking for any funding for this program. Please see budget spreadsheet for details.

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

The Clayton H. Riddell Faculty of Environment, Earth, and Resources will use existing resources as well as tuition from students in Environmental Geoscience, to deliver and manage this program.

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

Not applicable

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

The Environmental Geoscience program relies on the same infrastructure needs as our existing programs in Geology and Geophysics.

D-6 Please describe new and existing staffing resources needed to provide this new program of study.

Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.

No new staffing resources are needed to administer this program. The Department consists of 15 faculty members, 5 of which have been hired in the last 4 years and have a very strong environmental geoscience research portfolio.

Salary and benefits for existing academic staff (\$2,643,197), including 2.0 FTE Excluded Academic Administrators, 6.0 FTE Professors, 5.0 FTE Associate or Assistant Professors or Senior Instructors, and 4.0 Lecturers, Instructors, or Sessional Instructors;

Salary and benefits for existing professional and support staff (\$470,385), including 2.0 FTE EMAPS Support Staff, 2.0 FTE AESES Support Staff, and 1.5 FTE CUPE Teaching Assistants;

Existing indirect salary expenses (\$206,199);

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

Year 1 N/A

Year 2

Year 3

Year 4

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

This new program will not impose on existing capital infrastructure and equipment. The Clayton H. Riddell Faculty of Environment, Earth, and Resources has all the necessary resources.

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

Not applicable

SECTION E– TUITION

E-1 What are the proposed tuition fees?

The tuition fees will be based on existing Clayton H. Riddell Faculty of Environment, Earth, and Resources fees and therefore will be very similar to fees for existing programs. We have used a rate of \$153.42 (<https://umanitoba.ca/registrar/tuition-fees/undergraduate>) per credit hour based upon the 2020-21 fee schedule. This was the fee that was in effect when the proposal was prepared. Fees may change subject to Board of Governors and provincial approvals.

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

The tuition fees are comparable to existing programs within the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

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

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

In addition to tuition fees the following additional fees will apply:

Lab fees per student per year are about \$325 and,

Field courses: 2 field courses at about \$1000 each.

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

The supports available are the same as those for existing programs in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. The Department of Earth Sciences has an abundance of awards and scholarships that can assist students with financial needs. In addition, eligible students can apply for general bursary and scholarship funds available through the University of Manitoba.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

☐

Cover letter

☐

Program of Study Financial Form

☐

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

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

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca

<div><div>Manitoba</div><div>Economic Development and Training</div></div> <div>Post-Secondary Education and Labour Market Outcomes</div> <div>Program Proposal Financial Form</div>										
<div>Form Instructions:</div> <div><div>1. When proposing a new program <i>Current Fiscal Year</i> (the first column) should be left blank, with the first year of the program starting in year 1.</div><div>2. When proposing a new program expansion <i>Current Fiscal</i> should be entered in the first column.</div><div>3. If a program reaches maturity prior to <i>Fiscal Year 4</i>, remaining fiscal year columns must still be completed so that <i>Ongoing Program Funding</i> can be calculated.</div><div>4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.</div><div>5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.</div><div>6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.</div></div>										
Overview										
Institution:										
Program Name:										
Contact Information:										
Date:										
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Contribution from Institution		\$ 69,125	\$ 69,125	\$ 172,656	\$ 103,531	\$ 310,404	\$ 137,748	\$ 379,153	\$ 68,749	\$ 379,153
Tuition		\$ 46,026	\$ 46,026	\$ 119,380	\$ 73,354	\$ 222,942	\$ 103,562	\$ 282,703	\$ 59,761	\$ 282,703
Student Fees		\$ 3,250	\$ 3,250	\$ 20,075	\$ 16,825	\$ 41,300	\$ 21,225	\$ 54,900	\$ 13,600	\$ 54,900
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)		\$ 2,977,692	\$ 2,977,692	\$ 3,081,911	\$ 104,219	\$ 3,189,778	\$ 107,867	\$ 3,301,420	\$ 111,642	\$ 3,301,420
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ -	\$ 3,096,093	\$ 3,096,093	\$ 3,394,022	\$ 297,929	\$ 3,764,424	\$ 370,402	\$ 4,018,176	\$ 253,752	\$ 4,018,176
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATION										

MEDT Form

[illegible]

MEDT Form

	Total Costs from SPPC		3,031,234		3,145,685		3,306,741		3,447,170		
	Total Cost from MEDT		2,633,859		3,042,625		3,795,844		4,689,166		
	Difference (S/b zero)		397,375		103,060		(489,103)		(1,241,996)		
	Revenue less Expenditures and Capital (A-(B+C))		\$ 462,234		\$ 351,397		\$ (31,420)		\$ (670,990)		
			\$ -		\$ -		\$ -		\$ -		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)
New Program Approval - Financial Form

FACULTY / SCHOOL Clayton H. Riddell Faculty of Environment, Earth, and Resources
PROGRAM Environmental Geoscience

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

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries (incl bpl) (Appendix A)	2,384,012	2,467,453	2,553,814	2,643,197	2,735,709
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	424,260	439,109	454,478	470,385	486,848
Operating Expenses (Appendix B)	70,200	70,000	70,200	70,200	70,200
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	\$ 2,878,472	\$ 2,976,562	\$ 3,078,492	\$ 3,183,782	\$ 3,292,757

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	185,980	192,489	199,226	206,199	213,416
Tax on Grant and Tuition Revenue	23,153	58,613	106,848	132,354	137,961
Administrative Overhead	4,603	11,938	22,294	28,270	27,237
Subtotal Indirect Program Costs	\$ 213,735	\$ 263,040	\$ 328,368	\$ 366,823	\$ 378,614

Total Program Costs (Direct & Indirect)	\$ 3,092,208	\$ 3,239,602	\$ 3,406,860	\$ 3,550,605	\$ 3,671,371
---	---------------------	---------------------	---------------------	---------------------	---------------------

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	10	25	45	55	60
Expected Enrolment (credit hours)	300	750	1,350	1,650	1,800

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)	\$ 84,413	\$ 210,833	\$ 379,019	\$ 462,953	\$ 504,880
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	46,026	119,380	222,942	282,703	272,366
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	3,250	20,075	41,300	54,900	60,900
• Other Compulsory Student Fees	3,000	7,500	13,500	16,500	17,813
Other revenue	-	-	-	-	-
Total Program Revenue	\$ 136,689	\$ 357,788	\$ 656,761	\$ 817,056	\$ 855,959

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	\$ 2,384,012	\$ 2,467,453	\$ 2,553,814	\$ 2,643,197	\$ 2,735,709
Professional and Support Salaries (Appendix A)	424,260	439,109	454,478	470,385	486,848
Indirect Salaries (Appendix A)	185,980	192,489	199,226	206,199	213,416
Current/prior years surplus (carryover)	15,055	(38,701)	(215,804)	(291,075)	(298,653)
From Other Sources:	(53,788)	(178,536)	(241,615)	(295,157)	(321,908)
Subtotal Existing Resources	\$ 2,955,519	\$ 2,881,814	\$ 2,750,099	\$ 2,733,549	\$ 2,815,412

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

Guy Beaudry

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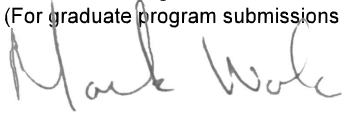
Submitted by Faculty/School Budget Officer (signature)

Date

Reviewed by Graduate Studies Business Manager

Date

(For graduate program submissions only)



Mark Walc

Digitally signed by Mark Walc
Date: 2021.05.18 16:09:57
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Reviewed by University Budget Officer (signature)

Date

App A - Salaries

[illegible]

App A - Salaries

Total Existing Staff		\$ 2,977,692		\$ 3,081,911		\$ 3,189,778		\$ 3,301,420		\$ 3,416,970					
GRAND TOTAL		\$ 2,977,692		\$ 3,081,911		\$ 3,189,778		\$ 3,301,420		\$ 3,416,970					
Total New from MEDT		-		-		-		-		-					
Total Existing MEDT		2,364,955		2,920,719		3,607,088		4,454,752							
Total Indirect from MEDT		154,691		-		-		-							
Total		2,519,646		2,920,719		3,607,088		4,454,752							
Difference		(458,046)		(161,192)		417,310		1,153,332							
Total New from SPPC		-		-		-		-		-					
Total Existing SPPC		2,791,712		2,889,422		2,990,552		3,095,221		3,203,554					
Total Indirect from SPPC		185,980		192,489		199,226		206,199		213,416					
Total		2,977,692		3,081,911		3,189,778		3,301,420		3,416,970					
Difference		-		-		-		-		-					

App B - Operating Exp.

Appendix B - Operating Expenses						
SENATE PLANNING AND PRIORITY COMMITTEE						
NEW PROGRAM APPROVAL PROCESS						
	Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ -	\$ -	\$ -	\$ -	\$ -
701BGT	Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT	Printing and Duplicating - Budget	\$ 3,000	\$ -	\$ -	\$ -	\$ -
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ 7,000	\$ -	\$ -	\$ -	\$ -
708BGT	Telecommunications - Budget	\$ 10,500	\$ -	\$ -	\$ -	\$ -
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
718BGT	Professional Fees - Budget		\$ -	\$ -	\$ -	\$ -
740BGT	Repairs and Maintenance - Budget	\$ 8,000	\$ -	\$ -	\$ -	\$ -
	Subtotal Direct Operating	\$ 28,500	\$ -	\$ -	\$ -	\$ -

Appendix C - Student Support					
SENATE PLANNING AND PRIORITY COMMITTEE					
NEW PROGRAM APPROVAL PROCESS					
<u>Graduate / Undergraduate Support Expense</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700 Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710 Bursaries	\$ -	\$ -	\$ -	\$ -	\$ -
7720 Awards					
Subtotal Operating	\$ -	\$ -	\$ -	\$ -	\$ -

Appendix D - Capital Costs																
SENATE PLANNING AND PRIORITY COMMITTEE																
NEW PROGRAM APPROVAL PROCESS																

Appendix E - Tuition				Fee Increase	3.8%
SENATE PLANNING AND PRIORITY COMMITTEE NEW PROGRAM APPROVAL PROCESS					
1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	10	25	45	55	60
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	300	750	1,350	1,650	1,800
Graduate					
2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 153	\$ 159	\$ 165	\$ 171	\$ 178
Undergraduate	46,026	119,380	222,942	282,703	319,968
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	\$ 46,026	\$ 119,380	\$ 222,942	\$ 282,703	\$ 319,968
• Continuing Fee - (enter annual continuing fee in yr 2)		\$ -	\$ -	\$ -	\$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)	3,250	6,075	8,300	8,900	8,900
Field Trip Fees - (enter amount in applicable years)	-	14,000	33,000	46,000	52,000
(Fee description/rate)					
..... (add as required)...					
..... (add as required)...					
Total Program/Course Specific Fees	\$ 3,250	\$ 20,075	\$ 41,300	\$ 54,900	\$ 60,900
TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	\$ 49,276	\$ 139,455	\$ 264,242	\$ 337,603	\$ 380,868
3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)	46,026	119,380	222,942	282,703	319,968
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	3,250	20,075	41,300	54,900	60,900
• Other Compulsory Student Fees (enter amount)	3,000	7,500	13,500	16,500	18,000
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	\$ 52,276	\$ 146,955	\$ 277,742	\$ 354,103	\$ 398,868

Operating Worksheet

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel and Conferences	\$ -	\$ -	\$ -	\$ -	\$ -
7001	Travel Academic					
7002	Travel Administration					
7003	Relocation					
7004	Staff Recruitment					
7005	Field Trips					
7006	Team Travel					
7007	Local Travel					
7009	Student Recruitment					
7010	Student Travel					
7130	Airfare					
7131	Accommodation					
7132	Meals (Per Diem-No receipts)					
7133	Meals (with receipts)					
7134	Mileage (Km's)					
7135	Parking					
7136	Car Rental					
7137	Conference Registration					
7138	Taxis					
7139	Misc Travel/Incidentals					
7676	Hospitality					
704BGT	Printing and Duplicating - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
7040	Printing					
7041	Copying					
706BGT	Consumable Materials/Supplies Budgt	\$ -	\$ -	\$ -	\$ -	\$ -
7060	Office Supplies					
7061	Lab Supplies					
7062	Audio Visual Supplies					
7063	Agricultural Supplies					
7064	Safety Supplies					
7065	Sports and Athletic Supplies					
7066	Books and Subscriptions					
7067	Other Supplies					
7068	Computing Supplies					
7069	Maintenance and Cleaning Supplies					
7070	Dental Supplies					
7071	Equipment Foreign Operations					
7072	Supplies Foreign Operations					
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
7080	IST Telecommunications					
7082	Physical Plant Postage					
7085	Departmental Communications					
710BGT	Other Expenses (Nonconsumable) Budgt	\$ -	\$ -	\$ -	\$ -	\$ -
7100	Affiliated Personnel Costs					
7101	Professional Development					
7102	Professional Memberships					
7103	Conferences/Events Hosted by U of M					
7104	Other Services					
7106	Bad Debts					
7107	Advertising and Promotion					
7108	Licenses and Permits					
7109	Software Maintenance					
7110	Staff Benefits					

Operating Worksheet

7111	Other Non-Consumable Expenses						
7114	Internal Financing Expense						
7116	Internal Services Expense						
718BGT	Professional and External Services	\$	-	\$	-	\$	-
7160	Externally Contracted Services						
7180	Professional Fees						
7185	Investment Management Expenses						
740BGT	Repairs and Maintenance	\$	-	\$	-	\$	-
7400	Equipment Repairs & Maintenance						
7401	Building Repairs & Maintenance						
7402	Equipment Rental						
7403	Grounds Maintenance						

Admissions and/or transfer criteria (appendix 2. b – UM internal requirements)

Entrance to Honours

To enter the Honours program in Environmental Geoscience, a student must have completed at least 24 credit hours with the minimum Degree Grade Point Average as stipulated in the Entrance and Continuation Requirements Table. In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the degree requirements for Environmental Geoscience. Students who are ineligible to enter Honours with their admission to the Riddell Faculty may establish eligibility the following year on the basis of their second year of academic performance.

Entrance to the Major

To enter a Major program in Environmental Geoscience, 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. In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the program table for the Major in Environmental Geoscience.

Earth Sciences Advanced Entry Entrance and Continuation Requirements

Degree Program	Minimum Degree GPA Entrance	Minimum Degree GPA Continuation
Major (Environmental Geoscience)	2.50¹	2.50¹
Honours (Environmental Geoscience)	3.00¹	3.00¹
General (Earth Sciences)	2.00¹	2.00¹

¹ In 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.

Course details (appendix 2. C – UM internal requirements)

GEOL 1340 The Dynamic Earth 3 cr

(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. Not to be held with the former GEOL 1440 or the former GEOL 2250. Required for students intending to proceed in further courses in the Geological Sciences

Mutually Exclusive: GEOL 1440, GEOL 2250

Attributes: Recommended Intro Courses

GEOL 1400 Time-Trekker's Travelog: Our Evolving Earth 3 cr

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 GEOL 1350.

Equiv To: GEOL 1350

Attributes: Recommended Intro Courses

GEOL 2060 Introductory Geophysics 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

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 2390 Environmental Geology 3 cr

Examination of geological processes and material as they interact with human activities, environmental planning, and management.

PR/CR: A minimum grade of C is required unless otherwise indicated.

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 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [GEOL 1340](#) (C+), and [[MATH 1300](#), or [MATH 1210](#), or [MATH 1500](#), or [MATH 1510](#), or [MATH 1520](#)].

GEOL 2500 Introduction to Mineralogy 3 cr

(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. Not to be held with the former GEOL 2540.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 1340](#) (C+) and [one of Chemistry 40S (50%), CKSL 0100 (P) or the former [CHEM 0900](#) (Pass)]. ([CHEM 1100](#) or [CHEM 1101](#)) and (one of [CHEM 1120](#), [CHEM 1121](#), or [CHEM 1126](#)) are highly recommended.

Mutually Exclusive: GEOL 2540

GEOL 2520 Igneous and Metamorphic Petrology 3 cr

(Lab Required) The classification, occurrence and origin of igneous and metamorphic rocks. The study and identification of rocks using hand specimens and thin sections.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [[GEOL 2500](#) and [GEOL 2800](#)] or [the former GEOL 2540].

GEOL 2530 Introductory Sedimentary Petrology and Stratigraphy 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [[GEOL 2500](#) and [GEOL 2800](#)] or [the former GEOL 2540].

GEOL 2770 Principles of Inorganic Geochemistry 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [[GEOL 2500](#) or the former GEOL 2540] and [one of [MATH 1300](#), [MATH 1301](#), [MATH 1210](#), [MATH 1211](#), [MATH 1230](#), [MATH 1500](#), [MATH 1501](#), [MATH 1510](#), or [MATH 1520](#)]. Pre or Corequisite: [([CHEM 1100](#) or [CHEM 1101](#)) and (one of [CHEM 1120](#), [CHEM 1121](#) or [CHEM 1126](#))] or the former CHEM 1300 or the former CHEM 1301.

GEOL 2800 Optics and Spectroscopy of Minerals 3 cr

(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).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Pre- or Corequisite: [GEOL 2500](#) or the former GEOL 2540.

GEOL 3110 Petrogenesis of Igneous Rocks 3 cr

(Lab Required) Crystallization processes in magma and resultant textures; physical, chemical, and kinetic processes of magmatic systems.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 2520](#) and [GEOL 2770](#).

GEOL 3130 Communication Methods in the Geological Sciences 3 cr

(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. This course is for students in the Honours and Major Geological Sciences programs only.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 2440](#) and [GEOL 2520](#) and [GEOL 2530](#).

Attributes: Written English Requirement

GEOL 3420 Engineering Geology 3 cr

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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 2440](#) and [GEOL 2520](#) and [GEOL 2530](#).

GEOL 3450 Hydrogeology 3 cr

(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](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [[MATH 1230](#) or [MATH 1500](#) or [MATH 1501](#) or [MATH 1510](#) or [MATH 1520](#)] and [[PHYS 1020](#) or [PHYS 1021](#) or [PHYS 1050](#) or [PHYS 1051](#)] and [([CHEM 1100](#) or [CHEM 1101](#)) and (one of [CHEM 1120](#), [CHEM 1121](#), or [CHEM 1126](#))] or [the former CHEM 1300 or the former CHEM 1301] and [[GEOL 2060](#) or [GEOG 2310](#) or (one of [STAT 1000](#), or [STAT 1001](#), or [STAT 1150](#))] and [[GEOL 2530](#)].

Mutually Exclusive: [CIVL 4250](#)

GEOL 3490 Glacial Geology and Geomorphology 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [GEOL 2530](#).

Mutually Exclusive: GEOG 3580

GEOL 3810 Applied Geophysics 3 cr

(Lab required) The application of geophysical methods in exploration and in environmental and engineering projects.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [[GEOL 2060](#)] and [[GEOL 2500](#) or the former GEOL 2540].

GEOL 3910 Introduction to Field Mapping 3 cr

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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 2440](#) and [GEOL 2520](#) and [GEOL 2530](#) and permission of department.

GEOL 4260 Applied Geophysics Field Course 3 cr

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](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 3810](#), [GEOL 2440](#), [GEOL 2520](#), [GEOL 2530](#), and permission of department.

Mutually Exclusive: [GEOL 4740](#)

GEOL 4870 Honours Thesis 6 cr

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](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [GEOL 3130](#) and permission of department head.

Mutually Exclusive: [GEOL 4920](#)

ENVR 1000 Environmental Science 1 - Concepts 3 cr

This course will introduce students to the conceptual framework of the environment by examining its physical, biological, and social components. General topics to be considered will include ecological principles and the responses of natural and managed systems to disturbance; population growth; biodiversity and conservation; and environmental sustainability. Not to be held with [BIOL 1340](#).

Mutually Exclusive: [BIOL 1340](#)

Attributes: Recommended Intro Courses

MATH 1500 Introduction to Calculus 3 cr

(Lab Required) Differentiation and integration of elementary functions, with applications to maxima and minima, rates of change, area, and volume. May not be held with [MATH 1230](#), [MATH 1501](#), [MATH 1510](#), [MATH 1520](#), the former MATH 1680, or [MATH 1690](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or MSKL 0100 offered by Extended Education.

Equiv To: [MATH 1501](#), [MATH 1510](#), [MATH 1520](#), MATH 1530

Mutually Exclusive: [FA 1020](#), [MATH 1010](#), [MATH 1018](#), [MATH 1020](#), [MATH 1191](#), [MATH 1230](#), MATH 1680, [MATH 1690](#)

Attributes: Mathematics Requirement, Science, Recommended Intro Courses

CHEM 1100 Introductory Chemistry 1: Atomic and Molecular Structure and Energetics 3 cr

This course provides a basic understanding of the fundamentals of chemistry. By the end of this course, students will understand the periodic table, energy in chemistry, atomic and molecular structures, and the concept of chemical reactivity. May not be held with the former CHEM 1300 or CHEM 1301.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [one of Chemistry 40S (50%), CSKL 0100 (P), or the former [CHEM 0900](#) (P)] and [one of Applied Mathematics 40S (50%), Pre-calculus Mathematics 40S (50%), the former Mathematics 40S (300) (50%), or MSKL 0100].

Mutually Exclusive: [CHEM 1018](#), CHEM 1300, CHEM 1301

Attributes: Science, Recommended Intro Courses

CHEM 1120 Introduction to Chemical Techniques 3 cr

This course builds understanding in chemistry through active learning in the lab. By performing lab experiments, students will gain skills in making observations, safe handling of chemicals, handling laboratory equipment, quantitative analysis, data processing, and scientific communication. These skills are fundamental for student success in chemistry. In addition, students will be given a broader appreciation of chemistry in the world by introducing them to chemical sustainability, chemical responsibility and chemical applications. May not be held with [CHEM 1122](#), [CHEM 1126](#), the former CHEM 1310 or CHEM 1311.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [70% in Chemistry 40S and (one of 70% in Pre-Calculus Mathematics 40S, 70% in Applied Mathematics 40S, or a "B" or better in MSKL 0100)] or [one of [CHEM 1100](#), the former CHEM 1300, CHEM 1301, CSKL 0100 (P), or the former [CHEM 0900](#) (P)].

Mutually Exclusive: [CHEM 1122](#), [CHEM 1126](#), CHEM 1310, CHEM 1311

Attributes: Science, Recommended Intro Courses

PHYS 1020 General Physics 1 3 cr

(Lab Required) It's a crazy world; come and find out why objects fall, slide, bounce, stick, go in circles or stay straight, float or sink, glide or crash. Why don't satellites fall to the ground? What exactly does weightlessness mean anyway? Find answers to these and other questions as you get to know Newton's and other basic laws of nature and see what makes the world go round. This course, together with the sequel [PHYS 1030](#), is recommended for students seeking either a single, comprehensive course in Physics or entry into health science programs. It may also be used for entry into the Honours Physics program ("B+" or better) or the Major Physics program ("B" or better). May not be held with [PHYS 1021](#), [PHYS 1050](#), [PHYS 1051](#), the former PHYS 1410, or the former PHYS 1420.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: (one of Physics 40S, [PHYS 0900](#) (P), PSKL 0100 (P) offered by Extended Education, or equivalent) and (one of Pre-calculus Mathematics 40S, Applied Mathematics 40S (with 70%

or better), MSKL 0100 offered by Extended Education, or equivalent). It is strongly recommended that students attain a minimum of 70% as the average of their marks in Physics 40S and Pre-calculus Mathematics 40S.

Equiv To: [PHYS 1021](#)

Mutually Exclusive: [PHYS 1018](#), [PHYS 1050](#), [PHYS 1051](#), PHYS 1410, PHYS 1420

Attributes: Mathematics Requirement, Science, Recommended Intro Courses

STAT 1000 Basic Statistical Analysis 1 3 cr

(Lab required) This course is not recommended for students in certain programs (see the description of [STAT 1150](#)). An introduction to the basic principles of statistics and procedures used for data analysis. Topics to be covered include: gathering data, displaying and summarizing data, examining relationships between variables, sampling distributions, estimation and significance tests, inference for means. May not be held with [STAT 1001](#), [STAT 1150](#), [STAT 2220](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: Any grade 12 or 40S Mathematics, or equivalent.

Equiv To: [STAT 1001](#)

Mutually Exclusive: [STAT 1150](#), [STAT 2220](#)

Attributes: Mathematics Requirement, Science, Recommended Intro Courses

SOIL 3600 Soils and Landscapes in Our Environment 3 cr

Discover why soil is an essential resource. Explore the roles of soils and landscapes within natural and agricultural ecosystems by learning the fundamental biological, chemical and physical properties and processes; soil and landscape classification and evaluation.

GEOG 3730 Geographic Information Systems (TS) 3 cr

(Lab Required) Weekly two-hour lab. The course introduces students to the evolving science, technology and applications of Geographic Information Systems (GIS). Related geospatial technologies such as Global Navigation Satellite Systems and Remote Sensing, as well as the field of Geomatics will be introduced. Not to be held with GEOG 2250.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: a grade of C or better in a minimum of three credit hours from Geography, Geology or Environment courses numbered at the 1000 and/or 2000 level, or permission of instructor or department head.

Equiv To: GEOG 2250

Earth Sciences Environmental Geoscience Electives - GROUP C

GEOL 3900 Sedimentology 3 cr

(Lab Required) The study of depositional environments of sedimentary rocks. Facies analysis and modeling of sedimentary deposits.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [GEOL 2530](#).

GEOL 4270 Advanced Studies in Earth Sciences 3 cr

Advanced study in a selected subject in Earth sciences. As the course content will vary from year to year, students may take this course more than once for credit.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: Permission of department head.

GEOL 4280 Instrumental Techniques in Geology 3 cr

(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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [GEOL 2520](#) and [GEOL 2530](#) and [GEOL 2770](#) and permission of department.

GEOL 4370 Global Change 3 cr

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.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [GEOL 3900](#). Pre- or corequisite: [GEOL 3490](#).

GEOL 4810 Geophysical Data Analysis 3 cr

The theory and application of spectral methods in geophysics. The use of Fourier Transforms, convolution, power spectra, coherence, transfer functions, covariance, correlation and filtering.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [MATH 2132](#) or [PHYS 2490](#) or [PHYS 2496](#) or permission of department.

ENVR 2180 Introductory Toxicology 3 cr

A survey of general principles underlying the effects of toxic substances on biological systems, including consideration of the history, scope and applications of toxicology, the mechanisms of toxic action, and some major types of toxicants. Not to be held with [ENVR 2190](#) or [BIOL 2380](#) or [BIOL 2382](#) or [AGRI 2180](#) or [AGRI 2190](#).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [[BIOL 1030](#) or [BIOL 1031](#) or (C)], and [(CHEM 1310 or CHEM 1311 (C), or CHEM 1320 (C)].

Equiv To: [AGRI 2180](#), [BIOL 2380](#), [BIOL 2381](#), BOTN 2180

Mutually Exclusive: [AGRI 2190](#), [BIOL 2382](#), BOTN 2190, [ENVR 2190](#), ZOO 2190

ENVR 2550 Environmental Chemistry 3 cr

(Lab Required) An introduction to the chemistry of the environment. Emphasis will be on the composition of the natural environment and the processes of natural and human-introduced chemical species that take place within it. The course will provide students with the chemical basis for understanding the environment and environmental problems. Not to be held with CHEM 2550.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: CHEM 1310 or CHEM 1311 (C).

Equiv To: CHEM 2550

ENVR 3160 Environmental Responsibilities and the Law 3 cr

Environmental responsibilities and their legal framework in terms of policies, legislation, standards and guidelines and the tools to manage responsibility are examined through lectures, case study review and discussion. Environmental liability and due diligence are reviewed in relation to responsibilities of organizations and individuals. Strategies to manage environmental liabilities, including environmental and risk assessment, are also discussed. Not to be held with (ENVR 3150 or ENVR 2650).

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [ENVR 2000](#) (C) or permission of department head.

Equiv To: ENVR 2650, ENVR 3150

ENVR 3250 Environmental Assessment 3 cr

This course engages with the theory, principles and practices of environmental assessment as a planning and decision-making process to identify and mitigate adverse effects of development projects. Environmental assessment is defined in the context of federal and provincial legislation, and applicable standards and guidelines. Assignments involve practical experiences, case study review and basic report preparation.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: [[ABIZ 3550](#) or [ENVR 3160](#) or the former ENVR 3150] and [[BIOL 2300](#) or [BIOL 2301](#) or [AGEC 2370](#)] or [[BIOL 2390](#)] or permission of department head or instructor.

ENVR 4180 Ecotoxicological Risk Characterization 3 cr

An advanced course that will give students working knowledge of current techniques for defining and mitigating the environmental risks associated with chemical and other contaminants. The course will cover the topics of problem definition, effects characterization, exposure characterization, risk assessment, causality, weight of evidence and risk communication and management.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: One of [ENVR 2180](#), [BIOL 2380](#), [BIOL 2381](#) or [AGRI 2180](#) or permission of instructor or department head.

ENVR 4550 Aquatic Chemistry 3 cr

An examination of biogeochemical processes affecting the distribution, speciation and bioavailability of chemical substances in the aquatic environment. The theoretical basis for the chemical behaviour of natural water systems is discussed, as well as the description of the processes involved in wastewater treatment. Not to be held with CHEM 4550.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: [ENVR 3550](#) (C), or CHEM 3590 (C), or permission of department head.

Equiv To: CHEM 4550

GEOG 2310 Introduction to Process Hydrology (PS) 3 cr

This course introduces students to the near-surface components of the hydrological cycle, including the processes of precipitation, evaporation, water-biosphere interactions, infiltration, overland and stream flow.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: (one of [GEOG 1290](#), [GEOG 1291](#), GEOG 1200 or GEOG 1201) and (one of [PHYS 1020](#), [PHYS 1021](#), [PHYS 1050](#), [PHYS 1051](#), Math 1230, [MATH 1500](#), [MATH 1500](#), [MATH 1510](#), [MATH 1520](#) or MATH 1530) or permission of department head or instructor.

GEOG 2930 Introduction to Oceanography 3 cr

This course provides an introduction to the physical, chemical, biological and geological processes in the world oceans and their interactions with the overall Earth system. This course is interdisciplinary, applying geological, chemical and biological processes to the study of the world's oceans.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisite: A minimum grade of "C" in [GEOG 1290](#) (or [GEOG 1291](#)) or GEOG 1200 (or GEOG 1201) or [ENVR 1000](#) or [GEOL 1340](#).

GEOG 3200 Introduction to Remote Sensing (TS) 3 cr

(Lab Required) The course is an introduction to the principles of optical, active and passive microwave remote sensing. A review of satellite and sensors and their geographic applications will be presented, along with digital image analysis techniques. Laboratory assignments will provide hands-on experience in dealing with remote sensing data.

PR/CR: A minimum grade of C is required unless otherwise indicated.

Prerequisites: (one of GEOG 1200, GEOG 1201, [GEOG 1290](#) or [GEOG 1291](#)) and (one of [PHYS 1020](#), [PHYS 1021](#), [PHYS 1050](#), [PHYS 1051](#), [MATH 1230](#), [MATH 1300](#), [MATH 1301](#), [MATH 1310](#), [MATH 1500](#), [MATH 1501](#), [MATH 1510](#) or [MATH 1520](#)) or permission of department head.

Earth Sciences

Head: Alfredo Camacho

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Telephone: (204) 474-9371

Fax: (204) 474-7623

Website: <https://umanitoba.ca/environment-earth-resources/earth-sciences> **Academic Staff:** Please refer to the Clayton H. Riddell Faculty of Environment, Earth, and Resources website at: <https://umanitoba.ca/environment-earth-resources/faculty-staff>

Program Information

The Geological Earth Sciences deal with the history of the Earth and its life, especially that which is recorded in rocks. Different component parts of the Earth system, the *lithosphere, biosphere, atmosphere and hydrosphere*, operate at different length and time scales. During interactions between the spheres there is feedback between the component parts as energy and mass are exchanged, transferred and redistributed. In a geological context, the feedback can occur on a global scale, or on very small scales such as that which we see in minerals. More recently humans have become a major force in this Earth system because we have intervened in many of these exchanges.

Considering the Earth's past, earth geoscientists typically work with long time scales (in the order of millions to billions of years). We also use Hutton's original philosophy of *uniformitarianism*, stated as *the present is the key to the past*, to solve geological problems. However, as we see changes at the Earth's surface (our environment) occurring on very short time scales we need to learn how to extract the anthropogenic signal ~~of human activity from the Earth's pre-human past~~. Once we understand and quantify the nature and extent of the Earth's natural evolution as well as our more recent environmental impact, geological earth scientistist~~sees~~ can help predict future changes to the Earth.

Geology and Geophysics are the Earth Sciences that provides the quantitative data on the physical and chemical behaviour and characteristics of Earth materials - rocks, minerals, fluids and gases. These data are needed to model the behaviour of minerals in natural as well as many industrial systems. The theoretical and instrumental expertise needed to tackle many resource extraction, mineral processing and environmental problems is resident in geological science departments. From a broad Earth, environmental and resource perspective our collective future will depend on sustainable use of our Earth's resources and care of the environment.

The three-year General program (comprising ~~of~~ 90 credit hours) in Geological Earth Sciences is designed to give students a basic understanding of the discipline in combination with a concentration of courses in a second subject area. The General Program is ~~not~~ intended for those students who do not seek a career in the geosciences. Rather, it is a useful consideration for students planning to enter the Bachelor of Education program (see the Faculty of Education in this calendar) or other programs that require an undergraduate degree for admission. Students intending to pursue a career in the Earth geoSciences or graduate study should hold an Honours or Major degree (comprising at least 120 credit hours) in Geology ~~or~~ Geophysics or Environmental Geoscience.

Professional Registration

The professional practice of geoscience in Canada is governed by provincial/territorial law and is regulated by professional geoscience associations. In Manitoba, Engineers Geoscientists Manitoba (EGM) regulates professional practice. The requirements for professional registration are acceptable academic preparation and a subsequent period of acceptable geoscience experience. Students considering professional registration should take the B.Sc. Geological Sciences Honours or Major degree and make appropriate course selections, particularly in the basic sciences. Graduates who do not meet the academic requirements may be required by the professional association to take additional courses or examinations. Current registration information for EGM is available in the department or from the association's web site: www.enggeomb.ca

Geological Earth Sciences Prerequisite Information

To fulfil prerequisite requirements, a grade of 'C' must be achieved in any course stipulated as a prerequisite to a further course in Geological Earth Sciences unless otherwise stated. Please note that some GEOL courses require a minimum grade of 'C+' in the prerequisite course.

Programs

Degree/Diploma	Years to Completion	Total Credit Hours	Has Co-op Option
Geological-Earth Sciences, B.Sc. General	3	90	no
Geological-Earth Sciences Minor		18	no
Environmental Geoscience, B.Sc. Honours	4	120	no
Environmental Geoscience, B.Sc. Major	4	120	no
Geology, B.Sc. G.Se. Honours	4	120	no
Geology, B.Sc. G.Se. Major	4	120	no
Geophysics, B.Sc. G.Se. Honours	4	120	no
Geophysics, B.Sc. G.Se. Major	4	120	no

Environmental Geoscience, B.Sc.~~G.Sc.~~ Honours

Degree Regulations ~~in for~~ B.Sc. ~~in Geological Sciences~~ (Honours) ~~in~~ Geology, ~~or~~ Geophysics or Environmental Geoscience

The Honours programs are the most heavily concentrated programs offered and lead most directly to graduate studies. A student is required to achieve higher grade standards than in the Major degree program. The Honours degree may be pursued on a part-time basis, although it must be recognized that students will require additional terms to complete degree requirements. Students must complete the degree program within 8 years of gaining initial admission to the Honours program. Failure to complete the Honours degree within the 8-year time limit may require a student to transfer into the Major program.

Students admitted to the Honours program will normally have completed six credit hours of courses from the Faculty of Arts. Students who do not meet this requirement within their first 30 credit hours must do so within the Honours program.

A student will normally begin the Honours program in second year and must meet the entrance requirements set out below. Students in full-time study can expect to complete the prescribed courses in four years. Honours programs lead to either the B.Sc. ~~Geological Sciences~~ (Hons.) ~~in~~ (Geology) ~~or~~, the B.Sc. ~~Geological Sciences~~ (Hons.) ~~(in~~ Geophysics) ~~or the B.Sc. (Hons.) in~~ Environmental Geoscience.

To be eligible for any award granted exclusively on the basis of academic performance, a student must normally be enrolled in a full-time program as defined by the department.

Students must complete the University Written English and Mathematics requirement as described in the, General Academic Regulations, of this Calendar.

Entrance to Honours

To enter the Honours program in Geology~~or~~, Geophysics or Environmental Geoscience, a student must have completed at least 24 credit hours with the minimum Degree Grade Point Average as stipulated in the Entrance and Continuation Requirements Table. In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the degree requirements for Honours Geology~~or~~, Honours Geophysics or Honours Environmental Geoscience. Students who are ineligible to enter Honours with their admission to the Riddell Faculty may establish eligibility the following year on the basis of their second year of academic performance.

Continuation in Honours

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 the performance requirement as stipulated in the Entrance and Continuation Requirements Table. Students who do not meet the minimum performance requirements will be placed on academic warning, probation or academic suspension as outlined in the Faculty Regulations; Academic Warning, Probation, Academic Suspension and Special Students (Academic Standing) in this Chapter. Students who do not maintain this minimum average to remain in the program will be required to withdraw from the Honours program and, if eligible, will be placed in the Major program. Students will have the notation 'Required to Withdraw from the Honours Program' recorded on their transcript.

Failed courses: Students cannot exceed 18 credit hours of failed courses (F's) as calculated on courses applicable to the degree program (DGPA).

Repeating GEOL 4870: The course may be repeated only once after a grade of F.

Program Approval

A Riddell Faculty student advisor in the Faculty Dean's Office must approve a student's ~~Major-Honours~~ program each term. Students must also obtain departmental approval for all revisions to their programs. The Advanced/ Major/Honours Program Approval forms are available on the Riddell Faculty web page (<https://umanitoba.ca/environment-earth-resources/>).

Residence Requirement for Honours Students

A student must successfully complete a minimum of 60 credit hours at the University of Manitoba. The courses used to satisfy the requirement must be acceptable for credit in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Residence requirements apply both to first and second-degree students.

Graduation from Honours

In order to graduate from the Honours Geology ~~and~~, Geophysics or Environmental Geoscience programs, students must complete all degree program and faculty requirements as stipulated in Faculty Regulations and in the additional regulations for Geological Earth Sciences. Students must also achieve the minimum performance requirements as outlined in the Graduation Requirements Table. This is defined for the Honours Geology program as a minimum Degree Grade Point Average of 3.00 on 120 credit hours which constitute the degree, ~~and~~ for Honours Geophysics as a minimum Degree Grade Point Average of 2.80 on the 120 credit hours which constitute the degree and Honours Environmental Geoscience as a minimum Degree Grade Point Average of 3.00 on 120 credit hours which constitute the degree.

Recognition of Academic Merit

First Class Honours

To graduate with **First Class Honours**, a student must achieve a Degree Grade Point Average of 3.50. The term 'First Class Honours' will appear both on the parchment and on the student's transcript.

Honours Program Notes

Double Honours Programs

Double Honours programs may be available. The program must be arranged in consultation with the departments concerned.

Honours Requirements and Options

Students who do not obtain the entrance requirements for the Honours program in their first year but who are interested in obtaining an Honours degree should consult with the department before registering for their second year.

Honours Geology Options

For students who wish to increase the focus of their knowledge, recommended electives are listed below:

Environmental Geoscience:

Course	Title	Hours
<u>BIOL 2300</u>	Principles of Ecology	3
or <u>AGEC 2370</u>	Principles of Ecology	
<u>CIVL 4250</u>	Groundwater Hydrology	4
<u>SOIL 4060</u>	Physical Properties of Soils	3
<u>SOIL 4130</u>	Soil Chemistry and Mineralogy	3
<u>SOIL 4500</u>	Remediation of Contaminated Land	3
<u>GEOL 4370</u>	Global Change	3
<u>GEOG 3390</u>	Introduction to Climate Change and Its Causes (PS)	3
<u>ENVR 2180</u>	Introductory Toxicology	3
or <u>BIOL 2380/AGRI 2180</u>	Introductory Toxicology	

Course	Title	Hours
<u>ENVR 3110</u>	Environmental Conservation and Restoration	3
<u>ENVR 3250</u>	Environmental Assessment	3

Or others approved by the department

(Students are responsible for completion of prerequisites for these courses.)

Honours Geophysics Option

Students who wish to enter the Honours Geophysics Option and have not taken 6 credit hours of introductory ~~Geological-Earth~~ Sciences (eg., GEOL 1340 and one of GEOL 1400, GEOL 1410, or GEOL 1420) may arrange with the department to make up this credit. Students must contact the department during the spring preceding entrance to the Honours program. All course choices in the Honours program should be made after consultation with the coordinator of the Geophysics program.

~~Geological-Earth~~ Sciences Advanced Entry Entrance and Continuation Requirements

Degree Program	Minimum Degree GPA Entrance	Minimum Degree GPA Continuation
Major (Geology, Environmental Geoscience)	2.50 ¹	2.50 ¹
Major (Geophysics)	2.50 ¹	2.50 ¹
Honours (Geology, Environmental Geoscience)	3.00 ¹	3.00 ¹
Honours (Geophysics)	2.80 ¹	2.80 ¹
General (Geological-Earth Sciences)	2.00 ¹	2.00 ¹

¹ In 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.

~~Geological-Earth~~ Sciences Graduation Requirements

Degree Program	Minimum Degree Grade Point Average
Major (Geology, Environmental Geoscience) (120)	2.50
Major (Geophysics) (120)	2.50
Honours (Geology, Environmental Geoscience) (120)	3.00
Honours (Geophysics) (120)	2.80
General (Geological-Earth Sciences) (90)	2.00

Degree Requirements¹

Plan of Study Grid

Year 1		Hours
CHEM 1100	Atomic and Molecular Structure and Energetics (C)	3
CHEM 1120	Introduction to Chemical Techniques ³²	3
ENVR 1000	Environmental Science 1 – Concepts (B)	3
GEOL 1340	The Dynamic Earth (B)	3
GEOL 1400	Time-Trekker's Travelog: Our Evolving Earth	3
MATH 1500	Introduction to Calculus (C) ²³	3
PHYS 1020	General Physics 1 ⁴	3
STAT 1000	Basic Statistical Analysis 1 ⁵	3
Select 6 credit hours from the Faculty of Arts, including a required "W" course		6
Hours		30
Year 2		
GEOL 2390	Environmental Geology	3
GEOL 2440	Structural Geology 1	3
GEOL 2500	Introduction to Mineralogy	3
GEOL 2520	Igneous and Metamorphic Petrology	3
GEOL 2530	Introductory Sedimentary Petrology and Stratigraphy	3
GEOL 2800	Optics and Spectroscopy of Minerals	3
GEOL 2770	Principles of Inorganic Geochemistry	3
GEOL 2060	Introductory Geophysics	3
6 credit hours of electives		6
Hours		30
Year 3		
GEOG 3730	Geographic Information Systems	3
GEOL 3130	Communication Methods in the Geological Sciences	3
GEOL 3420	Engineering Geology	3
GEOL 3450	Hydrogeology	3
GEOL 3490	Glacial Geology and Geomorphology	3
GEOL 3910	Introduction to Field Mapping ⁶	3
SOIL 3600	Soils and Landscapes in Our Environment	3
9 credit hours of electives		9
Hours		30
Year 4		
GEOL 3810	Applied Geophysics	3
GEOL 4260	Applied Geophysics Field Course ⁶	3
GEOL 4870	Honours Thesis	6
Select 9 credit hours of Earth Science Environmental Geoscience Electives		9
9 credit hours of electives		9
Hours		30
Total Hours		120

Footnotes

- ¹ The courses required in this program will satisfy the University Mathematics requirement.
- ² ~~CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700.~~
- ³ ~~CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700.~~
- ⁴ PHYS 1050 may be used in lieu of PHYS 1020.
- ⁵ STAT 1150 may be used in lieu of STAT 1000.
- ⁶ Students will register for GEOL 3910 and GEOL 4260 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.

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).

GEOL 1400 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.

Notes:

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

Earth Sciences Environmental Geoscience Electives

Course	Title	Hours
ENVR 2180	Introductory Toxicology	3

Course	Title	Hours
ENVR 2550	Environmental Chemistry	3
ENVR 3160	Environmental Responsibilities and the Law	3
ENVR 3250	Environmental Assessment	3
ENVR 4180	Ecotoxicological Risk Characterization	3
ENVR 4550	Aquatic Chemistry	3
GEOG 2310	Introduction to Process Hydrology (PS)	3
GEOG 2930	Introduction to Oceanography	3
GEOG 3200	Introduction to Remote Sensing (TS)	3
GEOL 3900	Sedimentology	3
GEOL 4270	Advanced Studies in Earth Sciences	3
GEOL 4280	Instrumental Techniques in Geology	3
GEOL 4370	Global Change	3
GEOL 4810	Geophysical Data Analysis	3

Environmental Geoscience, B.Sc.~~G.Sc.~~ Major

Degree Regulations ~~in for~~ B.Sc. ~~in Geological Sciences~~ (Major) ~~in~~ Geology ~~or~~, Geophysics or Environmental Geoscience.

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 2.50 as indicated in the Graduation Requirements Table. Students must complete all Faculty requirements as well as the University Written English and Mathematics requirement in the General Academic Regulations, in this *Calendar*.

Students admitted to the Major program will normally have completed six credit hours of courses from the Faculty of Arts. Students who do not meet this requirement within their first 30 credit hours must do so within the Major program.

Minor in Another Department

Students in the B.Sc. ~~Geological Sciences~~ have the opportunity to complete a Minor in a subject field that is different than that of the declared major, and which normally consists of 18 credit hours from a department offering this option at the University of Manitoba. Students in the B.Sc. ~~Geological Sciences~~ are not permitted to complete a Minor in ~~Geological Earth~~ Sciences. The Minor requirements are found in the Faculty Regulations. Contact the department and/or a Riddell Faculty student advisor in the Faculty Dean's Office for further information about eligible Minors.

Entrance to the Major

To enter a Major program in Geology ~~or~~, Geophysics or Environmental Geoscience, 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. 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 ~~or~~ the Major in Geophysics or the Major in Environmental Geoscience.

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 2.50 as stipulated in the Entrance and Continuation Requirements Table. 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 the Faculty Regulations.

Failed courses: Students cannot exceed 18 credit hours of failed courses (F's) as calculated on courses applicable to the degree program (DGPA).

Repeating GEOL 4920: The course may be repeated only once after a grade of F.

Program Approval

A Riddell Faculty student advisor (riddell.faculty@umanitoba.ca) in the Faculty Dean's Office must approve a student's Major program each term. Students must also obtain departmental approval for all revisions to their programs. The Advanced/Major/Honours Program Approval.

Graduation in the Major

In order to graduate from the Geology ~~or~~ Geophysics or Environmental Geoscience Major program, students must complete all degree program and faculty requirements as stipulated in the Faculty Regulations and in the additional regulations for Geological Earth Sciences. Students must also achieve the minimum performance requirements as outlined in the Graduation Requirements Table. This is defined as a minimum Degree Grade Point Average of 2.50 on 120 credit hours which constitute the degree.

Residence Requirement for Major Students

A student must successfully complete a minimum of 60 credit hours at the University of Manitoba. The courses used to satisfy the requirement must be acceptable for credit in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Residence requirements apply both to first and second-degree students.

Recognition of Academic Merit

Degree with Distinction

To obtain a degree with distinction a student must achieve a minimum 3.50 Degree Grade Point Average on all courses constituting the Major degree. The term 'Degree with Distinction' will appear both on the parchment and on the student's transcript.

Geological Earth Sciences Advanced Entry Entrance and Continuation Requirements

Degree Program	Minimum Degree Grade Point Average
Major (Geology, <u>Environmental Geoscience</u>) (120)	2.50
Major (Geophysics) (120)	2.50
Honours (Geology, <u>Environmental Geoscience</u>) (120)	3.00
Honours (Geophysics) (120)	2.80
General (<u>Geological Earth</u> Sciences) (90)	2.00

¹ In 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.

Geological Earth Sciences Graduation Requirements

Degree Program	Minimum Degree Grade Point Average
Major (Geology, <u>Environmental Geoscience</u>) (120)	2.50
Major (Geophysics) (120)	2.50
Honours (Geology, <u>Environmental Geoscience</u>) (120)	3.00
Honours (Geophysics) (120)	2.80
General (<u>Geological Earth</u> Sciences) (90)	2.00

Degree Requirements¹

Plan of Study Grid

Year 1		Hours
CHEM 1100	Atomic and Molecular Structure and Energetics (C)	3
CHEM 1120	Introduction to Chemical Techniques ³²	3

ENVR 1000	Environmental Science 1 – Concepts (C+)	3
GEOL 1340	The Dynamic Earth (C+)	3
GEOL 1400	Time-Trekker's Travelog: Our Evolving Earth	3
MATH 1500	Introduction to Calculus (C) ^{2,3}	3
PHYS 1020	General Physics 1 ⁴	3
STAT 1000	Basic Statistical Analysis 1 ⁵	3
Select 6 credit hours from the Faculty of Arts, including a required “W” course		6
Hours		30
Year 2		
GEOL 2390	Environmental Geology	3
GEOL 2440	Structural Geology 1	3
GEOL 2500	Introduction to Mineralogy	3
GEOL 2520	Igneous and Metamorphic Petrology	3
GEOL 2530	Introductory Sedimentary Petrology and Stratigraphy	3
GEOL 2800	Optics and Spectroscopy of Minerals	3
GEOL 2770	Principles of Inorganic Geochemistry	3
GEOL 2060	Introductory Geophysics	3
6 credit hours of electives		6
Hours		30
Year 3		
GEOG 3730	Geographic Information Systems	3
GEOL 3130	Communication Methods in the Geological Sciences	3
GEOL 3420	Engineering Geology	3
GEOL 3450	Hydrogeology	3
GEOL 3490	Glacial Geology and Geomorphology	3
GEOL 3910	Introduction to Field Mapping ⁶	3
SOIL 3600	Soils and Landscapes in Our Environment	3
9 credit hours of electives		9
Hours		30
Year 4		
GEOL 3810	Applied Geophysics	3
GEOL 4260	Applied Geophysics Field Course ⁶	3
Select 15 credit hours of Earth Science Environmental Geoscience Electives		15
9 credit hours of electives		9
Hours		30
Total Hours		120

Footnotes

¹ The courses required in this program will satisfy the University Mathematics requirement.

² ~~CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120. MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700.~~

³ ~~CHEM 1122 and CHEM 1126 may be used in lieu of CHEM 1120.~~ MATH 1230, MATH 1510 or MATH 1520 may be used in lieu of MATH 1500; or MATH 1690 may be used in place of MATH 1500 (or equivalent) and MATH 1700.

⁴ PHYS 1050 may be used in lieu of PHYS 1020.

⁵ STAT 1150 may be used in lieu of STAT 1000.

⁶ Students will register for GEOL 3910 and GEOL 4260 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.

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).

GEOL 1400 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.

Notes:

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

Earth Sciences Environmental Geoscience Electives

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ENVR 4550	Aquatic Chemistry	3
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GEOG 2930	Introduction to Oceanography	3

Course	Title	Hours
GEOG 3200	Introduction to Remote Sensing (TS)	3
GEOL 3900	Sedimentology	3
GEOL 4270	Advanced Studies in Earth Sciences	3
GEOL 4280	Instrumental Techniques in Geology	3
GEOL 4370	Global Change	3
GEOL 4810	Geophysical Data Analysis	3



May 10, 2021

Via Email to – Alfredo Camacho – Alfredo.Camacho@umanitoba.ca

Alfredo Camacho
Department of Geological Sciences
University of Manitoba
125 Dysart Road
Winnipeg, Manitoba R3T 2N2

Re: Endorsement for the University of Manitoba – Department of Earth Sciences

Dear Alfredo Camacho:

The purpose of this letter is to fully endorse the Department of Geological Science changing its name to the Department of Earth Sciences and to support the University of Manitoba's introduction of the Environmental Geoscience Program. I graduated from the University of Manitoba in 1999 and have over 20 years of experience in the mineral resources industry.

I support these changes in response to the current political climate and the environmental concerns of the public. Earth Sciences are highly relevant to societal and environmental issues. The introduction of the Environmental Geoscience Program will serve to improve the public's perception of the geosciences by promoting it as a highly economically viable and innovative career path. Geologists are not only involved in finding high-grade resources, but their expertise is critical in almost every aspect of adding value to the resources and assets, including engineering, environmental management, and community relations.

I fully recommend the University's Department name change to the Department of Earth Sciences and support the program proposal for the Environmental Geoscience Program. Please do not hesitate to contact me with any questions.

Yours truly,

A handwritten signature in black ink, reading "Shastri Ramnath".

Shastri Ramnath, B.Sc. (Hons), M.Sc., MBA (Exec), P.Geo
President, & CEO **Exiro Minerals Corp.**; Non-Executive Chair, **Orix Geoscience Inc.**
Shastri.Ramnath@orixgeo.com, Cell: 647-382-5137

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Office of the Dean
256 Agriculture Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 6026
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Alfredo Camacho
Head, Department of Geological Sciences,
University of Manitoba,
125 Dysart Rd,
Winnipeg, Manitoba, R3T 2N2
CANADA

May 10, 2021

Dear Dr Camacho

I am writing in support of the proposal by the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba to introduce a program in Environmental Geoscience.

An understanding of the basic processes in earth sciences is critical to a number of issues in agriculture, such as the development and maintenance of soil health, processes of agricultural remediation of post-industrial land, and the impact of climate change on agricultural productivity (positive and negative in the case of western Canada) and its potential to spread pests and infestation.

There will be a number of benefits of such a program to students in the Faculty of Agricultural & Food Sciences. Students in our degree programs will have access to courses delivered in the program, and their interactions with students taking the Environmental Geoscience will be a component of peer-to-peer learning to help challenge nascent ideas and help our students formulate new solutions for agricultural challenges. Secondly, students in the Environmental Geoscience program will be able to take Soil Science courses, thus potentially eliciting interest from Environmental Geoscience students to pursue graduate studies in the Faculty of Agricultural & Food Sciences. As a result, a segment of entrants to skilled work in Manitoba's agricultural industry will have a good interdisciplinary mix of agriculture and environment.

Studies in both agriculture and the environment have much in common, and Manitoba's future skilled workforce will benefit from the type of interdisciplinary knowledge generated by the Environmental Geoscience program. I hope that it can be supported.

Yours sincerely,

Martin Scanlon, C&G, Ph.D.
Dean
Faculty of Agricultural and Food Sciences



March 16, 2021

Dear Dr. Frederiksen:

Engineers Geoscientists Manitoba enthusiastically endorses the creation of a new Environmental Geoscience program created within the Department of Geology at University of Manitoba. We are also happy to hear that the program is designed to be compliant with the Geoscience Canada knowledge standard – a standard which has been adopted as the academic requirement for geoscientists wishing to register not only with our Association but with other provincial associations as well.

There is no question that Environmental Geoscience is an important field in Manitoba and unfortunately, in the past, environmental geoscientists have been required to go outside Manitoba in order to obtain the requisite academic requirements to practice their discipline.

Having a university program which allows them to take advantage of the education here will allow more of these individuals to stay in the province and to provide the services that are needed by our province – particularly in the area of environmental remediation, nutrient removal in Lake Winnipeg, and removal of pollutants from mine tailings.

The Association wishes you all the best in a successful launch of a new course offering.

Please contact me if you require any additional information from Engineers Geoscientists Manitoba.

Sincerely,

Sharon Sankar, P.Eng., P.E.
Director of Admissions, Engineers Geoscientists Manitoba

April 22, 2021
File: 111499000

Attention: Dr. Alfredo Camacho, Head
Department of Geological Sciences
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Camacho,

Reference: Department of Geological Sciences Environmental Geoscience Program

This letter serves to express support for the new Environmental Geoscience program proposed by the Department of Geological Sciences at the University of Manitoba. Over my 23-year career as a consultant, I have noted a growing emphasis by our clients (both private and public sector) on project teams consisting of personnel with professional designations – i.e., Requests for Proposals making mandatory P.Eng./P.Geo. professionals to be involved in, and take responsibility for, project designs and deliverables. As a Professional Geoscientist registered with Engineers Geoscientists Manitoba (EGM) and the Operations Leader for Stantec Consulting Ltd.'s Environmental Services Group (Manitoba, Saskatchewan, and Northwestern Ontario), our recruiting in Manitoba is increasingly focusing on new hires that are members-in-training with EGM and/or have the potential for registration to allow us to build succession as we bid/win/undertake a wide variety of engineering and environmental projects. Additionally, as a supervisor to members-in-training at Stantec and having sat on the EGM Registration Committee as a P.Geo. reviewing and approving applications and work experience reports from other members-in-training, I have seen first-hand some struggles (specifically for those in consulting) to demonstrate education and work experience that aligns to EGM registration. On this basis, I see tremendous value in the proposed alignment of the undergraduate program and professional registration. A B.Sc. degree that provides students with a strong geologic background and an environmental focus is well suited to the consulting industry and an Environmental Services career.

Having reviewed the proposed Environmental Geoscience program, I find it well aligned with the requirements for professional registration with EGM, as well as preparing geoscience graduates for projects that they will undertake (at least in a consulting career). The EGM offers three streams for registration (Geology, Geophysics and Environmental Geology) and, currently, the Department of Geological Sciences offers undergraduate programs in Geology and Geophysics. This new program will enable students to register under the Environmental Geology stream, which is honestly much more valuable to the consulting industry as it really fits with our multidisciplinary project portfolio. Graduates of this program will have the skills required to conduct environmental assessment, site monitoring and remediation, and groundwater evaluation, which are essential to the environmental consulting industry. I recall in my first year of consulting (while still working on my M.Sc. at the University of Manitoba in the Department of Geological Sciences under Dr. Norman Halden) desperately wishing that I had had some exposure/education relating to groundwater and soils in my undergraduate years. The required courses on Engineering Geology (GEOL 2390), Hydrogeology (GEOL 3450), Geographic Information Systems (GEOG 3730), and Soils and

Reference: Department of Geological Sciences Environmental Geoscience Program

Landscapes in our Environment (SOIL 3600) - as just a few of the courses being offered in the proposed program – would have been invaluable to my early consulting years.

Our major Environmental Services projects in Manitoba currently relate to either environmental assessment prior to and during resource development and infrastructure improvements, and these types of projects (as well as a wide variety of other industry activities) continue to grow significantly in response to enhanced environmental regulation. By implementing this program, the Department of Geological Sciences is recognizing this growing area for future employment of its graduates and that is absolutely something that this graduate of the Department of Geological Sciences and employer of your graduates can get behind.

Regards,

Stantec Consulting Ltd.



Karen Mathers M.Sc., P.Geo. FGC, PMP
Senior Principal, Environmental Services
Phone: 204-924-5735
Cell: 204-799-6159
karen.mathers@stantec.com

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University of Manitoba Libraries

Statement for New Programme



Faculty Environment, Earth and Resources

Department Geological Sciences

Programme Name Environmental Geoscience

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

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

The new undergraduate programme is made up exclusively of existing courses already supported by the Libraries.

Grace Romund
Environment, earth and resources liaison

Vickie Albrecht
Acting Head, Sciences Division

A handwritten signature in blue ink, appearing to read "Kristen Kruse".

Kristen Kruse
Coordinator, Collections Management

A handwritten signature in blue ink, appearing to read "Lisa Hanson O'Hara".

Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

May 4, 2021

Date

Report of the Senate Committee on Curriculum and Course Changes RE: Major Curriculum Revisions, Bachelor of Social Work, Faculty of Social Work

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. The Bachelor of Social Work program is delivered at four sites, each with a separate admission category or categories, including the Fort Garry Social Work Site, Distance Delivery Social Work Site, Northern Social Work Site (including the Northern Social Work ACCESS Site), and Inner City Social Work ACCESS Site.
3. At its meetings on October 8 and October 29, 2021, the SCCCC considered proposals from the Faculty of Social Work for course changes, major revisions to the Bachelor of Social Work curriculum, and modifications to the Interfaculty Option in Aging.
4. The course and curriculum changes were endorsed by the Faculty Council of the Faculty of Social Work at its meeting on August 9, 2021. The Senate Planning and Priorities Committee (SPPC) also considered the proposals at its meeting on August 30, 2021.
5. The Senate Committee on Admissions considered corresponding changes to the requirements for admission to the B.S.W. at its meeting on January 25, 2021.

Observations

1. The Faculty of Social Work is proposing the deletion of twenty (20) courses, the introduction of forty-four (44) courses and the modification of five (5) courses, as outlined in the attachments to this Report, for a net increase of 64.5 credit hours of course offerings. The course deletions would be made over a period of five years, beginning in 2023. New courses would be introduced effective for the 2023 and 2024 Fall Terms, and course modifications would take effect in the 2023 Fall Term.
2. Courses to be added to the Recommended Introductory Course List, effective Fall 2023:
SWRK 1200 Introduction to Canadian Social Welfare 3 cr
SWRK 1220 Social Justice, Diversity and Human Rights 3 cr
SWRK 1230 Community Health and Well-Being: Imagination for Social Work Practice 3 cr
SWRK 1240 Social Work and Professional Identity 3 cr
SWRK 2030 Communication and Relational Skills in Social Work 3 cr
3. Courses to be removed from the Recommended Introductory Course List:
SWRK 2080 Interpersonal Communication Skills 3 cr (effective Fall 2023)
SWRK 1310 Introduction to Social Welfare Policy Analysis 3 cr (effective Fall 2024)
4. The Faculty is proposing modifications to the programs listed below, including major modifications to the B.S.W. degree, as detailed in the attachments to the Report. The curriculum changes will take effect for the 2023 Fall Term. The revised B.S.W. curriculum would be implemented over two years, beginning in the 2023/2024 Academic Session.
 - Bachelor of Social Work

- Interfaculty Option in Aging
5. The B.S.W. curriculum would be restructured to replace a traditional model that separates theory, policy, and practice courses, with one that integrates these things across courses in the curriculum. The revised curriculum would continue to require 123 credit hours, including 75 credit hours of Social Work courses. The 75 credit hours of Social Work courses would include sixteen core courses (48 credit hours), two field courses (12 credit hours), two integrative seminars (3 credit hours), and four practice-focused electives (12 credit hours).
 6. A reduction in credit hours for field courses, from 24 to 12 credit hours, is consistent with other B.S.W. programs in Canada. It would lead to a reduction in field contact hours from 840 to 780 hours and would make room for the larger number of core course requirements (increasing from 36 to 48 credit hours).
 7. The new core courses would be organized into four domains that reflect the Faculty's vision, mission, and values for the B.S.W. program, including: Social Justice, Rights, Diversity; Indigenization, Decolonization, Reconciliation; Social Work Professional Ethics and Identity; and Community Well-being and Practice.
 8. A requirement for four practice-focused electives, which would replace the current requirement for two field focus courses (SWRK 4200 and SWRK 4300), would give students greater flexibility to complete courses in line with their areas of interest or academic or career goals. The Faculty will introduce twenty-three (23) Social Work electives that will cover current topics of interest in various areas of social work practice, including social, clinical, community, and policy practices with various marginalized populations that social workers serve in the community. Building on content and knowledge provided in the core courses, the electives would deepen students' knowledge and practices skills, to prepare them for Social Work careers.
 9. Consistent with an accreditation requirement, the revised curriculum would continue to include 48 credit hours of non-Social Work courses. Different than the current curriculum, which provides for 48 credit hours of non-Social Work electives, the revised curriculum would include both required and elective non-Social Work courses, including specific course requirements that would be completed prior to admission, in a Pre-admission Year (University 1), for the Fort Garry, Distance Delivery, and Northern Social Work Sites, or during Year 1, following Direct Entry admission to the Northern Social Work ACCESS and Inner City Social Work ACCESS Sites.
 10. The revised curriculum was developed to meet the Canadian Association of Social Work Education's (CASWE) 2014 accreditation standards. The Faculty, which will undergo an accreditation review in 2022, is confident the revised curriculum aligns with CASWE's *Educational Policies and Accreditation Standards (EPAS) for Canadian Social Work Education*, which were approved in April 2021.
 11. Students admitted to the B.S.W. prior to the Fall 2023 would have the option to either complete the current curriculum or transfer to the revised curriculum. The Faculty has included a transition plan that describes how students would be able to use new and/or existing courses to meet the requirements of either curriculum. Several spanned and 12 credit hour courses, including SWRK 3150 Field Instruction 1, SWRK 3152 Prior Learning Assessment and Recognition of Field Practice, and SWRK 4120 Field Instruction 2, would be retained for a maximum of nine years, to allow continuing students to meet the requirements for the current program.
 12. The course requirements for the Interfaculty Option in Aging would be modified to reflect proposed course deletions and introductions, as detailed in the proposal. Consequently,

the number of credit hours required for the Option would decrease from 24 to 19.5 credit hours, given the new field instruction courses (SWRK 3240 Field Instruction 1; SWRK 4350 Field Instruction 2) would be 6 credit hours, rather than 12, and the 3 credit hour field focus courses would be replaced by 1.5 credit hour integrative seminar courses (SWRK 3220 Integrative Seminar 1; SWRK 4240 Integrative Seminar 2).

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve course and curriculum changes proposed by the Faculty of Social Work, effective for the 2023 Fall Term.

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.

Report of the Senate Planning and Priorities Committee RE: Major Curriculum Changes, Faculty of Social Work

Preamble:

1. The [terms of reference](#) for Senate Planning and Priorities Committee (SPPC) charge the committee to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine credit hours.
2. At its meeting on August 30, 2021, the Committee considered course and curriculum changes proposed by the Faculty of Social Work involving a net increase of 64.5 credit hours.
3. The Faculty Council of the Faculty of Social Work endorsed the proposed course and curriculum changes at its meeting on August 9, 2021. The proposals were also considered by the Senate Committee on Curriculum and Course Changes (SCCCC) when it met on October 8 and October 29, 2021.

Observations:

1. The Faculty of Social Work is proposing the deletion of twenty (20) courses, the introduction of forty-four (44) courses, and the modification of five (5) courses. The overall number of credit hours offered by the Faculty would increase by 64.5 credit hours. Beginning in the 2023 Fall Term, the proposed course deletions would be implemented over a period of five years and course introductions would be implemented over two years, as described in the attachments to the Report. Course modifications would be effective for the 2023 Fall Term.

Five (5) existing courses would be retained, including SWRK 3150 Field Instruction 1, SWRK 3152 – Prior Learning Assessment and Recognition of Field Practice, and SWRK 4120 Field Instruction 2, which would be retained for a maximum of nine years, to allow continuing students to meet the requirements for the program.
2. The Faculty is proposing modifications to the programs listed below, including major modifications to the degree program, as detailed in the attachments to the Report. The revised B.S.W. curriculum would be implemented over two years, beginning in the 2023/2024 Academic Session.
 - Bachelor of Social Work
 - Interfaculty Option in Aging
3. The revised B.S.W. curriculum would continue to require 123 credit hours of coursework. Consistent with B.S.W. programs offered at other Canadian institutions, the number of credit hours of field courses would be reduced from 24 to 12 credit hours, with a corresponding reduction in field contact hours from 840 to 780 hours. Core course requirements would increase from 36 to 48 credit hours. The revised curriculum would also require: 12 credit hours of practiced-focused electives, replacing 12 credit hours of required field focus courses; two 1.5 credit hours of integrative seminars, which would be part of the field instruction and would replace 3 credit hours of open electives; and 48 credit hours of non-social work electives.
4. The B.S.W. curriculum would be restructured to replace a traditional model that separates theory, policy, and practice courses, with one that integrates these things

across courses in the curriculum. Additionally, the core courses would be organized into four domains that reflect the Faculty's vision, mission, and values for the B.S.W. program, and include: Social Justice, Rights, Diversity; Indigenization, Decolonization, Reconciliation; Social Work Professional Ethics and Identity; and Community Well-being and Practice.

5. The Faculty would not require additional resources, including teaching resources or space, to implement and offer the revised curriculum. One-time costs of developing and implementing new courses for the revised curriculum, which the Faculty has estimated to be \$426,000, would be covered using existing, accumulated revenue. At the August 30th meeting, Faculty representatives indicated the first phase of this work, which involved the development of outlines and course design, had been completed. In the second phase, to be undertaken following Senate approval of the course and curriculum changes, instructors would finalize course content and outlines and develop syllabi for distance education courses.
6. It would be necessary to fill a 0.6 FTE faculty position, to support the introduction of twenty-three (23) practice-focused elective courses. The Faculty would meet this need by filling four vacant positions resulting from recent retirements. If it was not possible to do so before the revised curriculum was implemented for the 2023/2024 Academic Session, the Faculty would use resources available due to the vacancies to hire Sessional Instructors (\$16,100 annually) to carry out this teaching. The Faculty would also manage the resources required to deliver the elective courses by offering them on a two-year rotational basis and requiring a minimum enrolment of 25 students for a course to be scheduled.
7. The Faculty would allocate \$80,000 annually for miscellaneous technology-related supplies.
8. Costs related to the use of smart classrooms located on the Fort Garry Campus, to allow for synchronous, remote delivery of some 4000- level elective courses, for students across all three B.S.W. delivery sites (Fort Garry; Inner City Social Work; Northern Social Work; Distance Delivery), would be borne by the Centre for the Advancement of Teaching and Learning.
9. The Library indicated that it could support the proposed course introductions and modifications with its current collections.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning major curriculum changes proposed by the Faculty of Social Work, effective for the 2023 Fall Term.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

Executive Summary

Faculty of Social Work - August 2021

Introduction

The Faculty of Social Work (FSW) is one of the over 70 social work programs in Canada. The Bachelor of Social Work (BSW) is offered and delivered at 3 physical sites – Winnipeg (Fort Garry & Inner City), and Thompson, MB (Northern), as well as by via Distance Delivery for students living outside of Winnipeg. It is a professional program typically taking three years to complete; it includes a 4-year ACCESS option, which provides holistic support to qualifying students, as well as a Condensed 2-year option.

The BSW program is accredited by the *Canadian Association of Social Work Education* (CASWE) which is a national professional association. The present BSW curriculum revision closely follows the core learning objectives (LOs) specified by the CASWE accreditation standard A and a full accreditation granted by the CASWE is eight years. Our Faculty of Social Work BSW program was granted a full accreditation in 2013. The self-study report is due November 2021 for the accreditation to take place in 2022. Our accreditation falls into CASWE's 2-year transition period of a new policy and accreditation standard recently approved by the CASWE Board of Directors. Since our work of this curriculum proposal was started with [2014 Accreditation Standards](#), we continued to follow those as the set of core learning objectives to align the new curriculum. We anticipate the new BSW curriculum content will be robust enough to synchronize with the revised CASWE accreditation standards. Our conceptualization of the new curriculum aligns well with the direction of change in the CASWE core learning objectives, specifically in terms of decolonization, focus on Indigenous Knowledges (CASWE "[Statement of Complicity and Commitment to Change](#)" to ensure social work education in Canada contributes to transforming Canada's colonial reality), and strengthened capacity in working with marginalized communities. This alignment will be reconsidered upon review of our final accreditation report following their anticipated scheduled visit in 2022 or possibly 2023 (due to Covid impacted delays).

According to the CASWE standard SB/M 2.1.4, within the policies and standards of its parent university, the academic unit has a decisive voice in:

- i. Determining structure,
- ii. Decision-making policies,
- iii. Initiating, administering, extending or curtailing its own programs, and
- iv. Hiring faculty and professional staff.

(Source: [CASWE-ACFTS.Standards-11-2014-1.pdf](#))

The curriculum revision work started in 2019 (Please refer to the Methodology section about the work undertaken by the Working Group on BSW curriculum review). We are requesting the BSW curriculum to be implemented in Fall of 2023 together with the new

Admission policy. This gives a two-year window for the Faculty to hire new faculty members to meet the teaching needs of the revised curriculum. This year we have hired two full-time faculty members at Fort Garry and three full-time at Inner City Social Work Program located in William Norrie Centre (ICSWP) . There is currently a plan to hire another three at the Fort Garry campus and one in the Northern program.

The Faculty of Social Work has a community advisory committee that meets bi-annually to provide advice to the Faculty. Members of the advisory group were invited to all consultations of the BSW program change and the Associate Dean Undergraduate (ADU) provided reports on updates on these changes in every advisory committee meeting. The Faculty of Social Work also works in partnership with the *Manitoba College of Social Workers* (MCSW) as BSW graduates who want to practice social work in Manitoba must register with this provincial regulatory body to obtain the designation of “RSW” (Registered Social Worker). Though the MCSW has no jurisdiction over the curriculum and program design of the BSW, we have worked closely with this regulatory body during this process. The Executive Director of MCSW is a member of the Faculty of Social Work Faculty Council and has been a core member of the Working Group on BSW curriculum review. Another staff member from MCSW also joined various consultation meetings.

Methodology

The BSW Program Committee is the main program curriculum committee under Faculty Council to ensure that academic standards are successfully maintained at all delivery sites. It is also responsible for ensuring that BSW students, no matter with what delivery mode or where they are undertaking the BSW degree, are indeed receiving a “standard” curriculum. The BSW Committee has the responsibility for ensuring that all of the same sections of BSW courses have the same course learning objectives aligned with the BSW program goals and student learning outcomes. The BSW Program Committee meets monthly on the second Friday of the month for 10 months during a calendar year.

Due to the intensity and complexity of the BSW program change, the Faculty of Social Work appointed a Working Group in September 2019. The Working Group on BSW Curriculum Review (called Working Group in this document) has been the key driving force for this BSW curriculum revision. This group was charged with using the feedback from stakeholders, students, and faculty to envision a new BSW structure and as well as organize course content to align with the program learning objectives stipulated in the 2014 CASWE Accreditation Standards. The group was tasked by the Faculty Council to produce a blueprint for the new BSW curriculum which was submitted to the BSW Program Committee for discussion and motion. The BSW Program Committee then proposed the motions to Faculty Council for endorsement at every stage. The approximately 30 motions over the course of the past 18 months, were concluded in the

June 25, 2021 Faculty Council meeting. These motions support the foundational components of the BSW program change proposal to Senate committees.

The Working Group is mainly composed of the BSW program committee faculty representatives. There is representation from all four delivery units of the BSW program, namely Fort Garry, Inner City Social Work Program (ICSWP), Distance Delivery (DD), and Northern Social Work Program (Northern). Director of MCSW Barb Temmerman participated throughout the two-year period with the Working Group. The Working Group originally composed of M. Khan, D. Halonen, P. Lezard, D. Delay, M. Bonnycastle, T. Bone, R. Souleymanov, J. Churley, K. Thompson, L. Phyfe (educational specialist), and chaired by ADU M. Cheung. In 2020 T. Bone resigned from the Working Group while P. Lezard left the faculty position at ICSWP. Following their departure, the Working Group added J. Mulvale and E. Milliken, who represents Inner City Social Work Program. The membership of the Working Group has not changed since 2020.

Students have been invited to join the Working Group and they participated throughout the planning process via consultation meetings (Oct 2019, Dec 2019, Nov 2020, Dec 2020), the BSW Program Committee and Faculty Council (particularly in 2021 each Faculty Council meetings had where at least two BSW students from different program sites joined and contributed their ideas). SWSA sent 5 representatives to participate in the first consultation held in Oct 25, 2019. Town halls were held in December 2020 and with different delivery sites in 2020 and early 2021. The ADU also reached out to SWSA conducting two presentations of the new curriculum during their business meetings and solicit views (one at the beginning of the review process in late 2019 and one close to the end in 2021).

The reconceptualized BSW curriculum was partially informed by a 2018 needs assessment study. This was sent to faculty and instructors, students, and community members to assess the need for the BSW curriculum change. The key recommendations from this needs assessment study - Indigenous Knowledges and Practice, Racialized Communities, and Anti-Oppressive Practice were captured in the revised curriculum. With the newly appointed Working Group, the ADU organized two visioning sessions on the curriculum review. One was the October 2019 faculty/student Visioning Day. About 40 participants were divided into few rounds of discussion groups to envision the following three questions:

1. How can we prepare our BSW graduates to respond rather than react to the needs in the community (in a Manitoba context)?
2. What does the generalist BSW education mean to you? (What is missing? What are being included and what are being excluded in your view?)
3. How do we prepare our BSW students to become good Treaty People?

The full day of discussions laid the foundation of the new visioning of the BSW curriculum. The information gathered from the October visioning day was immediately processed and further discussed with community members in December 2019 with

approximately 90 people in attendance in 10 round-table discussions on the following questions:

- How do we bring transformation and change?
- How do we thread through Indigenous knowledge into the BSW curriculum?
- How do we integrate theory, practice, policy and research in the BSW curriculum that can address the needs of the Manitoban community?
- How to help BSW students to situate themselves in their respective communities and linking the global and local perspectives?

The 90 participants who attended this meeting at Canad Inns Destination Centre Polo Park in Winnipeg included faculty and instructors (full-time, part-time), students and alumni of the BSW program, professor emeritus of the faculty who were retired in recent years, and community members from various social service sectors.

In January 2020, the Working Group on BSW Curriculum Review processed the information from that event and compiled it into four themes, which were eventually conceptualized as the four domains into which the core courses were organized. Together with the elective courses and field, six members from the Working Group volunteered to lead each of these domains:

Domains	Domain Leads
Social Justice – Rights – Diversity	Dr. Mohammad Khan
Indigenization – Decolonization – Reconciliation	Prof. Deana Halonen
Social Work Professional Ethics & Identity	Dr. Marleny Bonnycastle
Community Well-being & Practice	Dr. Rusty Souleymanov
Electives	Dr. David Delay
Field	Prof. Katie Thompson

Based on the information compiled and analyzed from the above-mentioned consultations, the Working Group developed a BSW program vision, mission, and value statements (passed by Faculty Council in January 2020) which served as the compass for designing the new BSW program structure and curricular content. The Working Group met weekly or bi-weekly, and spent a full six-month period to develop a new program structure for an initial faculty consultation in June 2020, followed by an intensive faculty discussion in early November 2020. During the month of November

2020, each Domain Lead held consultation sessions with a dozen or more faculty members and students (a total of six consultative sessions) to closely examine the course objectives and content coverage of the courses designed under each domain.

Two town halls were held in early December 2020 – one for community members and one for students. The community town hall was attended by 75 participants, mostly from Indigenous social service agencies and the immigrant/refugee service sectors. After which, two respective community advisory groups were formed to intensively develop out the course topics and content in the respective areas – Indigenous and Immigrant/Refugee. The Indigenous advisory group consisted of faculty members, elders, knowledge keepers and students. The advisory group of the Immigrant/Refugee sector is composed of community members, alumni, and faculty members.

Taking the feedback from these sessions with other faculty and community, a faculty member served as a course facilitator to more fully articulate and develop the course objectives and units as well as identify potential readings and assignments for the 16 new core courses and 23 new elective courses. The field coordinators also collaborated to modify the field courses to reflect the changes in the curriculum and design the new integrative seminars. The course development was a participatory process through which the Working Group identified gaps or populations that were not covered and adjusted the curriculum to include those groups or moving what had initially been an elective to core courses, for example, Immigrants and Refugees and 2SLGBTQ+ courses. The new course outlines, including learning objectives and topics, were completed in April 2021 to allow for student and faculty feedback and were endorsed by the Faculty Council at the June 25, 2021 meeting.

Values and principles of the Proposed New BSW Curriculum

The most recent International Association of Schools of Social Work (2014) global definition of social work is the framework for determining the values and principles of the new BSW curriculum:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.”

As mentioned above, the Working Group developed the vision, mission, and value statements which was passed by the FSW Faculty Council in January 2020. Additionally, the following University of Manitoba and Faculty of Social Work statements guided the foundation of the BSW curriculum revision:

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

In the Faculty of Social Work, we are committed to decolonization, reconciliation and Indigenous resurgence. We are all Treaty people willing to live up to treaty commitments, recognizing past and current harms by the Social Work profession, working to repair relationships, and appreciating common and diverse practices among all treaty people.

BSW Vision Statement

Social work excellence towards just societies, connected communities and enhanced well-being.

BSW Mission Statement

Our Generalist BSW degree program prepares social work professionals to engage in practices designed to transform unjust social arrangements, advance human and environmental rights, promote diversity and enhance well-being.

BSW Program Values

1. **SOCIAL JUSTICE** - We commit to the transformation of inequitable social arrangements toward achieving well-being for all and acknowledge experiences of exclusion and marginalization are the harmful results of unchecked privilege and acts of oppression.
2. **RELATIONALITY and RIGHTS-BASED** - We respect and advocate for the rights for all beings. We recognize the fundamental importance of the relationship among all beings and the earth as the natural environment upon which we all depend.
3. **INDIGENOUS KNOWLEDGE** - We value the integration of Indigenous knowledges into the curriculum:

- In our course content through readings and assignments addressing decolonizing policies,
 - In our approaches to teaching/learning and evaluation by incorporating cultural teachings and collaborating with knowledge keepers,
 - In our intellectual and social engagement with one another by addressing micro-aggressions as these occur,
 - In our field placements by developing more opportunities within Indigenous-centred social service agencies.
4. **DIVERSITY** - We acknowledge and value, diversity in our environments, with people, in ideas, ideologies, epistemologies, and ontologies.
 5. **CONNECTEDNESS** - We value the meaning community gives to how we organize our lives and how it centrally informs our experience of 'the good life'
 6. **TRANSFORMATION AND CHANGE** - We recognize changing conditions and challenges occurring at local, national and international levels will affect how social work practices unfold.
 7. **ADVOCACY** - We value social workers acting as change agents to address perpetual injustices in society and recognize the CASW code of ethics and professional standards as guides to practice.
 8. **PRACTICE/PROFESSIONALS** - We value the active reflection and integration of academic knowledge and skills with professional practice. We value field practice as a signature pedagogy of social work education.
 9. **RESEARCH** - We value engagement with research and inquiry as an essential way to enhance practice.

The above value statements and collected data from the various faculty and community consultations set the parameters of four domains (indicated in the table below); these formed the basis upon which to organize and develop the courses in the new curriculum.

DOMAINS FOR BSW REVISION	RELATED VALUE STATEMENTS
Social Justice – Rights – Diversity	TRANSFORMATION AND CHANGE - We recognize changing conditions and challenges occurring at local, national and international levels will affect how social work practices unfold.

	<p>SOCIAL JUSTICE - We commit to the transformation of inequitable social arrangements toward achieving well-being for all and acknowledge experiences of exclusion and marginalization are the harmful results of unchecked privilege and acts of oppression.</p>
	<p>RELATIONALITY and RIGHTS-BASED - We respect and advocate for the rights for all beings. We recognize the fundamental importance of the relationship among all beings and the earth as the natural environment upon which we all depend.</p>
	<p>DIVERSITY We acknowledge and value diversity in our environments, with people, in ideas, ideologies, epistemologies, and ontologies.</p>
<p><i>The Social Justice-Rights-Diversity Domain</i> This domain, one of four, is understood best as the first pillar of our BSW program. Its focus is on developing student understanding of social justice as an outlook and practice that is grounded by an appreciation of relationality in the lives of those who engage in social work and with social workers, shaped by an acknowledgement of rights-based social contracts, and enhanced through an embrace of diversity. Specific courses and other course content address these three primary values identified in our BSW program values statement are included in this domain. Additionally, this domain incorporates values related to</p> <p>Transformation and Change, as well as Research.</p>	
<p>Indigenization – Decolonization – Reconciliation</p>	<p>INDIGENOUS KNOWLEDGES - We value the integration of Indigenous knowledges into the curriculum:</p> <ul style="list-style-type: none"> • In our course content through readings and assignments addressing decolonizing policies, • In our approaches to teaching/learning and evaluation by incorporating cultural teachings and collaborating with knowledge keepers, • In our intellectual and social engagement with one another by addressing micro-aggressions as these occur, • In our field placements by developing more opportunities within Indigenous-centered social service agencies.
<p><i>The Indigenization-Decolonization-Reconciliation Domain</i></p> <p>This domain, one of four, is understood best as the second pillar of our BSW program. Its focus is on developing student awareness and understanding in the</p>	

<p>following areas: 1) the impact of colonization (for both Indigenous and Settler peoples), 2) approaches and actions of decolonization and Indigenous resurgence, and 3) social work practices toward achieving sustainable reconciliation between Indigenous and Non-Indigenous peoples.</p> <p>Specific courses and other course content addressing this value identified in our BSW program values statement are included in this domain. Additionally, this domain incorporates values related to Transformation and Change as well as Research.</p>	
Social Work Professional Ethics & Identity	ADVOCACY - We value social workers acting as change agents to address perpetual injustices in society and recognize the CASW code of ethics and professional standards as guides to practice.
	PRACTICE/PROFESSIONALS - We value the active reflection and integration of academic knowledge and skills with professional practice. We value field practice as a signature pedagogy of social work education.
	RESEARCH - We value engagement with research and inquiry as an essential way to enhance practice.
<p><i>The Social Work Professional Ethics & Identity Domain</i></p> <p>This domain, one of four, is understood best as the third pillar of our BSW program. Its focus is on developing students' awareness and appreciation for social work as a profession, the formation of one's professional identity and commitment to ethical practice with specific attention given to our social work role as advocates for others.</p> <p>Specific courses and other course content addressing these values as identified in our BSW program values statement are included in this domain.</p> <p>Additionally, this domain incorporates values related to Transformation and Change as well as Research.</p>	
Community Well-being & Practice	CONNECTEDNESS - We value the meaning community gives to how we organize our lives and how it centrally informs our experience of 'the good life'
	PRACTICE/PROFESSIONALS - We value the active reflection and integration of academic knowledge and skills with professional practice. We value field practice as a signature pedagogy of social work education.
<p><i>The Community Well-being & Practice Domain</i></p> <p>This domain, one of four, is understood best as the fourth pillar of our BSW program. Its focus is on developing students' awareness, understanding, and competence in contributing to well-being at the community level first and then with the constituent elements of communities (groups, families, couples and individuals), and the</p>	

institutions which serve to enhance community. Informed by theories and traditional teachings of 'the good life' – our commitment to fostering well-being begins with a promise to ensure our own well-being as practicing and developing professionals, faculty and students alike. Specific courses and other course content addressing these values as identified in our BSW program values statement are included in this domain. Additionally, this domain incorporates values related to **Transformation and Change** as well as **Research**.

The following philosophical tenets need to be made explicit to understand the new BSW curriculum:

1. The new curriculum adheres to the CASWE standard that BSW program is a generalist social work education. A wide empirical knowledge base is used to assess, conceptualize, and design intervention and evaluation based on a variety of social work theories. Ethical values and critical thinking and analyses continue to be core foundation of the curriculum under an anti-oppressive framework.
2. The new core courses in the BSW curriculum will be organized and guided by the four domains listed above in an integrative manner; keeping in mind there are 3 kinds of Integration:
 - **Vertical** – difficulty level (advancing knowledge/skills), building on the previous courses' content and skills
 - **Horizontal** – connection of one course with other courses across the BSW.
 - For example, horizontal integration between courses in social justice domain, but also courses in other domains communities, families, individual wellbeing.
 - **Contextual** – integration across courses with the current societal, policy and community context.
3. All core courses are conceptualized with an integration of theory, policy, and practice – a key take-away from the community consultations. This new program design is a departure from the current conventional program design of separate courses for theory, policy, and practice.
4. Electives are topical courses that focus on a number of social, clinical, community and policy practices with the wide variety of marginalized populations that social workers serve in the community. The BSW Program Committee will decide which electives topics to offer in a two-year rotational cycle, with highly demand ones being offered more frequently.
5. Field education is still a central and crucial component of the social work curriculum, necessary to connect and extend the theoretical/conceptual classroom learnings with the practice setting and enable students to acquire practice skills.

Program Description - Major Features of Changes in the New BSW Curriculum

1. Structure of the New BSW Curriculum

According to the CASWE standard SB 3.1.2: “The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours.”

The current total of 123 credit hours (CH) for program completion is maintained in the new curriculum. The proportion of social work and non-social work courses is close to the accepted ratio of 60:40 (SWRK to non-SWRK).

Total credit hrs (CH)	123 CH
Non-SW courses	48 CH
Social Work courses	75 CH

EXISTING CURRICULUM	CH	PROPOSED NEW CURRICULUM	CH
Core courses	36	Core courses	48
Field (2 in total, 420 hrs each)	24	Field (2 in total 420 hrs each – inclusive of the Integrative Seminars)	12
		Integrative Seminars 2 @ 1.5 CH	3
Field focus courses	12	Practice-focused Electives (4 courses)	12
Electives	3		
Total	75	Total	75

Most existing courses will be replaced by new course equivalents. As shown in the summary sheet, only five existing courses are retained – SWRK 2650 The Social Aspects of Aging; SWRK 3150 Field Instruction 1; SWRK 3152 Field Instruction 1 (PLAR); SWRK 4120 Field Instruction 2 and SWRK 4050 Selected Topics in Social Work. All other courses will be eventually deleted. The longest that any course is being kept on the books are the field courses which need to be catalogued for nine years; this is the maximum length BSW students are allowed to complete the program. These current field courses will eventually be submitted for deletion to the 4Cs in 2032.

2. Core Courses

Overall, 9 CH (i.e. 3 more courses) have been added to students' core course load, with some having pre-requisites of non-social work courses. The new core courses (categorized by domain) with their pre- and co-requisites are:

Social Justice – Rights – Diversity		Pre or Co-requisite
SWRK 1200	Introduction to Canadian Social Welfare	none
SWRK 2040	Social Welfare Policy: Analysis and Advocacy	SWRK 1200
SWRK 1220	Social Justice, Diversity and Human Rights	none
SWRK 3160	Feminist Perspectives in Social Work practice and Social Welfare Policy	WOMN 1600 & pre/co SWRK 2000
SWRK 2000	Anti-Racist Social Work Practice	SWRK 1220
Indigenization – Decolonization – Reconciliation		
SWRK 1210	Mitakuye Oyasin (We are All Related)	INDG 1200 or INDG 1220 + INDG 1240
SWRK 2010	Indigenization and Decolonization in Social Work	SWRK 1210
SWRK 3190	Social Work Practice with Indigenous Peoples: Towards Reconciliation	SWRK 2010
Social Work Professional Ethics & Identity		
SWRK 1240	Social Work and Professional Identity	none
SWRK 2030	Communication and Relational Skills in Social Work	none
SWRK 3170	Discovering Social Work Research: How knowledge is framed and forging a review	SWRK 2010 & SWRK 1240
Community Well-Being & Practice		
SWRK 1230	Community Health and Well-Being: Imagination for Social Work Practice	none
SWRK 1250	Human Behaviour, Family and Community Well-Being: Theory and Practice	none
SWRK 2020	Community Development and Social Work	none

SWRK 3180	Social Work Practice with Immigrants and Refugees	SWRK 1220 & SWRK 1210
SWRK 3200	Social Work Practice with 2SLGBTQIA+ Communities	SWRK 1220 & SWRK 1210

Compared to the current curriculum, the new curriculum has more Indigenous contents, cultural diversity, and working with specialized populations like immigrant and refugees, 2SLGBTQ+. In addition, the traditional theory – policy – practice knowledge and skills have been integrated among various courses with an anti-oppressive lens. Building students' knowledge and skills on community well-being (how to work with families and groups) is the focus rather than what has been a remedial approach of tackling problems.

Please refer to the course contents of these newly formulated core courses found in the 2-page course outlines.

All core courses are designed to be 3 CH. The existing 6 CH courses (SWRK 2090, SWRK 4210, SWRK 4220) will remain on the book for 5 years. In case of unanticipated transition issues for these courses, the Faculty can run a section of the existing course through Distance Delivery.

3. A new set of elective courses to maximize student choice

Twenty-three new elective 3 CH courses have been formulated from which BSW students choose **four** after they have completed 24 CH of core courses. The following table shows the groupings that organize the electives, but students can freely choose their four electives from any of the groups.

Impact of Social Phenomena on Social Work Practices	
SWRK 4252	Violence in Families: Direct Practice Interventions in Primary Helping Systems
SWRK 4254	Substance Use, Mental Health, and Social Work
SWRK 4256	Trauma-Focused Social Work Practice: Legacies, Development, Post-Traumatic Growth
SWRK 4258	Loss, Grief, Bereavement and Social Work *

SWRK 4262	Homelessness and the Housing Continuum: Ethics of Caring and Community Development
SWRK 4264	Critical and Emergent Practices of Child Welfare
Specialized Practices and Modalities in Social Work	
SWRK 4266	Introduction to Social Work Practice with Groups
SWRK 4268	Creativity and Arts-Based Methods for Social Work Practice
SWRK 4272	Mindfulness and Contemporary Contemplative Practices in Social Work: Cultivating Practice Integrity
SWRK 4274	Wholistic Indigenous Land-Based Practices for Social and Environmental Justice
SWRK 4276	Community Building: Social Work Skills for Outreach, Networking and Connecting
SWRK 4278	Building Knowledge in Social Work: Research Methodologies and Practices
Social Work Practices within Specific Populations	
SWRK 4280	Social Work Practice with Mandated/Justice-Involved Populations
SWRK 4282	Social Work Practice with Older Adults *
SWRK 4284	Disability and Accessibility- Rights, Policies, and Communities
SWRK 4286	Mino Shkaabis with First Nations, Metis, Inuit Children, Youth and Families
SWRK 4288	Mino pimatisiwin in Northern Rural and Isolated Communities focusing on Treaties 5 and 10

SWRK 4290	Inner City Social Work Practice
Policy Impacts on Society and Social Work Practice	
SWRK 4292	Violence in Families: The Practice of Policy Development
SWRK 4294	International Social Work and Global Migration
SWRK 4296	Diversity in Aging: Theory and Policy *
SWRK 4298	Poverty and Inequality: Policy and Social Work Practice
SWRK 4310	Disaster, Risk Reduction and Resiliency: International Social Work Perspectives

The electives represent current topics of interests from various fields of social work practice and social policy areas. Building upon the foundation courses, the electives are to deepen BSW students' knowledge and practice skills to prepare them for future employments. Except for the electives identified for Option in Aging (marked by * in the above table) and electives that may be in highly demand by students, most of the elective topics will be delivered in 2-year rotation to be decided by the BSW Program Committee. Which courses are up in the rotation schedule will be decided on and conveyed to students and student advisors at least one calendar year in advance of registration for a particular term. This will allow the flexibility to consider faculty hires, retirements, leaves etc. Majority of the electives will be delivered in a remote synchronous learning modality to increase accessibility for students across the various program sites.

The elective courses will be open to non-social work students if they have completed more than 54 CH are in good academic standing, and with instructor permission.

This set of elective courses replaces the existing field focus courses (SWRK 4200, SWRK 4300), which will be modified to remove the co-requisite that presently exists between a particular field course (SWRK 3150, SWRK 4120) and a corresponding field focus course (SWRK 4200, SWRK 4300). Instead, the new field instruction courses I (SWRK 3240) and 2 (SWRK 4350) will have SWRK 3220 Integrative Practice Seminar for Field Instruction 1 and SWRK 4240 Integrative Practice Seminar for Field Instruction 2 (1.5-CH courses each) as co-requisites. Replacing the 12 CH of Field Focus courses

with the 12 CH of electives and adding in two 1.5 CH Integrative Seminars has a resource implication of adding in .6 FTE of an instructor from the operating budget. In order to balance the faculty operation budget, an enrollment of 25 students will be required for each elective offered.

4. Field Education with an Integrative Seminar

Field is a “signatory pedagogy” of a social work curriculum. According to the CASWE standard, “The purpose of field education is to connect the theoretical/conceptual classroom learnings with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of program and the influences of its university and local context.” (p 14)

The CASWE standard stipulates:

SB 3.1.2, the field practicum for BSW students is at least 700 contact hours.

At present BSW students fulfil 840 contact hours in two field courses (SWRK 3150 and SWRK 4120 with 12 credit hours respectively). In the new BSW program, students will fulfil 780 contact hours in two field courses (SWRK 3240 and SWRK 4350) with 6 credit hours respectively. This means each field placement will consist of 390 contact hours.

The reduction of credit hours from 12 CH to 6 CH assigned to field courses is to align with the typical number of credit hours assigned to field course among schools of social work in Canada. This reduction in credit hours from field instruction allows for 9 CH more of course work to build and strengthen the foundation knowledge of BSW students.

BSW students can take field courses once they complete 24 CH of core courses (SWRK 1200, SWRK 1210, SWRK 1220, SWRK 2010, SWRK 1240, SWRK 2030, SWRK 1230, and SWRK 1250), the same pre-requisite requirement as electives.

The option of Prior Learning Assessment and Recognition (PLAR) is still available for students who have fulfilled field requirements in prior programs. This is considered a newcourse, SWRK 3250 Prior Learning Assessment and Recognition (PLAR), with new credit hours as the corresponding courses for which students are seeking a recognition of credit, SWRK 3240 Field Instruction 1 and SWRK 3220 Integrative Seminar for Field Instruction 1, have a different number of credit hours than in the past.

The field course structure is laid out in the following tables - the first table below is the schedule for concentrated students (for Fort Garry) and accelerated field students (for the other three units). The second table is the schedule for students on a regular time to completion.

CONCENTRATED / ACCELERATED		SEMINARS
Weeks in Field	Weeks in Field	Seminars Held
1 - 30 hours	2 - 26 hours	Week 2 @ 3 hours
3 - 30 hours	4 - 26 hours	Week 4 @ 3 hours
5 - 30 hours	6 - 26 hours	Week 6 @ 3 hours
7 - 30 hours	8 - 26 hours	Week 8 @ 3 hours
9 - 30 hours	10 - 26 hours	Week 10 @ 3 hours
11 - 30 hours	12 - 26 hours	Week 12 @ 3 hours
13 - 30 hours	14 - 24 hours	Week 14 @ 3 hours

REGULAR STREAM	SEMINARS
Fall Session 14 weeks (195 hours)	September - Seminar 1 (3 hours) October - Seminar 2 (3 hours) November - Seminar 3 (3 hours)
Winter Session 14 weeks (195 hours)	January - Seminar 4 (3 hours) February - Seminar 5 (3 hours) March - Seminar 6 (3 hours) April - Seminar 7 (3 hours)

5. Non-social work credits

In the current BSW program, students can take any non-social work credit to fulfil the 48 CH requirement of non-social work courses. In the revised BSW program, in order to equip students with foundational social sciences knowledge, non-access BSW students need to fulfil credit hours in the subjects specified in the table below before they can be admitted. This change means that in the revised program, for the applicants at Fort Garry, Distance Delivery and Northern (External) sites, out of the 30 CH needed to transfer into the BSW program, at least 18 CH are specifically designated non-social work courses. Access BSW students will need these same 18CH of required courses for program completion. Details of this are referred to in the SCADM proposal for admission changes.

The 48-credit hours of non-social work electives for the revised BSW program are distributed as follows:

NON-SOCIAL WORK ELECTIVES	CREDIT HOURS	REMARKS
WOMN 1600 or equivalent	3 credit hours	Required for non-access social work admission; required for access program completion
FMLY 1010 or PSYC 1200* or equivalent	FMLY 1010 (3) PSYC 1200 (6)	Required for non-access social work admission; required for access program completion
INDG 1220 (3) and INDG 1240 (3) or INDG 1200 (6) or equivalent	INDG 1220 (3) and INDG 1240 (3) OR INDG 1200 (6)	Required for non-access social work admission; required for access program completion.

Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses	Any 6 credit hours	Required for non-access social work admission; required for access program completion.
Any other non-social work electives**	9-12 credit hours	Required for non-access social work admission; required for access program completion Applicants who have completed PSYC 1200 will only require 9 credit hours of non-social work elective courses.
Social Science, Humanities and Indigenous (SS/H/I) courses	12 credit hours	Required for program completion. If non-access students fulfil the required 12 CH in admission in part, they can take any other non-social work electives to make up the total CH required for program completion.
Written English (W) and Mathematics (M) Requirement	6 credit hours	No change from existing requirement. These courses should be fulfilled in the first 60 credit hours of the program for both Access and non-access.

* Applicants who have completed PSYC 1200 will only require 9 credit hours of non-social work elective courses.

**These hours can include Social Sciences, Humanities and Indigenous credits for non-access admission

Statement of Additional Costs, Workload, And/or Supplies

Due to the credit hour difference between current Field 1/2 (24 CH) and new Field 1/2 (12 CH) being replaced by 12 CH of electives, an additional 0.6 FTE instructor will be needed, and this will be accommodated as we will seek to fill vacant faculty positions that have accumulated for the last five years. We have recently hired three assistant professor positions and are looking into hiring five more faculty members this academic year. Through reassigning the work to proper personnel, we think the additional requirements for resources can be met. If this is not feasible in the year 2023, the carryover from infilling academic positions in a timely manner could cover the cost relating to sessional instructors (\$16,100 per year) over three to five years. The Faculty will continue to try to fill academic positions for the next few years so resources will be available.

The costs related to continue to make available the spanned 6 CH courses while new courses are rolled out will be closely monitored so that for a course with low enrollment, students will be encouraged to take equivalent elective courses. Additionally, the course could be offered through the Distance Delivery Program, with the costs relating to instruction are to be paid per the student (\$116.83 per student). This way of payment through our Distance Delivery site will not cause significant cost pressures.

The Faculty is anticipating offering the new 4XXX-level elective courses through a synchronous remote teaching and learning modality. This will allow for students from across all sites to take their elective courses simultaneously without losing peer interaction and the classroom setting experience. To make this learning environment a reality, there is a need to establish a smart classroom at two remote sites, William Norrie Center and the Thompson site. We have applied for funding support from the Learning Space Renewal Committee and Vice Provost of Teaching and Learning, Dr. Mark Torchia, for this upgrade. The need for a smart classroom for the elective course offerings originating from the Fort Garry site will be indicated through OERS regardless if the elective course is originating in Fort Garry or if Fort Garry students are attending a remote session originating at another site. Dr. Torchia has assured us of the availability of smart classrooms on the Fort Garry campus so no funds need to be designated for that site. These smart classrooms will provide the opportunity to engage with students from all sites simultaneously, allowing for greater student enrollment with fewer instructor resource requirements.

We do not require significant resources and space increases due to BSW program modifications.

For other miscellaneous technology-related supply needs, the Faculty has a budget set in the Technology support fund of \$80,000 and will keep a similar funding level year to year.

Total estimated costs for BSW curriculum revision with developing sixteen new core courses, five new field courses and seminars, and twenty-three new electives courses is estimated at \$462,000. The Faculty has allocated the budget for this purpose for a couple of years and has presented the allocation in its budget submission to the Provost's office. Therefore, we don't anticipate any issue with supplying financial support to this very crucial Faculty project.

Degree Maps for All Program Sites

The vision of the revised BSW curriculum described in detail above, has been visually summarized in Degree Maps for all sites below. Depending on their program site, students admitted into the revised BSW program starting in Fall 2023 and after are expected to be able to finish their program in 2-, 3-, or 4-years.

2-year Degree Map Fort Garry Concentrated BSW <i>Admitted with the following 48CH courses complete:</i>					
*INDG 1220 (3CH) *INDG 1240 (3CH) WOMN 1600 (3CH) FMLY 1010 (3CH) (or PSYC 1200**)		12 CH any non-SWRK course 12 CH (9CH**) any Specific Social Sciences and Humanities courses 6CH specific Social Sciences and Humanities courses 6CH Written English (W) & Mathematics (M) Requirement			
1 st Year 30CH (F/W)		Summer 1 12CH	2nd Year 27CH (F/W)		Summer 2 6CH
SWRK 1200 (3)	SWRK 2020 (3)	SWRK elective*** (3)	SWRK 2040 (3)	SWRK 3200 (3)	SWRK 3160 (3)
SWRK 1220 (3)	SWRK 2010 (3)	SWRK elective*** (3)	SWRK 3190 (3)	SWRK 3170 (3)	SWRK 3180 (3)
SWRK 1210 (3)	SWRK 2030 (3)	SWRK elective*** (3)			
SWRK 1240 (3)	SWRK 1250 (3)	SWRK elective*** (3)	SWRK 3240 (6) SWRK 3220 (1.5)	SWRK 4350 (6) SWRK 4240 (1.5)	
SWRK 1230 (3)	SWRK 2000 (3)				

* INDG 1220 (3) and INDG 1240 (3) can be substituted with INDG 1200 (6)

** Applicants who have completed PSYC 1200 (6) will only require 9 credit hours of non-social work elective courses.

*** Pre-requisites for all SWRK Electives & SWRK 3240 Field 1 & SWRK 3220 Integrative Seminar 1: SWRK 1200, 1220, 1230, 1240, 1250, 2010 & 2030

3-year Degree Map Fort Garry, Distance Delivery and Northern External BSW <i>Admitted with 30CH of 48CH non-SWRK credits completed</i>					
*INDG 1220 (3CH) *INDG 1240 (3CH) WOMN 1600 (3CH) FMLY 1010 (3CH) or PSYC 1200 (6CH**)		12 CH any non-SWRK course 6CH specific Social Sciences and Humanities courses			
1 st year 30CH (F/W)		2 nd year 31.5CH (F/W)		3 rd year 31.5CH (F/W)	
SWRK 1200 (3)	SWRK 2040 (3)	SWRK 2000 (3)	SWRK 3160 (3)	SWRK elective (3)	SWRK elective (3)
SWRK 1220 (3)	Written English (W) Requirement course (3)	SWRK 3190 (3)	Mathematics (M) Require ment course (3)	Specific Social Sciences and Humanities elective (3)	SWRK Elective*** (3)
SWRK1210 (3)	SWRK 2010 (3)	SWRK 3170 (3)	SWRK 3180 (3)	SWRK 3200 (3)	SWRK Elective*** (3)
SWRK 1240 (3)	SWRK 2030 (3)	Social Sciences and Humanities Elective (3)	SWRK 2020 (3)	Social Sciences and Humanities elective (3)	Social Sciences and Humanities elective** (if needed) (3)
SWRK 1230 (3)	SWRK 1250 (3)	SWRK 3240*** (6) SWRK 3220*** (1.5)		SWRK 4350 (6) SWRK 4240 (1.5)	

* INDG 1220 (3) and INDG 1240 (3) can be substituted with INDG 1200 (6)

** Applicants who have completed PSYC 1200 (6) will only require 9 credit hours of non-social work elective courses.

*** Pre-requisites for all SWRK Electives and SWRK 3240 Field Instruction 1 & SWRK3220 Integrative Seminar 1: SWRK 1200, SWRK 1220, SWRK 1230, SWRK 1240, SWRK 1250, SWRK 2010 & SWRK 2030

**4-year Degree Map
Northern ACCESS BSW**

Admitted with 0CH of 48CH non-SWRK credits completed

1 st year 30CH (F/W/S)			2 nd year 33CH (F/W/S)			3 rd year 31.5CH (F/W/S)			4 th year 28.5 CH (F/W/S)		
Written English (W) Requirement Course (3)	Social Sciences and Humanities elective (6) PYSC 1200		Specific Social Sciences and Humanities (3)	SWRK 2040 (3)	SWRK 1230 (3)	SWRK 2000 (3)	SWRK 3200 (3)	SWRK 2020 (3)	SWRK Elective** (3)	SWRK Elective** (3)	SWRK Elective** (3)
Non-SWRK (3)	FMLY 1010 (3)	Specific Social Sciences and Humanities (3)	Mathematics (M) Requirement Course (3)	SWRK 1200 (3)	SWRK 1220 (3)	SWRK 1250 (3)	SWRK 3180 (3)	SWRK 3170 (3)	Non SWRK (3)	SWRK 3160 (3)	SWRK Elective** (3)
Study Skills (non-credit)	SWRK 2030 (3)	*INDG 1220 (3)	WOMN 1600 (3)	Non-SWRK (3)	SWRK 1210 (3)	SWRK 2010 (3)	SWRK 3190 (3)				Non SWRK (3)
Social Science concepts (non- credit)	SWRK 1240 (3)	Social Sciences and Humanities elective (3)	*INDG 1240 (3)	Social Sciences and Humanities elective (3)		SWRK 3240** (6) SWRK 3220** (1.5)			SWRK 4350 (6) SWRK 4240 (1.5)		

* INDG 1220 (3) and INDG 1240 (3) can be substituted with INDG 1200 (6)

** Pre-requisites for all SWRK Electives and SWRK 3240 Field Instruction 1 & SWRK3220 Integrative Seminar 1: SWRK 1200, SWRK 1220, SWRK 1230, SWRK 1240, SWRK 1250, SWRK 2010 & SWRK 2030

Students at the Northern BSW site in Thompson, MB have access to non-SWRK courses through IUS, UCN and UM distance offerings.

**4-year Degree Map
Inner City ACCESS BSW**

Admitted with 0CH of 48CH non-SWRK credits completed

1 st year 33CH (F/W/S)			2 nd year 33 CH (F/W/S)			3 rd year 28.5CH (F/W/S)			4 th year 28.5CH (F/W/S)		
SWRK 1240 (3)	Written English (W) Requirement Course (3)	SWRK 1210 (3)	SWRK 2040 (3)	WOMN 1600 (3)	PSYC 1200 (6)	SWRK 2000 (3)	SWRK 3170 (3)	SWRK 3180 (3)	SWRK Elective** (3)	SWRK Elective** (3)	Social Sciences and Humanities elective (3)
SWRK 1250 (3)	SWRK 2030 (3)	Specific Social Sciences and Humanities (3)	SWRK 2010 (3)	SWRK elective (3)	SWRK 1220 (3)	SWRK 2020 (3)	SWRK 3160 (3)	SWRK 3190 (3)	SWRK 3200 (3)	SWRK Elective** (3)	Social Sciences and Humanities elective (3)
Writing Skills (non-credit)	SWRK 1200 (3)	SWRK 1230 (3)	Non-SWRK (3)	Non-SWRK (3)				Non-SWRK (3)			Social Sciences and Humanities elective (3)
Intro to Social Science (non- credit)		Specific Specific Social Sciences and Humanities (3)	Non-SWRK (3)	Mathematics (M) Requirement course (3)		SWRK 3240** (6) SWRK 3220** (1.5)			SWRK 4350 (6) SWRK 4240 (1.5)		
*INDG 1220 (3)	*INDG 1240 (3)										

* INDG 1220 (3) and INDG 1240 (3) can be substituted with INDG 1200 (6)

**Pre-requisites for all SWRK Electives and SWRK 3240 Field Instruction 1 & SWRK3220 Integrative Seminar 1: SWRK 1200, SWRK 1220, SWRK 1230, SWRK 1240, SWRK 1250, SWRK 2010 & SWRK 2030

Course Deletion and Introduction

The roll-out of the revised BSW curriculum will take place over two calendar years. By the Fall of 2025, all new courses will be introduced into the calendar and the majority of the current courses removed. The deletion of some courses will be delayed (see below for dates) to allow for part-time, delayed and reinstated students admitted prior to 2023 to complete existing courses that have no equivalents or ones that have equivalents that may be challenging to schedule. Overall, there is a net difference of + 64.5 credit hours of required and/or elective Social Work courses between the current BSW program and the new BSW program.

Overall credit hours - course deletion/introduction

Total Credit Hours of Deleted Courses	= (-) 75 CH
Total Credit Hours of Introduced Courses	= (+) 139.5 CH
Difference	(+) 64.5 CH

Key: Bolded: Course Introduced Strikethrough: Course Removed	
Academic Year 2023-2024	
NUMBER & NAME	CREDIT HOURS
SWRK 1200 Introduction to Canadian Social Welfare	+3
SWRK 3130 Contemporary Canadian Social Welfare Policy	-3
SWRK 1210 Mitakuye Oyasin We are all related	+3
SWRK 1220 Social Justice, Diversity and Human Rights	+3
SWRK 1230 Community Health and Well-Being: Imagination for Social Work Practice	+3
SWRK 1240 Social Work and Professional Identity	+3
SWRK 3140 Introduction to Social Work Practice	-3
SWRK 1250 Human Behaviour, Family and Community Well-Being: Theory and Practice	+3
SWRK 2010 Indigenization and Decolonization in Social Work	+3

SWRK 2000 Anti-racist Social Work Practice	+3
SWRK 2020 Community Development and Social Work	+3
SWRK 2030 Communication and Relational Skills in Social Work	+3
SWRK 2050 Community and Organizational Theory	-3
SWRK 2070 Small Group Dynamics	-3
SWRK 2080 Interpersonal Communication Skills	-3
SWRK 2130 Comparative Social Welfare Systems	-3

SWRK 3220 Integrative Practice Seminar forField Instruction 1	+1.5
SWRK 3240 Field Instruction 1	+6
SWRK 3250 Prior Learning Assessment and Recognition(PLAR)	+7.5
SWRK 2110 Emergence of the Canadian Social Welfare State	-3
SWRK 4070 Social Problem and Social Work Practice Seminar	-3
SWRK 4080 Current Issues in Social Welfare	-3
SWRK 4130 Advanced Interpersonal Communication Skills	-3
SWRK 4250 Family Group Conferences	-3
SWRK 4260 Addiction and CFS Practice	-3
SWRK 4270 Crisis Intervention	-3
SWRK 4252 Violence in Families: Direct Practice Interventions in Primary Helping Systems	+3
SWRK 4254 Substance Use, Mental Health, and Social Work	+3
SWRK 4256 Trauma-Focused Social Work Practice: Legacies, Development, Post-Traumatic Growth	+3
SWRK 4258 Loss, Grief, Bereavement and Social Work	+3
SWRK 4262 Homelessness and the Housing Continuum:Ethics of Caring and Community Development	+3
SWRK 4264 Critical and Emergent Practices of Child Welfare	+3
SWRK 4266 Introduction to Social Work Practice with Groups	+3
SWRK 4268 Creativity and Arts-Based Methods for SocialWork Practice	+3

SWRK 4272 Mindfulness and Contemporary Contemplative Practices in Social Work: Cultivating Practice Integrity	+3
SWRK 4274 Wholistic Indigenous Land-Based Practices for Social and Environmental Justice	+3
SWRK 4276 Community Building: Social Work Skills for Outreach, Networking and Connecting	+3
SWRK 4278 Building knowledge in social work: Research methodologies and practices	+3
SWRK 4280 Social Work Practice with Mandated/Justice-Involved Populations	+3
SWRK 4282 Social Work Practice with Older Adults	+3
SWRK 4284 Disability and Accessibility- Rights, Policies, and Communities	+3
SWRK 4286 Mino Shkaabis with First Nations, Metis,Inuit Children, Youth and Families	+3
SWRK 4288 Mino pimatisiwin in Northern Rural and Isolated Communities focusing on Treaties 5 and 10	+3
SWRK 4290 Inner City Social Work Practice	+3

SWRK 4292 Violence in Families: The Practice of Policy Development	+3
SWRK 4294 International Social Work and Global Migration	+3

SWRK 4296 Diversity in F: Theory and Policy	+3
SWRK 4298 Poverty and Inequality: Policy and Social Work Practice	+3
SWRK 4310 Disaster, Risk Reduction and Resiliency: International Social Work Perspectives	+3
Total deleted/ added 2023	-48/ 114
** While all of the 23 new SWRK 4XXX-level electives will be added the first year of the curriculum; they will be offered on a <u>rotational basis</u> . Information of 'which course/which year' will be posted on BSW website, in Aurora and provided to student advisors at all program sites.	

Academic Year 2024-2025	
SWRK 2040 Social Welfare Policy: Analysis and Advocacy	+3
SWRK 1310 Introduction to Social Welfare Policy Analysis	-3
SWRK 3160 Feminist Perspectives in Social Work Practice and Social Welfare Policy	+3
SWRK 3170 Discovering Social Work Research: How Knowledge is Framed and Forging a Review	+3
SWRK 3100 Systemic Inquiry in Social Work	-3
SWRK 3180 Social Work Practice with Immigrants and Refugees	+3
SWRK 3190 Social Work Practice with Indigenous Peoples: Towards Reconciliation	+3
SWRK 3200 Social Work Practice with 2SLGBTQIA+ Communities	+3
SWRK 4350 Field Instruction 2	+6
SWRK 4240 Integrative Practice Seminar for Field Instruction 2	+1.5
Total deleted/ added 2024	-6/ +26.5

Academic Year 2025-26	
SWRK 4200 Field Focus of Social Work Practice	-6
SWRK 4300 Field Focus of Social Work Practice 2	-6
Total deleted/ added 2025	-12/ 0

Academic Year 2028-29	
SWRK 2090 Human Behaviour and Social Work Practice	-6
SWRK 4210 Feminist Perspectives on Social Work Practice & Social Welfare Policy	-6
SWRK 4220 Aboriginal People and Social Work Practice	-6
Total deleted/ added 2028	-18/ 0

Transition Plan for Courses from Current to Revised Curriculum

Following the articulation of content in the newly conceptualized courses and alignment with the new program learning objectives (Appendix 1), faculty members compared them to current BSW courses. This was done to find equivalencies for both course content as well as for theory/practice integration. A priority identified by community stakeholders and students was having a greater emphasis on integrating theory and practice throughout the program in the 1000, 2000 and 3000 level courses, not just with 4000-level courses. As such, some current courses are determined to provide equivalent content and skills to newly conceptualized courses at a different level but at a different level in the new domains. For example, the new SWRK 2040 is replacing SWRK1310 as their purpose/scope, learning objectives, and content are comparable. Instructors teaching the existing courses ensured the present restructuring aligns with students' learning effectiveness. These equivalent current courses will be deleted as the new courses are introduced. This roll-out will correspond to the progression of the 2023 admits through the program as they require the new courses. By the Fall of 2025, all the new courses will have been added and students admitted in the Fall 2023 and onwards will follow the 3- or 4-year plan shown below based on their program site.

Courses Replacing Equivalent Existing Courses

Fall 2023 (all 3 Credit Hours)

Courses to be introduced	Current equivalent courses
SWRK 1200	SWRK 3130
SWRK 1210 (with either SWRK 2010 or 3190)	SWRK 4220
SWRK 1240	SWRK 3140
SWRK 1250 (with FMLY 1010 OR PSYC 1200)	SWRK 2090
SWRK 2000 (in conjunction with SWRK 3160)	SWRK 4210
SWRK 2010 (with SWRK 1210 and 2010 or 3190)	SWRK 4220
SWRK 2030	SWRK 2080
SWRK 2040	SWRK 1310

With the exceptions noted in the table below; any two of the 23 introduced SWRK 4XXX-level 3 CH electives replace 6CHR SWRK 4200 or 6CH SWRK 4300

SWRK 4252 Violence in Families: Direct Practice Interventions in Primary Helping System

SWRK 4254 Substance Use, Mental Health, and Social Work

SWRK 4256 Trauma-Focused Social Work Practice: Legacies, Development, Post-Traumatic Growth

SWRK 4258 Loss, Grief, Bereavement and Social Work

SWRK 4262 Homelessness and the Housing Continuum: Ethics of Caring and Community Development

SWRK 4264 Critical and Emergent Practices of Child Welfare

SWRK 4266 Introduction to Social Work Practice with Groups

SWRK 4268 Creativity and Arts-Based Methods for Social Work Practice

SWRK 4272 Mindfulness and Contemporary Contemplative Practices in Social Work: Cultivating Practice Integrity

SWRK 4274 Wholistic Indigenous Land-Based Practices for Social and Environmental Justice

SWRK 4276 Community Building: Social Work Skills for Outreach, Networking and Connecting

SWRK 4278 Building knowledge in social work: Research Methodologies and Practices

SWRK 4280 Social Work Practice with Mandated/Justice-Involved Populations

SWRK 4282 Social Work Practice with Older Adults

SWRK 4284 Disability and Accessibility- Rights, Policies, and Communities

SWRK 4286 Mino Shkaabis with First Nations, Metis, Inuit Children, Youth and Families

SWRK 4288 Mino Pimatisiwin in Northern Rural and Isolated Communities Focusing on Treaties 5 and 10

SWRK 4290 Inner City Social Work Practice

SWRK 4292 Violence in Families: The Practice of Policy Development

SWRK 4294 International Social Work and Global Migration

SWRK 4296 Diversity in Aging: Theory and Policy

SWRK 4298 Poverty and Inequality: Policy and Social Work Practice

SWRK 4310 Disaster, Risk Reduction and Resiliency: International Social Work Perspectives

Specific sections of SWRK 4200 and SWRK 4300
and their mutual exclusivity with 4xxx elective(s)

Sections Offered since 2015 at all sites	Mutually Exclusive
4200/4300 Field Focus – Child and Family Services	None
4200/4300 Field Focus – Immigrants, Refugees and Visible Minorities	None
4200/4300 Field Focus – Disability	SWRK 4284
4200/4300 Field Focus – Family Violence	SWRK 4252 SWRK 4292
4200/4300 Field Focus – Criminal Justice and Corrections (or Criminal Justice)	None
4200/4300 Field Focus – Community Development	None
4200/4300 Field Focus – Mental Health	SWRK 4254
4200/4300 Field Focus – Aging	SWRK 4282 SWRK 4296
4200/4300 Aboriginal Child and Family Service*	None
4200/4300 Indigenous Ways of Helping with Children, Families and Communities **	None
4200/4300 Social Work and Family Diversity	None
4200/4300 Child Welfare	None
4200/4300 School Social Work*	None
4200/4300 Aging and Health (or Health and Aging)	None
4200/4300 Mental Health and Substance Misuse (or Mental Health and Concurrent Disorders or Mental Health and Substance Abuse) *	SWRK 4254
4200/4300 From Oppression to Inclusion: Critical Race, Equity, Diversity and Decolonizing	None

*Last offering was far enough back that students who took this will have graduated or stale-dated by the time the new program/electives will be in place

**Dauphin cohort – all students have graduated

Fall 2024 (all 3 Credit Hours)

Courses to be introduced	Current, equivalent courses
SWRK 3160 (in conjunction with SWRK 2000)	SWRK 4210
SWRK 3170	SWRK 3100
SWRK 3190 (with SWRK 1210 and 2010 or 3190)	SWRK 4220

Fall 2028 -Removal from the Calendar

Courses to be removed	New equivalent courses
SWRK 2090	SWRK 1250 and FMLY 1010 or PYSC 1200
SWRK 4210	SWRK 2000 and SWRK 3160
SWRK 4220	any 2 SWRK 1210; SWRK 2010 or SWRK 3190

Transition Plan for Students from Current to Revised Curriculum

The Faculty of Social Work is planning curriculum revisions which will commence for admitted students in September 2023. This section outlines the transition plans for students from the current program (pre- 2023 intake) to the revised curriculum. The intention is to support the students' program completion while maintaining academic integrity of the program and the standards needed for CASWE accreditation. This student transition plan addresses situations where students have not completed a course requirement in their program prior to the deletion of the current curriculum course as indicated in the *Course Transition* section above. The Faculty of Social Work has multiple sites* at which students could be admitted, each with a variation of accepted incoming credits as such there are slight variations in the transition plans for each.

*Fort Garry Main Campus, Access Inner City, Access Thompson, and Distance Delivery.

Dissemination of Information

Current and prospective students will receive notifications about the revised curriculum as soon as possible following approval of the new curriculum. Current students will be given the option of transferring to and completing the new program. They will be provided "Transition Maps" (see below) based on the program site they are enrolled. They will also be informed of how the Faculty plans to support them if they are a delayed student (are delayed in completing their current program within the scheduled 3- or 4-year timeframe due to retaking courses, taking terms off, etc.). This notification will be made via emails, FSW website/social media, and academic advising information sessions.

Transitioning Through the Years

Currently enrolled students will be asked to sign and return a document indicating they have received information regarding the new program, choose if they wish to transfer to it or complete their current program and that they understand the impact on their time to completion. Students who choose to transfer to the revised curriculum will be required to schedule an appointment with an Academic Advisor to review and plan how that impacts their time to completion. Students choosing to remain in their current catalogue year and require courses from Years 1, 2 or 3 of the current programs may require a combination of enrolling in equivalent courses in the new curriculum and courses in the current curriculum that will stay in the calendar (see above) for a period following the approval of the curriculum changes.

There are two ways students choosing to remain in the current program may complete their program:

- 1- Enrolling in an equivalent course from the new curriculum
- 2- Completing retained courses from the current curriculum

1- Enroll in the equivalent course in revised curriculum

Students enrolled in Year One of the current curriculum in Fall Term 2022 or Fall Term 2021 will continue in the current curriculum in 2023 - 2024 academic year. These students may move directly into new courses determined to be equivalent in the revised curriculum and continue in the current curriculum, even as new courses are introduced each following year. The projected time to complete date of students who are in the current curriculum will not change. Many courses in each year of the current curriculum have equivalent courses in the revised curriculum (see tables above). Students who delay their minimum time to complete 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 required course will either still be on the books or will convert to a Faculty elective of equal credit hours.

Some of the new equivalent courses have pre-requisites that students in transition will not have taken. The pre-requisites for new courses, including 4xxx electives, will be waived for existing students, provided they are in good academic standing and with student advisor permission. Currently enrolled students can work with an academic advisor to prioritize those equivalent new courses earlier in their degree plan as this exemption for pre-requisites of new courses will only be allowed for the first five years of the revised curriculum.

As described above, 4xxx-level electives can be taken in lieu of SWRK 4200 and SWRK 4300. Students admitted prior to Fall 2023 have the graduation requirement of 12 CH of Field Topics courses (SWRK 4200 & SWRK 4300) which, during the transition phase, can be replaced by taking any two 4xxx level electives except where a specific SWRK 4200 has already been taken. If a student has had any of the specific SWRK 4200 topics listed in the table above, then there will be limitations as to which 4XXX level electives can be taken in lieu of SWRK 4300. Those are also listed in the table above. While some of the new electives have course names that mimic current SWRK 4200/4300 courses, the content has been significantly updated, the focus shifted to have a tighter integration with policy and theory, and as such that they have not been deemed to be mutually exclusive.

When an elective has been determined to have significant enough overlap to warrant a mutual exclusive with a specific SWRK 4200/4300 section, a student who has completed ANY section of SWRK 4200/4300 will not be allowed to register for that elective without an override by an academic advisor. To facilitate navigating this mutually exclusive process of certain 4XXX electives with a SWRK 4200/4300 topics course, academic advisors will identify and engage with students who have taken SWRK 4200 and need SWRK 4300, as to which 4XXX level electives they are eligible to enroll in the new program. Out of 23 proposed new 4XXX electives, only 6 have been determined by the Faculty to have substantive overlap with specific SWRK 4200/4300 courses. As such, there will be need to ensure that those 6 are not offered exclusively together during any term without other 4XXX level offerings. Given that the intention is for the 23 4XXX level electives to be on a rotational basis, this should not be difficult to manage. In addition, SWRK 4200 and SRWK 4300 will remain on the

books through Summer 2025 to facilitate the transition and can be offered via distance during academic years 2023/2024 and 2024/2025 if a student runs into difficulties in registering for new electives in lieu of SWRK 4200/4300.

2- Retention of Current Courses

While many current courses will be deleted in the initial few years of the revised curriculum as their equivalencies are added, there are some current courses (spanned and field experience) that will be retained and offered to accommodate students at all sites.

Spanned Courses

While some of the current 6CH current courses have identified equivalent courses in the new curriculum, it is also recognized that scheduling the two- 3CH courses around multi-day field placements can be challenging. As such, in the rare circumstance where currently enrolled students find it impossible to schedule the equivalent new 3CH courses into their term; the current 6CH course will be available until the date listed, but only for students admitted prior to 2023. Students will be informed of the time frame for removal of the spanned course and encouraged by student advisors to complete this requirement in academic terms that have more flexibility for scheduling. In the rare instance where a student needs the equivalent courses (3CH of SWRK 1250 and FMLY 1010 or PSYC 1200) to fulfill SWRK 2090 **after** it has been removed from the books, they would have 3 SWRK credits fewer than others in their catalogue group. This is not an issue as the number of SWRK credits they need are MINIMUM of 72CH and the program provides them 75; as such this would not result in delaying their program completion.

Field Instruction

The other current courses that are being retained for nine years following the start of the new curriculum have no course equivalence. The retention of these courses – SWRK 3150, SWRK 3152, and SWRK 4120, have no equivalence due to the credit hour differences between the current field instruction (12 CH) and the new field instruction (6 CH). These courses have been modified however by adding an integrative seminar activity to the course which helps to bring their activities into alignment with the new field courses and integrative seminars. The number of contact hours has been reduced to 399 per field course and the integrative seminar activity adds in 21 hours. With these modifications, the field instruction courses and PLAR will need to be retained for 9 years after the 2022/2023 calendar- the last admitted students under the current curriculum (Fall 2022). The University of Manitoba Office of Institutional Analysis indicated that 80% of all BSW students graduated within 8 years. Also, part-time students are more likely to need the full 9 years to complete their program more than the full-time students. The academic calendar specifies that 9-year program completion and course shelf life is justified as a reasonable time limit.

Student Transition Maps for Each Site

The following table shows the transition maps for the students admitted for Fall 2022, 2021 and 2020 & prior into the Distance Delivery, Northern External, Fort Garry 3-year or concentrated BSW program under the current admission requirements, bringing in at least 30 CH of electives.

Fort Garry (3 year & Concentrated), Distance Delivery and Northern External

		Academic Year 2023-24				2024-25 & onward	2024-25
Course in Current Curriculum	Course Equivalence in Revised Curriculum	Students in Year 2 (admitted 2022)	Students in Year 3 (admitted 2021)	Part-time & delayed students (admitted pre-2023)	FG Con. Year 2 (admitted 2022)	Part-time & delayed students (admitted pre-2023)	Students in Year 3 (admitted 2022)
SWRK 1310	SWRK 2040	NA	NA	SWRK 1310	NA	SWRK 2040	NA
SWRK 2080	SWRK 2030	NA	NA	SWRK 2030	NA	SWRK 2030	NA
SWRK 2090*	SWRK 1250 + FMLY 1010	NA	NA	SWRK 2090	NA	SWRK 1250 + FMLY 1010	NA
SWRK 2110	SWRK 4298	NA	NA	SWRK 4298	NA	SWRK 4298	NA
SWRK 3100	SWKR 3170	NA	NA	SWRK 3100	NA	SWRK 3170	NA
SWRK 3130	SWRK 1200	SWRK 1200	NA	SWRK 1200	NA	SWRK 1200	NA
SWRK 3150/3152	NONE	SWRK 3150/ SWRK 3152	NA	SWRK 3150/ SWRK 3152	NA	SWRK 3150/ SWRK 3152	NA
SWRK 4200	2- SWRK 4XXX**	SWRK 4200	NA	SWRK 4200	NA	Two SWRK 4XXX**	NA
SWRK 4120	NONE	NA	SWRK 4120	SWRK 4120	SWRK 4120	SWRK 4120	SWRK 4120
SWRK 4210	SWRK 2000 & SWRK 3160	SWRK 4210	NA	SWRK 4210	NA	SWRK 2000 SWRK 3160	NA
SWRK 4220	SWRK 1210 & SWRK 2010	NA	SWRK 1210	SWRK 1210	NA	SWRK 1210	SWRK 1210

			SWRK 2010	SWRK 2010		SWRK 2010	SWRK 2010
SWRK 4300	2- SWRK 4XXX** Level	NA	SWRK 4300	SWRK 4300	SWRK 4300	Two SWRK 4XXX**	Two SWRK 4XXX**

** SWRK 4XXX – various elective options offered on rotational basis. See BSW website, Aurora, or consult with an academic advisor for current rotation.

*SWRK 2090 does have an identified equivalence; however it will remain on the books in order to accommodate students who have challenges in scheduling them.

The following tables shows the transition maps for the students admitted for Fall 2022, 2021 and 2020 & prior into the Inner City Access BSW program under the current admission requirements.

Student Transition Maps

Access Inner City- Academic Year 2023-24

		2023-24			
Course in Current Curriculum	Course Equivalence in Revised Curriculum	Students in Year 2 (admitted 2022)	Students in Year 3 (admitted 2021)	Students in Year 4 (admitted 2020)	Part-time & delayed students (admitted pre-2023)
SWRK 1310	SWRK 2040	NA	NA	NA	SWRK 1310
SWRK 2080	SWRK 2030	NA	NA	NA	SWRK 2030
SWRK 2090*	SWRK 1250 +FMLY 1010	NA	NA	NA	SWRK 2090
SWRK 2110	SWRK 4294	SWRK 4294	NA	NA	SWRK 4294
SWRK 3100	SWKR 3170	NA	NA	NA	SWRK 3100
SWRK 3130	SWRK 1200	NA	SWRK 1200	NA	SWRK 1200
SWRWK 3140	SWRK 1240	NA	NA	NA	SWRK 1240
SWRK 3150/3152	NONE	NA	SWRK 3150/3152	NA	SWRK 3150/3152
SWRK 4200	2- SWRK 4XXX Level electives	NA	SWRK 4200	NA	SWRK 4200
SWRK 4120	NONE	NA	NA	SWRK 4120	SWRK 4120
SWRK 4210	SWRK 2000 & SWRK 3160	NA	SWRK 4210	NA	SWRK 4210

SWRK 4220	SWRK 1210 & SWRK 2010	SWRK 1210 SWRK 2010	NA	NA	SWRK 1210 SWRK 2010
SWRK 4300	2- SWRK 4XXX** Level electives	NA	NA	SWRK 4300	SWRK 4300

** SWRK 4XXX – various elective options offered on rotational basis. See BSW website, Aurora, or consult with an academic advisor for current rotation.

*SWRK 2090 does have an identified equivalence; however, it will remain on the books in order to accommodate students who have challenges in scheduling them.

Student Transition Maps

Access Inner City 2024-25 and 2025-26

		2024-25		2024-25 & onward	2025-26
Course in Current Curriculum	Course Equivalence in Revised Curriculum	Students in Year 3 (admitted 2022)	Students in Year 4 (admitted 2021)	Part-time & delayed students (admitted pre-2023)	Students in Year 4 (admitted 2022)
SWRK 1310	SWRK 2040	NA	NA	SWRK 2040	NA
SWRK 2080	SWRK 2030	NA	NA	SWRK 2030	NA
SWRK 2090*	SWRK 1250 + FMLY 1010	NA	NA	SWRK 1250 + FMLY 1010	NA
SWRK 2110	SWRK 4294	NA	NA	SWRK 4294	NA
SWRK 3100	SWKR 3170	NA	NA	SWRK 3170	NA
SWRK 3130	SWRK 1200	SWRK 1200	NA	SWRK 1200	NA
SWRWK 3140	SWRK 1240	NA	NA	SWRK 1240	NA
SWRK 3150/3152	NONE	SWRK 3150/3152	NA	SWRK 3150/3152	NA

SWRK 4200	2- SWRK 4XXX Level electives	4XXX** 4XXX**	NA	4XXX** 4XXX**	NA
SWRK 4120	NONE	NA	SWRK 4120	SWRK 4120	SWRK 4120
SWRK 4210	SWRK 2000 & SWRK 3160	SWRK 2000 SWRK 3160	NA	SWRK 2000 SWRK 3160	NA
SWRK 4220	SWRK 1210 & SWRK 2010	NA	NA	SWRK 1210 SWRK 2010	NA
SWRK 4300	2- SWRK 4XXX Level electives	NA	4XXX** 4XXX**	4XXX** 4XXX**	4XXX** 4XXX**

** SWRK 4XXX – various elective options offered on rotational basis. See BSW website, Aurora, or consult with an academic advisor for current rotation.

*SWRK 2090 does have an identified equivalence; however it will remain on the books in order to accommodate students who have challenges in scheduling them.

The following tables shows the transition maps for the students admitted for Fall 2022, 2021 and 2020 & prior into the Northern Access BSW program under the current admission requirements.

Student Transition Maps

Access Northern Academic Year 2023-24

Course in Current Curriculum	Course Equivalence in Revised Curriculum	2023-24			
		Students in Year 2 (admitted 2022)	Students in Year 3 (admitted 2021)	Students in Year 4 (admitted 2020)	Part-time & delayed students (admitted pre-2023)
SWRK 1310	SWRK 2040	SWRK 2040	NA	NA	SWRK 1310
SWRK 2080	SWRK 2030	NA	NA	NA	SWRK 2030
SWRK 2090*	SWRK 1250 + FMLY 1010	SWRK 2090	NA	NA	SWRK 2090
SWRK 2110	SWRK 4294	SWRK 4294	NA	NA	SWRK 4294

SWRK 3100	SWKR 3170	SWRK 3100	NA	NA	SWRK 3100
SWRK 3130	SWRK 1200	NA	SWRK 1200	NA	SWRK 1200
SWRWK 3140	SWRK 1240	SWRK 1240	NA	NA	SWRK 1240
SWRK 3150/3152	NONE	NA	SWRK 3150/3152	NA	SWRK 3150/3152
SWRK 4200	2- SWRK 4XXX Level electives	NA	SWRK 4200	NA	SWRK 4200
SWRK 4120	NONE	NA	NA	SWRK 4120	SWRK 4120
SWRK 4130	NONE	SWRK 4130			SWRK 4130
SWRK 4210	SWRK 2000 & SWRK 3160	NA	NA	SWRK 4210	SWRK 4210
SWRK 4220	SWRK 1210 & SWRK 2010	NA	SWRK 1210 SWRK 2010	NA	SWRK 1210 SWRK 2010
SWRK 4300	2- SWRK 4XXX** Level electives	NA	NA	SWRK 4300	SWRK 4300

** SWRK 4XXX – various elective options offered on rotational basis. See BSW website, Aurora, or consult with an academic advisor for current rotation.

*SWRK 2090 does have an identified equivalence; however it will remain on the books in order to accommodate students who have challenges in scheduling them.

Student Transition Maps

Access Northern 2024-25 and 2025-26

		2024-25		2024-25 & onward	2025-26
Course in Current Curriculum	Course Equivalence in Revised Curriculum	Students in Year 3 (admitted 2022)	Students in Year 4 (admitted 2021)	Part-time & delayed students (admitted pre-2023)	Students in Year 4 (admitted 2022)
SWRK 1310	SWRK 2040	NA	NA	SWRK 2040	NA

SWRK 2080	SWRK 2030	NA	NA	SWRK 2030	NA
SWRK 2090*	SWRK 1250 + FMLY 1010	NA	NA	SWRK 1250 + FMLY 1010	NA
SWRK 2110	SWRK 4294	NA	NA	SWRK 4294	NA
SWRK 3100	SWKR 3170	NA	NA	SWRK 3170	NA
SWRK 3130	SWRK 1200	SWRK 1200	NA	SWRK 1200	NA
SWRWK 3140	SWRK 1240	NA	NA	SWRK 1240	NA
SWRK 3150/3152	NONE	SWRK 3150/3152	NA	SWRK 3150/3152	NA
SWRK 4120	NONE	NA	SWRK 4120	SWRK 4120	SWRK 4120
SWRK 4130	NONE	NA	NA	4130	NA
SWRK 4200	2- SWRK 4XXX Level electives	4XXX* 4XXX*	NA	4XXX* 4XXX*	NA
SWRK 4210	SWRK 2000 & SWRK 3160	NA	SWRK 2000 SWRK 3160	SWRK 2000 SWRK 3160	SWRK 2000 SWRK 3160
SWRK 4220	SWRK 1210 & SWRK 2010	SWRK 1210 SWRK 2010	NA	1210 2010	NA
SWRK 4300	2- SWRK 4XXX** Level electives	NA	SWRK 4XXX** SWRK 4XXX**	SWRK 4XXX** SWRK 4XXX**	SWRK 4XXX** SWRK 4XXX**

** SWRK 4XXX – various elective options offered on rotational basis. See BSW website, Aurora, or consult with an academic advisor for current rotation.

*SWRK 2090 does have an identified equivalence; however, it will remain on the books in order to accommodate students who have challenges in scheduling them.

Appendix 1- Mapping of Core and Electives Courses to Program Learning Objectives

Program Learning Objectives	Curriculum Mapping of Core Courses to Program Learning Objectives															
				Core Courses												
	1200	2040	1220	3160	2000	1210	2010	3190	2030	3170	1230	1250	2020	3180	3200	
1. Professional Identity		X	X	X	X		X	X	X	X				X	X	
2. Social Work Values and Ethics			X	X	X	x	X		X	X				X		
3. Social Justice, Human, Environmental Rights	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
4. Diversity, Addressing Structural Inequality	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
5. Critical Thinking	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
6. Research	X	X	X	X						X	X	X		X	X	
7. Policy Analysis and Development	X	X	X		X	X	X		X		X		X	X	X	
8. Systems Change	X	X	X	X	X	X		X	X	X	X		X	X		
9. Engage with Individuals, Groups, Communities			X	X	X		X	X	X	X	X	X	X	X	X	

X in a cell indicates alignment with particular Program Learning Objective

Program Learning Objectives	Sample of Electives							
	4254	4258	4266	4268	4274	4278	4280	4282
1 Professional Identity			X	X	X	X		X
2. Social Work Values and Ethics		X		X		X		X
3. Social Justice, Human, Environmental Rights	X	X	X	X	X	X	X	X
4. Diversity, Addressing Structural Inequality	X	X	X	X	X	X		X
5. Critical Thinking	X	X	X	X	X	X	X	X
6. Research		X		X		X		X
7. Policy Analysis and Development				X	X	X	X	X
8. Systems Change	X	X	X	X			X	X
9. Engage with Individuals, Groups, Communities	X	X	X	X	X		X	X

X in a cell indicates alignment with particular Program Learning Objective

Faculty Social Work

Deletions (*effective Fall 2023*):

SWRK 2050 Community and Organizational Theory 3 cr	-3.0
SWRK 2070 Small Group Dynamics 3 cr	-3.0
SWRK 2080 Interpersonal Communication Skills 3 cr	-3.0
SWRK 2110 Emergence of the Canadian Social Welfare State 3 cr	-3.0
SWRK 2130 Comparative Social Welfare Systems 3 cr	-3.0
SWRK 3130 Contemporary Canadian Social Welfare 3 cr	-3.0
SWRK 3140 Introduction to Social Work Practice 3 cr	-3.0
SWRK 4070 Social Problem and Social Work Practice Seminar 3 cr	-3.0
SWRK 4080 Current Issues in Social Welfare 3 cr	-3.0
SWRK 4130 Advanced Interpersonal Communication Skills 3 cr	-3.0
SWRK 4250 Family Group Conferences 3 cr	-3.0
SWRK 4260 Addiction and CFS Practice 3 cr	-3.0
SWRK 4270 Crisis Intervention 3 cr	-3.0

Deletions (*effective Fall 2024*):

SWRK 1310 Introduction to Social Welfare Policy Analysis 3 cr	-3.0
SWRK 3100 Systematic Inquiry in Social Work 3 cr	-3.0

Deletions (*effective Fall 2025*):

SWRK 4200 Field Focus of Social Work Practice 6 cr	-6.0
SWRK 4300 Field Focus of Social Work Practice 2 6 cr	-6.0

Deletions (*effective Fall 2028*):

SWRK 2090 Human Behaviour and Social Work Practice 6 cr	-6.0
SWRK 4210 Feminist Perspectives on Social Work Practice and Social Welfare Policy 6 cr	-6.0
SWRK 4220 Aboriginal People and Social Work Practice 6 cr	-6.0

Introductions (*effective Fall 2023*):

SWRK 1200 Introduction to Canadian Social Welfare 3 cr	+3.0
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This course introduces students to social welfare in Canada, its historical development in Indigenous and Euro-Canadian societies, and the political, economic, social, cultural, and geographic factors that have shaped (and continue to shape) it. This course also examines the structure and operation of the major social programs/policies that are constituent parts of the Canadian social welfare state. May not be held with SWRK 3131 or the former SWRK 3130.

SWRK 1210 Mitakuye Oyasin (We are All Related) 3 cr	+3.0
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Centred in creation stories, Indigenous knowledges, epistemologies, sovereignty, natural laws, ceremonies, relationships to land, place, and all of creation, this course provides an examination of the spiritual and relational aspects of existence on Turtle Island. The course examines colonial policy, experiences of colonization and historical trauma, treaties and land agreements, through the lens of resistance. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. May not be held with SWRK 4220 or SWRK 4221. Prerequisites: INDG 1200 or the former NATV 1200 or [INDG 1220 (the former NATV 1220) and INDG 1240 (the former NATV 1240)].

SWRK 1220 Social Justice, Diversity and Human Rights 3 cr +3.0

This course examines social work approaches to understanding social justice and human rights in both local and global contexts with a focus on diverse communities and practice settings. Emphasis is placed on how social workers can mitigate injustice and advance human rights at micro, mezzo, and macro levels of practice.

SWRK 1230 Community Health and Well-Being: Imagination for Social Work Practice 3 cr +3.0

This course examines information, perspectives, and competencies needed to integrate social work practice with promoting community health and well-being in public health and healthcare.

SWRK 1240 Social Work and Professional Identity 3 cr +3.0

Developing professional identity is essential to social work education. This course traces social work's shift from a volunteer activity into the professional realm. The course offers the historical, philosophical, and theoretical foundations for supporting social work students to develop their professional identities. It includes a brief examination of the emergence of social work practices across time and context through periods of industrialization, the post-war expansion of human services, and into our present neoliberal era. The course attempts to situate the profession within influencing discourses (ethos, virtues, risk, and identity) and theoretical perspectives (critical theories, de-coloniality and resurgence) and invites students to situate themselves with the competing and emerging ideas of the profession's future. The course introduces students to current regulatory frameworks for social work professionals across jurisdictional contexts. May not be held with SWRK 3141 or the former SWRK 3140.

SWRK 1250 Human Behaviour, Family and Community Well-Being: Theory and Practice 3 cr +3.0

This course explores the role of social work practice in relation to ideas of community and family well-being. Wellness is examined from an integrative perspective that includes family, relational, spiritual, social, and cultural domains and across different social work settings. May not be held with SWRK 2090 or SWRK 2093 or the former or SWRK 2091. Registration restricted to Social Work students.

SWRK 2000 Anti-racist Social Work Practice 3 cr +3.0

This course introduces students to the knowledge, theories, and skills necessary for social work practice from anti-racist perspectives. The course involves students in an examination of various frameworks required for anti-racist social work practice. May not be held with SWRK 4210 or SWRK 4211 or SWRK 4213. Registration restricted to Social Work students. Prerequisite: SWRK 1220.

SWRK 2010 Indigenization and Decolonization in Social Work 3 cr +3.0

This course examines structural and cultural colonization, focusing primarily on the history of institutions of social control, resulting in criminalization and clientization of Indigenous peoples. In response to government social control, Indigenous efforts towards self-governance, Indigenization, and decolonization are explored as they relate to Indigenous epistemologies, modes of helping, emerging practices such as cultural safety and resurgence of Indigenous and anti-oppressive approaches to social work practice and the call for reconciliation. May not be held with SWRK 4220 or SWRK 4221. Registration restricted to Social Work students. Prerequisite: SWRK 1210.

SWRK 2020 Community Development and Social Work 3 cr +3.0

This course provides a critical examination of social work practice in the context of community development. The course integrates theory and policy with community development methods of

social work practice at micro, meso and macro levels. Registration restricted to Social Work students.

SWRK 2030 Communication and Relational Skills in Social Work 3 cr +3.0

This course examines fundamental communication and relational skills within the context of social work practice. The course offers an exploration of self-knowledge, emotional skills, listening skills, caring, and skills of inquiry each of which is necessary for beginning social workers. May not be held with SWRK 2081 or the former SWRK 2080.

SWRK 3220 Integrative Practice Seminar for Field Instruction 1 1.5 cr +1.5

This course is designed to facilitate the integration of knowledge, values and skills gained from other SWRK courses, past experiences, and field placements. Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice drawing on their experiences within the context of their practicum. May not be held with SWRK 3150, SWRK 3151, or SWRK 3152. Registration restricted to Social Work students. Minimum DGPA 2.5 or 3.0 for Concentrated BSW or Accelerated. Graded as pass/fail. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080); instructor permission. Corequisite: SWRK 3240 (Field Instruction 1).

SWRK 3240 Field Instruction 1 6 cr +6.0

A first educationally directed field experience in which the student will have the opportunity to assume responsibility for social work engagement, assessment, planning, intervention and evaluation, integrating theory from class. Field placement requires the student to be engaged in direct practice activity, training opportunities and evaluation of performance. Students will begin to demonstrate the professional capacity to integrate social work values, knowledge, and skill at the level of a beginning professional practitioner. May not be held with SWRK 3150, SWRK 3151, or SWRK 3152. Minimum DGPA 2.5 or 3.0 for Concentrated BSW or Accelerated. Registration restricted to Social Work students. Graded as pass/fail. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080); instructor permission. Corequisite: SWRK 3220.

SWRK 3250 Prior Learning Assessment and Recognition (PLAR) 7.5 cr +7.5

This course is a self-study to demonstrate knowledge, skills, and integration of social work values and ethics from a practice perspective required of students successfully completing a first field placement (SWRK 3240). Applicants who have been accepted and register for SWRK 3250 in lieu of first placement (SWRK 3240) will be required to complete a series of assignments. Eligible students must have a minimum (3500 hours) of previous social work employment experience within the past five years. Please refer to the PLAR application booklet. May not be held with SWRK 3150, SWRK 3151, SWRK 3152 or SWRK 3220 and SWRK 3240. Registration restricted to Social Work students. Graded as pass/fail. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4252 Violence in Families: Direct Practice Interventions in Primary Helping Systems 3 cr +3.0

This course examines government legislation, policy and regulatory responses to violence in families. This review of policy development examines the role of stakeholders, advocacy and public information campaigns. The course offers an analysis of how policy frameworks and initiatives manifest in service delivery. Critical perspectives are introduced to advance policy analysis. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus Family Violence" or SWRK 4300 when titled "Field Focus Family Violence". Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4254 Substance Use, Mental Health, and Social Work 3 cr +3.0

This course examines substance use and mental health in the context of social work practice. Emphasis is placed on how social workers collaborate with professionals in other service sectors to support people who are using substances and those with lived experience of mental health. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus- Mental Health" or "Mental Health and Substance Misuse" or "Mental Health & Concurrent Disorders" or "Mental Health & Substance Abuse" or with SWRK 4300 when titled "Field Focus- Mental Health" or "Mental Health and Substance Misuse" or "Mental Health & Concurrent Disorders" or "Mental Health & Substance Abuse." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4256 Trauma-Focused Social Work Practice: Legacies, Development, Post-Traumatic Growth 3 cr +3.0

This course surveys current trauma frameworks and reviews recommended practices. The personal, interpersonal, familial and community legacies of trauma are examined, potential developmental trajectories are mapped, and opportunities for post-traumatic growth are identified. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4258 Loss, Grief, Bereavement and Social Work 3 cr +3.0

This course will address the theoretical framework of human loss and grief from culturally and philosophically diverse perspectives, as well as its implications to social work practice. Attention is focused on lifespan development and the meaning of death and loss at different ages. Various types of loss will be discussed from an individual, family, and socio/cultural perspective. Coping and resiliency in loss are explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4262 Homelessness and the Housing Continuum: Ethics of Caring and Community Development 3 cr +3.0

This course critically examines the dimensions and issues of individual and community wellbeing connected with home, homelessness and housing in Canada. Introduction to public and social policy analysis of historical, structural and systemic causes of homelessness. Focusing on social work practice, with an emphasis on the critical ethics of care and capabilities framework when working with individuals without permanent, safe and affordable housing. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4264 Critical and Emergent Practices of Child Welfare 3 cr +3.0

Using a critical lens this course will provide students with an overview of the child welfare system in Canada, with a specific focus on Manitoba. The course provides an introduction to theory and skills necessary for emergent assessment and intervention approaches when working with families and communities. Current changes to child welfare legislation intended to address the over-representation of Indigenous children and families in the child welfare system will be discussed. The implications of these changes to the child and family services system in Manitoba will be examined throughout the course. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4266 Introduction to Social Work Practice with Groups 3 cr +3.0

This course examines social work approaches to working with groups. Emphasis is placed on examination of the processes, theories, and methods of various groups, such as treatment, educational, support, social action and task groups. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4268 Creativity and Arts-Based Methods for Social Work Practice 3 cr +3.0

This course integrates complementary creative methods into social work practice. Theories and approaches in social work and social sciences are combined with concepts and views from arts-based methods. (Note: this is not a course to teach students to be art, or other expressive arts therapists.) Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4272 Mindfulness and Contemporary Contemplative Practices in Social Work: Cultivating Practice 3 cr +3.0

The role of mindfulness practice in the domains of clinical and social service delivery is explored in this course. The course examines various forms of contemplative practice and their emerging efficacy studies. Through experiential exercises, students enhance the development of self- and

other-awareness paramount to social work practice. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4274 Wholistic Indigenous Land-Based Practices for Social and Environmental Justice 3 cr +3.0

This course gives a general overview of diverse Indigenous wholistic ways of healing and helping practices as followed by First Nations, Metis and Inuit peoples in Central Turtle Island. It reflects upon how these ways may be connected to social work and the related benefits and challenges of such connections. The course is focused on experiential and participatory land-based learning, reflecting an aspect of Indigenous ways of learning. In addition to the in-class sessions, this course involves a 4 - 5 day intensive retreat on the land. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4276 Community Building: Social Work Skills for Outreach, Networking and Connecting 3 cr +3.0

This course is designed to build social work knowledge and skills specific to the areas of community outreach, networking and connecting. The course focus is on the integration of theory and practice in order to understand the complex relationships of community populations, inroads to engagements, and barriers to social engagement and change. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4278 Building Knowledge in Social Work: Research Methodologies and Practices 3 cr +3.0

Students in this course acquire knowledge and skills for critical social work research. Students will frame and articulate their research focus through engagement with research design including quantitative and qualitative research methods. Both Western and Indigenous epistemologies and methodologies will be honoured and discussed. These methods will be used to conduct a basic research project proposal to explore a social work issue, select the most appropriate social work research practice to study this issue, and outline how they will carry out this ethical research. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4280 Social Work Practice with Mandated/Justice-Involved Populations 3 cr +3.0

This course provides a general overview and examination of justice with a focus on working with individuals and families affected by the justice system, including social, criminal, legal, and restorative justice. This course includes a focus on social work practices with justice involved populations. Depending on the instructor, this course may have a field trip. Contact the Director

of your program site for details. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4282 Social Work Practice with Older Adults 3 cr +3.0
This course uses a biopsychosocial approach that emphasizes the importance of resiliency and strengths within the context of differences in older adults, such as gender, culture and ethnicity, sexual orientation, and ability, through a life course perspective. It covers contemporary topics related to social work assessment and intervention with older adults in diverse social and healthcare settings. Students will explore various interventional practice approaches to improve the quality of life for older adults in social and social psychological aspects. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus - Aging" or SWRK 4300 when titled "Field Focus – Aging." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4284 Disability and Accessibility - Rights, Policies, and Communities 3 cr +3.0
This course explores key concepts, questions, and controversies in the field of disability. We will examine who are people with disabilities in Canada, the historical context of disability as an idea and a lived experience, and various theories for understanding disability, including decoloniality. The course will consider ideas of disability as well as social work practice relating to assessment and intervention, practice settings, diagnostic systems, and lifespan vis a vis disability. Emphasis is given to the role of the social worker in interdisciplinary practice settings and the role of the social worker in relationship to the disability community. The course serves as the theoretical basis for the field placement experience, learning ways of working with persons, families, caregivers, professionals, communities, and natural environments. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus – Disability" or SWRK 4300 when titled "Field Focus – Disability." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4286 Mino Shkaabis with First Nations, Metis, Inuit Children, Youth and Families: Critical Analysis 3 cr +3.0
First Nations, Metis and Inuit peoples in Canada have been caring for their children within strong extended family and community support systems since time immemorial. Through patriarchy, Christianization, colonization and removal of children, Indigenous authority has been denigrated, dismantled, destroyed. There have been endless attempts to establish a system to regain self-governance, authority of Indigenous families, and Indigenous control over the well-being of children. Despite all those attempts, the outcome remains the overrepresentation of Indigenous children in the child welfare system, the gateway to the criminal justice system. Emphasizing diverse Indigenous ways of doing, being and helping in historical and contemporary Indigenous families and communities, with a focus on the special role of children and youth, this course will explore both traditional caring practices and values, and the re-establishment of First Nations, Metis and Inuit sovereignty and authority. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites:

SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4288 Mino Pimatisiwin in Northern Rural and Isolated Communities Focusing on Treaties 5 and 10 3 cr +3.0

This course will introduce the diversity and complexity of northern, rural, and isolated communities/environments focusing on Indigenous worldviews and experiences. Theories, concepts, and promising practices for social work will be analyzed for their effectiveness for promoting wellbeing, family, community and helping in these environments. Challenges and opportunities for providing social work services in northern, rural, and isolated communities/environments will also be examined. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4050 when titled "Social Work in the North." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4290 Inner City Social Work Practice 3 cr +3.0

This course offers both a theoretical and practical background to social work within core area or inner city neighbourhoods and communities. As a companion opportunity to classroom learning, this course offers students hands-on experience with a community agency or service to gain exposure to ways of practicing in community settings. With this combination of academic theory learning and "live" practice learning, it is an ideal opportunity to develop skills in integrating theory and practice for developing social work practice. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4070 when titled "Inner City Social Work Practice." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4292 Violence in Families: The Practice of Policy Development 3 cr +3.0

This course examines government legislation, policy and regulatory responses to violence in families. This review of policy development examines the role of stakeholders, advocacy and public information campaigns. The course offers an analysis of how policy frameworks and initiatives manifest in service delivery. Critical perspectives are introduced to advance policy analysis. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus Family Violence" or SWRK 4300 when titled "Field Focus Family Violence." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4294 International Social Work and Global Migration 3 cr +3.0

This course will explore the concept, scope, and issues of international social work. Students will develop understanding and skills in the application of the models and approaches of international social work practice. This course will also explore the key concepts and theories of global migration and settlement and will examine how global migration policies are framed and operationalized. It will consider how social workers play roles in global migration policy

formation and practice with displaced populations. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4296 Diversity in Aging: Theory and Policy 3 cr +3.0
The course aims to familiarize students with the major theoretical ideas, empirical evidence, and policy about the diversity in social and social psychological aspects of aging. The former include the socioeconomic status of older adults, their family relationships, work and retirement, and needs for social and health services. The social psychological aspects of aging in the course focus on aging related self-concepts and the social construct of aging. The emphasis is on the development of critical and comprehensive knowledge of theory and related policy in social gerontology and the life course. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 4200 when titled "Field Focus - Aging" or SWRK 4300 when titled "Field Focus - Aging." Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4298 Poverty and Inequality: Policy and Social Work Practice 3 cr +3.0
This course is an in-depth exploration of poverty and economic inequality in Canada – their extent and characteristics, underlying causes, and differential effects on various segments of the Canadian population. The role of social work and social welfare policy in dealing with poverty and economic inequality will be analysed. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

SWRK 4310 Disaster, Risk Reduction and Resiliency: International Social Work Perspectives 3 cr +3.0
This course examines social work practice in the context of disasters from an environmental-ecological perspective. Disaster preparedness, disaster assistance, and post-disaster recovery phases are discussed in international contexts. The impact of disasters on individuals, families and local and global communities are surveyed, and approaches to contextualized and trauma-informed disaster risk reduction are identified and critiqued. Concepts of intersectionality, sustainable development, capacity building, social capital, and global advocacy in disaster response management and risk reduction strategies are also analyzed. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. Prerequisites: SWRK 1200 (or SWRK 3131 or the former SWRK 3130); SWRK 1220; SWRK 1230; SWRK 1240 (or SWRK 3141 or the former SWRK 3140); SWRK 1250 (or SWRK 2093 or the former SWRK 2091 or SWRK 2090); SWRK 2010 and SWRK 2030 (or SWRK 2081 or the former SWRK 2080).

Introductions (*effective Fall 2024*):

SWRK 2040 Social Welfare Policy: Analysis and Advocacy 3 cr +3.0
This is an introduction to the field of policy and its importance to social work practice. Specifically, to the skills of policy analysis and advocacy as forms of social work practice and social justice. Analytical and practice skills are developed through applying the concept of

ideology as a useful policy analysis framework. Students will gain knowledge of how social justice can be advanced by means of thoughtful policy advocacy. Open to non-Social Work students with a minimum of 54 credit hours and with instructor permission. May not be held with SWRK 2113, the former SWRK 1310 or the former SWRK 1311. Prerequisite: SWRK 1200 or SWRK 3131 or the former SWRK 3130.

SWRK 3160 Feminist Perspectives in Social Work Practice and Social Welfare Policy 3 cr +3.0
With a focus on social justice, diversity, structural systems change through critical analysis, this course is centered in the deconstruction of social work practice and social welfare policy from a feminist perspective. May not be held with SWRK 4210 or SWRK 4213 or the former SWRK 4211. Registration restricted to Social Work students. Prerequisite: WOMN 1600. Pre- or corequisite: SWRK 2000.

SWRK 3170 Discovering Social Work Research: How Knowledge is Framed and Forging a Review 3 cr +3.0

This course is an introduction to social work research that prepares students to be critical, effective, and ethical consumers of research in social work and will provide an opportunity to become familiar with topics and issues relevant to social work research that make it distinct from other disciplines. Students will learn to apply research to social work practice, and how to use social work practice to inform research. May not be held with SWRK 3100, SWRK 3103, or the former SWRK 3101. Registration restricted to Social Work students. Prerequisites: (SWRK 1240 or SWRK 3141 or the former SWRK 3140) and SWRK 2010.

SWRK 3180 Social Work Practice with Immigrants and Refugees 3 cr +3.0

This course will introduce factors associated with immigration and the increasing number of immigrant and refugee (IR) populations in Canada. It will then provide students with the knowledge and skills required to respond to the current realities of immigrant and refugee individuals, families, and communities in Canada. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. Registration restricted to Social Work students. Prerequisites: SWRK 1210 and SWRK 1220.

SWRK 3190 Social Work Practice with Indigenous Peoples: Towards Reconciliation 3 cr +3.0

This course emphasizes social work from Indigenous epistemologies and ways of being; it outlines the linkages between First Nations, Metis and Inuit (FNMI) self-governance, legislation and policy. It overlays concepts such as decolonization, reconciliation and FNMI approaches to helping, and relevant social work practice within the context of diverse Indigenous world views and experiences. May not be held with SWRK 4220 or SWRK 4221. Depending on the instructor, this course may have a field trip. Contact the Director of your program site for details. Registration restricted to Social Work students. Prerequisite: SWRK 2010.

SWRK 3200 Social Work Practice with 2SLGBTQIA+ Communities 3 cr +3.0

This course examines approaches to working with 2SLGBTQIA+ people at micro, mezzo, and macro levels of social work practice. Emphasis is placed on how social workers can advocate for 2SLGBTQIA+ people in different contexts of practice. Registration restricted to Social Work students. Prerequisites: SWRK 1210 and SWRK 1220.

SWRK 4240 Integrative Practice Seminar for Field Instruction 2 1.5 cr +1.5

This course is designed to further facilitate the integration of knowledge, values and skills gained from other SWRK courses, past experiences, and field placements. Within the supportive seminar context, students will have opportunities to further enhance their ability to identify, apply, critique and evaluate social work theories, research, and conceptual frameworks.

May not be held with SWRK 4120 or SWRK 4121. Registration restricted to Social Work students. Minimum requirement DGPA: 2.5 or 3.0 for Concentrated BSW or Accelerated. Graded as pass/fail. Prerequisites: (SWRK 3220 and SWRK 3240) or SWRK 3250; instructor permission. Corequisite: SWRK 4350.

SWRK 4350 Field Instruction 2 6 cr +6.0

A second educationally directed practice experience building on SWRK 3240/SWRK 3250 in which the student will have the opportunity to advance their skill set in relation to social work engagement, assessment, planning, intervention and evaluation, integrating theory from class. Students will carry a sustained professional role in situations, which require the integration of social work values, knowledge, and skill at the level of a beginning practitioner. Students are expected to develop competencies in: professionalism and ethical standards, assessment and intervention skills in practice, reflective capacity and critical analysis, promotion of human rights and social justice, integration of policy and practice. May not be held with SWRK 4120 or SWRK 4121. Registration restricted to Social Work students. Minimum GPA: 2.5. Graded as pass/fail. Prerequisites: (SWRK 3220 and SWRK 3240) or SWRK 3250; instructor permission. Corequisite: SWRK 4240.

Modifications (*effective Fall 2023*):

SWRK 3150 Field Instruction 1 12 cr 0.0

(Seminar Required) A first educationally directed field experience in which the student will have the opportunity to assume responsibility for social work engagement, assessment, planning, intervention and evaluation, integrating theory from class. As well as scheduled integrative seminar activities led by university instructors that facilitate the integration of knowledge, values and skills gained from other SWRK courses, past experiences, and field placements. The course includes involvement with the agency in planning for, and engaging in, practice activity, and evaluation of performance. Graded as pass/fail. May not be held with SWRK 3151, SWRK 3152, SWRK 3220, SWRK 3240, or SWRK 3250. Prerequisites: SWRK 1240 (or the former SWRK 3140), SWRK 1310, SWRK 2030 (or the former SWRK 2080), SWRK 2090, and consent of course instructor (Field Coordinator).

SWRK 3152 Prior Learning Assessment and Recognition of Field Instruction 12 cr 0.0

PLAR is a self-study course in which the student (upon acceptance) will have the opportunity to demonstrate basic knowledge as required of all students in first field placement. Students will be required to demonstrate learning in social work engagement, assessment, planning, intervention and evaluation, as well as integration of values and ethics and theoretical frameworks as attained in prerequisite foundation courses. Applicants who have been accepted and register in SWRK 3152 in lieu of first field placement, SWRK 3150, will be required to complete workbook assignments on or before designated due dates and to contact the PLAR Assessor when additional classification or support is required. Graded as pass/fail. May not be held with SWRK 3152, SWRK 3220, SWRK 3240, or SWRK 3250. Prerequisites: SWRK 1240 (or the former SWRK 3140), SWRK 1310, SWRK 2030 (or the former SWRK 2080), SWRK 2090, and consent of course instructor (Field Coordinator).

SWRK 4120 Field Instruction 2 12 cr 0.0

(Seminar Required) A second educationally directed field experience in which the student will have the opportunity to carry a sustained professional role in situations which require the integration of values, knowledge, and skill at the level of a beginning professional practitioner. Also, scheduled integrative seminar activities led by university instructors will facilitate the integration of knowledge, values and skills gained from other SWRK courses, past experiences, and field placements. The course includes involvement with the agency in planning for, and

engaging in, practice activity, and evaluation of performance. Graded as pass/fail. May not be held with SWRK 4240 or SWRK 4350. Prerequisites: SWRK 3150 and consent of course instructor (Field Coordinator).

SWRK 4200 Field Focus of Social Work Practice 6 cr 0.0

A seminar for the critical examination of social work theory, values, policy and skills in the context of a field or focus of practice. The course integrates policy with practice at micro, meso and macro levels. Course seminar topics may vary from year to year and are organized to cover various fields or focus of practice. Restricted to students enrolled before 2023-2024.

Prerequisites: SWRK 1240 (or the former SWRK 3140), SWRK 1310, SWRK 2030 (or the former SWRK 2080), SWRK 2090.

SWRK 4300 Field Focus of Social Work Practice 2 6 cr 0.0

A seminar for the critical examination of social work theory, values, policy and skills in the context of a field or focus of practice. The course integrates policy with practice at micro, meso and macro levels. Course seminar topics may vary from year to year and are organized to cover various fields or focus of practice. For students admitted after 1993-1994 and before 2023-2024. May not be held with SWRK 4303. Prerequisite: SWRK 3150.

NET CHANGE IN CREDIT HOURS: +64.5

Faculty of Social Work

General Office

Dean: Dr. Michael Yellow Bird

Associate Dean(s): Dr. Maria Cheung- Undergraduate Programs; Dr. Judith Hughes- Graduate Studies & Research

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Academic Staff: Please refer to the Faculty's website (<https://umanitoba.ca/social-work/faculty-and-staff/>)

Degree Offered

The Bachelor of Social Work Program

Historically, the social work profession has focused on the well-being of people as well as the social structures and conditions that prevent a just and equal society. The Bachelor of Social Work Program is a professional program that is designed to prepare generalists who are knowledgeable of social work theories, and who can demonstrate skills related to practice, research, and social policy analysis. Students and graduates undertake these activities in accordance with the Canadian Association of Social Workers' Code of Ethics. The program is accredited by the Canadian Association for Social Work Education.

The Faculty of Social Work Bachelor of Social Work (BSW) is a professional program that builds students' competence in integrating social work values, Indigenous Knowledges, theory, and practice towards just societies, connected communities and enhanced well-being. The mission of the BSW degree program is preparing generalist social work professionals to engage in practices designed to transform unjust social arrangements, advance human and environmental rights, promote diversity and enhance well-being.

Graduates have competence for entry-level social work positions in a variety of different practice areas. The program is based on the principles of social justice, human rights, and anti-oppression, with an emphasis on critical thinking and understanding the structural roots of social problems. Foundation courses are grounded in critical theoretical frameworks including Indigenous world views, feminism, and anti-racism.

As a regulated profession, our BSW is accredited by the Canadian Association for Social Work Education (CASWE) and operates in accordance with CASWE's Code of Ethics. Our students take foundational and elective courses, and field placement practices to acquire the knowledge, theories, methods and demonstrated skills related to practice, research, and social policy analysis to work with individuals, families,

groups, communities, and social institutions. Graduates of the program have competence for entry-level social work positions in a variety of different practice areas and they can register with the regulated provincial body of the Manitoba College of Social Workers to obtain designation as a “registered social worker”.

The program is offered at multiple geographic sites including the Fort Garry campus, the William Norrie Centre (Inner City Social Work Program site), ~~the Université de Saint-Boniface~~, and Thompson, Manitoba (Northern Social Work Program site) as well as by Distance Delivery.

Programs

Degree/Diploma	Years to Completion	Total Credit Hours	Has Co-op Option
Social Work, BSW	3	123	

Faculty Academic Regulations

Admission Requirements

The following is a summary of the admission requirements to the Bachelor of Social Work program. Equivalent academic courses completed at recognized universities elsewhere will be considered. All admission requirements, as well as application deadline dates and forms, are included in an applicant information bulletin that is available from ~~the Admissions Office Enrolment Services~~ Undergraduate Admissions, 424 UMSU University Centre; this information is also posted on the University’s website: <https://umanitoba.ca/admissions>.

Admission to the Fort Garry Social Work Program Site

Admission Requirements

~~Completion of 30 credit hours of university level courses which are acceptable to the University of Manitoba.~~

Successful completion of 30 credit hours of university level coursework at the 1000 level or higher with minimum grades of ‘C’ including:

- WOMN 1600 (3)
- FMLY 1010 (3) or PSYC 1200 (6) **
- INDG 1220 (3) and INDG 1240 (3) or INDG 1200 (6)
- 6 credit hours from any Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses
- 9-12** credit hours of non-social work electives

**applicants who have completed PSYC 1200 will only require 9 credit hours of non-social work elective courses.

Note: Students are encouraged to take courses designated by the Faculty of Arts as Social Science, Humanities and Indigenous (SS /H/ I) courses for their Non-Social Work Electives.

(https://umanitoba.ca/faculties/arts/student_resources/requirements.html)

The written English and Mathematics requirements are recommended to be completed as part of University 1. If these requirements are not met in University 1 (i.e. the first 30 credit hours), they must be completed within the first 60 credit hours of the programs. Refer to the General Academic Regulations for a complete list of all courses that satisfy the University written English and Mathematics requirement. Minimum GPA for consideration for all applicants (including Educational Equity Initiative applicants): 2.5

A Criminal Record Statement and a Child Abuse Registry (CAR) check (for a record of those registered as an offender) must be completed following selection.

~~Selection criteria: Two applicant pools are created; 60% of all spaces are allocated to applicants with the highest grades, and 40% of all spaces are allocated to applicants based on the Education Equity initiative.~~

Concentrated Program

All applicants wishing to complete the program in two years of full-time study must have completed a minimum of ~~54~~ **48** credit hours of university study (which are acceptable to the University of Manitoba) prior to admission to the BSW program. Applicants wishing to complete the degree through the two-year concentrated program must have an Adjusted Grade Point Average of 3.00 from previous university study. In the event that three credit hours in each of written English and Mathematics have not been completed as part of the 48 credit hours of previous university study, they must be completed within the first year of the two-year BSW program.

The deadline for submission of applications is March 1st (for the September start date).

The Selection Process

The selection process is designed to accomplish three objectives: to treat applicants fairly and equitably, to provide the diversity of practitioners required by the profession, and to provide for an efficient admissions process. The Faculty selects applicants to the BSW program at the Fort Garry campus through two categories as described below.

Academic Achievement Category: 60% of all available positions are awarded on the basis of the highest Adjusted Grade Point Average.

Educational Equity Initiative: 40% of all available positions are allocated to those eligible for inclusion in one or more of the Educational Equity Priority Groups and awarded on the basis of the highest Adjusted Grade Point Average.

The purpose of the Educational Equity Initiative is to achieve equality in professional education so that no person shall be denied educational opportunities or benefits for reasons unrelated to ability. In the fulfilment of this goal, the aim is to correct the conditions of disadvantage in professional education experienced by Canadian Indigenous peoples, persons with disabilities, 2SLGBTQIA+, immigrants and refugees to Canada, and persons who are, because of their race or colour, a racialized minority in Canada. Giving effect to the principle of educational equity means more than treating persons in the same way; it also requires special measures and the accommodation of difference. Details of the Educational Equity Initiative are provided in the application information bulletin.

Students in the BSW program at the Fort Garry campus must successfully meet the graduation criteria set for all BSW students in the Faculty of Social Work.

Admission to the Inner City Social Work Program Site

The Bachelor of Social Work Inner City Social Work ~~BSW ACCESS Program~~ site at the William Norrie Centre is an inner city extension of the Faculty of Social Work. Students admitted to the BSW program at the Inner City Social Work ~~Program~~ site are accepted directly into a four-year BSW program and do not require prior university study.

The objective of this program is to enhance the accessibility of the BSW program by preparing as social workers those mature students who have had inner city or similar social service experience, but who lack the normal university entrance requirements. Special academic and social support is provided to students admitted to the program. Staff assist candidates in arranging funding resources.

All students complete a total of 123 credit hours of university study. Full-time or part-time study is offered.

~~Admission to the Inner City Social Work Program site is limited. Applicants to the full-time program must be 21 years old, low income, and residents of Winnipeg at the time of application. The deadline date for submitting applications is March 1. Orientation begins mid-August and is mandatory.~~

Full-time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old at the application deadline
- Applicants fall below the low income cut off bracket (LICO)
- Applicants are a resident of the City of Winnipeg
- Applicants have 27 credit hours or less of university level course work
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography, references, a face-to-face interview and interactive in-service that indicate:
 - Inner city experience
 - Volunteer or lived experience
 - Community involvement

- Suitability for the social work profession
- Preferences will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.
- Applicants participate in a writing/reading comprehension test, interviews and 2 in-service days. The reading component includes reading a social work text for comprehension while the writing component includes writing on a selected social work topic. (Please see assessment rubric in Appendix 1). All applicants need to pass this writing/reading comprehension test. The result of this test cannot be replaced by the result of any language tests to fulfil the English Language Proficiency Requirements for decision-making of admission acceptance of an applicant.

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Inner City ACCESS site - Full-time program, must also submit:

- An autobiography of no more than 750 words that focuses on lived experience that has led them to seek professional social work education
- Official post-secondary education transcripts
- Two letters of reference from employment and/or volunteer experiences
- An additional reference letter from a current supervisor, if applying to the part-time program
- Proof of age and Winnipeg residency (example: a photocopy of driver's license or Manitoba Health Card.)

Prior to submitting an application, it is ~~expected~~ strongly recommended that all applicants would attend a face-to-face information session where a more comprehensive explanation of the application and selection process is outlined. Eligible applicants can pick up an application package onsite.

The deadline date for submitting applications is March 1.

~~A part-time B.S.W. Access program is offered to individuals who meet the above criteria, work for a Winnipeg or Aboriginal agency, and/or have two years of employment in human service fields. The deadline for applications for part-time studies is February 1. Classes begin the first week in May.~~

Part-time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old at the time of application
- Applicants are a resident of the City of Winnipeg
- Applicants have 27 credit hours or less of university level course work
- Applicants are employed by a social service agency in Winnipeg, or by an Indigenous child welfare agency

- Applicants have a minimum of 2 years Canadian employment in a social services field, or 3 years of extensive volunteer work with 1 year relevant Canadian employment
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography of no more than 750 words that focuses on lived experience that has led them to seek professional social work education as well as references.
 - Inner city experience
 - Volunteer or lived experience
 - Community involvement
 - Suitability for the social work profession
- Preferences will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.
- Applicants participate in a writing/reading comprehension test and interviews. (Please see assessment rubric in Appendix 1). The reading component includes reading a social work text for comprehension while writing component includes writing on a selected social work topic. All applicants need to pass this writing/reading comprehension test. The result of this test cannot be replaced by the result of any language tests to fulfil the English Language Proficiency Requirements for decision-making of admission acceptance of an applicant.

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Inner City ACCESS site - Part-time program, must also submit:

- An autobiography of no more than 750 words that focuses on lived experience that has led them to seek professional social work education
- Official post-secondary education transcripts
- Two letters of reference from employment and/or volunteer experiences
- An additional reference letter from the applicant's current supervisor
- Proof of age and Winnipeg residency (example: a photocopy of driver's license or Manitoba Health Card).

Prior to submitting an application, it is ~~expected~~ strongly recommended that all applicants would attend a face-to-face information session where a more comprehensive explanation of the application and selection process is outlined. Eligible applicants can pick up an application package onsite.

The deadline date for submitting applications is February 1.

The following will be added to the Applicant Information Bulletins for Admission:
English Language Proficiency Requirements:

All applicants whose primary language is not English and do not qualify for a waiver under the University of Manitoba's English language proficiency regulations will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions web site.

See the link below to view information regarding specific English Language Proficiency Requirements and English Language Proficiency Waiver information:
<http://umanitoba.ca/admissions/undergraduate/requirements/english-language-proficiency>

Results for most language tests, including TOEFL, IELTS and CanTEST, expire two years from the test date. Test scores must be valid at the start of classes. Please confirm the validity of your test results.

As per the University's policy, all students are required to complete, within the first 60 credit hours of their programs, a minimum of one three credit hour course with significant content in written English, and a minimum of one three credit hour course with significant content in Mathematics. Please refer to the Academic Calendar's General Academic Regulations for a complete list of all courses, which satisfy the University written English and Mathematics requirement.

Students at the Inner City Social Work Program site must successfully meet the graduation criteria set for all BSW students in the Faculty of Social Work.

For further information, contact:

Inner City Social Work Program, 485 Selkirk Avenue
Winnipeg, Manitoba, R2W 2M6 Telephone: (204) 668-8160

Admission to the Northern Social Work Program Site

The Bachelor of Social Work Northern Social Work (BSW) ACCESS program site, based in Thompson Manitoba, is an extension of the Fort Garry Faculty of Social Work.

Students can be admitted either into a four-year Bachelor of Social Work Northern ACCESS program and do not require prior university study OR into the Bachelor of Social Work Northern three-year BSW program if they have met the following admission criteria.

- **Successful completion of 30 credit hours of university level coursework at the 1000 level or higher with minimum grades of 'C' including:**
 - WOMN 1600 (3)
 - FMLY 1010 (3) or PSYC 1200 (6) **
 - INDG 1220(3) and INDG 1240 (3) or INDG 1200 (6)
 - 6 credit hours from any Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses
 - 9-12** credit hours of non-social work electives

All students complete a total of 123 credit hours of university study. Full-time or part-time study is offered.

Admission to the **three-year Bachelor of Social Work Northern site** is limited. Applicants must meet specified northern residency requirements. The deadline date for submitting applications is March 1 (classes begin in September).

The objective of the Bachelor of Social Work Northern ACCESS is to enhance the accessibility of the BSW program by preparing mature students who, without the support of the program, would be unable to successfully complete a university degree due to lack of financial resources, lack of academic qualifications and remote northern location. Special academic and personal support is provided to students admitted to the program, as well as some assistance in arranging funding resources.

Admission to the Bachelor of Social Work Northern ACCESS site is limited.

Full-time/Part-time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old by the application deadline
- Applicants may or may not have a High School diploma
- Applicants are a resident of Northern Manitoba (North of the 53rd parallel)
- Applicants have 27 credit hours or less of university level course work.
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography and a face to face interview that indicates:
 - Northern experience
 - Interest in the profession
 - Volunteer or lived experience related to the practice of social work.
 - Being active in the community
- Participate in a reading and writing comprehension test. (This assessment consists of vocabulary and reading comprehension sections of CAAT-C through the Assessment Centre at the YWCA).

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Northern ACCESS site, must also:

- Complete an autobiography of no more than 750 words outlining their Northern experience, interest in the profession, volunteer or lived experience as it relates to the practice of social work and their engagement with the community.
- Attend a scheduled interview
- Provide official school transcripts (including university, high school, Adult Basic Ed., G.E.D.)
- Provide two letters of reference (One from a place of paid or voluntary work, or a current supervisor and the other from a person outside immediate family)
- Provide proof of age and residency in Northern Manitoba (example: a photocopy of driver's license or Manitoba Health Card).

Preference will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with low income*, persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.

The deadline date for submitting applications is March 1.

*The Northern admission policy prefers a self-declared way for access applicants to declare the category of low income because none of the existing standard federal government poverty measuring tools can accurately capture the realities in Northern Manitoba. Measures like Low Income Measure, which is based on 50% of adjusted median income would not capture the poverty realities due to the large discrepancy between the high-earning and low-earning groups. Another popular measure LICO that is used by Inner City Social Work Program failed to create a Northern Manitoba profile. Similarly, the Market Basket Measure data does not capture the North.

As per the University's policy, all students are required to complete, within the first 60 credit hours of their programs, a minimum of one three credit hour course with significant content in written English, and a minimum of one three credit hour course with significant content in Mathematics. Please refer to the Academic Calendar's General Academic Regulations for a complete list of all courses which satisfy the University written English and Mathematics requirement. Students at the Northern Social Work program site must successfully meet the graduation criteria set for all BSW students in the Faculty of Social Work.

For further information, contact the:
Faculty of Social Work at Thompson 3 Station Road
Thompson, Manitoba, R8N 0N3 Telephone: (204) 677-1450

Admission to the Distance Delivery Social Work Program Site

The Faculty of Social Work is committed to the accessibility of social work education. The Faculty has extended the concept of accessibility to include geographical accessibility through the delivery of the BSW based on two approaches:

1. to individuals by means of an online study program and
2. to community-based groups using the cohort method.

The Distance Delivery BSW program site is intended to encourage individuals who are employed in the social services and living outside of Winnipeg, but who may not have had the opportunity to pursue professional social work education.

All students complete a total of 123 credit hours of university study. Full-time or part-time study is offered.

Delivery methods for the online study component of the program include a combination of web conferences and online courses. Access to a computer, high-speed internet and a headset with a microphone is required.

All course examinations are scheduled and arranged by the University's Registrar's Office to take place in the student's community. Delivery of the program to the community-based cohorts utilizes face-to-face delivery with the option of a combination of face-to-face, web conferences, and online study.

Applicants to the Bachelor of Social Work Distance Delivery site ~~B.S.W. program~~ must meet all ~~three~~ of the following requirements to be admitted into the program:

- Residency outside of the City of Winnipeg; and
- 1 year (1750 hours) of work experience, within the last 5 years, in the social services field; and
- ~~Minimum of 30 credit hours of university-level courses which are acceptable to the University of Manitoba;~~
- Successful completion of 30 credit hours of university level coursework at the 1000 level or higher with minimum grades of 'C' including:
 - WOMN 1600 (3)
 - FMLY 1010 (3) or PSYC 1200 (6)**
 - INDG 1220(3) and INDG 1240 (3) or INDG 1200 (6)
- 6 credit hours from any Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses
- 9-12** credit hours of non-social work electives
- with a minimum GPA of 2.5 for consideration of all applicants, including Educational Equity applicants.

**applicants who have completed PSYC 1200 will only require 9 credit hours of non-social work elective courses.

Note: Students are encouraged to take courses designated by the Faculty of Arts as Social Science, Humanities and Indigenous (SS /H/ I) courses for their Non-Social Work Electives

(https://umanitoba.ca/faculties/arts/student_resources/requirements.html)

Complete and detailed admissions information is available on our website or by calling the Faculty of Social Work Distance Delivery site General Office at 204-474-7912.

The deadline for submission of applications is March 1st (for the September start date).

Within the first 60 credit hours of their programs, all students are required to complete a minimum of one 3 credit hour course with significant content in written English, and a minimum of one 3 credit hour course with significant content in Mathematics. Please refer to the Academic Calendar's General Academic Regulations for a complete list of all courses, which satisfy the University written English and Mathematics requirement.

Students at the Distance Delivery BSW ~~program~~ site must successfully meet the graduation criteria set for all BSW students in the Faculty of Social Work.

~~The Université de Saint-Boniface~~

~~The Université de Saint-Boniface, in conjunction with the University of Manitoba, now offers a French language Bachelor of Social Work program. Please contact the Program Coordinator at 204-237-1818 ext. 447 for more information.~~

Option in Aging

The Interfaculty Option in Aging is offered by the following faculties/ colleges: Arts, Agriculture and Food Sciences, Medicine, Nursing, Kinesiology and Recreation Management, and Social Work. To complete the option, students will complete each of the following requirements:

Course	Title	Required	Hours
NURS 2610 or KIN 2610	Health and Physical Aspects of Aging	Yes	3
SWRK 2650 or FMLY 2650	The Social Aspects of Aging ¹ The Social Aspects of Aging	Yes	3
SWRK 3150 3240 or SWRK 4120 4350	Field Instruction 1 (placement in aging) Field Instruction 2 (placement in aging)	Choose One	12 6
SWRK 4200 or SWRK 4300	Field Focus of Social Work Practice Field Focus of Social Work Practice 2		6
SWRK 3220 or SWRK 4240	Integrative Seminar 1 Integrative Seminar 2	Take w/ Corresponding Field Instruction	1.5
SWRK 4282	Social Work Practice with Older Adults	Yes	3
SWRK 4258 or SWRK 4296	Loss, Grief, Bereavement and Social Work Diversity in Aging: Theory and Policy	Choose One	3
Total			24 19.5

¹ These courses are offered on a rotational basis by participating units. Students are encouraged to take courses from the participating units other than Social Work.

Upon the successful completion of these requirements, a notation will be added to the student's transcript. For further information on the Interfaculty Option in Aging, please refer to the website (<https://umanitoba.ca/explore/programs-of-study/aging-interfaculty-option>)

Social Work, BSW

Curriculum Outline

Students should contact their Academic Advisors from their program delivery sites for information on curriculum outlines.

A) Three-Year Plan - Fort Garry, Distance Delivery, and Northern External

This plan allows a student who has completed **specified** 30-50 credit hours of ~~general university study~~ **non-social work courses** prior to admission, to combine Social Work professional courses with other university courses. It requires three years of full-time study, after admission to the Faculty. ~~to complete the requirements for the B.S.W. degree. A student who has already completed the 51 credit hours of general university study which are acceptable to the University of Manitoba may also register for this program ignoring the elective requirements.~~

Three-Year Plan Example

Course	Title	Hours
Pre-Admission		
INDG 1200	Indigenous Peoples of Canada 1 and 2 OR	6
INDG 1220 & INDG 1240	Indigenous Peoples of Canada 1 AND Indigenous Peoples of Canada 2	
WOMN 1600	Intro to Women and Gender Studies	3
FMLY 1010	Human Development in the Family * OR	3
PSYC 1200	Introduction to Psychology	6
	Non-SWRK courses	12
	Specific Social Sciences and Humanities Elective Courses i.e.: POLS, ECON, SOC	6
Total Admission Requirement Hours		30(33)

Course	Title	Hours
SWRK 1310	Introduction to Social Welfare Policy Analysis	3
SWRK 2080	Interpersonal Communication Skills	3
SWRK 2090	Human Behaviour and Social Work Practice	6
SWRK 3140	Introduction to Social Work Practice	3
SWRK 4300	Field Focus of Social Work Practice 2	1-6
SWRK 2110 or SWRK 2130	Emergence of the Canadian Social Welfare State Comparative Social Welfare Systems	3
SWRK 3100	Systematic Inquiry in Social Work	3
SWRK 3130	Contemporary Canadian Social Welfare	3
SWRK 4210	Feminist Perspectives on Social Work Practice and Social Welfare Policy	6
SWRK 4220	Aboriginal People and Social Work Practice	6

Course	Title	Hours
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Year 1		
SWRK 1200	Introduction to Canadian Social Welfare	3
SWRK 1210	Mitakuye Oyasin (We are All Related)	3
SWRK 1220	Social Justice, Diversity and Human Rights	3
SWRK 1230	Community Health and Well-Being: Imagination for Social Work Practice	3
SWRK 1240	Social Work and Professional Identity	3
SWRK 1250	Human Behaviour, Family & Community Well-Being: Theory and Practice	3
SWRK 2010	Indigenization and Decolonization in Social Work	3
SWRK 2030	Communication & Relational Skills in Social Work	3
SWRK 2040	Social Welfare Policy: Analysis and Advocacy	3
	Written English (W) Requirement Course	3
	Total Year 1 Hours	30
Year 2		
SWRK 2000	Anti-racist Social Work Practice	3
SWRK 2020	Community Development and Social Work	3
SWRK 3160	Feminist Perspectives in Social Work practice and Social Welfare Policy	3
SWRK 3170	Discovering Social Work Research: How Knowledge is Framed and Forging a Review	3
SWRK 3180	Social Work Practice with Immigrants and Refugees	3
SWRK 3190	Social Work Practice with Indigenous Peoples: Towards Reconciliation	3
SWRK 3220	Integrative Practice Seminar for Field Instruction 1	1.5
SWRK 3240	Field Instruction 1	6
SWRK 3150	Field Instruction 1	12
SWRK 4200	Field Focus of Social Work Practice	6
	Social Sciences and Humanities Elective	3
	Mathematics (M) Requirement Course	3
	Total Year 2 Hours	31.5
Year 3		
SWRK 3200	Social Work Practice with 2SLGBTQIA+ Communities	3
SWRK 4####	Social Work Elective	3
SWRK 4####	Social Work Elective	3
SWRK 4####	Social Work Elective	3
SWRK 4####	Social Work Elective	3
SWRK 4350	Field Instruction 2	6
SWRK 4240	Integrative Practice Seminar for Field Instruction 2	1.5
SWRK 4120	Field Instruction 2	12
SWRK 4300	Field Focus of Social Work Practice	6
	Social Sciences and Humanities Elective	3
	Social Sciences and Humanities Elective*(If FMLY 1010 used for admission)	3
	Total Year 3 Hours	31.5 (28.5)

	Total Hours	123
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Notes:

- ~~SWRK 1310 and SWRK 2080 are open to University 1 students,~~
- All students must take the foundation **core (1000 and 2000 level)** courses very early in the program. Failure to do so may restrict progression through the program.
- See course descriptions for a complete list of pre-/co-requisites.
- ~~Students must take SWRK 1310 before proceeding to SWRK 2110, SWRK 2130, and SWRK 3130. In addition, SWRK 1310, SWRK 2080 and SWRK 2090 are pre- or co-requisite to SWRK 3140.~~
- All **The following** foundation courses (~~SWRK 1310, SWRK 2080, SWRK 2090 and SWRK 3140~~) (**SWRK 1200, SWRK 1210, SWRK 1220, SWRK 1230, SWRK 1240, SWRK 1250 SWRK 2010, and SWRK 2030**) **must be completed before taking SWRK 3220; SWRK 3240 and any SWRK 4000-level elective.** ~~are pre-requisite to SWRK 4200, SWRK 4300, SWRK 4210, SWRK 4220, SWRK 3150 and SWRK 4120. In addition, SWRK 3150 3240 and SWRK 4200 3220 are pre-requisites to SWRK 4120 4350.~~
- See Aurora Class Schedule for a list of SWRK 4200 and SWRK 4300 courses **SWRK 4000-level electives.**
- ~~Students must take one section of SWRK 4200 and one section of SWRK 4300. Each section is anchored in a different field or focus of social work practice.~~
- Students must take SWRK 4200 **3220** concurrently with SWRK 3150 **3240** and SWRK 4300 **4240** concurrently with SWRK 4120 **4350**. ~~If a student withdraws from SWRK 4200, they must also withdraw from SWRK 3150 and if a student withdraws from SWRK 4300, they must also withdraw from SWRK 4120. As well, if a student withdraws from SWRK 3150 they must withdraw from SWRK 4200 and if a student withdraws from SWRK 4120 they must withdraw from SWRK 4300. Students, who fail to withdraw from the co-requisite course, will be withdrawn.~~
- **Students are permitted one voluntary withdrawal from the course SWRK3240 and one voluntary withdrawal from the course SWRK 4350. If a student withdraws from SWRK 3240, they must withdraw from the co-requisite SWRK 3220 and if a student withdraws from SWRK 4240, they must withdraw from co-requisite SWRK 4350. Students, who fail to withdraw from the co- requisite course, will be withdrawn. A student with more than one voluntary withdrawal from SWRK 3240 or SWRK 4350 shall be required to withdraw from the Faculty.**
- ~~Students admitted after '97-'98 must complete 3 credit hours of written English and 3 credit hours of mathematics as part of first 60 credit hours (unless completed prior to admission).~~

Year 1	Hours
Select 21 27 credit hours in Social Work Courses	21 27
Select 6 3 credit hours in Electives	6 3

Hours	27-30
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Year 2	Hours
Select 27 25.5 credit hours in Social Work Courses	27 25.5
Select 6 credit hours in Electives	6
Hours	33-31.5

Year 3	Hours
Select 24 22.5 credit hours in Social Work Courses	24 22.5
Select 9 credit hours in Electives	9
Hours	33-31.5
Total Hours	93

Planning Chart for Elective Courses for Three-Year Program

Course / Title	Hours
Required Electives	
Admitted on basis of (Year 1)	30
Unallocated transfer	
Electives to be completed (Year 1/2/3)	0/3/9
Written English (W) (Year 1)	3
Mathematics (M) (Year 1 2)	3
Total	48

B) Two-Year Plan (Concentrated Program) – Fort Garry Campus

Fort Garry campus students who, prior to admission to the BSW program, have completed ~~51~~ the 30 credit hours of general university study admission requirements + 18 credit hours of **non-social work electives required for program completion (see chart in admission)** and have attained a minimum Adjusted Grade Point Average (AGPA) of 3.00, are eligible for the two-year plan (Concentrated Program). If a student has completed the ~~51 credit hours of general university study~~ **required 30 credit hours for admission and 18 credit hours of non-social work electives** which are acceptable to the University of Manitoba, but does not have the required 3.00 AGPA, or prefers a more extended time period, that student can register for either the three-year plan or the part-time plan.

Students eligible to register for the concentrated program may choose to do so at point of initial registration following admission only.

If any of the required social work courses were part of ~~51~~ **48** credit hours completed prior to admission to the BSW program, they will have to be substituted with elective courses after admission to the BSW program. Any outstanding elective courses, including written English and Mathematics requirements, must be completed by the end of Winter term in the first year of the BSW Concentrated Program.

Students must maintain a Degree Grade Point Average (DGPA) of a minimum 3.00 at the end of each term to remain in the Concentrated Program. In an instance where

one or both of these requirements are not met, the student's status will be changed from Concentrated to Regular.

Students planning on completing their program in two years must follow the structure outlined below (which requires completing at least 12 credit hours, including ~~SWRK 4210 and SWRK 4220~~, during the summer).

Concentrated Two-Year Plan Example

Pre-Admission Coursework

Course	Title	Hours
Pre-Admission		
INDG 1200	Indigenous Peoples in Canada OR	6
INDG 1220 & INDG 1240	Indigenous Peoples in Canada 1 AND Indigenous Peoples in Canada 2	
WOMN 1600	Intro to Women and Gender Studies	3
FMLY 1010	Human Development in the Family OR	3
PSYC 1200	Introduction to Psychology*	6
	Non-SWRK courses	12
	Social Sciences and Humanities Elective (see list)	12 (* 9)
	Specific Social Sciences and Humanities Courses i.e.: POLS, ECON, SOC	6
	Written English (W) Requirement	3
	Mathematics (M) Requirement	3
Total Admission Requirement Hours		48

Social Sciences and Humanities course list-

(https://umanitoba.ca/faculties/arts/student_resources/requirements.html)

Course	Title	Hours
Year 1		
SWRK 1310	Introduction to Social Welfare Policy Analysis	3
SWRK 2080	Interpersonal Communication Skills	3
SWRK 2090	Human Behaviour and Social Work Practice	6
SWRK 2110 or SWRK 2130	Emergence of the Canadian Social Welfare State Comparative Social Welfare Systems	3
SWRK 3100	Systematic Inquiry in Social Work	3
SWRK 3130	Contemporary Canadian Social Welfare	3
SWRK 3140	Introduction to Social Work Practice	3
SWRK 4210	Feminist Perspectives on Social Work Practice and Social Welfare Policy	6
SWRK 4220	Aboriginal People and Social Work Practice	6

Course	Title	Hours
Year 1	(September – August)	
SWRK 1200	Introduction to Canadian Social Welfare	3
SWRK 1210	Mitakuye Oyasin (We are All Related)	3

SWRK 1220	Social Justice, Diversity and Human Rights	3
SWRK 1230	Community Health and Well-Being: Imagination for Social Work Practice	3
SWRK 1240	Social Work and Professional Identity	3
SWRK 1250	Human Behaviour, Family and Community Well-Being: Theory and Practice	3
SWRK 2000	Anti-racist Social Work Practice	3
SWRK 2010	Indigenization and Decolonization in Social Work	3
SWRK 2030	Communication & Relational Skills in Social Work	3
SWRK 2040	Social Welfare Policy: Analysis and Advocacy	3
SWRK 3160	Feminist Perspectives in Social Work practice and Social Welfare Policy	3
SWRK 3170	Discovering Social Work Research: How Knowledge is Framed and Forging a Review	3
SWRK 3180	Social Work Practice with Immigrants and Refugees	3
SWRK 3190	Social Work Practice with Indigenous Peoples: Towards Reconciliation	3
1st year hours		42

Course	Title	Hours
Year 2	(September-May July)	
SWRK 3150	Field Instruction 1	12
SWRK 4200	Field Focus of Social Work Practice	6
SWRK 4120	Field Instruction 2	12
SWRK 4300	Field Focus of Social Work Practice 2	6
SWRK 2020	Community Development and Social Work	3
SWRK 3200	Social Work Practice with 2SLGBTQIA+ Communities	3
SWRK 3220	Integrative Practice Seminar for Field Instruction 1	1.5
SWRK3240	Field Instruction 1	6
SWRK 4350	Field Instruction 2	6
SWRK 4240	Integrative Practice Seminar for Field Instruction 2	1.5
SWRK 4xxx	Social Work Electives x4	12
2nd year hours		33
Total Hours		72
		123

Notes:

- See course descriptions (<https://catalog.umanitoba.ca/undergraduate-studies/social-work/social-work-bsw/#coursestext>) for a complete list of pre/co-requisites.
- See Aurora Class Schedule for a list of SWRK 4200 and SWRK 4300 courses **SWRK 4xxx-level electives**.

C) Northern ACCESS 4 -year Plan

This plan allows a student who lives in or near Thompson, MB and has met the criteria for Northern ACCESS admission to combine Social Work professional courses with all the non-social work university courses required for program completion. It requires four years of full-time study, including summers, after admission to the Faculty.

Course	Title	Hours
Year 1		
SWRK 1240	Social Work and Professional Identity	3
SWRK 2030	Communication & Relational Skills in Social Work	3
FMLY 1010	Human Development in the Family	3
PSYC 1200	Introduction to Psychology (Social Sciences and Humanities Elective)	6
INDG 1220*	Indigenous Peoples of Canada 1	3
	Non-SWRK course	3
	Written English (W) Requirement	3
	Specific Social Sciences and Humanities Course i.e.: POLS, ECON, SOC	3
	Social Sciences and Humanities Elective (see list)	3
	Study Skills/Social Science Concepts (non-credit)	0
	Total Year 1 Hours	30
Year 2		
WOMN 1600	Introduction to Women and Gender Studies	3
SWRK 1200	Introduction to Canadian Social Welfare	3
SWRK 1210	Mitakuye Oyasín (We are All Related)	3
SWRK 1220	Social Justice, Diversity and Human Rights	3
SWRK 1230	Community Health and Well-Being: Imagination for Social Work Practice	3
SWRK 2040	Social Welfare Policy: Analysis and Advocacy	3
INDG 1240*	Indigenous Peoples of Canada 2	3
	Mathematics (M) Requirement	3
	Specific Social Sciences and Humanities Course i.e.: POLS, ECON, SOC	3
	Social Sciences and Humanities Elective (see list)	3
	Non-SWRK course	3
	Total Year 2 Hours	33
Year 3		
SWRK 1250	Human Behaviour, Family & Community Well-Being: Theory and Practice	3
SWRK 2000	Anti-racist Social Work Practice	3
SWRK 2010	Indigenization and Decolonization in Social Work	3
SWRK 2020	Community Development and Social Work	3
SWRK 3170	Discovering Social Work Research: How Knowledge is Framed and Forging a Review	3
SWRK 3180	Social Work Practice with Immigrants and Refugees	3
SWRK 3190	Social Work Practice with Indigenous Peoples: Towards Reconciliation	3
SWRK 3200	Social Work Practice with 2SLGBTQIA+ Communities	3
SWRK 3220	Integrative Practice Seminar for Field Instruction 1	1.5
SWRK 3240	Field Instruction 1	6
	Total Year 3 Hours	31.5
Year 4		
SWRK 3160	Feminist Perspectives in Social Work practice and Social Welfare Policy	3

SWRK 4240	Integrative Practice Seminar for Field Instruction 2	1.5
SWRK 4350	Field Instruction 2	6
SWRK 4xxx	Social Work Elective	3
SWRK 4xxx	Social Work Elective	3
SWRK 4xxx	Social Work Elective	3
SWRK 4xxx	Social Work Elective	3
	Non-SWRK course	3
	Non-SWRK course	3
	Total Year 4 Hours	28.5
	Total Hours	123

* INDG 1220 (3) and INDG 1240 (3) can be substituted with INDG 1200 (6)

Notes:

- See course descriptions (<https://catalog.umanitoba.ca/undergraduate-studies/social-work/social-work-bsw/#coursestext>) for a complete list of pre/co-requisites.
- See Aurora Class Schedule for a list of ~~SWRK 4200 and SWRK 4300~~ courses **SWRK 4xxx-level electives**.
- **Students at the Northern BSW site have access to non-SWRK electives through various delivery sites; including but not limited to IUS, UCN and UM distance offerings.**

D) Inner City ACCESS 4 -year Plan

This plan allows a student who lives in Winnipeg, MB and has met the criteria for Inner City's ACCESS admission to combine Social Work professional courses with all of the required non-social work electives. It requires four years of full-time study, including summers, after admission to the Faculty.

Course	Title	Hours
Year 1		
SWRK 1200	Introduction to Canadian Social Welfare	3
SWRK 1210	Mitakuye Oyasin (We are All Related)	3
SWRK 1230	Community Health and Well-Being: Imagination for Social Work Practice	3
SWRK 1240	Social Work and Professional Identity	3
SWRK 1250	Human Behaviour, Family & Community Well-Being: Theory and Practice	3
SWRK 2030	Communication & Relational Skills in Social Work	3
INDG 1200	Indigenous Peoples in Canada OR	6
INDG 1220 & INDG 1240	Indigenous Peoples in Canada 1 AND Indigenous Peoples in Canada 2	
	Intro to Social Sciences (non-credit)	0
	Writing Skills (non-credit)	0
	Written English (W) Requirement Course	3
	Specific Social Sciences and Humanities Course i.e.: POLS, ECON, SOC	3
	Specific Social Sciences and Humanities Course i.e.: POLS, ECON, SOC	3

	Total Year 1 Hours	33
Year 2		
WOMN 1600	Introduction to Women and Gender Studies	3
SWRK 1220	Social Justice, Diversity and Human Rights	3
SWRK 2010	Indigenization and Decolonization in Social Work	3
SWRK 2040	Social Welfare Policy: Analysis and Advocacy	3
SWRK 4xxx	Social Work Elective	3
PSYC 1200	Introduction to Psychology (Social Sciences and Humanities Elective)	6
	Mathematics (M) Requirement	3
	Non-SWRK course	3
	Non-SWRK course	3
	Non-SWRK course	3
	Total Year 2 Hours	33
Year 3		
SWRK 2000	Anti-racist Social Work Practice	3
SWRK 2020	Community Development and Social Work	3
SWRK 3160	Feminist Perspectives in Social Work practice and Social Welfare Policy	3
SWRK 3170	Discovering Social Work Research: How Knowledge is Framed and Forging a Review	3
SWRK 3180	Social Work Practice with Immigrants and Refugees	3
SWRK 3190	Social Work Practice with Indigenous Peoples: Towards Reconciliation	3
SWRK 3220	Integrative Practice Seminar for Field Instruction 1	1.5
SWRK 3240	Field Instruction 1	6
	Non-SWRK course	3
	Total Year 3 Hours	28.5
Year 4		
SWRK 3200	Social Work Practice with 2SLGBTQIA+ Communities	3
SWRK 4240	Integrative Practice Seminar for Field Instruction 2	1.5
SWRK 4350	Field Instruction 2	6
SWRK 4xxx	Social Work Elective	3
SWRK 4xxx	Social Work Elective	3
SWRK 4xxx	Social Work Elective	3
	Social Sciences and Humanities Elective (see list)	3
	Social Sciences and Humanities Elective (see list)	3
	Social Sciences and Humanities Elective (see list)	3
	Total Year 4 Hours	28.5
	Total Hours	123

Notes:

- See course descriptions (<https://catalog.umanitoba.ca/undergraduate-studies/social-work/social-work-bsw/#coursestext>) for a complete list of pre/co-requisites.
- See Aurora Class Schedule for a list of ~~SWRK 4200 and SWRK 4300~~ courses **SWRK 4xxx-level electives**.

F) The Part-Time Plan

Please note that it is possible to pursue the Bachelor of Social Work degree through a program of part-time study. Part-time students must complete all the required social work and **non social work** elective courses within nine years of their admission to the faculty. **Because the path to completion can vary so much, students who would like to pursue a BSW on a part-time basis are encouraged to talk with an academic advisor.**

~~Required Social Work Courses~~

Course	Title	Hours
SWRK 1310	Introduction to Social Welfare Policy Analysis	3
SWRK 2080	Interpersonal Communication Skills	3
SWRK 2090	Human Behaviour and Social Work Practice	6
SWRK 2110	Emergence of the Canadian Social Welfare State	3
SWRK 2130	Comparative Social Welfare Systems	3

~~Elective Social Work Courses~~

Course	Title	Hours
SWRK 2050	Community and Organizational Theory	3
SWRK 2070	Small Group Dynamics	3
SWRK 4050	Selected Topics in Social Work	3
SWRK 4080	Current Issues in Social Welfare	3

~~Note: Special and non-Social Work students are required to abide by the same pre-/co-requisite policy that applies to BSW students.~~

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Social Work to modify the admission requirements for the Bachelor of Social Work degree program (2022.01.25)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Social Work is proposing some modifications to the admission requirements to the Bachelor of Social Work degree program. The proposed modifications have been divided into three separate proposals as each have unique admission requirements:
 - i. Northern Access site
 - ii. Inner City Access site
 - iii. Fort Garry, Distance Delivery, and Northern (externals)
3. The proposal was endorsed by SCADM on January 25th, 2022.

Observations:

1. The admission requirements for Inner City and Northern Access have been in place for several years; however, not all of the requirements have been formally approved by Senate. In addition to seeking formal approval, the requirements have been updated to ensure the standards and processes are well documented.
2. The requirements for the Fort Garry, Distance Delivery, and Northern Externals will be phased in as part of a transition plan associated with some curriculum modifications in the program. There will be a scaled back version of the requirements in place for the 2023, 2024, and 2025 intakes. The full requirements will be effective for the fall 2026 intake.

Recommendation:

The Senate Committee on Admissions recommends that:

1. The proposal to approve admission requirements for the Bachelor of Social Work degree program (Northern Access site) be approved effective for the fall 2023 intake.
2. The proposal to approve admission requirements for the Bachelor of Social Work degree program (Inner City Access site) be approved effective for the fall 2023 intake.
3. The proposal to approve admission requirements for the Bachelor of Social Work degree program (Fort Garry, Distance Delivery, and Northern Externals) be approved effective for the fall 2023 intake.

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

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

Faculty of Social Work Senate Committee on Admissions Proposal
Bachelor of Social Work Northern ACCESS Site
Admission Requirements Submission

Section I - Description of Change

1.1 State the change

The proposal here is to ask Senate approval of the existing admission policies of the Northern Social Work Program site for policy compliance. It appeared that the admission requirement may not have been formally approved in detail and therefore we are bringing them forth for formal approval and for approval to reflect the policies in the Academic Calendar.

1.2 Contextual and background info re admission to the Northern ACCESS site

As an extension of the University of Manitoba Faculty of Social Work established in the early 1980s, the Northern Social Work Program site (NSWP) delivers an on-site Bachelor of Social Work (B.S.W.) program in Thompson, Manitoba. NSWP is comprised of two groups of students – one is admitted into the Access Program while the other group called “External” is comprised of students admitted similarly to students admitted into the BSW program at the Fort Garry campus. This proposal only deals with the Access program.

The purpose of the NSWP is to carry out the mission and vision of the Faculty of Social Work by providing an accessible BSW degree education in Northern Manitoba. This access program is designed for mature students who, without the supports of the program, would be unable to successfully complete a university degree, lack of academic qualifications, geographic and cultural barriers. Students admitted into the Northern Access Social Work Program site are accepted directly into a four-year, B.S.W. program. Once admitted, all students complete a total of 123 credit hours of university studies. Full- and part-time studies are offered. Academic and social supports are provided to students admitted to the program. Staff assist successful candidates in arranging funding resources. In recent years, over 70% graduates from the program are employed in the north.

1.3 Current admission requirements

Admission to the Northern Social Work program is limited. Applicants must meet specified northern residency requirements. The deadline date for submitting applications is March 1 (classes begin in September).

1.4 Proposed admission requirements

Admission to the Bachelor of Social Work Northern ACCESS site is limited.

Full-Time/Part-Time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old by the application deadline
- Applicants may or may not have a High School diploma
- Applicants are a resident of Northern Manitoba (North of the 53rd parallel)
- Applicants have 27 credit hours or less of university level course work.
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography and a face to face interview that indicates:
 - Northern experience
 - Interest in the profession
 - Volunteer or lived experience related to the practice of social work.
 - Being active in community
- All applicants whose primary language is not English will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions website:

<http://umanitoba.ca/admissions/undergraduate/requirements/english-language-proficiency>

Results for most language tests, including TOEFL, IELTS and CanTEST, expire two years from the test date. Test scores must be valid at the start of classes.

- Participate in a reading and writing comprehension test. (This assessment consists of vocabulary and reading comprehension sections of CAAT-C through the Assessment Centre at the YWCA).

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Northern ACCESS site, must also:

- Complete an autobiography of no more than 750 words outlining your Northern experience, interest in the profession, volunteer or lived experience as it relates to the practice of social work and your engagement with community.
- Attend a scheduled interview
- Provide official school transcripts (including university, high school, Adult Basic Ed., G.E.D.)
- Provide two letters of reference (One from a place of paid or voluntary work, or a current supervisor and the other from a person outside immediate family)

- Provide proof of age and residency in Northern Manitoba (example: a photocopy of your driver's license or Manitoba Health Card).

Preference will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), person with low income*, persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.

The deadline date for submitting applications is March 1.

*The Northern admission policy prefers a self-declared way for access applicants to declare the category of low income because none of the existing standard federal government poverty measuring tools can accurately capture the realities in Northern Manitoba. Measures like Low Income Measure, which is based on 50% of adjusted median income would not capture the poverty realities due to the large discrepancy between the high-earning and low-earning groups. Another popular measure LICO that is used by Inner City Social Work Program failed to create a Northern Manitoba profile. Similarly, the Market Basket Measure data does not capture the North.

The standardized measures also do not capture the income discrepancy within household, which disadvantaged women who are the potential applicants. The standardized measures only reflect a male wage earner's income (with the highest wages being underground production and development miners). Potential women applicants may not have control over household finances or have no income (e.g. single moms) but have to struggle with inflated costs in rent and daily necessities in the North. As a result, a self-declaration like any of the preferred categories is most appropriate.

The Selection Process

The selection process in the Northern Social Work Program site involves taking a complete view of each applicant's circumstances. All student requirements are considered including academic, financial, and personal needs. The Northern Social Work Program was created to correct barriers to education created by social, geographical, and economic disparities.

The program gives special consideration to those who self-declare as belonging to traditionally disadvantaged groups including Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with low-income, persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or color, are a racialized minority in Canada.

In mid-May all completed applications of the access program are screened by a committee. Applicants who have been recommended by the committee are invited to the Thompson site for interviews. Each applicant is interviewed by a panel that consists of Faculty members, a current student, and a community representative. The panel uses a screening tool (see attached Appendix A) to evaluate each applicant. The panel recommends those most suited for the program to the Director. Applicants are then notified of the Director's decision by phone or mail.

1.5 Rationale for change

The reason for the change request is to ask for Senate approval of the existing admission policies of Bachelor of Social Work Northern ACCESS site for policy compliance.

1.6 Effective date of proposed modification

The effective date for the Bachelor of Social Work Northern ACCESS site admission requirements would be September 2023.

Section II - Consultation with other faculties

Since this proposal is to bring policy compliance with Senate, there is no impact on other faculties.

Section III - Recommendation

The Faculty of Social Work is recommending that SCADM endorse the proposal for the Bachelor of Social Work Northern ACCESS site admission requirements effective for Fall 2023.

Faculty of Social Work Senate Committee on Admissions Proposal

Bachelor of Social Work Inner City ACCESS Site

Admission Requirements Submission

Section I - Description of Change

1.1 State the change

The proposal here is to ask Senate approval of the existing admission policies of Bachelor of Social Work Inner City ACCESS site for policy compliance. It appeared that the admission requirement may not have been formally approved in detail and therefore we are bringing them forth for formal approval and for approval to reflect the policies in the Academic Calendar.

1.2 Contextual and background info re admission to the Inner City ACCESS site

All admission requirements, application deadline dates, and access to forms are included at an applicant information session. An online registration form to attend an information session is available on the UM Faculty of Social Work website.

The Bachelor of Social Work Inner City ACCESS site at the William Norrie Centre is an inner-city extension of the UM Faculty of Social Work. Students admitted to the Inner City ACCESS site are accepted directly into a four-year, B.S.W. program. The objective of this program is to enhance the accessibility of the B.S.W. program by preparing as social workers, those mature students who have had inner-city or similar social service experience, but who require academic supports in order to pursue a university degree. Enhanced academic and social support is provided to students admitted to the program. Staff assists candidates in arranging funding resources. All students complete a total of 123 credit hours of university study. Full time or part-time study is offered.

1.3a Current admission requirements – Full Time

Admission to the Inner City ACCESS site is limited. Applicants to the full-time program must be 21 years old, low income, and residents of Winnipeg at the time of application. The deadline date for submitting applications is March 1. Orientation begins mid-August and is mandatory.

1.3b Current admission requirements – Part Time

A part-time B.S.W. ACCESS program is offered to individuals who meet the criteria of the full time program, work for a Winnipeg or Indigenous agency, and/or have two years employment in human service fields. Deadline for applications for part-time studies is February 1. Classes begin the first week in May.

1.4a Proposed admission requirements – Full Time

Admission to the Bachelor of Social Work Inner City ACCESS site is limited.

Full-Time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old at the application deadline
- Applicants fall below the low income cut off bracket (LICO)
- Applicants are a resident of the City of Winnipeg
- Applicants have 27 credit hours or less of university level course work
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography, references, a face-to-face interview and interactive in-service that indicate:
 - Inner city experience
 - Volunteer or lived experience
 - Community involvement
 - Suitability for the social work profession
- Preferences will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.
- All applicants whose primary language is not English will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions website:

<http://umanitoba.ca/admissions/undergraduate/requirements/english-language-proficiency>

Results for most language tests, including TOEFL, IELTS and CanTEST, expire two years from the test date. Test scores must be valid at the start of classes.

- Applicants participate in a writing/reading comprehension test, interviews, and 2 in-service days. The reading component includes reading a social work text for comprehension while the writing component includes writing on a selected social work topic. (Please see assessment rubric in Appendix 1). All applicants need to pass this writing/reading comprehension test. The reading/writing comprehension test will be a separate admission requirement and cannot be substituted by the English Language

Proficiency test and vice-versa. Applicants will need to meet both of requirement minimums to be considered

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Inner City ACCESS site - Full-Time Program, must also submit:

- An autobiography of no more than 750 words that focuses on lived experience that has led them to seek professional social work education
- Official post-secondary education transcripts
- Two letters of reference from employment and/or volunteer experiences
- An additional reference letter from your current supervisor, if applying to the part-time program
- Proof of age and Winnipeg residency (example: a photocopy of your driver's license OR Health Card)

Prior to submitting an application, it is strongly recommended that all applicants would attend a face-to-face information session where a more comprehensive explanation of the application and selection process is outlined.

The deadline date for submitting applications is March 1.

1.4b Proposed admission requirements - Part Time

Admission to the Bachelor of Social Work Inner City site is limited.

Part-Time ACCESS Eligibility Criteria:

- Applicants are at least 21 years old at the time of application
- Applicants are a resident of the City of Winnipeg
- Applicants have 27 credit hours or less of university level course work
- Applicants are employed by a social service agency in Winnipeg, or by an Indigenous child welfare agency
- Applicants have a minimum of 2 years Canadian employment in a social services field, or 3 years of extensive volunteer work with 1 year relevant Canadian social service employment
- Applicants demonstrate suitability for the social work profession based on the assessment of an autobiography of no more than 750 words that focuses on lived

experience that has led them to seek professional social work education as well as references.

- Inner city experience
 - Volunteer or lived experience
 - Community involvement
 - Suitability for the social work profession
- Preferences will be given to: Indigenous Peoples (First Nations, Status, Non-Status, Inuit, Métis), persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada.
- All applicants whose primary language is not English will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions website:

<http://umanitoba.ca/admissions/undergraduate/requirements/english-language-proficiency>

Results for most language tests, including TOEFL, IELTS and CanTEST, expire two years from the test date. Test scores must be valid at the start of classes.

- Applicants participate in a writing/reading comprehension test and interviews. (Please see assessment rubric in Appendix 1). The reading component includes reading a social work text for comprehension while the writing component includes writing on a selected social work topic. All applicants need to pass this writing/reading comprehension test. The reading/writing comprehension test will be a separate admission requirement and cannot be substituted by the English Language Proficiency test and vice-versa. Applicants will need to meet both of requirement minimums to be considered.

Additional Required Admission Documents:

Applicants to the Bachelor of Social Work Inner City ACCESS site - Part-Time program must also submit:

- An autobiography of no more than 750 words that focuses on lived experience that has led them to seek professional social work education
- Official post-secondary education transcripts
- Two letters of reference from employment and/or volunteer experiences
- An additional reference letter from your current supervisor
- Proof of age and Winnipeg residency (example: a photocopy of your driver's license and or Manitoba Health Card)

Prior to submitting an application, it is strongly recommended that all applicants would attend a face-to-face information session where a more comprehensive explanation of the application and selection process is outlined.

The deadline date for submitting applications is February 1.

The Selection Process

The selection process is designed to accomplish three objectives: to treat applicants fairly and equitably, to provide a diversity of practitioners required by the profession, and to provide for an efficient admissions process. The Faculty of Social Work selects applicants to the Bachelor of Social Work Inner City ACCESS site based on social, financial and academic need, suitability and readiness. The purpose of the Inner City Social Work site is to achieve equity in professional education so that persons are not denied educational opportunities for reasons unrelated to academic ability. In the fulfillment of this goal, the aim is to correct the conditions of disadvantage in professional education experienced by Canadian Indigenous Peoples, persons with accessibility needs, 2SLGBTQIA+ persons, immigrants and refugees to Canada, and persons who because of their race or colour, are a racialized minority in Canada. Details of the Educational Equity initiative are provided in the application information bulletin. Students in the Inner City ACCESS site must successfully meet the graduation criteria set for all BSW students in the UM Faculty of Social Work.

1.5 Rationale for change

The reason for the change request is to ask for Senate approval of the existing admission policies of Bachelor of Social Work Inner City ACCESS site for policy compliance.

1.6 Effective date of proposed modification

The effective date for the Bachelor of Social Work Inner City ACCESS site admission requirements would be September 2023.

Section II - Consultation with other faculties

Since this proposal is to bring policy compliance with Senate, there is no impact on other faculties.

Section III - Recommendation

The Faculty of Social Work is recommending that SCADM endorse the proposal for the Bachelor of Social Work Inner City ACCESS site admission requirements effective for Fall 2023.

Faculty of Social Work Senate Committee on Admissions Proposal

Bachelor of Social Work Non-ACCESS Sites
(Fort Garry, Distance & Northern Externals)
Admission Requirements Submission

Section I - Description of Change

1.1 State the change

The Bachelor of Social Work (BSW) has proposed a new curriculum to SCCCC. As a result, we are bringing forward the proposed changes to the admission requirements in order to align with the curriculum changes.

1.2 Contextual and background info

Following the 2018-2020 curriculum review, alignment, and renewal process in the Faculty of Social Work a new BSW program structure was envisioned that organizes 16 new core (foundational) courses (48CH) across four integrated content domains - Social Justice – Rights – Diversity; Indigenization – Decolonization – Reconciliation; Social Work Professional Ethics & Identity; Community Well-being & Practice. Specific non-social work elective course requirements have been identified for admission and program completion (48CH). The total number of credit hours of the BSW remains the same at 123 CH. In order to synchronize the admission change, the roll-out of the revised BSW curriculum will take place in the same academic year of 2023.

The new BSW curriculum requires students to have relevant background, in particular social sciences and Indigenous knowledge in order to take the introductory, intermediate and advanced level courses. Students in the non-access programs (Fort Garry, Distance, and Northern External) are required to fulfill these non-social work elective courses for admission. For students in access program, they will be built into the curriculum for program completion. All non-access students need to bring in the following non-social work electives as part of their 30 CH for admission:

- WOMN 1600 is required for the SWRK 3160 Feminist Perspectives in Social Work Practice and Social Welfare Policy;
- INDG 1220 (3) and INDG 1240 (3) or NATV INDG 1200 (6) is required by SWRK 1210 MitakuyeOyasin - We Are All Related.
- FMLY 1010 Human Development in The Family or PSYC 1200 An Introduction to Psychology will be equivalent to an existing course 2090 Human Behaviour and Social Work Practice (if student takes PSYC 1200 which is 6 CH, the extra 3 CH will be counted

towards the non-social work credit hours). Please refer to Section 1.3b for the exact change details.

1.3a Current admission requirements

1. Successful completion of a minimum of **30 credit hours of university level coursework*** by **May 1** which are acceptable to the University of Manitoba with a **minimum of 2.5 (C+) AGPA**.
2. For students who are enrolled in the **ACCESS Program**¹ of the University of Manitoba, successful completion of a minimum of **18 credit hours of university level coursework* by May 1**, with the condition that the **additional remaining credit hours to reach 30** will be successfully completed during the Summer Session. A **minimum of 2.5 (C+) AGPA** is required (see Section 4: Selection Process, A. Calculation of the Adjusted Grade Point Average (AGPA)).

*Courses completed at a community/technical college, which are deemed as “university level” by the University of Manitoba, will be accepted and used for the admissions calculations and transfer credit thereafter. Students presenting only college or diploma level credentials may need to present additional university coursework to meet the required 30 credit hours.

In the present admission criteria, there is no requirement for what courses students need to bring into the program.

¹ The University of Manitoba ACCESS Program

In cooperation with the Province of Manitoba, the University of Manitoba ACCESS Program (U.M.A.P.) facilitates university studies at the degree level for persons who traditionally have not had the opportunity for such experience because of social, economic and cultural reasons, lack of formal education or residence in remote areas. Preference will be given to Indigenous Manitobans (First Nations, Status, Non-Status, Inuit or Métis).

1.3b Proposed admission requirements

All applicants must meet the following requirements:

1. Completed Coursework
 - Successful completion of a minimum of 30 credit hours of university level coursework* by May 1 which are acceptable to the University of Manitoba with a **minimum of at least 2.5 (C+) Adjusted Grade Point Average (AGPA)**. Within those 30 credit hours, successful completion of the courses identified below, with a minimum grade of ‘C’ in each course. All required courses (30 credit hours) must

be at a 1000 level or higher

- WOMN 1600 (3)
- FMLY 1010 (3) or **PSYC 1200 (6)
- INDG 1220(3) and INDG 1240 (3) or INDG 1200 (6)
- 6 credit hours from any Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses
- 9-12** credit hours of non-social work electives

*Courses completed at a community/technical college which are deemed as “university level” by the University of Manitoba departments, will be accepted and used for the admissions calculations and transfer credit thereafter. Students presenting only college or diploma level credentials may need to present additional university coursework to meet the required 30 credit hours.

**Applicants who have completed PSYC 1200 (6) will only require 9 credit hours of non-social work elective courses.

Note: Students are encouraged to take courses designated by the Faculty of Arts as Social Science, Humanities and Indigenous (SS /H/ I) courses for their Non-Social Work Electives.

Note: There are no changes to the Educational Equity Initiative category or the calculation of the AGPA as a result of the proposed prerequisite course changes indicated above.

In addition, there are no changes being proposed to the work experience requirement for the Distance Delivery site. Those admission requirements will remain unchanged and are outlined in the current Applicant Information Bulletin.

2. Effective date of the proposed modification

There will be a grace period of three years from the date of the implementation of the new BSW program in 2023. During the years of 2023 to 2025, applicants with the requisite 30 CH of university level course work can receive admission as long as they have successfully completed a minimum of 21 credit hours of required courses for admission. Successful applicants would be required to complete the outstanding required prerequisite courses within their first 30 CH in the program.

3. Transition Implementation Plan:

With the new proposed curriculum and admission requirements, the Faculty of Social Work is proposing a three-year transition plan for implementation of the new admission changes based on the changes to the BSW program (to be effective Fall 2023 upon Senate approval). The newly proposed admission requirements include several course specific requirements (WOMN 1600, INDG 1200 or INDG 1220 and INDG 1240, and FMLY 1010 or PSYC 1200) which will require direct course equivalency for coursework taken prior to admission. The Faculty of Social Work has many applicants applying from external institutions especially to the Distance Delivery Social Work site. Due to the work experience requirement for the Distance Delivery Social Work site, their education leading up to applying to the Distance Delivery Social Work site is typically completed a number of years prior to applying to our program. With a longer transition period, the majority of applicants who have a second-degree would be allowed to take the unfulfilled courses within their first year as opposed to not qualifying for the application. Having this transition plan is critical to ensure that we do not have a significant drop in eligible applicants, in particular for Distance Delivery site, due to the 2023 curriculum changes.

Proposed Transition Plan:

For Fall 2023, Fall 2024, and Fall 2025 admission intakes for the Bachelor of Social Work Non-ACCESS Sites (Fort Garry, Distance & Northern Externals) all applicants must successfully complete a minimum of 30 credit hours of university level coursework at the 1000 level or higher by May 1 which are acceptable to the University of Manitoba with a minimum of at least 2.5 (C+) Adjusted Grade Point Average (AGPA). Within the 30 credit hours, applicants must successfully complete a minimum of 21 credit hours of the required courses identified below:

- o WOMN 1600 (3)
- o FMLY 1010 (3) or **PSYC 1200 (6)
- o INDG 1220(3) and INDG 1240 (3) or INDG 1200 (6)
- o 6 credit hours from any Sociology, Political Studies, Economics, Labour Studies, or Global Political Economy courses
- o 9-12** credit hours of non-social work electives

**Applicants who have completed PSYC 1200 (6) will only require 9 credit hours of non-social work elective courses.

For Fall 2026 intake, applicants will be required to successfully meet the new admissions requirements (30 credit hours) outlined in the proposed admission requirements section.

4. Additional Requirements (Northern External applicants only):

Applicants applying to the Northern Thompson External program must be residents of Northern Manitoba for at least six months before the day of the application. Applicants will be required to provide proof of address.

For the purposes of admission, Northern Manitoba is defined as north of the 53rd parallel.

1.4 Rationale for change

The Bachelor of Social Work is proposing a new curriculum to SCCCC (please refer 4C's package). As a result, we are bringing forward the proposed changes to the admission requirements in order to align with the proposed new curriculum changes.

1.5 Effective date of proposed modification

The effective date for the Bachelor of Social Work admission requirements would be September 2023.

Section II - Consultation with other faculties

The following programs were consulted for our admission change. Their support letters are attached:

- Faculty of Arts: General, Departments of Economics, Global Political Economy, Labour Studies, Political Studies, Psychology, Sociology and Criminology, Women's and Gender Studies, Native Studies;
- Community Health Sciences, Max Rady College of Medicine - Family Social Sciences and Family Studies Program;
- University 1/Student Engagement and Success;
- Inter-University Services (of the North)

Section III - Recommendation

The Faculty of Social Work is recommending that SCADM endorse the proposed changes to the prerequisite course admission requirements (30 credit hours) for Fort Garry, Distance Delivery and Northern (Externals) effective for Fall 2023.

Report of the Senate Committee on Admissions concerning a proposal from the Office of the Registrar and Enrolment Services to modify the general entrance admission requirements for direct entry admission (2022.01.25)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Office of the Registrar and Enrolment Services is proposing a modification to the general entrance admission requirements for direct entry admission. The proposed change is to permit the inclusion of grade 12 courses with the “C” (college-based) designation as part of the general direct entry admission requirements.
3. The proposal was endorsed by SCADM on January 25th, 2022.

Observations:

1. The direct entry admission framework includes general admission requirements that are identical for all direct entry programs, and program specific admission requirements that vary from program to program. This proposal focuses only on the general admission requirements.
2. The current requirements allow students to present grade 12 courses designated S (specialized), G (general), or U (university-based) to fulfill the general admission requirements.
3. University-based courses are high school courses that are also recognized for dual university credit.
4. High schools have over the last several years provided students with the option to take high school courses that are also recognized by some colleges as dual credit; these courses receive a “C” designation.
5. This proposal will ensure that students are not disadvantaged should they elect to take a dual credit college course.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the general entrance admission requirements for direct entry admission be approved effective for the fall 2023 intake.

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

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions



**University
of Manitoba**

Office of the Registrar and
Enrolment Services

400 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-8820
F: 204-474-7554

TO: Laurie Schnarr, Vice-Provost (Students) and Chair, Senate Committee on Admissions

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services
Erin Stone, Deputy Registrar and Director, Admissions

DATE: October 29, 2021

SUBJECT: **Modification of the general entrance admission requirements for direct entry admission**

Section I – Description of the change

The Office of the Registrar and Enrolment Services is proposing a change to the general entrance admission requirements for direct entry admission to include Grade 12 courses designated C (college-based).

All direct entry programs have admission requirements that are based on the approved direct entry admission template. The template includes a framework for general admission requirements and program specific requirements. The general admission requirements are the same for all programs and faculties will use the template to create program specific admission requirements for their own programs.

The current general admission requirements for admission for all direct entry programs is Manitoba high school graduation including 5 full credits at the Grade 12 level in courses designated S (specialized), G (general), or U (university-based). There are several important observations regarding the current requirements:

- Courses designated U are Grade 12 courses (42U) taken as dual credit at a recognized university.
- Over the last several years, schools and school divisions in Manitoba are offering dual credit courses with recognized colleges (Red River College Polytech). These courses are Grade 12 courses designated with a C (42C).
- The general admission requirements are broad and allow for any Grade 12 course offered with the designation S, G, or U to be considered for admission. This would include technical and vocational courses that have the S, G, or U designation.
- Courses designated U and C are graded as Satisfactory (no letter grade is assigned) and therefore cannot be used for program admission requirements.

- Many of the courses taken at the College as dual credit are transferrable to the University of Manitoba once admitted. Based on the current general admission requirements we will refuse students who have taken 42C courses and do not have 5 additional courses designated S, G, or U even though they would get transfer credit for the college course if admitted.

Section II - Consultation with other faculties

N/A

Section III - Recommendation

It is recommended that the direct entry admission requirement template and admission requirements be updated to reflect general entrance admissions requirements which include courses designated C (college-based). If approved the new requirements would be:

- Manitoba high school graduation including 5 full credits at the Grade 12 level in courses designated S, G, U, or C

The proposed change would come into effect for the fall 2023 intake.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Post Graduate 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:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf.
2. At its meeting on January 20, 2022 SCIE considered a proposal from the Rady College of Medicine, Rady Faculty of Health Sciences to revise the following academic regulations of the Post Graduate Medical Education Program:
 - Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (residents in RCPSC Competency-Based Medical Education Residency Programs, Competence by Design)
 - Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education (Residency Programs in CFPC Competency-Based Medical Education Residency Programs)
 - Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy for Time Based Residency Program

Observations:

1. The College is proposing the revisions noted below to align with accreditation requirements.
2. In all three policies, the Education Advisory Committee would be renamed the Committee for Education Support and Remediation.
3. The definitions section of each policy would be updated, which is further outlined for each policy below. Definitions for terms no longer used would be removed.
4. In all three policies, summary review reports, which are summative narrative reports documenting resident assessment and progress, would replace the Report of Resident Progress (RORPs).
5. Policy and procedure statements regarding Modified Learning Plans would be added to all three policies. Modified Learning Plans could be used when students are returning from a leave of absence, or to possibly avoid remediation or probation.

6. In all three policies, the requirement for face-to-face meetings would be removed, as meetings may occur remotely.
7. Currently the terms resident, learner and trainee are used interchangeably throughout all three policies. To be more consistent, the term resident would be used throughout.
8. Editorial changes would be made throughout the policies.

Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (residents in RCPSC Competency-Based Medical Education Residency Programs, Competence by Design)

1. The following definitions would be added or revised:
 - a) Assessment – Summative assessment, replacing the Report of Resident Progress (RORP)
 - b) Competence
 - c) Completion Rotation
 - d) Entrustable Professional Activity (EPA)
 - e) Field Note
 - f) Leave of Absence
 - g) Modified Learning Plan
 - h) PGME
 - i) PGME Committee for Education Support and Remediation (PGME-CESaR), formerly the PGME Education Advisory Committee (PGME-EAC)
 - j) Primary Reviewer
 - k) Probation Agreement
 - l) Provincial Medical Administration Office (PMAO), formerly MSAS
 - m) Remediation Agreement
 - n) Resident
 - o) Shared Health, replacing WRHA
 - p) Summary Review Report
 - q) Supervising Physician/Preceptor
 - r) Trainee
2. The following definitions would be removed from the policy:
 - a) MSAS (Medical Staff Administrative Services)
 - b) Residency Progress Committee
 - c) RORP (Report of Resident Progress)
 - d) WRHA (Winnipeg Regional Health Authority)
3. Section 3.4.4 would be revised to note that summary review reports must be documented in the resident's file/electronic portfolio.
4. In section 5.7, wording would be added to differentiate between PGY level advancement and advancement along the competence continuum.

5. Section 9.9, regarding remediation, would note that the Residency Program Director may assign the resident to a number of options during the interval between a “trigger event” decision and formal approval by the PGME-CESaR.
6. In section 10.3, the list of “trigger events” would be updated. In section 10 references to formal probation plan would be removed.
7. Statements would be added in section 10.5 and 10.6 regarding complying with conditions of the Probation Plan and with any other conditions for the Probation prescribed by PGME-CESaR and Associate Dean, PGME
8. Section 11.9, regarding probation, would note that the Residency Program Director may assign the resident to a number of options during the interval between a “trigger event” decision and formal approval by the PGME-CESaR.

Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education (Residency Programs in CFPC Competency-Based Medical Education Residency Programs)

1. The following definitions would be added or revised:
 - a) Completion Rotation
 - b) ITAR/ITER
 - c) Leave of Absence
 - d) Modified Learning Plan
 - e) Objectives of Training Requirements (OTR)
 - f) PGME
 - g) PGME Committee for Education Support and Remediation (PGME-CESaR), formerly the PGME Education Advisory Committee (PGME-EAC)
 - h) Provincial Medical Administration Office (PMAO), formerly MSAS
 - i) Probation Agreement
 - j) Remediation Agreement
 - k) Resident
 - l) Shared Health, replacing WRHA
 - m) Summary Review Report, replacing the RORP
 - n) Trainee
2. The following definitions would be removed from the policy:
 - a) MSAS (Medical Staff Administrative Services)
 - b) RORP (Report of Resident Progress)
 - c) WRHA (Winnipeg Regional Health Authority)
3. Section 2.5.3.4 would be revised to note that summary review reports must be documented in the resident’s file/electronic portfolio.
4. In section 5.6, wording would be added to differentiate between PGY level advancement and advancement along the competence continuum.

5. Sections 8.11 would be updated to allow a resident to transfer to another Residency Program during Remediation.
6. Section 8.12 would be updated to note that a resident may appeal the outcome decision only at the conclusion of the Remediation.
7. Section 9.8, regarding remediation, would be revised to note that the Family Medicine Program Director may assign the resident to a number of options during the interval between a “trigger event” decision and formal approval by the PGME-CESaR.
8. The list of possible “trigger events” listed in section 10.2 would be revised to remove reference to a Focused Learning Plan. The occurrence of an egregious incident or event of a clinical, academic or professional nature that is determined by the PGME-CESaR to be non-remediable or of sufficient gravity to warrant Probation would be added as a possible “trigger event”.
9. Section 11.9, regarding probation, would be revised to note that the Family Medicine Program Director may assign the resident to a number of options during the interval between a “trigger event” decision and formal approval by the PGME-CESaR.

Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy for Time Based Residency Program

1. The following definitions would be added or revised:
 - a) Academic Year
 - b) Competence
 - c) Completion Rotation
 - d) Leave of Absence
 - e) Modified Learning Plan
 - f) PGME
 - g) PGME Committee for Education Support and Remediation
 - h) Probation Agreement
 - i) Provincial Medical Administration Office
 - j) Remediation Agreement
 - k) Resident Agreement
 - l) Resident
 - m) Rotation
 - n) Shared Health
 - o) Specialty/Subspecialty Training Requirements
 - p) Summary Review Report
 - q) Trainee
2. The following definitions would be removed from the policy:
 - a) MSAS (Medical Staff Administrative Services)
 - b) RORP (Report of Resident Progress)
 - c) WRHA (Winnipeg Regional Health Authority)

3. Section 2.3.4.2 would be revised to clarify that the Rotation Supervisor must discuss the end-of-rotation assessment with the resident, and that this encounter must be documented.
4. Section 3.6.2 through section 3.6.2.3 would be revised to include reference to "Completion rotation".
5. Section 8.1 would be revised to clarify the goal of remediation, noting remediation is a formal, individualized learning opportunity that is intended to guide the resident towards successful attainment of clinical, academic or professional competencies or objectives.
6. Section 9.7, regarding remediation, would be revised to note that the Residency Program Director may assign the resident to a number of options during the interval between a "trigger event" decision and formal approval by the PGME-CESaR.
7. Section 10.10 would be revised to clarify that the duration of a Probation should be determined based on the time required to assess and/or to correct the underlying deficiencies.
8. Section 11.10, regarding probation, would note that the Program Director may assign the resident to a number of options during the interval between a "trigger event" decision and formal approval by the PGME-CESaR.
9. Section 13.5 would indicate that where the Suspension of a resident was affirmed, a timely investigation would occur.
10. Section 14.2 would be revised to include reference to the PGME policy on Voluntary Withdrawal.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the following academic regulations, Max Rady College of Medicine, Rady Faculty of Health Sciences effective August 1, 2022:

- **Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (residents in RCPSC Competency-Based Medical Education Residency Programs, Competence by Design)**
- **Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education (Residency Programs in CFPC Competency-Based Medical Education Residency Programs)**
- **Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy for Time Based Residency**

Program

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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



Memo

To: Marcia Yoshida, Student Appeals and Governance Officer
Dr. Mark Torchia, Chair, Senate Committee on Instruction and Evaluation (SCIE)

From: Dr. Brian Postl and Dr. Cliff Yaffe

Date: January 10, 2022

Re: PGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policies

The attached policies have now been reviewed and updated to meet current accreditation standards and to reflect updates to University of Manitoba, Rady Faculty of Health Sciences and Max Rady College of Medicine policies and procedures.

All policies were approved by the PGME Executive Committee on February 9, 2021. They were subsequently approved by the College Executive Council on April 27, 2021.

- 1) Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (residents in RCPSC Competency-Based Medical Education Residency Programs, Competence by Design)
- 2) Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education (Residency Programs in CFPC Competency-Based Medical Education Residency Programs)
- 3) Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy for Time Based Residency Program

Two copies of each policy have been made available, one with visible edits and one clean version. Notable changes are described below.

1. PGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (residents in RCPSC Competency-Based Medical Education Residency Programs, Competence by Design)
 - The change in the PGME Subcommittee name from “Education Advisory Committee” to the “Committee for Education Support and Remediation” was updated throughout the policy, including in the definitions
 - Note that the requirement for face-to-face meetings has been dropped
 - Definitions added/revised:
 - Assessment – Summative assessment, replacing the Report of Resident Progress (RORP)
 - Competence
 - Completion Rotation
 - Entrustable Professional Activity (EPA)
 - Field Note
 - Leave of Absence
 - Modified Learning Plan
 - PGME
 - PGME Committee for Education Support and Remediation (PGME-CESaR), formerly the PGME Education Advisory Committee (PGME-EAC)
 - Primary Reviewer
 - Probation Agreement
 - Provincial Medical Administration Office (PMAO), formerly MSAS
 - Remediation Agreement
 - Resident
 - Shared Health, replacing WRHA
 - Summary Review Report
 - Supervising Physician/Preceptor
 - Trainee
 - Definitions removed:
 - MSAS (Medical Staff Administrative Services)
 - Residency Progress Committee
 - RORP (Report of Resident Progress)
 - WRHA (Winnipeg Regional Health Authority)
 - The change in assessment devices from RORPs to summary review reports was made throughout
 - See Sections 3.4.4 and 5.3.4 with respect to how reports are documented and retained
 - Section 5.7 distinguishes between PGY level advancement and competence advancement
 - **New sections inserted:** Section 6 (Policy Statement) and Section 7 (Procedures) lay out the option of a Modified Learning Plan as an educational intervention for trainees
 - Sections 9.9 and 11.9 describe options for trainee assignment pending formal approval of a remediation
 - Section 10, Policy Statements - Probation:
 - 10.3 was revised to add another possible trigger event, and the references to the formal Probation Plan were deleted here and in Section 10.8
 - Sections 10.6 and 10.11 were added
 - Reference links and appendices were updated as necessary
2. PGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education (Residency Programs in CFPC Competency-Based Medical Education Residency Programs)
 - The change in the PGME Subcommittee name from “Education Advisory Committee (EAC)” to the “Committee for Education Support and Remediation (CESaR)” was updated throughout the policy, including in the definitions

- Note that the requirement for face-to-face meetings has been dropped
- Definitions added/revised:
 - Completion Rotation
 - ITAR/ITER
 - Leave of Absence
 - Modified Learning Plan
 - Objectives of Training Requirements (OTR)
 - PGME
 - PGME Committee for Education Support and Remediation (PGME-CESaR), formerly the PGME Education Advisory Committee (PGME-EAC)
 - Provincial Medical Administration Office (PMAO), formerly MSAS
 - Probation Agreement
 - Remediation Agreement
 - Resident
 - Shared Health, replacing WRHA
 - Summary Review Report, replacing the RORP
 - Trainee
- Definitions removed:
 - MSAS (Medical Staff Administrative Services)
 - RORP (Report of Resident Progress)
 - WRHA (Winnipeg Regional Health Authority)
- The change in assessment devices from RORPs to summary review reports was made throughout
- Sections 2.5.3.3 and 2.5.3.4 address regular assessments and their documentation
- Section 5.6 distinguishes between PGY level advancement and competence advancement
- **New sections inserted:** Section 6 (Policy Statement) and Section 7 (Procedures) lay out the option of a Modified Learning Plan as an educational intervention for trainees
- Sections 8.11 and 8.12 detail transfer and appeal restrictions around a remediation
- Sections 9.8 and 11.9 describe options for trainee assignment pending formal approval of a remediation
- Section 10, Policy Statements - Probation:
 - Section 10.2: revised to add another possible trigger event
 - Sections 10.7 – 10.13: updated directions for residents on probation
- Reference links and appendices were updated as necessary

3. PGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy for Time-Based Residency Program

- The change in the PGME Subcommittee name from “Education Advisory Committee” to the “Committee for Education Support and Remediation” was updated throughout the policy, including in the definitions
- Note that the requirement for face-to-face meetings has been dropped
- Definitions added/revised:
 - Competence
 - Completion Rotation
 - Leave of Absence
 - Modified Learning Plan
 - PGME
 - PGME Committee for Education Support and Remediation (PGME-CESaR), formerly the PGME Education Advisory Committee (PGME-EAC)
 - Probation Agreement
 - Provincial Medical Administration Office (PMAO), formerly MSAS
 - Remediation Agreement
 - Resident

- Rotation
- Shared Health, replacing WRHA
- Specialty/Subspecialty Training Requirements (STR)
- Summary Review Report
- Trainee
- Definitions removed:
 - MSAS (Medical Staff Administrative Services)
 - RORP (Report of Resident Progress)
 - WRHA (Winnipeg Regional Health Authority)
- Section 2.3.4.2 addresses assessments and their documentation
- Section 3.4.6 is followed by a deleted section on borderline and unsatisfactory assessments
- Section 3.6.2 details the requirements of a Completion Rotation (formerly supplementary rotation)
- **New sections inserted:** Section 6 (Policy Statement) and Section 7 (Procedures) lay out the option of a Modified Learning Plan as an educational intervention for trainees
- Section 8 updates the circumstances around a remediation
- Section 9:
 - 9.7 describes options for trainee assignment pending formal approval of a remediation
 - 9.11 – 9.12: outcomes for a borderline or failed remediation
- Section 10:
 - 10.1 was added for more information around the need for a probation
 - 10.10 – 10.11 were revised for flexibility in the length of a probation
- Section 11.10 describes options for trainee assignment pending formal approval of a remediation
- Section 13.5 requires a timely investigation of a trigger event leading to a suspension
- Section 14.2 now cites PGME's Voluntary Withdrawal policy
- Reference links and appendices were updated as necessary

We would be pleased to provide further details upon request. Please contact Dr. Cliff Yaffe, Associate Dean, PGME if you have any questions or concerns with respect to the attached.

Thank you.

Yours truly,



Brian Postl, MD, FRCPC
Dean, Max Rady College of Medicine
Dean & Vice-Provost (Health Sciences)



Cliff Yaffe, MC, FRCSC, FACS
Associate Dean, Postgraduate Medical Education

BP/CY/ll

Policy Name:	CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs
Application/Scope:	Postgraduate Medical Education Residents in RCPSC Competency-Based Medical Education Residency Programs (Competence by Design)
Approved (Date):	PGME Executive Committee, January 12, 2018; PGME Policy Development Committee, January 29, 2021 ; PGME Executive Committee, February 9, 2021
Review Date:	5 years from approval date
Revised (Date):	
Approved By:	Dean's Council: April 24, 2018 College Executive Council May 8, 2018, Senate February 6, 2019, College Executive Council: April 27, 2021

BACKGROUND

The Royal College of Physicians and Surgeons of Canada (RCPSC) in conjunction with Max Rady College of Medicine, Rady Faculty of Health Sciences at the University of Manitoba has the responsibility to ensure that postgraduate ~~trainee~~[residents](#) are competent and prepared for practice.

Competency-based medical education (CBME) is a method of training physicians to become competent by focusing on explicit abilities or capabilities (competencies) and using these competencies as a means of organizing residency education. In essence, CBME is an outcomes-based approach to postgraduate medical education that focuses on competencies required for practice.

Assessment is the process of gathering and analyzing information in order to measure a physician's competence or performance and to compare it to defined criteria. With respect to competency-based medical education, the processes of resident assessment, progression and promotion are guided by the following principles:

- Every specialty and subspecialty has ~~ve~~[ve](#) specific **Entrustable Professional Activities (EPAs)** and associated **milestones** providing discrete markers of competence that are clearly articulated and that incorporate the CanMEDS Roles
- Competencies are sequenced progressively (**Competence Continuum**) in such a manner that specific and distinct, yet integrated stages/phases of training, with categorization of **milestones** and **EPAs** within each stage, are employed to mark increasing progression of the ~~trainee~~[resident](#) on a continuum of competence toward independence in practice
- Learning experiences are organized to allow the ~~trainee~~[resident](#) to acquire competencies and to demonstrate entrustment within a **hybrid model** of competency-based and timed rotations

- Learning is guided by real-time, high quality feedback from multiple observations
- Teaching faculty act as academic advisors/coaches for the purpose of trainee resident improvement
- Competency-based assessment for learning is focused on milestone/EPA observations in the clinical setting/workplace
- Decisions regarding promotion and progression of trainee residents through stages of training is determined by a Competence Committee, responsible for regular review of learner resident progress using highly integrative data from multiple EPA and milestone observations and timely feedback as well as other assessment data
- The development of trainee resident competence, entrustment and independence must be demonstrated and recorded in ~~an~~ a file/electronic portfolio
- All decisions pertaining to the assessment and the potential outcomes for trainee residents must be justified and must be documented
- The process for assessment and progression must be clear and must be applied uniformly
- It is important that the process for identification of those trainee residents who might be in academic difficulty is timely, transparent, fair and unbiased
- The process must allow the resident to be heard and to respond to issues related to academic or other challenges within a reasonable period of time
- There must be open, ongoing and timely communication between trainee residents and their supervisors
- The process must maintain the principle of mutual accountability whereby progress through training is a joint responsibility of the resident and the Residency Program

DEFINITIONS

Academic Advisor/Coach – is a faculty member who establishes a longitudinal relationship with a resident for the purpose of monitoring and advising with regards to educational progress

Academic Year – is the time interval that commences July 1st and finishes June 30th and constitutes thirteen (13) four- ~~(4)~~-week blocks of training for residents. In a hybrid competency-based medical education model of learning, a trainee resident may be out-of-phase and may have a starting date other than July 1st and will be promoted to the next stage of training based on attainment of milestones, EPAs and competencies

Anonymous Materials – materials/information where the authorship has not been disclosed

Assessment – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a trainee resident's competence or performance and compare it to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for

Remediation

- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion ([e.g., end of term examination](#))
- **Criterion-referencing** – Comparing ~~trainee~~[resident](#) performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – Comparing ~~trainee~~[resident](#) performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

Block – is one of thirteen ([13](#)) time intervals within each academic year. With the exception of Block-[one](#) ([1](#)), Block [seven](#) ([7](#)) (Winter Holiday) and Block [thirteen](#) ([13](#)), all blocks consist of four-~~(4)~~-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for ~~trainees~~[residents](#) in the hybrid competency-based medical education model

CanMEDS/CanMEDS-FM – the RCPSC [and CFPC](#) frameworks describing the seven ([7](#)) physician roles: 1. ~~Medical~~ [Family Medicine](#) Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

Certification – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

CMPA – Canadian Medical Protective Association

Competence – ~~is~~ the array of abilities across multiple domains [of competence](#) or aspects of physician performance [in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context and stage of training or practice. Competence is multi-dimensional and dynamic; it changes with time, experience and settings](#)

Competence by Design (CBD) – is the RCPSC transformational change initiative aimed at implementing a CBME approach to residency training

Competence Committee – is the committee responsible for assessing the progress of ~~trainee~~[residents](#) in achieving the specialty-specific requirements of a program

Competence Continuum – is the series of integrated stages in competency-based medical education curriculum. The four stages/phases which apply to residency training include: 1. Transition to Discipline; 2. Foundation of Discipline; 3. Core of Discipline; 4. Transition to Practice

Competency – is an observable ability of a health care professional that develops through stages of expertise from novice to master

Competency-Based Medical Education – is an outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an organizing framework of competencies

Competent – possessing the required abilities in all domains at a particular stage of medical education or practice

~~CPCME – (Max Rady) College (of Medicine) Postgraduate Medical Education~~

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Completion Rotation – is a rotation put in place specifically to make up lost time from an incomplete rotation, irrespective of the completion of rotation goals and objectives or rotation-specific EPAs

CPSM – College of Physicians and Surgeons of Manitoba

Direct Observation – is a process of assessment whereby the assessor must witness the ~~trainee~~resident performing the specific activity in order to identify whether specific competencies were demonstrated and performed correctly (e.g., physical examination of a patient)

Dismissal – is the termination of the ~~trainee~~resident's enrollment in the training program due to academic, professionalism and/or other reasons

Educational Handover – is a process by which information about a ~~trainee~~resident's performance is shared with future supervisors in order to facilitate guidance and progress

Entrustable Professional Activity (EPA) – is a “unit of professional practice” that is comprised of measurable tasks and abilities (milestones). Once sufficient competence is achieved, this task is “entrusted to the unsupervised execution by the ~~trainee~~resident”. There are residency-specific EPAs that are linked to a specific stage of the competence continuum ~~and integrate multiple CanMEDS milestones from various CanMEDS Roles relevant to that stage.~~ As the ~~trainee~~resident progresses through the stages, the residency-specific EPAs become progressively more complex, reflecting the resident's achievement of more complex milestones

Field Note – is a tool for the real-time recording of resident assessment, intended to provide commentary, usually narrative, on a specific ~~trainee~~resident educational experience or event and includes Resident Field Notes, Faculty Field Notes, and Procedural Field Notes

Global Assessment – is a succinct synthesis and impression of a ~~trainee~~resident's progress with respect to movement between stages/phases on the competence continuum

Incomplete Rotation – means that the ~~trainee~~resident has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

Indirect Observation – is a process of assessment whereby the assessor utilizes documented information such as that recorded in a patient chart in order to identify whether specific competencies were attained by the ~~trainee~~resident (e.g., patient chart review)

~~LOA – means Leave of Absence~~

Leave of Absence (LOA) – is an approved planned or unplanned interruption of training (greater than fourteen (14) consecutive calendar days) for any of a variety of reasons, including medical illness, bereavement, maternity, paternity, partner leave and educational leave. Vacation, Religious Observances, statutory holidays, examination days and unplanned sick days are **not** considered leaves of absence

LOA – see Leave of Absence

Maximum Allowable Time – is the maximum amount of time which a resident is allowed to take for completion of a particular stage along the competence continuum and/or for completion of training in a particular RCPSC discipline

Milestone – is a defined, observable marker of a ~~trainee's~~resident's ability along the developmental continuum of training. Residency-specific EPAs are comprised of multiple milestones. They are used for teaching and assessment

MSAS – Medical Staff Administrative Services

Modified Learning Plan – is a formal educational intervention that is put in place to address specific performance gaps, with specific learning resources, timelines and outcomes tailored to the needs of the resident. It is inherent in education, that ~~learner~~residents have the flexibility to adapt the pace and resources used for learning to their particular needs and context and this would be considered normal variation. A Modified Learning Plan does not necessarily indicate a Remediation. However, Modified Learning Plans are always included in Remediation or Probation and they may be utilized outside of the context of Remediation as well, in an attempt to provide correction prior to a need for formal Remediation/Probation

Must – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

Objective (Learning Objective) – is a clear, concise and specific statement of observable behaviours that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

Observers – Individuals who take part in the assessment of a ~~trainee~~resident in clinical and academic activities

PARIM – Professional Association of Residents and Interns of Manitoba

PGME – means Postgraduate Medical Education ~~Advisory~~ and refers to the Office of Postgraduate Medical Education, which operates within the Max Rady College of Medicine. It represents postgraduate medical education at the University of Manitoba through residency, fellowship, Areas of Focused Competence, post-doctoral and other training programs. The programs which PGME oversees are those accredited by the Royal College of Physicians and Surgeons of Canada (RCPSC), the College of Family Physicians of Canada (CFPC), the Canadian Psychological Association (CPA), the Canadian Academy of Clinical Biochemistry (CACB), the Canadian College of Microbiology (CCM) and the Canadian College of Medical Geneticists (CCMG). Applicable to all of its training programs, PGME develops and administers policies and governs through the PGME committees. The PGME Office is overseen by the Associate Dean, PGME, Max Rady College of Medicine

PGME Committee (~~PGME-EAC~~for Education Support and Remediation (PGME-CESaR)) – is responsible for reviewing and approving all major decisions related to ~~trainee~~resident progression and promotion by the ~~RPC, Competence Committees/Residency Program Committee,~~ Resident Progress ~~Subc~~Committee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-~~EAC~~CESaR deals with issues of a clinical, academic or professional nature

Primary Reviewer – is the individual assigned by the RCPSC Residency Program to one or more of its ~~trainee~~residents to oversee their summative assessments. This person will complete documentation with respect to ~~RORPs~~summary review reports and EPA attainment based on feedback from preceptors and will present that information to the Competence Committee. At the discretion of the Residency Program, the primary reviewer might also be the Academic Advisor

Probation – is an interval/period of training during which the ~~trainee~~resident is expected to correct

areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program. Probation implies the possibility of Dismissal from the Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the ~~trainee~~resident in correcting identified serious performance deficiencies

Probation Agreement – is a formal document generated by the Residency Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Probation. This document must be signed by the resident, Residency Program Director, Probation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Probation Plan – is a formal document approved by the PGME Committee for Education ~~Advisory-Committee~~Support and Remediation (PGME-CESaR) and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

Provincial Medical Administration Office (PMAO) – is the office or person designated to receive and maintain records, applications, correspondence and information pertaining to the Medical Staff (including ~~trainee~~residents) provincially

RCPSC – Royal College of Physicians and Surgeons of Canada

Remediation – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a ~~trainee~~resident in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the ~~trainee~~resident will successfully complete the Residency Program

Remediation Agreement – is a formal document generated by the Residency Program Committee and approved by the Residency Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Remediation. This document is signed by the resident, Residency Program Director, Remediation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Remediation Plan/~~Focused Learning Plan~~ – is a formal document outlining the details pertaining to the competencies on which the ~~trainee~~resident will focus, the resources required and the Remediation Supervisor/Preceptor during the Remediation. This plan constitutes the formal central pillar of the Remediation Agreement

~~**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty. The terms resident and trainee will be used interchangeably in this policy~~

~~**Residency Program Committee (RPC)** – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC~~

~~**RORP** – Report of Resident Progress is a summative narrative report documenting resident assessment and progress in the Residency Program~~

Resident – an individual enrolled in one of the accredited Residency Programs under the authority of

the Associate Dean, PGME. The following is a listing of Resident categories within PGME at the Max Rady College of Medicine:

- A postgraduate ~~learner~~ resident who has obtained a Doctorate of Medicine (MD) or Doctorate of Osteopathic Medicine (DO) and has an educational or a general license from the College of Physicians and Surgeons of Manitoba (CPSM)
- A ~~learner~~ resident enrolled in the Clinical Health Psychology Program
- A ~~learner~~ resident enrolled in one of the Post-Doctoral Residency Programs:
 - Clinical Biochemistry
 - Clinical Microbiology
 - Genetic and Genomic Diagnostics
- A ~~learner~~ resident enrolled in one of the College of Dentistry Programs
 - Oral and Maxillofacial Surgery
 - Pediatric Dentistry

Rotation – is an interval of time, usually consisting of a portion (two (2) weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of ~~longitudinal~~ horizontal rotations. Learning experiences are organized to allow the ~~trainee~~ resident to acquire competencies and to demonstrate entrustment within a **hybrid model** of competency-based, timed rotations

Secondary Reviewer – is any member of the Competence Committee who is not the **primary reviewer** and who is responsible for reviewing all ~~trainee~~ residents on the agenda of the Competence Committee meeting. The secondary reviewer is required to come prepared to discuss all ~~trainee~~ residents' progress

Shared Health – is the organization that delivers specific province-wide health services and supports centralized administrative and business functions for Manitoba health organizations

Should – the use of the word “should” indicates that meeting the standard is ~~an~~ a highly-desirable attribute ~~to be highly-desirable~~

Summary Review Report – is a summative narrative report documenting resident assessment and progress in the Residency Program

Supervising Physician/Preceptor – a physician who oversees and is the most responsible provider for the clinical activities of one or more ~~trainee~~ residents. Also, the preceptor must have the appropriate privileges at the clinical setting

Supervisor (Clinical) – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

Supervisor (Rotation) – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the milestones and competencies during the rotation

Supplementary Rotation – is an additional rotation required for a ~~trainee~~ resident to meet all of the

goals and objectives [or rotation-specific EPAs](#) of an original rotation

Suspension – is the temporary removal of a resident from clinical and academic activities

~~**Trainee** – is an individual in a period of formal structured professional clinical education~~

Trainee – in the case of PGME, is any PGME Program ~~learner~~ resident or fellow who is appropriately registered with and licensed by CPSM or other applicable licensing authority and who is fulfilling the certification requirements for a primary discipline, subspecialty, certification of special competence or enrolled in a program designated as “Accreditation without Certification” or enrolled in a program to gain an educational experience beyond certification requirements

Trigger Event – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the ~~trainee~~[resident](#) to achieve the required clinical or academic competencies or might be related to the ~~trainee~~[resident](#)'s professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program

~~**WRHA** – Winnipeg Regional Health Authority~~

Working Days – include Monday through Friday, exclude weekend days, statutory holidays, and acknowledged University of Manitoba closure days

1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment and progression of postgraduate ~~trainee~~[residents](#) within the competence continuum of competency- based medical education for RCPSC Residency Programs
- 1.2 Outline the policies and procedures for managing postgraduate ~~trainee~~[residents](#) with areas of deficiency in their attainment of milestones/EPAs. The policies and procedures include the following:

- [Modified Learning Plan](#)

- Remediation

- ~~Remediation~~

- Probation
- Suspension
- Dismissal/Withdrawal from the Residency Program

2. POLICY STATEMENTS – ASSESSMENT

- 2.1 For each Residency Program, there **must** be a framework of clearly-articulated competencies for the residents
- 2.2 Competencies are organized as EPAs and associated milestones, as follows:
 - 2.2.1 For **RCPSC** specialty programs (Competence by Design or CBD), the EPA and associated milestones are discipline-specific as developed by each RCPSC Specialty Committee
 - 2.2.2 Competencies are sequenced in a series of integrated stages known as the CBD Competence Continuum, which mark the stages/phases of increasing competence and independence, as follows:
 - Transition to discipline
 - Foundation of discipline
 - Core of discipline
 - Transition to practice
 - 2.2.3 CBD is a hybrid between time-free and time-dependent training as follows:
 - 2.2.3.1 Rotations exist and are treated as a resource for the acquisition of competencies
 - 2.2.3.2 Progression through training stages is flexible and is suited to the individual ~~trainee~~resident's development and acquisition of competencies
 - 2.2.3.3 Achievement of milestones is prioritized over time spent in training with respect to resident promotion and subsequent completion of the Residency Program
 - 2.2.3.4 The hybrid model maintains and recognizes the service imperative in residency education
 - 2.2.3.5 The milestones must be used to design educational activities for ~~trainee~~residents and to teach specific abilities
 - 2.2.3.6 The EPAs, which integrate multiple milestones must be used in the assessment of residents
 - 2.2.3.7 The EPAs and associated milestones for the Residency Program must be distributed to all residents and faculty in a timely manner prior to the commencement of the educational activities
 - 2.2.3.8 The EPAs and milestones must be reviewed regularly by the Residency Program Committee
- 2.3 For all Residency Programs, the residents must receive regular and timely feedback on their performance and progress by means of performance-based assessment tools as well as by direct observation
- 2.4 With respect to **RCPSC CBD Residency Programs**, resident learning and assessment are guided by real-time high-quality feedback from multiple direct and indirect observations conducted by but not limited to teachers/preceptors, clinical supervisors, other residents (on- or off-service), other health care professionals and patients

2.5 Resident assessment must comply with the following:

2.5.1 A variety of formative and summative resident assessment tools are utilized by the **RCPSC CBD Residency Programs**, including, but not limited to the following:

- Direct and indirect observation
- Multiple source feedback
- Structured Assessments of a Clinical Encounter (STACER)
- Technical skills review/procedure logs
- Patient outcomes
- Simulation
- Objective Structured Clinical Examination (OSCE)
- Oral case presentation
- Written assigned questions
- Learning plan
- Multiple choice question (MCQ) testing (including the RCPSC examinations)
- Short answer question (SAQ) testing (including the RCPSC specialty and sub-specialty examinations)

2.5.2 Either the teacher/preceptor or the ~~trainee~~resident can initiate an EPA Observation

2.5.3 ~~Trainee~~Residents will participate in clinical activities and seek high-quality observations on their progress towards achieving EPAs

2.5.4 Teachers/preceptors will observe ~~trainee~~resident clinical activities (EPA observation) and must provide face-to-face concrete feedback (coaching), thereby creating frequent “low-stakes” assessments of focused clinical tasks

2.5.5 ~~Trainee~~Resident assessment feedback information must be concrete and actionable and must be recorded/documented in the resident’s file/electronic portfolio in order to facilitate the educational changes and progression

2.5.6 Unsolicited anonymous materials/data may not be used in any assessment or disciplinary proceeding or action involving the resident. The Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials

2.5.7 The use of solicited aggregated anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the ~~trainee~~resident is allowable

2.5.8 Achievement of EPAs is determined using multiple observations, made by multiple observers, in multiple contexts

2.5.8.1 The recommended number of observations for an EPA is determined by the Specialty Committee for the discipline

- 2.5.9 Each resident should have an Academic Advisor (Coach) for supervision and support of residents with respect to progression through the stages of residency training
 - 2.5.9.1 For Residency Programs with a small number of residents or with resource constraints, the [Residency](#) Program Director may be the Academic Advisor
- 2.5.10 Decisions on resident achievement of EPAs and progression are determined at a group decision-making process of the [Residency Program](#) Competence Committee
- 2.5.11 Assessments are the property of the University of Manitoba and the resident. Such information will be kept confidential unless there might be a threat to patient safety in the process
- 2.5.12 The decision to allow appropriate disclosure of resident assessment information (Educational Handover) to future Rotation Supervisors to facilitate guidance and progress rests with the ~~trainee~~[resident](#)'s Residency Program Committee
- 2.5.13 The ~~trainee~~[resident](#) may not appeal individual formative assessments which provide data on performance but are aggregated for use in progress decisions
- 2.5.14 The ~~trainee~~[resident](#) may appeal summative assessments which aggregate data from multiple sources

3. PROCEDURES – ASSESSMENT (see Appendix 3: RCPSC CBME Resident Assessment-Promotion process map)

- 3.1 Prior to commencement of a rotation, the following apply:
 - 3.1.1 The resident must review any pertinent EPAs and associated milestones, clinical and academic learning opportunities and responsibilities associated with the rotation/clinical learning experience and must have a plan for learning on the rotation
 - 3.1.2 The resident should meet ~~face-to-face~~ with the Rotation Supervisor to review the EPAs and associated milestones and the clinical, academic and professional expectations and duties for the rotation/clinical learning experience
- 3.2 During the rotation, the following apply:
 - 3.2.1 The resident receives assessment and feedback for achievement of the pertinent EPAs and milestones from multiple observations. The assessment information must be [documented](#) immediately ~~documented~~ by the observers in the resident's [file](#)/electronic portfolio
- 3.3 At the completion of the rotation, the following apply:
 - 3.3.1 The resident should communicate with the Rotation Supervisor for an exit interview to discuss the resident's experience on the rotation
- 3.4 With respect to the Academic Advisor (Coach), the following apply:
 - 3.4.1 The Academic Advisor must review individual resident assessments and portfolios for each assigned resident on a regular basis

- 3.4.2 The Academic Advisor or primary reviewer must meet at least semi-annually with each assigned resident to conduct comprehensive reviews of performance and to review, discuss and facilitate the implementation and follow-up of Individualized Learning Plans. More frequent meetings may be scheduled, as required
 - 3.4.3 The Academic Advisor must formally document the details of the resident meetings
 - 3.4.4 The Academic Advisor or primary reviewer must prepare summary review reports — ~~(RORP)~~ which will be retained in the resident's file/electronic portfolio and recommendations to the Residency Program Competence Committee at least semi-annually, in order to determine the progress of residents in the Residency Program
 - 3.4.5 The Academic Advisor liaises directly with the Residency Program Director and the Residency Program Competence Committee to help inform decisions related to a resident's progress
- 3.5 With respect to EPA achievement, the following apply:
- 3.5.1 If the resident is deemed to have achieved an EPA (EPA is “*achieved*”), then that means that all of the key milestones associated with that EPA are considered to have been achieved
 - 3.5.2 If the EPA has not yet been achieved (EPA is “*in progress*”), the component milestones associated with that EPA can be reviewed individually (“unpacked”) in order to identify the particular challenge and to address the learning difficulty so as to provide concrete input and feedback to the ~~trainee~~ resident
- 3.6 In the case of Incomplete Rotations, the following apply:
- 3.6.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Home Residency Program Director must record this as an incomplete rotation
 - 3.6.2 Even if all EPAs associated with the rotation have already been met and academic credit is not required, the resident ~~may~~ might be required to ~~complete~~ fulfil a – ~~supplementary~~ Completion rotation at the discretion of the Home Residency Program
 - 3.6.3 The exact nature and duration of a ~~supplementary~~ Completion rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined by the Rotation Supervisor and the Home Residency Program Director
 - 3.6.4 The time spent during the supplementary rotation ~~may~~ might alter the completion of training date. The Program Director and Residency Program Competence Committee will use their discretion in determining the ~~trainee~~ resident's new completion of training date

4. POLICY STATEMENTS – PROGRESSION/PROMOTION

- 4.1 Although the specific timeframes will be impacted by Residency Program design, scheduling of educational activities and service commitments, learners progress through their educational programs at their own pace

4.2 With regular feedback and coaching, each resident should achieve the EPAs and related milestones within their current stage of training, within a predictable training timeframe

~~4.2.1 Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum~~

4.2.1. Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the competence continuum

4.3 Progression decisions on EPA achievement and promotion to the next stage of training are determined away from the individual teacher-learner interaction, as follows:

4.3.1. The Academic Advisor/[Residency](#) Program Director meets with the ~~trainee~~[resident](#) at least semi- annually to review progress in achieving the required competencies

4.3.2. Each Residency Program has its own Competence Committee which is responsible for the group decision-making process ~~of~~[for](#) determining ~~learner~~[resident](#) achievement of EPAs and progression through the stages/phases of training toward certification by the RCPSC

4.3.3. The Residency Program Competence Committee will report to the Residency Program Committee/~~Residency Training Committee~~ (see Appendix 1: Competence Committee – Terms of Reference)

4.4 The Academic Advisor may be enlisted to summarize resident progress for the [Residency Program](#) Competence Committee

4.5 The [Residency Program](#) Competence Committee reports outcomes of discussions to the Residency Program Committee in a timely manner in order to ensure fairness and appropriate sequencing of training experience

4.6 The ~~trainee~~[resident](#) may appeal progress decisions of the [Residency Program](#) Competence Committee

4.7 Major progression and promotion decisions, including the ~~trainee~~[resident](#)'s final portfolio documenting achievement of competencies must be verified and approved by the Residency Program Director and the Associate Dean, PGME

4.8 All decisions leading of Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program must be reviewed and approved by the PGME Education Advisory Committee (PGME-~~EAC~~[CESaR](#)) prior to approval by the Associate Dean, PGME (see Appendix 2: ~~PGME~~[PGME Committee for Education](#) ~~Advisory Committee~~ [Support and Remediation](#) – Terms of Reference)

4.8.1. The ~~trainee~~[resident](#) may appeal decisions of the PGME-~~EAC~~[CESaR](#)

5. PROCEDURES – PROGRESSION/PROMOTION (see Appendix 3: RCPSC CBME Resident Assessment-Promotion process map)

5.1. ~~Trainee~~[Resident](#)s are selected for a planned [Residency Program](#) Competence Committee

meeting by the Chair, the [Residency Program](#) Director or their delegate

5.1.1 Each ~~trainee~~[resident](#) must be discussed at least semi-annually

5.1.2 ~~Trainee~~[Resident](#)s may be selected for review based on any one of the following criteria:

- Regularly timed review
- A concern has been flagged on completed assessment(s)
- Completion of stage requirements and eligible for promotion or completion of training
- Requirement to determine readiness for the RCPSC examination
- Concern regarding a significant delay in the ~~trainee~~[resident](#)'s progress or academic performance
- Decision required regarding possible significant acceleration of the ~~trainee~~[resident](#)'s progress

5.2. Each ~~trainee~~[resident](#) selected for the discussion at the [Residency Program](#) Competence Committee meeting is assigned to a designated primary reviewer (the ~~trainee~~[resident](#)'s Academic Advisor or a designated member of the [Residency Program](#) Competence Committee) who completes a detailed summary review of each active EPA and of overall ~~trainee~~[resident](#) performance based on observations and other assessments or reflections included within the ~~trainee~~[resident](#)'s [file/electronic](#) portfolio

5.2.1 The primary reviewer must consider the ~~trainee~~[resident](#)'s recent numerical data, comments and any other valid sources of information (OSCE; in-training examination performance; other)

5.2.2 The primary reviewer will prepare and provide a succinct synthesis and impression of the ~~trainee~~[resident](#)'s progress to the [Residency Program](#) Competence Committee

5.2.3 The primary reviewer ~~proposes~~[will propose](#) a resolution on the ~~trainee~~[resident](#)'s status going forward

5.3. During the [Residency Program](#) Competence Committee meetings, the following apply for each active ~~trainee~~[resident](#):

5.3.1 The primary reviewer ~~presents~~[will present](#) relevant synthesis of information pertaining to each EPA, including reports from the [file/electronic](#) portfolio, important quotes from any observational comments about the ~~trainee~~[resident](#) and concludes by proposing the following:

- Recommended action on each active EPA
- Global assessment of the ~~trainee~~[resident](#)'s status with respect to the current stage/phase of training and recommended action for the ~~trainee~~[resident](#) going forward in the Residency Program

5.3.2 All other [Residency Program](#) Competence Committee members (secondary reviewers) are responsible for reviewing and discussing the ~~trainee~~[resident](#)'s progress

- 5.3.3 Deliberations of the [Residency Program](#) Competence Committee for each active EPA, including the summary [assessment review](#) by the primary reviewer and [the Residency Program Competence](#) Committee recommendations will be documented in the [trainee resident's file](#)/electronic portfolio and might include the following:
- [Trainee Resident](#) has “*completed the EPA*”
 - Recommendation is for removal from the active EPA list
 - [Trainee Resident's](#) “*progress is accelerated*”. Possible recommendations for action might include the following:
 - Modify Learning Plan
 - Continue without modification
 - [Trainee Resident](#) is “*progressing as expected*”. Possible recommendations for action might include the following:
 - Monitor learning
 - Modify Learning Plan
 - Continue learning the EPA without modification
 - [Trainee Resident](#) is “*not progressing as expected*”. Possible recommendations for action might include the following:
 - Modify Learning Plan
 - Remediation of EPA
 - [Trainee Resident](#) has demonstrated “*failure to progress*”. Possible recommendations for action might include the following:
 - Remediation of EPA
 - Probation of EPA
 - Dismissal/Withdrawal from the Residency Program

5.3.4 Deliberations of the [Residency Program](#) Competence Committee for global assessment of the [trainee resident's](#) status with respect to the current stage/phase of training and recommended action going forward in the Residency Program, including the summary [assessment review](#) by the primary reviewer, the resolution of the [Residency Program Competence](#) Committee on the [trainee resident's](#) status and associated [progression](#) recommendations are documented in [a summary review report in](#) the [trainee resident's file](#)/electronic portfolio and might include the following:

- [Trainee Resident](#) has “*completed the current stage/phase*”
 - Recommendation is for advancement to the next stage/phase at the earliest appropriate opportunity
- [Trainee Resident's](#) “*progress is accelerated*”. Possible recommendations for action might include the following:

- Modify Learning Plan
 - Continue in current stage/phase without modification
 - ~~Trainee~~Resident is “*progressing as expected*”. Possible recommendation for action might include the following:
 - Monitor learning
 - Modify Learning Plan
 - Continue in the stage/phase without modification
 - ~~Trainee~~Resident is “*not progressing as expected*”. Possible recommendations for action might include the following:
 - Modify Learning Plan
 - Remediation
 - ~~Trainee~~Resident has demonstrated “*failure to progress*”. Possible recommendations for action might include the following:
 - Remediation
 - Probation
 - Dismissal/Withdrawal from the Residency Program
- 5.3.5 The Residency Program Competence Committee members will vote on the recommendations of the primary reviewer
- 5.3.6 Decisions ~~can~~may be deferred if additional information is required, but the deferred decision must be revisited within four weeks
- 5.3.7 A status decision on the ~~trainee~~resident is recorded in the Residency Program Competence Committee’s archives
- 5.3.8 As soon as possible after the Residency Program Competence Committee decision, the Academic Advisor, Residency Program Director or other appropriate delegate will discuss the decision of the Competence Committee with the ~~trainee~~resident
- 5.3.9 Changes to the ~~trainee~~resident’s Learning Plan, assessments or rotation schedule ~~are~~will be developed and implemented as soon as feasible
- 5.3.10 The ~~trainee~~resident may appeal decisions of the Residency Program Competence Committee
- 5.3.11 In the event that a ~~trainee~~resident’s performance on a previously attained EPA indicates that “EPA *entrustment is no longer appropriate*”, that EPA will be reactivated and added to the ongoing list of EPAs for assessment at the Competence Committee meetings. Possible progression recommendations would depend on the EPA and on the degree of lapse and might include the following:
- Reactivation of the EPA with or without Remediation or Probation of the EPA and one of the following:

- Continue in the current stage/phase with a Modified Learning Plan
- Continue in the current stage/phase on Remediation
- Continue in the current stage/phase on Probation

5.3.12 With respect to the ~~trainee~~resident whose status is “inactive” (Leave of Absence or Suspension), the Competence Committee will discuss the current status of the ~~trainee~~resident and will document the discussion and related recommendation in the ~~trainee~~resident’s portfolio. Possible recommendations for action might include the following:

~~—trainee’s portfolio. Possible recommendations for action might include the following:~~

- Return to training (re-entry point and conditions will be specified)
- Monitor learning for expected return from LOA or Suspension

- Remediation

- Probation

~~• Remediation~~

~~• Probation~~

- Dismissal/Withdrawal from the Residency Program

5.4. Major progression and promotion decisions, including the ~~trainee~~resident’s final portfolio documenting achievement of competencies and promotion to certification must be forwarded by the Residency Program Competence Committee to the Residency Program Director and on to the Associate Dean, PGME for verification and approval prior to submission to the RCPSC

5.5. All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program must be forwarded by the Residency Program Director to the ~~PGME-Education Advisory Committee (PGME-EAC)~~ Chair, PGME-CESaR for review

5.6. The ~~PGME-EAC~~ Chair, PGME-CESaR will forward all relevant documentation and recommendation to the Associate Dean, PGME for approval

5.7. ~~Annual promotion~~The principles pertaining to the PARIM ~~-WRHA~~ Collective Agreement whereby residents are remunerated ~~is~~, are based ~~in~~on the annual advancement of the resident’s PGY level following successful completion of each year of training in the Residency Program, irrespective of their advancement along the competence continuum

5.7.1 The Residency Program Director must submit on behalf of each resident, a Trainee Appointment eForm annually (see Appendix 4: PGME How to Process a Trainee Appointment eForm)

6. POLICY STATEMENT – MODIFIED LEARNING PLAN

6.1 The decision to undertake a Modified Learning Plan is determined by the Residency Program Competence Committee when the trajectory of the resident is concerning but a formal Remediation trigger has not yet been encountered

6.2 A Modified Learning Plan, as a formal educational intervention, must comply with the following principles:

6.2.1 Must be discussed explicitly with the resident

6.2.2 Must be documented formally in the resident's file/electronic portfolio

6.2.3 Must include specific deliverables by the resident

6.2.4 Must include specific educational resources

6.2.5 Must specify a timeline for completion

6.2.6 Must specify the expected outcome

6.2.6.1 ~~Should~~ Must include the targeted assessments to demonstrate the expected outcome

6.3 The Modified Learning Plan must be designed specifically to meet the needs of the ~~trainee~~ resident and the context of the educational gap and thus it might not have a prescribed content or structure. Therefore, the Modified Learning Plan may include the following:

- Assessments of learning, emotional or general health of the resident
- A wide range of specific learning resources
- Various determinants of success for the resident

7. PROCEDURES – MODIFIED LEARNING PLAN

7.1 The Residency Program Competence Committee must discuss and will document in the resident's portfolio, the specific area(s) of concern and the decision to implement a Modified Learning Plan

7.2 The Residency Program Competence Committee will recommend a Modified Learning Plan to the Residency Program Director

7.3 The Residency Program Director, or delegate and the Academic Advisor will design a Modified learning Plan and will submit it to the Chair, PGME-CESaR for review

7.4 The Chair, PGME-CESaR will review the Modified Learning Plan and will make recommendations to optimize the plan, if applicable

7.5 The Residency Program Director, or delegate will discuss the final Modified Learning Plan with the resident and will enter it into the resident's portfolio

7.6 The Academic Advisor will monitor the resident's progress with the Modified Learning Plan and will assist the resident with implementation, as applicable

6.8. POLICY STATEMENTS – REMEDIATION

~~6-18.1~~ Remediation represents a formal, individualized learning opportunity intended to guide the resident towards successful attainment of clinical, academic or professional competencies

~~6-28.2~~ Remediation might be required for an entire stage/phase of training or for an individual EPA, as appropriate to the nature and scope of the observed deficiency

~~6-38.3~~ The decision for a ~~trainee~~resident to undergo Remediation is determined by the Residency Program Competence Committee based on one of the following trigger events:

- ~~Trainee~~resident is “not progressing as expected”
- ~~Trainee~~resident has demonstrated “failure to progress”
- ~~Trainee~~resident’s status is “inactive” but it has been determined that the resident requires a ~~Focused~~Modified Learning Plan in order to achieve the required competencies upon return from a Leave of Absence or Suspension
- A single egregious event involving the ~~trainee~~resident and demonstrating serious deficiency or performance below the currently assessed level of progress

~~6-48.4~~ The Remediation Plan/~~Focused~~Modified Learning Plan will focus on ensuring that the learning experiences are organized to immerse the ~~trainee~~resident in authentic practice conditions

~~6-58.5~~ The ~~trainee~~resident should be actively involved and engaged in the development of the Remediation Plan/~~Focused~~Modified Learning Plan

~~6-68.6~~ Once developed, the Remediation Plan/~~Focused~~Modified Learning Plan becomes a mandatory feature of the resident’s training

~~6-78.7~~ The PGME-~~Education Advisory Committee (PGME-EAC)~~-CESaR and the Associate Dean, PGME must review and approve all Remediation Plans prior to commencement of the Remediation

~~6-88.8~~ The ~~trainee~~resident’s participation in the Remediation Plan/~~Focused~~Modified Learning Plan is a prerequisite for ongoing participation in the Residency Program

~~6-98.9~~ Progress during Remediation is based on documentation of competency attainment rather than on successful completion of time-based rotations

8.9.1 Time-based rotations will continue to be an organizing structure for residency training. Depending on the individual circumstance, Remediation might lead to an extension of the resident’s training

~~6.1.1 Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the competence continuum.~~

8.9.2 Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum

~~6-108.10~~ In the event that the Residency Program Director determines that a Leave of Absence

(LOA) is necessary for a ~~trainee~~resident during the Remediation, then the Remediation Program is considered incomplete

8.10.1 The Remediation Plan/~~Focused~~Modified Learning Plan will be redesigned upon the ~~trainee~~resident's return from the LOA

~~6.118.11 The trainee may appeal only the outcome decision at the conclusion of the Remediation~~During Remediation, the ~~trainee~~resident is allowed to apply for a transfer to another Residency Program

~~6.128.12 The trainee~~resident may appeal only the outcome decision only at the conclusion of the Remediation

7.9. PROCEDURES – REMEDIATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

~~7.19.1~~ The Residency Program Director must submit a formal request for Remediation to the Associate Dean, PGME or Chair, PGME-~~EAC~~CESaR within five (5) working days of the “trigger event” decision of the Residency Program Competence Committee

9.1.1 The reason(s) for the request for Remediation must be included in the submission

~~7.29.2~~ The Associate Dean, PGME or Chair, PGME-~~EAC~~~~Chair~~CESaR will confirm if the Remediation is warranted to proceed

~~7.39.3~~ The Residency Program Director must submit a formal Remediation Agreement, which includes a Remediation Plan/~~Focused Learning Plan~~ to the Associate Dean, PGME or Chair-~~of~~, PGME-~~EAC~~CESaR within fifteen (15) working days of the notification of the Program Director of the “trigger event” decision of the Residency Program Competence Committee. The Remediation Plan/~~Focused Learning Plan~~ must include the following:
(see Appendix 6: Max Rady College of Medicine Remediation Agreement)
):

- Identified competencies on which to focus during Remediation
- Time frame for elements of the Remediation Program. The ~~Focused Learning~~Remediation Plan should include time-based rotations which continue to be an organizing structure for residency training
- The specific resources being deployed for competency attainment during the Remediation
- Remediation Supervisor (approved by the PGME-~~EAC~~CESaR) as recommended by the RPC. The Residency Program Director may not be the ~~trainee~~resident's Remediation Supervisor
- The criteria for completion of the Remediation such as any of, but not limited to the following:
 - Completion of milestones
 - Examination performance
- Potential outcomes for each interim assessment of the Remediation, which might include

the following:

- ~~Trainee~~Resident has “*completed the element*”. Possible recommendation for action might include the following:
 - Advancement to the next stage/phase if appropriate for Remediation Plan
 - Remove EPA from active EPA list, if appropriate for Remediation Plan
- ~~Trainee~~Resident is “*progressing as expected*”. Possible recommendations for action might include the following:
 - Discontinuation of Remediation and resumption of element
 - Continuation of Remediation
- ~~Trainee~~Resident is “*not progressing as expected*”. Recommendations for action might include the following:
 - Continuation of Remediation
 - Probation
- ~~Trainee~~Resident has demonstrated “*failure to progress*”. Recommendations for action might include the following:
 - Continuation of Remediation
 - Probation
 - Dismissal/Withdrawal from the Residency Program

7.49.4 The PGME ~~Education Advisory Committee (PGME-EAC)~~CESaR must review all submitted formal Remediation Plans/~~Focused Learning Plans~~ in a timely manner and must reach a consensus with respect to one of the following:

- Approval of the Remediation Plans/~~Focused Learning Plans~~ without revision
- Revision and approval of the Remediation Plans/~~Focused Learning Plans~~

7.59.5 The PGME ~~EAC~~CESaR must communicate all Remediation Plan/~~Focused Learning Plan~~ decisions to the respective Residency Program Directors

7.69.6 The formal Remediation Plan must be detailed in conformity with the Remediation Agreement Document of the ~~University of Manitoba~~ Max Rady College of Medicine-, University of Manitoba and must be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, ~~Education Advisory Committee (PGME-EAC)~~CESaR and Associate Dean, PGME (see Appendix 6: Max Rady College of Medicine Remediation Agreement)

7.79.7 The Residency Program Director must discuss the approved Remediation Plan with the Remediation Supervisor, ~~and~~ and Academic Advisor prior to implementation

7.89.8 The Residency Program Director must meet with the ~~trainee~~resident to discuss the Remediation Plan

9.9 During the interval between the “trigger event” decision and the formal approval by the PGME-CESaR, the Residency Program Director may assign the resident to any of the following, as

determined by the circumstances

- Commencement of the Remediation as planned - this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until the Remediation is formally approved
- Deployment of the resident to a non-Remediation rotation to work on EPA achievement
- Commencement of LOA if there are any concerns about safety of the resident or patients

~~7.99.10~~ The Remediation Supervisor is responsible for monitoring the ~~trainee~~resident's progress during the Remediation, as follows:

- 9.10.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Remediation Supervisor
- 9.10.2 The Remediation Supervisor must meet with the ~~trainee~~resident regularly to discuss their progress with respect to the Remediation/~~Focused Learning~~ Plan
- 9.10.3 The Remediation Supervisor must report the ~~trainee~~resident's progress, including the outcome of the Remediation to the Residency Program Competence Committee

~~7.109.11~~ The Residency Program Competence Committee must review the ~~trainee~~resident's progress ~~in—order~~ to decide on the outcome of the Remediation and on the status of the ~~trainee~~resident as follows:

- ~~Trainee~~Resident is “*progressing as expected*” and has successfully completed the Remediation
- ~~Trainee~~Resident is “*not progressing as expected*” and requires further Remediation
- ~~Trainee~~Resident has demonstrated “*failure to progress*” and requires one of the following:
 - Further Remediation
 - Probation
 - Dismissal/Withdrawal from the Residency Program

~~7.119.12~~ The Associate Dean, PGME in consultation with the Chair, PGME-~~EAC~~CESaR will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

~~7.8~~ The Residency Program Director must complete the Assessment and Outcome ~~portions—~~sections of the Remediation Agreement Document for review and approval by the PGME-~~EAC~~
~~7.129.13~~ CESaR and the Associate Dean, PGME

8.10. POLICY STATEMENTS – PROBATION

- 10.1 Probation is a formal process in which the ~~trainee~~resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program
- 10.2 Probation might be required for an entire stage/phase of training or for an individual EPA, as

appropriate to the nature and scope of the observed deficiency

10.3 The decision for a ~~trainee~~resident to undergo Probation is determined by the Residency Program Competence Committee for RCPSC CBD Residency Programs based on one or more of the following “trigger events”:

- ~~Trainee~~resident is deemed to be “not progressing as expected” or “failing to progress” on any assessment to the extent that they are considered likely to exceed the maximum allowable time for the element for which the ~~trainee~~resident is undergoing Remediation
- ~~Trainee~~resident is deemed to be “not progressing as expected” on an assessment related to a Remediation and it has been determined that further Remediation is not appropriate
- ~~Trainee~~resident has demonstrated “failure to progress” status despite following the Remediation Plan/~~Focused Learning Plan~~ and it has been determined that further Remediation is not an option
- ~~A single~~The occurrence of an egregious incident or event of a clinical, academic or professional nature involving a ~~trainee where there~~resident, that is a significant and immediate concern
- ~~In situations where~~determined by the ~~incident or “trigger event” related~~PGME-CESaR to a ~~trainee’s professional conduct requires~~be either non-remediable or of sufficient gravity to warrant Probation

10.3.1 If it is determined that immediate action, is warranted as a result of the “trigger event”, the Residency Program Director or delegate has the option of implementing the Probation procedures in advance of the Residency Program Competence Committee discussion and decision

10.3.2 In situations where the “trigger event” leading to possible Probation might pose a threat of self-harm to the resident and/or might pose a threat to the well-being or safety of patients, colleagues, students, and/or the staff ~~and/or the trainee himself/herself~~, the Residency Program Director or delegate must consider immediate Suspension of the ~~trainee~~resident as an interim measure prior to the Residency Program Competence Committee Probation discussion and decision (see section below on Suspension)

~~8.3 The formal Probation Plan must be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine and must be signed by the Resident, Residency Program Director, Probation Supervisor Chair, PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME prior to implementation~~

10.4 The ~~trainee~~resident’s participation in the Probation Plan is a prerequisite for ongoing participation in the Residency Program

10.5 The ~~Program Director~~~~trainee~~resident must ~~meet and discuss~~fully comply with the conditions specified in the Probation Plan ~~with the trainee~~

10.6 The~~The~~ ~~trainee~~resident must fully comply with any other conditions for the Probation prescribed by the PGME-CESaR and Associate Dean, PGME

~~10.6~~10.7 The Residency Program Director should advise the ~~trainee~~resident to meet with the Associate Dean, PGME Student Affairs and Wellness for counselling

~~10.7~~10.8 In circumstances where the reason for the Probation is related to issues of professionalism, the ~~trainee~~resident must meet with the Associate Dean, Professionalism for counselling

~~8.4 The trainee must fully comply with the conditions specified in the Probation Plan~~

~~8.5 The trainee must fully comply with any other conditions prescribed by the PGME-EAC and Associate Dean, PGME for the~~

~~8.6 During Probation, the trainee is not allowed to apply for transfer to another Residency Program~~

~~10.8~~10.9 Progress during Probation is based on documentation of competency attainment and correction of serious deficiencies rather than on successful completion of time-based rotations

10.9.1 Time-based rotations will continue to be an organizing structure for residency training. Depending on the individual circumstance, Probation might lead to an extension of the resident's training

~~8.12.2 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the - typical duration of overall training as well as the typical duration of each stage of the~~
10.9.2 ~~Competence Continuum-~~

~~10.9~~10.10 In the event that the Residency Program Director determines that a Leave of Absence (LOA) is necessary for a ~~trainee~~resident during the Probation, then the Probation Program is considered incomplete

10.10.1 The Probation Plan will be redesigned upon the ~~trainee~~resident's return from the LOA

10.11 During Probation, the ~~trainee~~resident is not allowed to apply for transfer to another Residency Program

~~10.10~~10.12 The ~~trainee~~resident may appeal ~~only~~ the outcome decision only at the conclusion of the Probation-

9.11. PROCEDURES – PROBATION - (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

11.1 The Residency Program Director must submit a formal request for Probation to Associate Dean, PGME or Chair of PGME-~~EAC~~CESaR within five (5) working days of the “trigger event” decision of the Residency Program Competence Committee

11.1.1 The reason(s) for the request for Probation must be included in the submission

11.2 The Associate Dean, PGME or Chair-~~of~~ PGME-~~EAC~~CESaR will confirm if the probation is warranted to proceed

11.3 The Residency Program Director must submit a formal Probation Agreement which includes a Probation Plan Agreement Document to the Associate Dean, PGME or Chair-~~of~~ PGME-~~EAC~~CESaR within fifteen (15) working days of the notification of the Program Director of the “trigger event” decision of the Residency Program Competence Committee. The Probation Plan must include the following:

(see Appendix 7: Max Rady College of Medicine Probation Agreement)

- Identified competency deficiencies on which to focus during Probation
- Time frame for elements of the Probation Program/duration of the Probation
- The Probation Plan may include time-based rotations which continue to be an organizing structure for residency training
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor (appointed by the PGME-~~EAC~~CESaR) as recommended by the RPC
- Potential outcomes, as follows:
 - With respect to competency attainment, the following apply:
 - Competency “Achieved”
 - Competency “In progress”
 - With respect to progress in training, the following apply:
 - ~~Trainee~~Resident is “progressing as expected” and has successfully completed the Probation
 - ~~Trainee~~Resident is “not progressing as expected” and requires further Probation or Dismissal/Withdrawal from the Residency Program
 - ~~Trainee~~Resident has demonstrated “failure to progress” and requires further Probation or Dismissal/Withdrawal from the Residency Program

11.4 The PGME-~~Education Advisory Committee (PGME-EAC)-~~CESaR must review all submitted documents and materials pertaining to all requests for Probation and the formal Probation Plans from the Program Director in a timely manner and must reach a consensus with respect to the following:

- Approval of the Probation Plan without revision
- Revision and approval of the Probation Plan

11.5 The PGME-~~EAC~~CESaR must communicate the Probation Plan decision to the following:

- Residency Program Director

- Resident
- Associate Dean, PGME

11.6 The formal Probation Plan must be detailed in conformity with the Probation Agreement Document of the ~~University of Manitoba~~-Max Rady College of Medicine-, [University of Manitoba](#) and must be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, PGME-~~Education Advisory Committee (PGME-EAC) Chair~~-[CESaR](#) and the Associate Dean, PGME-

11.7 The [Residency](#) Program Director must meet with the ~~trainee~~[resident](#) to discuss the approved Probation Plan

11.8 The [Residency](#) Program Director must discuss the approved Probation Plan with the Probation Supervisor prior to implementation

11.9 During the interval between the “trigger event” decision and the formal approval by the PGME-CESaR, the Residency Program Director may assign the resident to any of the following, as determined by the circumstances

- Commencement of the Probation as planned - this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until the Probation is formally approved
- Deployment of the resident to a remedial rotation to work on EPA achievement
- Commencement of LOA if there are any concerns about safety of the resident or patients

~~11.9~~11.10 The Probation Supervisor is responsible for monitoring the ~~trainee~~[resident](#)'s progress during the Probation, as follows:

~~9.1.1~~—Assessment feedback information from Clinical Supervisors and other teaching -
11.10.1 —faculty is reviewed by the Probation Supervisor

~~9.1.2~~—The Probation Supervisor must meet with the ~~trainee~~[resident](#) regularly to discuss their -
11.10.2 —progress with respect to the Probation Plan

11.10.3 The Probation Supervisor must report the ~~trainee~~[resident](#)'s progress, including the outcome of the Probation to the Residency Program Competence Committee

~~11.10~~11.11 The Residency Program Competence Committee must review the ~~trainee~~[resident](#)'s progress in order to decide on the outcome of the Probation and the status of the ~~trainee~~[resident](#) as follows:

~~9.1.3~~—~~Trainee~~[Resident](#) is “*progressing as expected*” and has successfully completed the -
• —Probation

- ~~Trainee~~[Resident](#) is “*not progressing as expected*” and requires one of the following:

- Further Probation
- Dismissal/Withdrawal from the Residency Program

- ~~Trainee~~[Resident](#) has demonstrated “*failure to progress*” and requires one of the following:

- Further Probation
- Dismissal/Withdrawal from the Residency Program

~~9.2~~ The Associate Dean, PGME, in consultation with the PGME-~~EAC~~[CESaR](#) will consider the ~~11.11~~~~11.12~~—recommendation of the Residency Program Director and prior to approval will ensure
—that all policies and procedures have been followed

~~9.3~~ The Residency Program Director must complete the Assessment and Outcome - ~~11.12~~~~11.13~~—~~portions~~[sections](#) of the Probation Agreement Document for review and approval by the PGME-
—~~EAC~~[CESaR](#) and the Associate Dean, PGME

~~10.12.~~ [POLICY STATEMENTS – SUSPENSION](#)

12.1 Suspension of a ~~trainee~~[resident](#) may be imposed as an interim measure for determination of the best definitive course of action in the following circumstances:

- There is a breach of the policies, by-laws or codes of conduct and/or suspension of clinical privileges by one of the following:
 - University of Manitoba
 - ~~WRHA~~
 - [Shared Health/other relevant Health Authority](#)
 - CPSM
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~[resident](#) in the Residency Program ~~would~~[might pose a threat of self-harm to the resident and/or](#) pose a threat to the well-being or safety of patients, colleagues, students, ~~and/or the staff and/or himself/herself~~
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~[resident](#) in the Residency Program would pose a threat to University of Manitoba, [Shared Health/other Health Authority](#) or other property
- Failure of the ~~trainee~~[resident](#) to agree to or comply with an approved Remediation or Probation Plan

12.2 When a resident is placed on Suspension, the following principles apply:

12.2.1 Licensure and registration with CPSM are inactivated (lifted)

12.2.2 Payment through ~~PM~~~~SA~~~~SO~~ might be suspended

12.2.3 Medical malpractice coverage (CMPA) might be suspended

12.2.4 Depending on the individual circumstances, Suspension might lead to extension of the resident's training

- ~~9.3.1.1~~—Limits to overall Residency Program training duration for the resident requiring -
—extension of training will be based on discipline-specific guidelines regarding the -
—typical duration of overall training as well as the typical duration of each stage of -
12.2.4.1 —the Competence Continuum

~~9.4~~—The Residency Program Director should advise the ~~trainee~~resident to meet with the Associate Dean, PGME -

12.3 —Student Affairs and Wellness for counselling

12.4 In circumstances where the reason for Suspension is related to issues of Professionalism, the ~~trainee~~resident must meet with the Associate Dean, Professionalism for counselling

12.5 A ~~trainee~~resident who is on Suspension is not allowed to apply for transfer to another Residency Program

~~—Program~~

12.6 The ~~trainee~~resident may appeal the decision for Suspension from the Residency Program

~~9.5~~—The University of Manitoba has the authority to implement a Disciplinary Suspension in -

12.7 —accordance with the Student Discipline By-Law

~~10.~~ PROCEDURES – SUSPENSION (see Appendix 5: PGME Remediation, Probation, -
~~11.13.~~ —**Suspension, Dismissal, Withdrawal process map)**

13.1 In a situation where a “trigger event” warrants Suspension of a ~~trainee~~resident, the Residency Program Director, acting on behalf of the Residency Program Committee, must ~~—immediately~~ notify the Department Head and the Associate Dean, PGME immediately through formal documentation (email or hard copy), the following:

- The “trigger event” leading to the Suspension
- The request for the ~~trainee~~resident’s interim Suspension pending determination of the appropriate subsequent course of action

13.2 The Residency Program Director must inform the ~~trainee~~resident immediately through formal documentation (email or hard copy) of a request for Suspension

13.3 The ~~trainee~~resident should be provided the opportunity of a face-to-face meeting with the Residency Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcomes of the Suspension

~~10.1~~ The request for the ~~trainee~~resident’s Suspension must be reviewed by the Associate Dean, -

13.4 —PGME who will determine the course of action as follows:

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation

- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

~~40.2~~ Where a Suspension of the [trainee/resident](#) is affirmed, the Associate Dean, PGME must conduct -

-a timely investigation of matters related to the “trigger event” that led to the Suspension -

13.5 -and thereafter must make a final decision as to how the matters should be addressed

13.5.1 The Associate Dean, PGME has the option of requesting the assistance of the PGME-[EACCESaR](#) in the investigation and the final decision with respect to the Suspension

~~40.3~~ When the [trainee/resident](#) is placed on or taken off Suspension, the ~~C~~PGME Office must ensure -

13.6 -the following:

- Notification of CPSM regarding licensure and registration of the [trainee/resident](#)
- Notification of [PMSASO](#) regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the [trainee/resident](#) has been placed on Suspension

~~12.14.~~ POLICY STATEMENTS – DISMISSAL/WITHDRAWAL

14.1 A [trainee/resident](#) may be dismissed from the Residency Program under the following — circumstances:

- [Residency Program](#) Competence Committee decision on the basis of a [trainee/resident](#)’s progress, as follows:
 - [Trainee/Resident](#) is persistently “*not progressing as expected*” despite having undergone Remediation and/or Probation
 - [Trainee/Resident](#) has demonstrated persistent “*failure to progress*” and Remediation and/or Probation was considered not to be an option
 - Failure of the [trainee/resident](#) to agree to or comply with an approved Remediation or Probation Plan
 - [Trainee/Resident](#)’s status is “*inactive*” (Leave of Absence (LOA) or Suspension) and it has been determined that successful return to or completion of the Residency Program is unlikely
- The [trainee/resident](#) has exceeded or is reasonably expected to exceed the maximum allowable time for completion of a particular stage along the competence continuum and/or for completion of training in a particular RCPSC discipline, pro-rated for part-time training and approved LOA
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the [trainee/resident](#) in the Residency Program would [cause self-harm to the resident and/or would](#) pose a threat to the well-being or safety of patients, colleagues,

students, and/or the staff ~~and/or himself/herself~~

- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~resident in the Residency Program would pose a threat to University of Manitoba, ~~WRHA~~Shared Health/other relevant Health Authority or other property
- The ~~trainee~~resident is considered unsuitable for practice on the basis of behavior that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

14.2 At the discretion of the Associate Dean, PGME, the ~~trainee~~resident may voluntarily withdraw from the Residency Program prior to the decision for Dismissal or at any time for reason(s) independent of Dismissal (~~Reference:~~ PGME Voluntary Withdrawal from PGME Residency Training Policy)

14.2.1 A ~~trainee~~resident who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

14.3 The Program Director should advise the ~~trainee~~resident to meet with the Associate Dean, PGME Student Affairs and Wellness for counselling

14.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the ~~trainee~~resident must meet with the Associate Dean, Professionalism for counselling

14.5 The ~~trainee~~resident may appeal the decision for Dismissal from the Residency Program

13.15. PROCEDURES – DISMISSAL/WITHDRAWAL (see Appendix 5: PGME Remediation, - Probation, Suspension, Dismissal, Withdrawal process map)

~~— Probation, Suspension, Dismissal, Withdrawal process map)~~

15.1 The Residency Program Director, after consultation with the Residency Program Committee/Competence Committee must submit a formal request for Dismissal from the Residency Program to the Associate Dean, PGME within five (5) working days of that decision notification to the Program Director of the “trigger event” for Dismissal from the Residency Program, including the reason(s) for the request

15.1.1 The ~~trainee~~resident must receive a copy of the documented request

15.2 The Associate Dean, PGME must ~~immediately~~ notify the Chair ~~of~~ PGME ~~EAC~~CESaR of the request for Dismissal from the Residency Program immediately

15.3 The Chair of PGME ~~EAC~~ ~~convenes~~ CESaR will convene a meeting of that committee to review and to consider approval of the request for Dismissal within ten (10) working days of notification by the Associate Dean, PGME

15.3.1 If the PGME ~~EAC~~CESaR upholds the Dismissal, then the Chair ~~of the~~ ~~Committee informs~~ PGME-CESaR will inform the Associate Dean, PGME, immediately through formal documentation

15.4 The Associate Dean, PGME must present the decision regarding Dismissal ~~at~~to the

—CPGME Executive Committee for final review and approval

15.4.1 If the CPGME Executive Committee upholds the decision for Dismissal, then the ~~trainee~~resident will be dismissed ~~immediately~~ from all further postgraduate training at the University of Manitoba ~~immediately~~ and may not reapply for future postgraduate training at the University of Manitoba

15.5 When the ~~trainee~~resident is dismissed or withdraws from the Residency Program, the CPGME— Office must ensure the following:

- Notification of the CPSM by formal documentation regarding licensure and registration
- Notification of ~~PMSASO~~ regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the ~~trainee~~resident has been dismissed/has withdrawn within twenty-four (24) hours of such Dismissal/Withdrawal

POLICY CONTACT:—Associate Dean, PGME

REFERENCES

CanERA Excellence in Residency Accreditation- standards of accreditation

<http://www.canrac.ca/canrac/general-standards-e>

RCPSC ~~CBD Policy Advisory WG_Remediation Communique~~[CBD Policy Working Group Communique: Remediation](#)

<https://www.royalcollege.ca/rcsite/cbd/cbd-guidance-e>

<http://www.royalcollege.ca/rcsite/search-e?Ntt=CBD+policy+communique&Nty=1&op=Search>

RCPSC ~~CBD Policy Communique_Grad Resp (2)~~[CBD Policy Working Group Communique: Graduated Responsibility](#)

<https://www.royalcollege.ca/rcsite/cbd/cbd-guidance-e>

<http://www.royalcollege.ca/rcsite/search-e?Ntt=CBD+policy+communique&Nty=1&op=Search>

RCPSC ~~CBD Policy Waiver of Training~~[CBD Policy Working Group Communique: Waivers of Training](#)

<https://www.royalcollege.ca/rcsite/cbd/cbd-guidance-e>

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RCPSC Glossary of Competence by Design Terminology

<http://www.royalcollege.ca/rcsite/educational-initiatives/terminology-medical-education-project-e>

<http://www.royalcollege.ca/rcsite/educational-initiatives/terminology-medical-education-project-e>

RCPSC Terminology in Medical education working glossary October 2012

~~PGME Resident Assessment.FINAL Senate06Feb2019~~ [CPGME PGME Resident Assessment Policy updated January 26, 2022 Page 31](#)

~~<http://www.royalcollege.ca/rcsite/cbd/cbd-tools-resources-e>~~
<https://www.royalcollege.ca/rcsite/documents/educational-strategy-accreditation/terminology-in-medical-education-working-glossary-october-2012.pdf>

[University of Dalhousie, Assessment of Training and Promotion Regulations
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University of Manitoba

~~University of Dalhousie Assessment of Training and Promotion Regulations
https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines-policies/assessment-of-training.html~~

[_Governing Documents: Senate Committee on Appeals Policy and Procedure
http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html](http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html)

[University of Manitoba, Max Rady College of Medicine, Appropriate Disclosure of Learner Needs \(Educational Handover\)
https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Assessments_Attendance_and_Evaluation](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Assessments_Attendance_and_Evaluation)

~~University of Toronto Guidelines for the Assessment of Postgraduate Residents
http://pg.postmd.utoronto.ca/about-pgme/policies-guidelines/~~

~~University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy
http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html~~

~~CanERA Excellence in Residency Accreditation – standards of accreditation
http://www.canrac.ca/canrac/general-standards-e~~

University of Manitoba, Max Rady College of Medicine, Resident Appeals- Residency Program and Departmental Process
https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Appeals
http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html

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http://umanitoba.ca/faculties/health_sciences/medicine/policies_procedures.html

~~University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure~~
[Student Discipline Bylaw
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University of Manitoba, [Voluntary Withdrawal from PGME Residency Training Policy](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Assessments_Attendance_and_Evaluation)
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~~University~~ ~~Max Rady College of Medicine Appropriate Disclosure~~ [Toronto, PGME Guidelines:](#)

~~PGME Resident Assessment.FINAL Senate 06 Feb 2019~~ [PGME PGME Resident Assessment Policy updated January 26, 2022](#) Page 32

~~[Appropriate Disclosure of Learner Needs](http://pg.postmd.utoronto.ca/about-pgme/policies-guidelines/) -of Learner Needs (Educational Handover) Feb 8, 2017~~
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APPENDICES

~~**Appendix 1:** [Competence Committee – Terms of Reference](#)~~

~~**Appendix 2:** [PGME Education Advisory Committee – Terms of Reference](#)~~

~~**Appendix 3:** [RCPSC CBME Resident Assessment-Promotion process map](#)~~

~~**Appendix 4:** [PGME Process: How to Process a Trainee Appointment Form](#)~~

~~**Appendix 5:** [PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map](#)~~

~~**Appendix 6:** [Max Rady College of Medicine Remediation Agreement](#)~~

~~**Appendix 7:** [Max Rady College of Medicine Probation Agreement](#)~~

[Appendix 1: Competence Committee – Terms of Reference](#)

[Appendix 2: PGME Committee for Education Support and Remediation – Terms of Reference](#)

[Appendix 3: RCPSC CBME Resident Assessment-Promotion process map](#)

[Appendix 4: PGME Process: How to Process a Trainee Appointment Form](#)

[Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map](#)

[Appendix 6: Max Rady College of Medicine Remediation Agreement](#)

[Appendix 7: Max Rady College of Medicine Probation Agreement](#)

Policy Name:	CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs
Application/ Scope:	Postgraduate Medical Education Residents in CFPC Competency-Based Medical Education Residency Programs
Approved (Date):	PGME Executive, April 10, 2018; PGME Policy Development Committee, January 29, 2021 ; PGME Executive Committee, February 9, 2021
Review Date:	5 years from approval date
Revised (Date):	
Approved By:	Dean's Council April 24, 2018 College Executive Council May 8, 2018 Senate February 6, 2019 College Executive Council: April 27, 2021

BACKGROUND

The College of Family Physicians of Canada (CFPC) in conjunction with Max Rady College of Medicine, Rady Faculty of Health Sciences at the University of Manitoba has the responsibility to ensure that residents are competent and prepared for practice in Family Medicine.

Competency-based medical education (CBME) is a method of training physicians to become competent by focusing on explicit abilities or capabilities (competencies) and using these competencies as a means of organizing residency education. In essence, CBME is an outcomes-based approach to postgraduate medical education that focuses on competencies required for practice.

Assessment is the process of gathering and analyzing information in order to measure a physician's competence or performance and to compare it to defined criteria.

With respect to competency-based medical education in Family Medicine, the processes of resident assessment, progression and promotion are guided by the following principles:

- The Family Medicine Residency Program curriculum, including Enhanced Skills is designed according to the **Triple C Competency-Based Curriculum**, conceptualized around four directives: comprehensive education and patient care, continuity of education and patient care, centred in Family Medicine and competency-based
- **CanMEDS-FM 2017** and the **Evaluation Objectives** are the main frameworks for the Triple C Curriculum in Family Medicine. They articulate different dimensions of competence in Family Medicine and can be used to develop and map learning objectives/competencies entrustable professional activities (EPAs) with milestones learning experiences and assessment strategies
- The Family Medicine Residency Program curriculum utilizes a combination of hands-on clinical experience and academic programming organized to promote and assess increasing professional responsibility towards readiness for independent practice
- Teaching faculty act as Preceptors/Competency Coaches for the purpose of resident

improvement

- Resident learning is guided by real-time, high quality feedback from multiple observations
- Competence is assessed across multiple dimensions, defined in the CanMEDS-FM 2017 Competency Framework and the Evaluation Objectives
- The program of assessment in Family Medicine utilizes a **Continuous Reflective Assessment for Training (CRAFT)** approach, mapping, facilitating, monitoring and informing decisions pertaining to the progressive achievement of competence for residents
- Decisions regarding promotion and progression of residents through stages of training are determined by the Resident Progress Committee, responsible for regular review of resident progress using highly integrative data from multiple observations of competencies/objectives/EPA's and associated milestones and timely feedback as well as other assessment data
- The development of the resident competence, entrustment and independence must be documented in ~~an~~ [a file](#)/electronic portfolio
- All decisions pertaining to the assessment and the potential outcomes for residents must be justified and must be documented
- The process for assessment and progression must be clear and must be applied uniformly
- It is important that the process for identification of those residents who might be in academic difficulty is timely, transparent, fair and unbiased
- The process must allow the resident to be heard and to respond to issues related to academic or other challenges within a reasonable period of time
- There must be open, ongoing and timely communication between residents and their supervisors
- The process must maintain the principle of mutual accountability whereby progress through training is a joint responsibility of the resident and the Family Medicine Residency Program

DEFINITIONS

Academic Year – is the time interval that commences July 1st and finishes June 30th and constitutes thirteen (13) four- (4)-week ~~periods~~[blocks](#) of training for residents. In a hybrid competency-based medical education model of learning, a resident may be out-of-phase and may have a starting date other than July 1st and will be promoted to the next stage of training based on attainment of milestones, EPAs and competencies

Anonymous Materials – materials/information where the authorship has not been disclosed

Assessment – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a resident's competence or performance and compare it to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or

completion ([e.g., end of term examination](#))

- **Criterion-referencing** – comparing ~~trainee~~[resident](#) performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – comparing ~~trainee~~[resident](#) performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

Block – is one of thirteen ([13](#)) time intervals within each academic year. With the exception of Block [one](#) ([1](#)), Block [seven](#) ([7](#)) (Winter Holiday) and Block [thirteen](#) ([13](#)), all blocks consist of four ([4](#))-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for residents in the hybrid competency-based medical education model

[CanMEDS/CanMEDS-FM 2017](#) – the [RCPSC and CFPC frameworks](#) describing the seven ~~family~~[\(7\)](#) physician roles: 1. Family Medicine Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. [Scholar](#); 7. Professional

Certification – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

CFPC – College of Family Physicians of Canada

Clinical Supervisor/Preceptor – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

CMPA – Canadian Medical Protective Association

Competence – the array of abilities across multiple domains of competence or aspects of physician performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context and stage of training or practice. Competence is multi-dimensional and dynamic; it changes with time, experience and settings

Competence Continuum – an observable ability of a health professional related to a specific activity that integrates knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition. Competencies can be assembled like building blocks to facilitate progressive development

Competency – is an observable ability of a health care professional that develops through stages of expertise from novice to master

Competency-Based Medical Education – is an outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an organizing framework of competencies

Competent – possessing the required abilities in all domains of competence in a certain context at a defined stage of medical education or practice

~~**CPGME** – (Max Rady) College (of Medicine) Postgraduate Medical Education~~

~~**Completion Rotation** – is a rotation put in place specifically to make up lost time from an incomplete rotation, irrespective of the completion of rotation goals and objectives or rotation-specific EPAs~~
~~**CPSM** – College of Physicians and Surgeons of Manitoba~~

CRAFT – Continuous Reflective Assessment for Training is the CFPC approach to programmatic competency-based assessment for residents in training and is designed to meet the expectations of specialty-specific CanMEDS-FM roles and the Four Principles of Family Medicine relative to the CFPC competency-based residency training guidelines

Direct Observation – is a process of assessment whereby the assessor must witness the resident performing the specific activity in order to identify whether specific competencies were demonstrated and performed correctly (e.g., physical examination of a patient)

Dismissal – is the termination of the resident's enrollment in the training program due to academic, professionalism and/or other reasons

Educational Handover – is a process by which information about a resident's performance is shared with future preceptors in order to facilitate guidance and progress

Entrustable Professional Activity (EPA) – is a “unit of professional practice” that is comprised of measurable tasks and abilities (milestones). Once sufficient competence is achieved, this task is “entrusted to the unsupervised execution by the resident”. There are residency-specific EPAs that are linked to a specific stage of the competence continuum. As the resident progresses through the stages, the residency-specific EPAs become progressively more complex, reflecting the resident's achievement of more complex milestones

Evaluation Objectives for Certification (Skill Dimensions, Phases of the Clinical Encounter, Priority Topics/Core Procedures and Key Features and Observable Behaviours) – is the guide for assessment of competence in Family Medicine

Faculty Advisor – is a faculty member who is responsible for establishing and maintaining a longitudinal relationship with the assigned resident.

The role of the Faculty Advisor includes the following:

- a) Orient the resident to the discipline of Family Medicine
- b) Discussing with the resident the program objectives and the resident's specific learning objectives, and designing an appropriate educational plan
- c) Reviewing the educational plan regularly and assisting the resident in finding the resources within the Program necessary to meet their unique learning needs
- d) Assisting the resident with respect to the following:
 - (i) Reflecting on Program choices
 - (ii) Understanding assessment feedback
 - (iii) Setting and revising learning objectives
 - (iv) Defining career plans

Generally, the Faculty Advisor and the Primary Preceptor/Competency Coach are the same individual, except in larger settings or where the resident has requested that they be different individuals

Field Note – is a tool for the real-time recording of resident assessment, intended to provide commentary, usually narrative, on a specific resident educational experience or event and includes Resident Field Notes, Faculty Field Notes, and Procedural Field Notes

Four Principles of Family Medicine – 1. The Family Physician is a skilled clinician; 2. Family Medicine is a community-based discipline; 3. The family physician is a resource to a defined practice population; 4. The patient-physician relationship is central to the role of the family physician

Global Assessment – is a succinct synthesis and impression of a ~~trainee~~resident's progress with respect to movement between stages/phases on the competence continuum

Incomplete Rotation – means that the resident has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

Indirect Observation – is a process of assessment whereby the assessor utilizes documented information such as that recorded in a patient chart in order to identify whether specific competencies were attained by the resident (e.g., patient chart review)

ITAR/ITER – In-training Assessment Report/In-training Evaluation Report is a tool for assessment at the end of each rotation/clinical learning experience for ~~trainee~~residents

~~LOA – means Leave of Absence~~

Leave of Absence (LOA) – is an approved planned or unplanned interruption of training (greater than fourteen (14) consecutive calendar days) for any of a variety of reasons, including medical illness, bereavement, maternity, paternity, partner leave and educational leave. Vacation, Religious Observances, statutory holidays, examination days and unplanned sick days are **not** considered leaves of absence

Maximum Allowable Time – is the maximum amount of time which a resident is allowed to take for completion of training in Family Medicine. This maximum allowable time is determined by CFPC

Milestone – is a defined, observable marker of a resident's ability along the developmental continuum of training. Residency-specific EPAs are comprised of multiple milestones. They are used for teaching and assessment

Modified Learning Plan – is a formal educational intervention that is put in place to address specific performance gaps, with specific learning resources, timelines and outcomes tailored to the needs of the resident. It is inherent in education, that ~~learner~~residents have the flexibility to adapt the pace and resources used for learning to their particular needs and context and this would be considered normal variation. A Modified Learning Plan does not necessarily indicate a Remediation. However, Modified Learning Plans are always included in Remediation or Probation and they may be utilized outside of the context of Remediation as well, in an attempt to provide correction prior to a formal need for Remediation/Probation

MRA – Mid-Rotation Assessment

~~MSAS – Medical Staff Administrative Services~~

Must – as it relates to this policy, the use of the word “must”, indicates that meeting the standard is absolutely necessary

Objective (Learning Objective) – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

PARIM – Professional Association of Residents and Interns of Manitoba

PGME – means Postgraduate Medical Education ~~Advisory~~ and refers to the Office of Postgraduate Medical Education, which operates within the Max Rady College of Medicine. It represents postgraduate medical education at the University of Manitoba through residency, fellowship, Areas of Focused Competence, post-doctoral and other training programs. The programs which PGME oversees are those accredited by the Royal College of Physicians and Surgeons of Canada (RCPSC), the College of Family Physicians of Canada (CFPC), the Canadian Psychological Association (CPA), the Canadian Academy of Clinical Biochemistry (CACB), the Canadian College of Microbiology (CCM) and the Canadian College of Medical Geneticists (CCMG). Applicable to all of its training programs, PGME develops and administers policies and governs through the PGME committees. The PGME Office is overseen by the Associate Dean, PGME, Max Rady College of Medicine

PGME Committee (~~PGME-EAC~~for Education Support and Remediation (PGME-CESaR)) – is responsible for reviewing and approving all major decisions related to resident progression and promotion by the Residency Program Committee, Resident Progress Committee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-~~EAC~~CESaR deals with issues of a clinical, academic or professional nature

Preceptor – refers to a teaching health professional

Primary Preceptor/Competency Coach – The teacher who acts as an educational advisor for a resident over the long term, and who is focused on the development and achievement of learning plans, guiding and reviewing portfolios, etc. Generally, the Faculty Advisor and the Primary Preceptor/Competency Coach are the same individual, except in larger settings, or where the resident has requested that they be different individuals

Probation – is an interval/period of training during which the resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Family Medicine Residency Program. Probation implies the possibility of Dismissal from the Family Medicine Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the resident in correcting identified serious performance deficiencies

Probation Agreement – is a formal document generated by the Residency Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Probation. This document must be signed by the resident, Residency Program Director, Probation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Probation Plan – is a formal document approved by the PGME Committee for Education ~~Advisory Committee and~~ Support and Remediation (PGME-CESaR) and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

Provincial Medical Administration Office (PMAO) – is the office or person designated to receive and maintain records, applications, correspondence and information pertaining to the Medical Staff (including ~~trainee~~ residents) provincially

Remediation – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a resident in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the

resident will successfully complete the ~~Family Medicine~~ Residency Program

Remediation Agreement – is a formal document generated by the ~~Resident Progress~~ Residency Program Committee and approved by the ~~Family Medicine~~ Residency Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a ~~remediation~~ Remediation. This document must be signed by the resident, Residency Program Director, Remediation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Remediation-Plan/Focused Learning Plan – is a formal document outlining the details pertaining to the competencies on which the resident will focus, the resources required and the Remediation Supervisor/Preceptor during the Remediation. This plan constitutes the formal central pillar of the Remediation Agreement

Resident – ~~a physician trainee registered~~ an individual enrolled in ~~an one of the~~ accredited Residency ~~Program~~ Programs under the authority of the Associate Dean, PGME. The following ~~eligible undergraduate training leading to certification of attestation in~~ is a listing of Resident categories within PGME at the Max Rady College of Medicine:

- A postgraduate learner ~~resident who has obtained~~ a recognized specialty Doctorate of Medicine (MD) or subspecialty Doctorate of Osteopathic Medicine (DO) and has an educational or a general license from the College of Physicians and Surgeons of Manitoba (CPSM)
- A learner ~~resident enrolled in the Clinical Psychology Program~~
- A learner ~~resident enrolled in one of the Post-Doctoral Residency Programs:~~
 - Clinical Biochemistry
 - Genetic and Genomic Diagnostics
 - Clinical Microbiology
- A learner ~~resident enrolled in one of the College of Dentistry Programs~~
 - Oral and Maxillofacial Surgery
 - Pediatric Dentistry

Residency Program Committee (RPC) – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

Resident Progress Committee – is the sub-committee of the Residency Program Committee responsible for coordinating resident assessment in Family Medicine. The Resident Assessment and Evaluation Lead is Chair of this committee

RORP – ~~Report of Resident Progress is a summative narrative report documenting resident assessment and progress in the Family Medicine Residency Program~~

Rotation – is an interval of time, usually consisting of a portion (two (2) weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of horizontal rotations. Learning experiences are organized to allow the resident to acquire competencies and to demonstrate entrustment within a hybrid model of competency-based, timed rotations

Rotation Supervisor/Preceptor – is a member of the teaching faculty who has direct responsibility for overseeing the resident's academic program activities, such as meeting the milestones and competencies during the rotation

Shared Health – is the organization that delivers specific province-wide health services and supports centralized administrative and business functions for Manitoba health organizations

Should – the use of the word “should” indicates that meeting the standard is an highly-desirable attribute ~~to be highly desirable~~

Site Education Director – refers to that faculty member in Family Medicine most accountable for and knowledgeable of the progress of residents within their respective Educational Stream/Site

Site/Stream Resident Progress Committee – is the representation of preceptor's in the respective site/stream and is coordinated by the Site/~~Stream~~ Stream Director. The purpose of which is to oversee and determine resident progress of the site/stream

Summary Review Report – is a summative narrative report documenting resident assessment and progress in the Family Medicine Residency Program

Supplementary Rotation – is an additional rotation required for a resident to meet all of the goals and objectives or rotation-specific EPAs of an original rotation

Suspension – is the temporary removal of a resident from clinical and academic activities

Trainee – in the case of PGME, is any PGME Program ~~learner~~ resident or fellow who is appropriately registered with and licensed by CPSM or other applicable licensing authority and who is fulfilling the certification requirements for a primary discipline, subspecialty, certification of special competence or enrolled in a program designated as “Accreditation without Certification” or enrolled in a program to gain an educational experience beyond certification requirements

Trigger Event – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the resident to achieve the required clinical or academic competencies or might be related to the resident's professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Family Medicine Residency Program

Triple C Curriculum – is a competency-based curriculum for Family Medicine residency training based on the CanMEDS-FM ~~2017~~ framework and the Evaluation Objectives in Family Medicine. The three components of Triple C include: 1. Comprehensive educational patient care; 2. Continuity of education and patient care; 3. Centred in Family Medicine

WRHA – Winnipeg Regional Health Authority

Working Days – include Monday through Friday and exclude weekend days, statutory holidays and acknowledged University of Manitoba closure days

1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment and progression of residents within the competence continuum of competency-based medical education for the Family Medicine Residency Program
- 1.2 Outline the policies and procedures for managing Family Medicine residents with areas of

deficiency in their attainment of competencies/milestones/EPAs. The policies and procedures include the following:

- [Modified Learning Plan](#)

- Remediation
- Probation
- Suspension
- Dismissal/Withdrawal from the Residency Program

2. POLICY STATEMENTS – ASSESSMENT

- 2.1 For the Family Medicine Residency Program, there must be clearly-articulated competencies/objectives based on the CanMEDS-FM ~~2017~~ and on the essential skills and other elements of the Evaluation Objectives frameworks
 - 2.1.1 Competencies shall be organized as EPAs and associated milestones for elements of the Residency Program
 - 2.1.2 The competencies/objectives must be used to design educational activities for residents and to teach specific abilities
 - 2.1.3 The competencies/objectives must be used in the assessment of resident performance
 - 2.1.4 The competencies/objectives for the Residency Program must be distributed to all residents and faculty in a timely manner prior to the commencement of the educational activities
 - 2.1.5 The competencies/objectives must be reviewed regularly by the Family Medicine Residency Program Committee
- 2.2 Each resident must have a Primary Preceptor/Competency Coach whose role is as follows:
 - Orientation of the resident to Family Medicine
 - Discussion of the Program objectives with the resident
 - Discussion of the resident's specific learning objectives and designing an appropriate educational plan for the resident
 - Reviewing the resident's educational plan/program choices on a regular basis
 - Assisting the resident in understanding assessment feedback
 - Setting and revising learning objectives for the resident
 - Reporting on the resident's progress at the Site Resident Progress Committee meeting
 - Defining career plans
- 2.3 In the Family Medicine Residency Program residents must receive regular and timely feedback on their performance and progress by means of performance-based assessment tools as well as by direct observation. During Family Medicine Block Time (FMBT), it is the

Primary Preceptor/Competency Coach who is responsible for the following duties:

- Supervision of Rotation
- Completion of the MRA
- Meeting with the resident
- Completion of the ITAR

2.4 The following tools are utilized for assessment/feedback for the Family Medicine resident:

- Resident Field Notes, Faculty Field Notes, Procedural Field Notes
- Direct Observation Forms
- End of Shift Feedback Forms/Reports
- Mid-rotation Assessment (MRA)
- ITAR (at completion of rotation for summative assessment)
- ~~Summative~~Summary review reports (~~RORP~~) are completed by the Primary Preceptor/Competency Coach or delegate
 - Summative~~ive~~ reports reflect the current level of competence achieved by the resident and must not reflect past difficulties that have been managed satisfactorily

2.5 Assessment and feedback for the Family Medicine resident should lead to guided self-assessment, reflection, revision of learning plans as necessary and gradual achievement of mastery in the required competencies

2.5.1 All pertinent activities, both clinical and non-clinical should be assessed and the assessment should be specific to the activities

2.5.2 The level of performance expected for each activity should be clearly defined and clearly understood by the resident and the preceptor-assessor

2.5.3 Assessment and feedback for the Family Medicine resident must be timely and must occur on a regular basis, as follows:

2.5.3.1 Regular assessment of learning activities must be an integral part of resident assessment

2.5.3.2 Mid-rotation assessment (MRA) is very important as it is intended to be formative in order to guide the resident toward successful attainment of competencies

2.5.3.3 End-of-rotation summative assessment ~~must occur with~~of the resident ~~on a face-to-face basis~~must occur and the assessment must be documented on the ITAR

2.5.3.4 ~~Summative~~Summary review reports (~~RORP~~) must be completed for the resident on a semi-annual basis and the reports must be documented in the resident's file/electronic portfolio

2.5.4 Assessment and feedback for the Family Medicine resident must include ~~face-to-~~

~~face~~-meetings with the resident to review and discuss their progress

- 2.5.5 Resident assessment feedback information must be concrete and actionable and must be recorded/documented in the resident's [file/electronic](#) portfolio in order to facilitate the educational changes and progression
- 2.5.6 Unsolicited, anonymous materials/data may not be used in any assessment or disciplinary proceeding or action involving the resident. The Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials. Ordinarily, such materials will only be used in formative evaluations
- 2.5.7 The use of solicited aggregated anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the resident is allowable
- 2.6 Decisions on resident achievement of competencies and progression are determined at a group decision-making process of the Resident Progress Committee
- 2.7 Assessments are the property of the University of Manitoba and the resident. Such information will be kept confidential unless there might be a threat to patient safety in the process
- 2.8 The decision to allow appropriate disclosure of resident assessment information (Educational Handover) to future Rotation Supervisor/Preceptor to facilitate guidance and progress rests with the Residency Program Committee
- 2.9 The resident may not appeal individual formative assessments which provide data on performance but are aggregated for use in progress decisions
- 2.10 The resident may appeal summative assessments which aggregate data from multiple sources

3. PROCEDURES – ASSESSMENT (see Appendix 3: CFPC CBME Resident Assessment/Promotion process map)

- 3.1 Prior to commencement of the rotation the following apply:
 - 3.1.1 The resident must review the pertinent competencies/objectives/EPAs and associated milestones covered on the rotation/clinical learning experience
 - 3.1.2 The resident should meet ~~face-to-face~~ with the Rotation Supervisor/Preceptor to review the competencies/objectives/EPAs and associated milestones and the clinical, academic and professional expectations and duties for the rotation
- 3.2 During the rotation, the following apply:
 - 3.2.1 The resident receives assessment and feedback for achievement of the pertinent EPAs, milestones and competencies from multiple observations, documented in field notes (at least two field notes per week). The assessment information must be documented immediately in the resident's [file/electronic](#) portfolio
 - 3.2.2 At the mid-point of the rotation, the Rotation Supervisor/Preceptor must complete an MRA and in the case where the resident is considered to have “*significant concerns about progress*”, must discuss it at a ~~face-to-face~~ meeting with the resident in order to address the specific areas of deficiency that require improvement by the

completion of the rotation

3.2.3 At the completion of the rotation, the Rotation Supervisor/Preceptor will incorporate the resident assessment information, including that from field notes, relevant learning experiences and clinical assessment to complete the ITAR which must be available to the resident on electronic portfolio within twenty [\(20\)](#) working days of the last day of the rotation

3.2.3.1 The resident must provide verification of having read the ITAR. This implies neither agreement nor acceptance of the assessment rating on the part of the resident

3.2.3.2 The Rotation Supervisor/Preceptor must discuss the ITAR at a ~~face-to-face~~ meeting with the resident, preferably prior to the last day of the rotation

3.3 ~~Summative~~[Summary review](#) reports ~~(RORP)~~ are completed by the resident's Primary Preceptor/Competency Coach on a regular, predetermined basis (at least semi-annually) and must be based on multiple independently documented observations from several observers in different situations and must be compiled and judged by more than one clinical faculty

3.3.1 [Summary review](#) reports ~~(RORP)~~ reflect the current level of competence achieved by the resident and do not reflect past difficulties that have been managed satisfactorily

3.4 In the case of Incomplete Rotations, the following apply:

3.4.1 Should a resident fail to complete seventy-five [\(75\)](#) per cent of a rotation, then the Rotation Supervisor/Preceptor and/or Site Education Director must record this as an incomplete rotation

3.4.2 Even if all EPAs associated with the rotation have already been met and academic credit is not required, the resident may still be required to complete a ~~supplementary~~[Completion](#) rotation at the discretion of the Resident Progress Committee

3.4.3 The exact nature and duration of a ~~supplementary~~[Completion](#) rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined by the Rotation Coordinator/Supervisor and the Resident Progress Committee

4. POLICY STATEMENTS – PROGRESSION/PROMOTION

4.1 Progression and promotion decisions are determined away from the individual teacher-resident interaction, as follows:

4.1.1 The Family Medicine resident must meet with their Primary Preceptor/Competency Coach at least semi-annually to discuss progress towards the essential Family Medicine skills and competencies and to develop an individualized learning plan (Periodic Review of Resident Progress meeting)

4.1.1.1 A summary report of the semi-annual meeting with the resident must be documented in the resident's [file/electronic](#) portfolio in a timely manner ~~(RORP)~~

4.1.2 Educational sites/streams involved in the training of Family Medicine residents shall have a Site Resident Progress Committee where information on resident achievement of competence and progression is reported and discussed on a regular basis

4.1.3 Decisions on resident achievement of competencies and progression are determined at group decision-making processes of the Resident Progress Committee (see Appendix 1: Resident Progress Committee – Terms of Reference)

4.1.4 The Resident Progress Committee will review the resident assessments presented by Site Education Directors in order to make recommendations to the Family Medicine Program Director regarding the following:

- Promotion
- Eligibility for the Certification Examination in Family Medicine
- Confirmation of Completion of Training
- Recommending to the PGME [Committee for Education](#) ~~Advisory Committee~~ [Support and Remediation](#) (PGME-~~EAG~~CESaR) and the Associate Dean, PGME via the Family Medicine Program Director with respect to Remediation Plans, ~~Modified~~ Learning Plans and Probation Plans
- Determining the need for appropriate disclosure of resident information (Educational Handover) to Rotation Supervisor/Preceptor of future rotations
- Reviewing resident requests for accommodations and making appropriate recommendations to the Family Medicine Program Director

4.1.4.1 The resident may appeal decisions of the Resident Progress Committee

4.2 Major progression and promotion decisions, including the resident's final portfolio documenting achievement of competencies, Eligibility for the Certification Examination in Family Medicine, and Completion of Training including the Family Medicine resident's final portfolio documenting achievement of competencies must be verified by means of a Certificate of Completion by the Family Medicine Program Director and the Associate Dean, PGME

4.3 All decisions leading to Remediation, [Modified Learning Plans](#), Probation, Suspension or Dismissal/Withdrawal from the Residency Program must be reviewed and approved by the PGME ~~Education Advisory Committee~~ (PGME-~~EAG~~CESaR) prior to approval by the Associate Dean, PGME (see Appendix 2: PGME- [Committee for Education](#) ~~Advisory Committee~~ [Support and Remediation](#) – Terms of Reference)

4.3.1 The resident may appeal decisions of the PGME-~~EAG~~CESaR

5. PROCEDURES – PROGRESSION/PROMOTION (see Appendix 3: CFPC CBME Resident Assessment/Promotion process map)

5.1 Residents and their Primary Preceptor/Competency Coach schedule semi-annual Reviews of Resident Progress meetings to discuss the following:

- Information prepared by the resident with respect to reflection and self-assessment covering skill dimensions and CanMEDS-FM ~~2017~~ competencies (Periodic Review of [PGME CFPC Resident Assessment Policy April 27, 2021-January 26, 2022 Page 13](#) ~~PGME CFPC Resident AssessmentFINALSenate06Feb2019~~)

Resident Progress Form)

- Resident continuity with patients
- Communication from other preceptors
- Follow-up on previous action plans
- Status of program requirements

5.1.1 The goal of the resident Primary Preceptor/Competency Coach discussion is as follows:

- Reaching consensus regarding the resident's progress
- Establishing action plans for the resident

5.1.2 The action plan is documented in the ~~Report of Resident Progress (RORP) Form~~ [summary review report for the resident](#)

5.1.3 The Site Program Administrator (Assistant) ensures that Program Requirements and EPA Tracking Tool (if applicable) information in the ~~Report of Resident Progress (RORP) Form~~ [summary review report](#) is updated

5.2 The progress of the residents at each educational site/stream is reported by the corresponding Primary Preceptor/Competence Coach at the site Resident Progress Committee meeting, held on a regular basis

5.3 The Site Education Directors from each educational site/streams report centrally to the Resident Progress Committee in order to make recommendations to the Family Medicine Program Director

5.3.1 Reviewing resident assessments presented by Site Education Director in order to make recommendations to the Family Medicine Program Director regarding the following:

- Promotion of residents across all sites in the Family Medicine Program
- Eligibility for the Certification Examination in Family Medicine
- Confirmation of Completion of Training
- Recommending to the PGME ~~Education Advisory Committee (PGME-EAC)~~ [CESaR](#) and the Associate Dean, PGME via the Family Medicine Program Director, [Modified Learning Plans](#), Remediation [Plans](#) and Probation Plans, Suspension and Dismissal/Withdrawal from the Family Medicine Program
 - Providing oversight of resident [Modified Learning Plans](#), Remediation [Plans](#) and Probation Plans
- Determining the need for appropriate disclosure of resident information to Rotation Supervisors/Preceptor of future rotations
- Responding to resident requests for accommodations and making appropriate recommendations to the Family Medicine Program Director

5.3.2 Discussions of the Resident Progress Committee are confidential

5.3.2.1 Minutes of the Resident Progress Committee do not include the name of the [PGME CFPC Resident Assessment Policy April 27, 2021-January 26, 2022](#) Page 14
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resident under discussion, only the resident's student number

5.3.3 Decisions of the Resident Progress Committee are reached by majority vote

5.3.4 Decisions of the Resident Progress Committee will determine the global assessment and recommended action for the resident in the Family Medicine Program going forward, as follows:

5.3.4.1 Resident has "*completed the current stage/phase*"

- Recommendation for advancement to the next stage/phase

5.3.4.2 Resident's "*progress is accelerated*". Possible recommendations for action might include the following:

- Modify Learning Plan
- Continue in current stage/phase without modification

5.3.4.3 Resident is "*progressing as expected*". Possible recommendations for action might include the following:

- Monitor learning
- Modify Learning Plan by means of additional focus on EPAs and milestones
- Continue in the stage/phase without modification

5.3.4.4 Resident is "*not progressing as expected*". Possible recommendations for action might include the following:

- Modify Learning Plan
- Remediation

5.3.4.5 Resident has demonstrated "*failure to progress*". Possible recommendations for action might include the following:

- Remediation
- Probation
- Dismissal/Withdrawal from the Residency Program

5.3.4.6 Resident's status is "*inactive*" (Leave of Absence or Suspension). Possible recommendations for action might include the following:

- Monitor resident for expected return for Leave of Absence or Suspension
- Remediation
- Probation
- Dismissal/Withdrawal from Residency Program

5.3.5 Decisions on resident progression/promotion are recorded in the Resident Progress Committee archives/minutes

5.3.6 Decisions on resident progression/promotion are documented in a timely manner in the resident's [file/electronic](#) portfolio

- 5.4 Major progression and promotion decisions including the resident's final portfolio documenting achievement of competencies, Eligibility for Certification Examination in Family Medicine and Completion of Training must be forwarded by the Family Medicine Resident Progress Committee to the Family Medicine Program Director and on to the Associate Dean, PGME for verification and approval prior to submission to the CFPC
- 5.5 All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program must be forwarded by the Family Medicine Program Director to the ~~PGME Education Advisory Committee (PGME-EAC) Chair~~Chair, PGME-CESaR for review. The ~~PGME-EAC~~Chair, PGME-CESaR will forward all relevant documentation and recommendations to the Associate Dean, PGME for approval
- 5.6 ~~Annual promotion~~The principles pertaining to the PARIM-~~WRHA~~ Collective Agreement ~~where by~~whereby residents are remunerated, are based on the annual advancement of the resident's PGY level following successful completion of each year of training in the Residency Program, irrespective of their advancement along the competence continuum
- 5.6.1 The Family Medicine Program Director must submit on behalf of each resident, a Trainee Appointment eForm annually (see Appendix 4: PGME Process: How to Process a Trainee Appointment eForm)

6. POLICY STATEMENTS – MODIFIED LEARNING PLAN

- 6.1 The decision to undertake a Modified Learning Plan is determined by the Residency Program Committee when the trajectory of the resident is concerning but a formal Remediation trigger has not yet been encountered
- 6.2 A Modified Learning Plan, as a formal educational intervention, must comply with the following principles:
 - 6.2.1 Must be discussed explicitly with the resident
 - 6.2.2 Must be documented formally in the resident's file/electronic portfolio
 - 6.2.3 Must include specific deliverables by the resident
 - 6.2.4 Must include specific educational resources
 - 6.2.5 Must specify a timeline for completion
 - 6.2.6 Must specify the expected outcome
 - 6.2.6.1 ~~Should~~Must include the targeted assessments to demonstrate the expected outcome
- 6.3 The Modified Learning Plan must be designed specifically to meet the needs of the ~~trainee~~ resident and the context of the educational gap and thus it might not have a prescribed content or structure. Therefore, the Modified Learning Plan may include the following:
 - Assessments of learning, emotional or general health of the resident
 - A wide range of specific learning resources
 - Various determinants of success for the resident

7. PROCEDURES – MODIFIED LEARNING PLAN

- 7.1 The Resident Progress Committee must discuss and will document in the resident's file/electronic portfolio, the specific area(s) of concern and the decision to implement a Modified Learning Plan
- 7.2 The Resident Progress Committee will recommend a Modified Learning Plan to the Family Medicine Program Director
- 7.3 The Family Medicine Program Director, or delegate and the Primary Preceptor will design a Modified Learning Plan and will submit it to the Chair, PGME-CESaR for review
- 7.4 The Chair, PGME-CESaR will review the Modified Learning Plan and will make recommendations to optimize the plan, if applicable
- 7.5 The Family Medicine Program Director, or delegate will discuss the final Modified Learning Plan with the resident and will enter it into the resident's file/electronic portfolio
- 7.6 The Primary Preceptor will monitor the resident's progress with the Modified Learning Plan and will assist the resident with implementation, as applicable

6.8. POLICY STATEMENTS – REMEDIATION

- 6-18.1 Remediation represents a formal, individualized learning opportunity intended to guide the resident towards successful attainment of clinical, academic or professional competencies
- 6-28.2 Remediation might be required for an entire stage/phase of training or for an individual competency/objective/EPA and associated milestones
- 6-38.3 The decision for a resident to undergo Remediation is determined by the Resident Progress Committee based on one of the following "trigger events":
 - Resident is *"not progressing as expected"*
 - Resident has demonstrated *"failure to progress"*
 - Resident's status is *"inactive"* but it has been determined that the resident requires a Focused Learning Plan in order to achieve the required competencies upon return from a Leave of Absence or Suspension
 - A single egregious event involving the resident and demonstrating serious deficiency or performance below the currently assessed level of progress
- 6-48.4 The Remediation Plan/~~Focused Learning Plan~~ will focus on ensuring that the learning experiences are organized to immerse the resident in authentic practice conditions
- 6-58.5 The resident should be actively involved and engaged in the development of the Remediation Plan/~~Focused Learning Plan~~
- 6-68.6 Once developed, the Remediation Plan/~~Focused Learning Plan~~ becomes a mandatory feature of the resident's training
- 6-78.7 The PGME-~~Education Advisory Committee (PGME-EAC)~~-CESaR and the Associate Dean, PGME must review and approve all Remediation Plans prior to commencement

~~6-88.8~~ The resident's participation in the Remediation Plan/~~Focused Learning Plan~~ is a prerequisite for ongoing participation in the Residency Program

~~6-98.9~~ Progress during Remediation is based on documentation of competency attainment rather than on successful completion of time-based rotations

~~6-9-18.9.1~~ Time-based rotations will continue to be an organizing structure for residency training. Therefore, depending on the individual circumstance, Remediation might lead to an extension of the resident's training

~~6-9-28.9.2~~ Limits to overall training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine

~~6-108.10~~ In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Remediation, then the Remediation Program is considered incomplete

~~6-10-18.10.1~~ The Remediation Plan/~~Focused Learning Plan~~ will be redesigned upon the resident's return from the LOA

~~6-118.11~~ ~~The resident may appeal only the outcome decision at the conclusion of the~~ During Remediation, the resident is allowed to transfer to another Residency Program

~~6-128.12~~ ~~During Remediation, the resident is allowed to apply for transfer to another Residency Program~~ The resident may appeal only the outcome decision only at the conclusion of the Remediation

7.9. PROCEDURES – REMEDIATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

~~7-19.1~~ The Family Medicine Program Director must submit a formal request for Remediation to the Associate Dean, PGME and the Chair ~~of~~ PGME-~~EAC~~CESaR within five (5) working days of the "trigger event" decision of the Resident Progress Committee

~~7-1-19.1.1~~ The reason(s) for the request for Remediation must be included in the submission

~~7-1-29.1.2~~ The Associate Dean, PGME or Chair, PGME-~~EAC~~~~Chair~~CESaR will confirm if the Remediation is warranted to proceed

~~7-2~~ The Family Medicine Program Director must submit a formal Remediation Plan/~~Focused Learning Plan~~, in conformity with Remediation Plan/~~Focused Learning Plan~~ Agreement to the Associate Dean, PGME and to the Chair, PGME-~~EAC~~CESaR within fifteen (15) working days of the notification of the Family Medicine Program Director of the "trigger event" decision of the Resident Progress Committee. The Remediation Plan/~~Focused Learning Plan~~ must include the following:

~~7-39.2~~ (see Appendix 6: Max Rady College of Medicine Remediation Agreement):

- Identified competencies on which to focus during Remediation
- Time frame for elements of the Remediation Program. The ~~Focused~~

~~Learning~~ Remediation Plan may include time-based rotations which continue to be an organizing structure for residency training

- The specific resources being deployed for competency attainment during the Remediation
- Remediation Supervisor/Preceptor (appointed by the PGME-~~EAC~~CESaR) as recommended by the Family Medicine Program Director or delegate. The Family Medicine Program Director may not be the resident's Remediation Supervisor/Preceptor
- The criteria for completion of the Remediation such as any of, but not limited to the following:
 - Completion of milestones/competencies/objectives
 - Examination performance
- Potential outcomes for each interim assessment of the Remediation, which might include the following:
 - Resident has *"completed the element"*. Possible recommendation for action might include the following:
 - Advancement to the next stage/phase if appropriate for Remediation Plan
 - Remove competency/objective/EPA from the active list, if appropriate for Remediation Plan
 - Resident is *"progressing as expected"*. Possible recommendations for action might include the following:
 - Discontinuation of Remediation and resumption of element
 - Continuation of Remediation
 - Resident is *"not progressing as expected"*. Recommendations for action might include the following:
 - Continuation of Remediation
 - Probation
 - Resident has demonstrated *"failure to progress"*. Recommendations for action might include the following:
 - Continuation of Remediation
 - Probation
 - Dismissal/Withdrawal from the Residency Program

7.49.3 The PGME-~~Education Advisory Committee (PGME-EAC)~~-CESaR must review all submitted formal Remediation Plans/~~Focused Learning Plans~~ in a timely manner and must reach a consensus with respect to one of the following:

- Approval of the Remediation ~~Plans/Focused Learning Plans~~Plan without revision
- Revision and approval of the Remediation ~~Plans/Focused Learning Plans~~Plan

7.59.4 The PGME-~~EAC~~CESaR must communicate all Remediation Plan/~~Focused Learning~~ PGME CFPC Resident Assessment Policy April 27, 2021-January 26, 2022 Page 19
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~~Plan~~ decisions to the Family Medicine Program Director

~~7.69.5~~ The formal Remediation Plan must be detailed in conformity with the Remediation Agreement Document of the University of Manitoba Max Rady College of Medicine and must be signed by the resident, Family Medicine Program Director, Remediation Supervisor/Preceptor, the Chair, PGME ~~Education Advisory Committee (PGME-EAC)~~, CESaR and Associate Dean, PGME (see Appendix 6: Max Rady College of Medicine Remediation Agreement)

~~7.79.6~~ The Family Medicine Program Director must discuss the approved Remediation Plan with the Remediation Supervisor and Academic Advisor prior to implementation

~~7.89.7~~ The Family Medicine Program Director must meet with the resident to discuss the Remediation Plan

9.8 During the interval between the “trigger event” decision and the formal approval by the PGME-CESaR, the Family Medicine Program Director may assign the resident to any of the following, as determined by the circumstances:

- Commencement of the Remediation as planned – this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until the Remediation is formally approved
- Deployment of the resident to a non-Remediation rotation to work on EPA achievement
- Commencement of LOA if there are any concerns about safety of the resident or patients

~~7.99.9~~ The Remediation Supervisor/Preceptor is responsible for monitoring the resident’s progress during the Remediation, as follows:

~~7.9.19.9.1~~ Assessment feedback information from Clinical Supervisors/Preceptor and other teaching faculty is reviewed by the Remediation Supervisor/Preceptor

~~7.9.29.9.2~~ The Remediation Supervisor/Preceptor must meet with the resident regularly to discuss their progress with respect to the Remediation/~~Focused Learning Plan~~

~~7.9.39.9.3~~ The Remediation Supervisor/Preceptor must report the resident’s progress, including the outcome of the Remediation to the Resident Progress Committee

~~7.109.10~~ The Resident Progress Committee must review the resident’s progress in order to decide on the outcome of the Remediation and the status of the resident as follows:

- Resident is “*progressing as expected*” and has successfully completed the Remediation
- Resident is “*not progressing as expected*” and requires further Remediation
- Resident has demonstrated “*failure to progress*” and requires one of the following:
 - Further Remediation
 - Probation
 - Dismissal/Withdrawal from the Residency Program

~~7.119.11~~ The Associate Dean, PGME in consultation with the PGME-~~EAC~~CESaR will consider the recommendations of the Family Medicine Program Director and prior to approval will ensure that all policies and procedures have been followed

~~7.129.12~~ The Family Medicine Program Director must complete the Assessment and Outcome portions of the Remediation Agreement Document for review and approval by the PGME-~~EAC~~CESaR and the Associate Dean, PGME

8.10. POLICY STATEMENTS – PROBATION

~~8.4~~10.1 Probation is a formal process in which the resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Family Medicine Residency Program

~~8.2~~10.2 The decision for a resident to undergo Probation is determined by the Resident Progress Committee based on one of the following “trigger events”:

- Resident is deemed to be “*not progressing as expected*” or “*failing to progress*” on any assessment to the extent that they are considered likely to exceed the maximum allowable time for the element for which the resident is undergoing Remediation
- Resident is deemed to be “*not progressing as expected*” on an assessment related to a Remediation and it has been determined that further Remediation is not appropriate
- Resident has demonstrated “*failure to progress*” status despite following the Remediation Plan/~~Focused Learning Plan~~ and it has been determined that further Remediation is not an option
- ~~A single~~The occurrence of an egregious incident or event of a clinical, academic or professional nature involving a resident ~~where there, that~~ is a significant and immediate concern determined by the PGME-CESaR to be either non-remediable or of sufficient gravity to warrant Probation

~~8.3~~10.3 In situations where the incident or “trigger event” related to a resident’s professional conduct requires immediate action, the Family Medicine Residency Program Director or delegate has the option of implementing the Probation procedures in advance of the Resident Progress Committee discussion

~~8.4~~10.4 In situations where the “trigger event” leading to possible Probation might pose a threat of self-harm to the resident and/or might pose a threat to the well-being or safety of patients, colleagues, students, and/or the staff ~~and/or the resident himself/herself~~, the Family Medicine Program Director or delegate must consider immediate Suspension of the resident as an interim measure prior to the Resident Progress Committee Probation discussion and decision (see section below on Suspension)

~~8.5~~10.5 The formal Probation Plan must be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine and must be signed by the Resident, Family Medicine Program Director, Probation Supervisor, Chair, PGME-~~Education Advisory Committee (PGME-EAC)~~-CESaR and Associate Dean, PGME prior to implementation (see Appendix 7: Max Rady College of Medicine Probation Plan)

~~8.6~~10.6 The resident’s participation in the Probation Plan is a prerequisite for ongoing participation in the Residency Program

~~8.7~~10.7 The ~~Family Medicine Program Director~~resident must ~~meet and discuss~~fully comply with the conditions specified in the Probation Plan ~~with the resident~~

~~8.8~~10.8 The ~~Family Medicine Program Director should advise the~~ resident ~~to meet~~must fully comply with any other conditions for the Probation prescribed by the PGME-CESaR and Associate Dean, PGME ~~Student Affairs for counselling~~

~~8.9~~10.9 ~~In circumstances where the reason for Probation is related to issues of professionalism,~~ The Family Medicine Program Director should advise the resident ~~must~~to meet with the Associate Dean, ~~Professionalism~~PGME Student Affairs and Wellness for counselling

~~8.10~~The In circumstances where the reason for Probation is related to issues of professionalism, the resident must ~~fully comply~~meet with the ~~conditions specified in the Probation Plan~~

~~8.11~~The resident ~~must~~ fully comply with any other conditions prescribed by the PGME-EAC and Associate Dean, ~~PGME for the Probation~~

~~8.12~~10.10 ~~During Probation, the resident is not allowed to apply~~Professionalism for ~~transfer to another Residency Program~~counselling

~~8.13~~10.11 Progress during Probation is based on documentation of competency attainment and correction of serious deficiencies rather than on successful completion of time-based rotations

~~8.13.4~~10.11.1 Time-based rotations will continue to be an organizing structure for residency training. Therefore, depending on the individual circumstance, Probation might lead to an extension of the resident's training

~~8.13.2~~10.11.2 Limits to overall Family Medicine training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine

~~8.14~~10.12 In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Probation, then the Probation Program is considered incomplete

~~8.14.1~~10.12.1 The Probation Plan will be redesigned upon the resident's return from the LOA

10.13 During Probation, the resident is not allowed to apply for transfer to another Residency Program

~~8.15~~10.14 The resident may appeal ~~only~~ the outcome decision only at the conclusion of the Probation

9.11. PROCEDURES – PROBATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

~~9.1~~11.1 The Family Medicine Program Director must submit a formal request for Probation to the Associate Dean, PGME and the Chair ~~of~~ PGME ~~EAC~~CESaR within five (5) working days of the “trigger event” decision of the CFPC Family Medicine Program Resident Progress Committee

~~9.4.111.1.1~~ The reason(s) for the request for Probation must be included in the submission

~~9.211.2~~ The Associate Dean, PGME or [the Chair](#), PGME-~~EAC~~[Chair](#)[CESaR](#) will confirm if the probation is warranted to proceed

~~9.311.3~~ The Family Medicine Program Director must submit a formal Probation Plan, in conformity with Probation Plan Agreement Document to the Associate Dean, PGME and [the Chair](#)-~~of~~, PGME-~~EAC~~[CESaR](#) within fifteen (15) working days of the notification of the Family Medicine Program Director of the “trigger event” decision of the CFPC Family Medicine Program Resident Progress Committee. The Probation Plan must include the following:

~~(see Appendix 7: Max Rady College of Medicine Probation Agreement)~~

- Identified competency deficiencies on which to focus during Probation
- Time frame for elements of the Probation Program/duration of the Probation
- The Probation Plan may include time-based rotations which continue to be an organizing structure for residency training
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor (appointed by the PGME-~~EAC~~[CESaR](#)) as recommended by the Family Medicine Program Director or delegate
- Potential outcomes, as follows:
 - With respect to competency attainment, the following apply:
 - Competency “*Achieved*”
 - Competency “*In progress*”
 - With respect to progress in training, the following apply:
 - Resident is “*progressing as expected*” and has successfully completed the Probation
 - Resident is “*not progressing as expected*” and requires further Probation or Dismissal/Withdrawal from the Residency Program
 - Resident has demonstrated “*failure to progress*” and requires further Probation or Dismissal/Withdrawal from the Residency Program

~~9.411.4~~ The PGME-~~Education Advisory Committee (PGME-EAC)~~[CESaR](#) must review all submitted documents and materials pertaining to all requests for Probation and the formal Probation Plans from the Family Medicine Program Director in a timely manner and must reach a consensus with respect to the following:

- Approval of the Probation Plan without revision
- Revision and approval of the Probation Plan

~~9.511.5~~ The PGME-~~EAC~~[CESaR](#) must communicate the Probation Plan decision to the following:

- Family Medicine Program Director
- Resident
- Associate Dean, PGME

~~9.6~~11.6 The formal Probation Plan must be detailed in conformity with the Probation Agreement Document of the ~~University of Manitoba~~-Max Rady College of Medicine. ~~The plan, University of Manitoba and~~ must be signed by the ~~R~~resident, Family Medicine Program Director, Probation Supervisor/Preceptor, the Chair, PGME ~~Education Advisory Committee (PGME-EAC)~~ ~~CESaR~~ and the Associate Dean, PGME prior to implementation

~~9.7~~11.7 The Family Medicine Program Director must meet with the resident to discuss the approved Probation Plan

~~9.8~~11.8 The Family Medicine Program Director must discuss the approved Probation Plan with the Probation Supervisor/Preceptor prior to implementation

11.9 During the interval between the “trigger event” decision and the formal approval by the PGME-CESaR, the Family Medicine Program Director may assign the resident to any of the following, as determined by circumstances:

- Commencement of the Probation as planned – this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until Probation is formally approved
- Deployment of the resident to a remedial rotation to work on EPA achievement
- Commencement of LOA if there are any concerns about safety of the resident or patients

~~9.9~~11.10 The Probation Supervisor/Preceptor is responsible for monitoring the resident’s progress during the Probation, as follows:

~~9.9.4~~11.10.1 Assessment feedback information from Clinical Supervisors/Preceptor and other teaching faculty is reviewed by the Probation Supervisor/Preceptor

~~9.9.2~~11.10.2 The Probation Supervisor/Preceptor must meet with the resident regularly to discuss their progress with respect to the Probation Plan

~~9.9.3~~11.10.3 The Probation Supervisor/Preceptor must report the resident’s progress, including the outcome of the Probation to the Resident Progress Committee

~~9.10~~11.11 The Resident Progress Committee must review the resident’s progress in order to decide on the outcome of the Probation and the status of the resident as follows:

- Resident is “*progressing as expected*” and has successfully completed the Probation
- Resident is “*not progressing as expected*” and requires one of the following:
 - Further Probation
 - Dismissal/Withdrawal from the Residency Program
- Resident has demonstrated “*failure to progress*” and requires one of the following:
 - Further Probation
 - Dismissal/Withdrawal from the Residency Program

~~9.11.12~~ 9.11.12 The Associate Dean, PGME, in consultation with the PGME-~~EACCESaR~~ will consider the recommendation of the Family Medicine Program Director and prior to approval, will ensure that all policies and procedures have been followed

~~9.12.11.13~~ 9.12.11.13 The Family Medicine Program Director must complete the Assessment and Outcome ~~per~~sections of the Probation Agreement Document for review and approval by the PGME-~~EACCESaR~~ and the Associate Dean, PGME

10.12. POLICY STATEMENTS – SUSPENSION

~~10.12.1~~ 10.12.1 Suspension of a resident may be imposed as an interim measure for determination of the best definitive course of action in the following circumstances:

- ~~There is a breach of the policies, by-laws~~ bylaws or codes of conduct and/or suspension of clinical privileges by one of the following:

➤ ~~University of Manitoba~~

- ~~WRHA~~

➤ Shared Health/other relevant Health Authority

➤ CPSM

- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would cause self-harm to the resident and/or would pose a threat to the well-being or safety of patients, colleagues, students, and/or the staff ~~and/or himself/herself~~
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to University of Manitoba, WRHA, Shared Health/other relevant Health Authority or other property
- Failure of the resident to agree to or comply with an approved Remediation or Probation Plan

~~10.2.12.2~~ 10.2.12.2 When a resident is placed on Suspension, the following principles apply:

~~10.2.4.12.2.1~~ 10.2.4.12.2.1 Licensure and registration with CPSM are inactivated (lifted)

~~10.2.2.12.2.2~~ 10.2.2.12.2.2 Payment through PMASO might be suspended

~~10.2.3.12.2.3~~ 10.2.3.12.2.3 Medical malpractice coverage (CMPA) might be suspended

~~10.2.4.12.2.4~~ 10.2.4.12.2.4 Depending on the individual circumstance, Suspension might lead to an extension of the resident's training

~~10.2.4.12.2.4.1~~ 10.2.4.12.2.4.1 Limits to overall Family Medicine Residency Program training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine

~~10.3~~12.3 The Family Medicine Program Director should advise the resident to meet with the Associate Dean, PGME Student Affairs and Wellness for counselling

~~10.4~~12.4 In circumstances where the reason for Suspension is related to issues of Professionalism, the resident must meet with the Associate Dean, Professionalism for counselling

~~10.5~~12.5 A resident who is on Suspension is not allowed to apply for transfer to another Residency Program

~~10.6~~12.6 The resident may appeal the decision for Suspension from the Residency Program

~~10.7~~12.7 The University of Manitoba has the authority to implement a Disciplinary Suspension in accordance with the Student Discipline ~~By-Law~~Bylaw

11.13. PROCEDURES – SUSPENSION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

~~11.1~~13.1 In a situation where a “trigger event” warrants Suspension of a -resident, the Family Medicine Program Director, acting on behalf of the Residency Program Committee, must ~~immediately~~ notify the Department Head and the Associate Dean, PGME immediately through formal documentation (email or hard copy), the following:

- The “trigger event” leading to the Suspension
- The request for the resident’s interim Suspension pending determination of the appropriate subsequent course of action

~~11.2~~13.2 The Family Medicine Program Director must inform the resident immediately through formal documentation (email or hard copy) of a request for Suspension

~~11.3~~13.3 The resident should be provided the opportunity of a ~~face-to-face~~ meeting with the Family Medicine Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcomes of the Suspension

~~11.4~~ The request for the resident’s Suspension must be reviewed by the Associate Dean,

~~11.5~~13.4 -PGME who will determine the course of action as follows:

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation
- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

~~11.6~~ Where a Suspension of the resident is affirmed, the Associate Dean, PGME must

~~11.7~~13.5 -conduct a timely investigation of matters related to the “trigger event” that led to the Suspension and thereafter must make a final decision as to how the matters should be addressed

~~11.7.1~~11.5.1 The Associate Dean, PGME has the option of requesting the assistance of the PGME-~~EAC~~CESaR in the investigation and the final decision with respect to the Suspension

~~11.8~~11.6 When the resident is placed on or taken off Suspension, the ~~PGME~~ Office must ensure the following:

- Notification of CPSM regarding licensure and registration of the resident
- Notification of ~~PM~~MSA~~SO~~ regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the resident has been placed on Suspension

12.14. POLICY STATEMENTS – DISMISSAL/WITHDRAWAL

~~12.1~~12.1 A resident may be dismissed from the Residency Program under the following circumstances:

- Resident Progress Committee decision on the basis of a resident's progress, as follows:
 - Resident is persistently "*not progressing as expected*" despite having undergone Remediation and/or Probation
 - Resident has demonstrated persistent "*failure to progress*" and Remediation and/or Probation was considered not to be an option
 - Failure of the resident to agree to or comply with an approved Remediation or Probation Plan
 - Resident's status is "*inactive*" (Leave of Absence (LOA) or Suspension) and it has been determined that successful return to or completion of the Residency Program is unlikely
- The resident has exceeded or is reasonably expected to exceed the time specified by the CFPC as a maximum allowable time of training for the Residency Program, pro-rated for part-time training and approved LOA
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Family Medicine Residency Program would cause self-harm to the resident and/or would pose a threat to the well-being or safety of patients, colleagues, students and/or the staff ~~and/or himself/herself~~
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Family Medicine Residency Program would pose a threat to University of Manitoba, WRHA, Shared Health/other relevant Health Authority or other property
- The resident is considered unsuitable for practice on the basis of behavior that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

~~12.2~~12.2 At the discretion of the Associate Dean, PGME, the resident may voluntarily withdraw

from the Family Medicine Residency Program prior to the decision for Dismissal or at any time for reason(s) independent of Dismissal

~~12.2.1~~14.2.1 A resident who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

~~12.3~~14.3 The Family Medicine Program Director should advise the resident to meet with the Associate Dean, PGME Student Affairs [and Wellness](#) for counselling

~~12.4~~14.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the resident must meet with the Associate Dean, Professionalism for counselling

~~12.5~~14.5 The resident may appeal the decision for Dismissal from the Residency Program

~~13.15.~~ PROCEDURES – DISMISSAL/WITHDRAWAL (see Appendix 7: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

The Family Medicine Program Director, after consultation with the Resident Progress Committee must submit a formal request for Dismissal from the Residency Program to the Associate Dean, PGME within five (5) working days of notification to the Family Medicine Program Director of the “trigger event” for

~~13.1~~15.1 -Dismissal from the Residency Program, including the reason(s) for the request

~~13.1.1~~15.1.1 ~~13.1.1~~ The resident must receive a copy of the documented request

~~13.2~~ The Associate Dean, PGME must ~~immediately~~ notify the Chair, [PGME-CESaR](#) of the ~~PGME-EAC of the~~

~~13.3~~15.2 -request for Dismissal from the Residency Program [immediately](#)

~~13.4~~15.3 The Chair ~~convenes~~, [PGME-CESaR will convene](#) a meeting of the PGME-EAC to review and to consider approval of the request for Dismissal within ten (10) working days of notification by the Associate Dean, PGME

~~13.4.1~~15.3.1 If the PGME-~~EAC~~[CESaR](#) upholds the Dismissal, then the Chair ~~of the Committee informs~~, [PGME-CESaR will inform](#) the Associate Dean, PGME, immediately through formal documentation

~~13.5~~15.4 The Associate Dean, PGME must present the decision regarding Dismissal ~~at~~ to the ~~PGME~~ Executive Committee for final review and approval

~~13.5.1~~15.4.1 If the ~~PGME~~ Executive Committee upholds the decision for Dismissal, then the resident will be dismissed ~~immediately~~ from all further postgraduate training at the University of Manitoba [immediately](#) and may not reapply for future postgraduate training at the University of Manitoba

~~13.6~~15.5 When the resident is dismissed or withdraws from the Family Medicine Residency Program, the ~~PGME~~ Office must ensure the following:

- Notification of the CPSM by formal documentation regarding licensure and registration
- Notification of [PMASO](#) regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the resident has been dismissed/has withdrawn within twenty-four (24) hours of such

[PGME CFPC Resident Assessment Policy April 27, 2021-January 26, 2022 Page 28](#)

~~PGME CFPC Resident AssessmentFINALSenate06Feb2019~~

POLICY CONTACT: Associate Dean, PGME

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APPENDICES

~~**Appendix 1: Resident Progress Committee – Terms of Reference**~~ [University of Manitoba, Student Discipline Bylaw](#)

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APPENDICES

[Appendix 1: Resident Progress Committee – Terms of Reference](#)

~~**Appendix 2: PGME Education Advisory Committee – Terms of Reference**~~

~~**Appendix 3: CFPC CBME Resident Assessment Promotion Process Map**~~ [Appendix 2: PGME Committee for Education Support and Remediation – Terms of Reference](#)

[Appendix 3: CFPC CBME Resident Assessment-Promotion Process Map](#)

~~**Appendix 4: PGME Process: How to Process a Trainee Appointment eForm**~~ [Appendix 4: PGME Process: How to Process a Trainee Appointment eForm](#)

~~**Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map**~~

~~[Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map](#)~~

~~**Appendix 6: Max Rady College of Medicine Remediation Agreement**~~ [Appendix 6: Max Rady College of Medicine Remediation Agreement](#)

~~**Appendix 7: Max Rady College of Medicine Probation Agreement**~~ [Appendix 7: Max Rady College of Medicine Probation Agreement](#)

–Policy Name:	CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy
Application/Scope:	Postgraduate Medical Education Residents in Time-Based Residency Program Cohorts Postgraduate Medical Education Residents in Time-Based Residency Program Cohorts
Approved (Date):	FEC, 16Jan09 January 16, 2009 ; Addendum 11March09 CPGME, March 11, 2009 ; PGME Executive Nov November 6, 2008 , January 16, 218 2018 ; PGME Policy Development Committee, January 29, 2021 ; PGME Executive Committee, February 9, 2021
Review Date:	September 2015, October 2017, January 2021
Revised (Date):	April 5, 2017; May 8, 2017; January 16, 2018
Approved By:	Dean's Council, September 10, 2013, April 24, 2018; College Executive Council, September 10, 2013, May 8, 2018; Senate: June 25, 2014, February 6, 2019, College Executive Council: April 27, 2021

BACKGROUND

The training requirements of Residency Programs define specific competencies attained by residents in accordance with the standards (STR) and objectives (OTR) of the Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) or equivalent for the non-medical Residency Programs.

The processes of resident assessment, progression and promotion for time-based Residency Program cohorts are guided by the following principles:

- The assessment is linked to the rotation-specific learning objectives
- The assessment is criterion-based
- The process is clear and is uniformly applied
- The assessment provides informative, accurate and timely feedback to the residents and to the Residency Program Directors
- The formative assessment information supports ongoing resident development and provides valuable information to instructors in order to design appropriate Remediation experiences
- Summative assessment information obtained from end of rotation assessments support the ongoing learning of residents and assist in confirming that residents have met the required educational standards and are safe to practice upon completion of their residency training
- The process ensures fairness, including the right of the resident to be heard and to respond within a reasonable period of time
- All decisions pertaining to the assessment and the potential outcomes for residents must be justified and documented in writing
- It is important that the process for identification of those ~~learner~~ [residents](#) who may be in

academic difficulty is timely, transparent and fair

DEFINITIONS

Academic Year – is the time interval that commences July 1st and finishes June 30th and constitutes thirteen (13) four- (4)-week blocks of training for residents. ~~On occasion~~ In a hybrid competency-based medical education model of learning, a ~~trainee~~resident may be out-of-phase and may have a starting date other than July 1st and will be promoted to the next ~~year~~stage of training ~~based on the anniversary attainment of their start date, adjusted on an ongoing basis~~ milestones, EPAs and competencies

Anonymous materials – materials in which the authorship has not been disclosed

Assessment – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a ~~trainee~~resident's competence or performance to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion (e.g., end of term examination)
- **Criterion-referencing** – Comparing ~~trainee~~resident performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – Comparing ~~trainee~~resident performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

Block – is one of thirteen (13) time intervals within each academic year. With the exceptions of Block- ~~one (1;)~~, Block seven (7) (Winter Holiday) and Block thirteen (13;), all blocks consist of four- (4)-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for ~~trainees~~residents in the hybrid competency-based medical education model

Borderline Assessment – is one where the resident is deemed to have passed but there are weaknesses that warrant further attention. This may occur on a rotation assessment (ITAR/ITER) or on a ~~Summary Assessment~~summative assessment

CanMEDS/CanMEDS-FM – the RCPSC ~~framework~~and CFPC frameworks describing the seven (7) physician roles: 1. ~~Medical~~ Family Medicine Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

Certification – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

CMPPA – Canadian Medical Protective Association

Competence – is the array of abilities across multiple domains or aspects of physician performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context and stage of training or practice. Competence is multi-dimensional and dynamic; it changes with time, experience and settings

Competency – is an observable ability of a health care professional that develops through stages

of expertise from novice to master

Competent – possessing the required abilities in all domains at a particular stage of medical education or practice

~~CPGME – (Max Rady) College (of Medicine) Postgraduate Medical Education-~~
Completion Rotation – is a rotation put in place specifically to make up lost time from an incomplete rotation, irrespective of the completion of rotation goals and objectives or rotation-specific EPAs

CPSM – College of Physicians and Surgeons of Manitoba

Dismissal – is the termination of the ~~trainee~~resident's enrollment in the training program due to academic, professionalism and/or other reasons

Educational Handover – is a process by which information about a ~~trainee~~resident's performance is shared with future supervisors in order to facilitate guidance and progress

End of Rotation Assessment – see ITAR/ITER

FITER – Final In-training Evaluation Report

Incomplete Rotation – means that the ~~trainee~~resident has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

ITAR/ITER – In-training Assessment Report/In-training Evaluation Report is a tool for assessment at the end of each rotation/clinical learning experience for ~~trainee~~residents

~~LOA – Leave of Absence~~

Leave of Absence (LOA) – is an approved planned or unplanned interruption of training (greater than fourteen (14) consecutive calendar days) for any of a variety of reasons, including medical illness, bereavement, maternity, paternity, partner leave and educational leave. Vacation, Religious Observances, statutory holidays, examination days and unplanned sick days are **not** considered leaves of absence

Modified Learning Plan – is a formal educational intervention that is put in place to address specific performance gaps, with specific learning resources, timelines and outcomes tailored to the needs of the ~~trainee~~resident. It is inherent in education, that ~~learner~~residents have the flexibility to adapt the pace and resources used for learning to their particular needs and context and this would be considered normal variation. A Modified Learning Plan does not necessarily indicate a Remediation. However, Modified Learning Plans are always included in a Remediation or Probation and they may be utilized outside of the context of Remediation as well, in an attempt to provide correction prior to a formal need for Remediation/Probation

MRA – Mid-rotation Assessment

~~MSAS – Medical Staff Administrative Services Office~~

Must – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

Objective (Learning Objective) – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a performance objective or a competency

~~OTR – Objectives of Training Requirements~~ (**OTR**) – refers to the RCPSC document that outlines the competencies required to practice as a specialist in the specific discipline

PARIM – Professional Association of Residents and Interns of Manitoba

~~**PGME** – Postgraduate Medical Education is synonymous with CPGME~~

~~**PGME Education Advisory**~~**PGME** – means Postgraduate Medical Education and refers to the Office of Postgraduate Medical Education, which operates within the Max Rady College of Medicine. It represents postgraduate medical education at the University of Manitoba through residency, fellowship, Areas of Focused Competence, post-doctoral and other training programs. The programs which PGME oversees are those accredited by the Royal College of Physicians and Surgeons of Canada (RCPSC), the College of Family Physicians of Canada (CFPC), the Canadian Psychological Association (CPA), the Canadian Academy of Clinical Biochemistry (CACB), the Canadian College of Microbiology (CCM) and the Canadian College of Medical Geneticists (CCMG). Applicable to all of its training programs, PGME develops and administers policies and governs through the PGME committees. The PGME Office is overseen by the Associate Dean, PGME, Max Rady College of Medicine

PGME Committee (~~**PGME-EAC**~~**for Education Support and Remediation (CESaR)**) – is the subcommittee of the PGME Executive Committee which is responsible for reviewing and approving all major decisions related to ~~trainee~~resident progression and promotion by the Competence Committee or equivalent and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-~~EAC~~CESaR deals with issues of a clinical, academic or professional nature

Probation – is an interval/period of training during which the ~~trainee~~resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program. Probation implies the possibility of Dismissal from the Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the ~~trainee~~resident in correcting identified serious performance deficiencies

Probation Agreement – is a formal document generated by the Residency Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Probation. This document must be signed by the resident, Residency Program Director, Probation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Probation Plan – is a formal document approved by the PGME Committee for Education ~~Advisory-Committee~~Support and Remediation (PGME-CESaR) and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

Provincial Medical Administration Office (PMAO) – is the office or person designated to receive and maintain records, applications, correspondence and information pertaining to the Medical Staff (including ~~trainee~~residents) provincially

RCPSC – Royal College of Physicians and Surgeons of Canada

~~**Remediation Agreement**—is a formal document generated by the Resident Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Remediation~~

Remediation – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a ~~trainee~~resident in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the ~~trainee~~resident will successfully complete the Residency Program

~~**Remediation Plan/Focused Learning**~~**Remediation Agreement** – is a formal document generated by the Resident Program Committee and approved by the Program Director, and thereafter

approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Remediation. This document must be signed by the resident, Residency Program Director, Remediation Supervisor, the Chair, PGME-CESaR and the Associate Dean, PGME

Remediation Plan – is a formal document outlining the details pertaining to the competencies on which the ~~trainee~~resident will focus, the resources required and the Remediation Supervisor during the Remediation. The Remediation ~~Plan/Focused Learning~~ Plan is the central pillar of the Remediation Agreement

Remediation Rotation – is a formal supervised period of time included in the Remediation Plan/~~Focused Learning Plan~~

~~**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty. The terms resident and trainee will be used interchangeably in this policy~~

Residency Program Committee (RPC) – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

~~**RORP** – Report of Resident Progress is a summative narrative report documenting resident assessment and overall progress – an individual enrolled in one of the accredited Residency Program, including readiness for advancement to Programs under the next stage authority of training/completion~~ the Associate Dean, PGME. The following is a listing of training Resident categories within PGME at the Max Rady College of Medicine:

- A postgraduate ~~learner~~ resident who has obtained a Doctorate of Medicine (MD) or Doctorate of Osteopathic Medicine (DO) and has an educational or a general license from the College of Physicians and Surgeons of Manitoba (CPSM)
- A ~~learner~~ resident enrolled in the Clinical Health Psychology Program
- A ~~learner~~ resident enrolled in one of the Post-Doctoral Residency Programs:
 - Clinical Biochemistry
 - Genetic and Genomic Diagnostics
 - Clinical Microbiology
- A ~~learner~~ resident enrolled in one of the College of Dentistry Programs
 - Oral and Maxillofacial Surgery
 - Pediatric Dentistry

Rotation – is an interval of time, usually consisting of a portion (two (2) weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of ~~longitudinal rotations~~ horizontal rotations. Learning experiences are organized to allow the resident to acquire competencies and to demonstrate entrustment within a hybrid model of competency-based, timed rotations

Shared Health – is the organization that delivers specific province-wide health services and supports centralized administrative and business functions for Manitoba health organizations

Should – the use of the word “should””, indicates that meeting the standard is an highly desirable attribute ~~to be highly desirable~~

~~STR—Standards of Training Requirements (RCPSC)~~

Specialty/Subspecialty Training Requirements (STR) – refers to the RCPSC document that outlines the required duration, content and sequence of training in time-based RCPSC Residency Programs. A ~~trainee~~resident who has successfully completed the STR should be able to demonstrate all of the competencies described in the OTR Document

Summary Review Report – is a summative narrative report documenting resident assessment and progress in the Residency Program

Supervisor —(Clinical) – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

Supervisor —(Rotation) – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the milestones and competencies during the rotation

Supplementary Rotation – is an additional rotation required for a ~~trainee~~resident to meet all of the goals and objectives ~~not obtained during their~~or rotation-specific EPAs of an original rotation

Suspension – is the temporary removal of a resident from clinical and academic activities

~~Trainee – is an individual in a period of formal structured professional clinical education~~

Trainee – in the case of PGME, is any PGME Program ~~learner~~resident or fellow who is appropriately registered with and licensed by CPSM or other applicable licensing authority and who is fulfilling the certification requirements for a primary discipline, subspecialty, certification of special competence or enrolled in a program designated as “Accreditation without Certification” or enrolled in a program to gain an educational experience beyond certification requirements

Trigger Event – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the ~~trainee~~resident to achieve the required clinical or academic competencies or might be related to the ~~trainee~~resident's professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program

~~WRHA—Winnipeg Regional Health Authority~~

Working Days – include Monday through Friday and exclude weekend days, statutory holidays and acknowledged University of Manitoba closure days

1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment, progression and promotion of postgraduate ~~learner~~residents in time-based Residency Program cohorts
- 1.2 Outline the policies and procedures for managing postgraduate ~~learner~~residents with areas of deficiency in their training. The policies and procedures will include the following and are illustrated in the process flow chart in Appendix 1: PGME Assessment, Promotion process maps and Appendix 2: PGME Modified Learning Plan, Remediation, Probation, Suspension, Dismissal Withdrawal process maps:

- Promotion
- Modified Learning Plan
- Remediation

- Probation
- Suspension
- Dismissal/Withdrawal from the Residency Program

2. POLICY STATEMENTS – ASSESSMENT

- 2.1 For all Residency Programs, there must be a clear statement outlining the goals and the educational objectives for the residents
- 2.2 There must be clearly-defined rotation-specific objectives as follows:
 - 2.2.1 The objectives must cover the CanMEDS competencies for specialty programs
 - 2.2.2 The educational objectives must be reflected in the assessment of residents
 - 2.2.3 The current goals and objectives for the Residency Program must be distributed to all residents and faculty prior to the beginning of the rotation
 - 2.2.4 The statement of goals and objectives must be reviewed regularly (at least every two years) by the Residency Program Director and the Residency Program Committee
- 2.3 Resident assessment must comply with the following:
 - 2.3.1 For all Residency Programs, the residents must receive regular and timely feedback on their performance and progress by means of the use of appropriate performance-based assessment informed by direct observation
 - 2.3.2 Unsolicited anonymous materials/data may not be used in any evaluative or disciplinary proceeding or action involving a resident. The Dean or Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials
 - 2.3.3 The use of solicited aggregate anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the ~~trainee~~resident is allowable
 - 2.3.4 Assessment must occur on a regular basis as follows:
 - 2.3.4.1 Mid-rotation assessment is very important as it is intended to be formative to guide the resident toward successful completion of the rotation. As such, it is not subject to appeal
 - 2.3.4.2 End-of-rotation assessment must occur ~~with the resident on a face-to-face basis~~ and the Rotation Supervisor must discuss the assessment with the resident. The assessment and the encounter with the resident must be documented
 - 2.3.4.3 At least semi-annually, the Residency Program Director or designate must complete an online summary ~~assessment (RORP)~~review report for each resident in the Residency Program and must discuss it with the resident at a ~~face-to-face~~ meeting
 - 2.3.4.3.1 Summary assessments are based on multiple sources such as the following:
 - Rotation Assessments
 - Feedback from health care team members, patients and families

- In-training and other examination results
- 2.3.5 Assessment must be timely
 - 2.3.6 The assessment must meet the specific requirements of the Residency Program
 - 2.3.7 The assessment must be appropriate for the competency being assessed
 - 2.3.8 Assessment must be based on the rotation-specific goals and objectives
 - 2.3.9 The assessment process must include identification of the expected level of resident performance
 - 2.4 All Residency Programs must have formal online mid-rotation (MRA) and end-of-rotation assessment tools (ITAR/ITER) which must comply with the following:
 - 2.4.1 Approved by the RPC
 - 2.4.2 Include assessment of the rotation-specific goals and objectives
 - 2.4.3 Available to all residents prior to commencement of the rotation
 - 2.4.4 Include a clear indication of the performance of the residents
 - 2.4.5 Include ability for the resident to sign the assessment and to include comments
 - 2.5 Assessments are the property of the resident and the University of Manitoba and will be kept confidential unless patient safety might be compromised in the process or for the purposes of educational handover
 - 2.5.1 Educational Handover to Rotation Supervisors of future rotations must be restricted to areas of deficiency requiring improvement. The decision to allow handover and the specific content must be approved by the RPC
 - 2.6 The ~~trainee~~resident may appeal summative assessments (including ITAR/ITER) with aggregated data from multiple sources

3. PROCEDURES – ASSESSMENT (see Appendix 1: PGME Assessment, Promotion process maps)

- 3.1 Prior to commencement of a rotation, the following procedures apply:
 - 3.1.1 The resident must be provided with and must review information from their Home Residency Program that clearly outlines the goals and objectives and the assessment processes for the rotation
 - 3.1.2 The resident should meet ~~face-to-face~~ with the Rotation Supervisor and review the goals and objectives, clinical, academic and professional expectations and duties for the rotation
- 3.2 At the mid-point of a rotation, the following procedures apply:
 - 3.2.1 For all rotations with a duration of four weeks or greater, the Rotation Supervisor must complete an online mid-rotation assessment (MRA) which should be discussed at a timely ~~face-to-face~~ meeting with the resident
 - 3.2.1.1 For rotations less than four weeks in duration, the completion of an online mid-rotation assessment is recommended but optional

- 3.2.2 For residents considered to require improvement or to have unsatisfactory performance at the midpoint of a rotation, regardless of the duration of the rotation, the Rotation Supervisor must complete an online mid-rotation report (MRA) and must discuss it at a ~~face-to-face~~ meeting with the resident
 - 3.2.2.1 The MRA must clearly state that the resident's performance requires improvement or is unsatisfactory and must outline the specific areas of deficiency that require improvement by the completion of the rotation
 - 3.2.2.2 The resident must electronically verify that they have read the assessment
- 3.3 At the completion of a rotation, the following procedures apply:
 - 3.3.1 The Rotation Supervisor must complete the online assessment (ITAR/ITER) which must be available to the resident within ten [\(10\)](#) working days of the last day of the rotation
 - 3.3.2 The resident must electronically verify that they have read the assessment
 - 3.3.2.1 The resident has the option of adding any comments to the report
 - 3.3.3 For the resident whose overall performance meets or exceeds the expectations of the rotation, the Rotation Supervisor must discuss the assessment at a ~~face-to-face~~ meeting with the resident, preferably prior to the last day of the rotation
- 3.4 For Borderline Rotation Assessments (ITAR), the following procedures apply:
 - 3.4.1 The Rotation Supervisor must immediately inform the Home Residency Program Director that the resident has received a borderline assessment on the rotation
 - 3.4.2 The Rotation supervisor or delegate must discuss the assessment at a ~~face-to-face~~ meeting with the resident within five [\(5\)](#) working days of the end of the rotation and preferably by the last day of the rotation
 - 3.4.3 The Home Residency Program Director must discuss the assessment ~~at a face-to-face meeting~~ with the resident within ten [\(10\)](#) working days of the last day of the rotation. (If completed within five [\(5\)](#) working days, this may also serve as the meeting as per 3.4.2)
 - 3.4.4 While a single borderline assessment is not in and of itself a failure, the Residency Program Director may decide that Remediation is the most appropriate option, which should be documented ~~on~~ [in a RORP summary review report](#) detailing the context and rationale that justifies the Remediation
 - 3.4.5 Two [\(2\)](#) borderline assessments documented on an ITAR/ITER for a specific rotation must be considered equivalent to an unsatisfactory assessment. This situation constitutes grounds for Remediation, which should be documented ~~on~~ [in a RORP summary review report](#) detailing the context and rationale that justifies the Remediation
 - 3.4.6 The Home Program Director must notify the Associate Dean, PGME and [the Chair of PGME-EACCESaR](#) (by email or hard copy) upon completion of a [RORP summary review report](#) indicating a need for Remediation
- ~~1.1.1 Two **borderline** assessments will be considered equivalent to an **unsatisfactory** assessment for the purpose of calculating the maximum of three **unsatisfactory** assessments—~~

- 3.5 For Failed Rotation Assessments (ITAR/~~ITER~~), the following procedures apply:
- 3.5.1 The Rotation Supervisor will ~~immediately~~ inform the Home Residency Program Director immediately that the resident has failed the rotation
 - 3.5.2 The Rotation Supervisor or delegate must discuss the assessment at a ~~face-to-face~~ meeting with the resident within five (5) working days of the end of the rotation and preferably by the last day of the rotation
 - 3.5.3 The Residency Program Director must discuss the assessment at a ~~face-to-face~~ meeting with the resident within ten (10) working days of the last day of the rotation. (If completed within five (5) working days, this may also serve as the meeting for 3.5.2)
 - 3.5.4 The Residency Program Director will inform the resident that they will require Remediation in light of the assessment
 - 3.5.5 The Residency Program Director will submit a request (email or hard copy) for Remediation, Probation or Dismissal to the Associate Dean, PGME and Chair of PGME-~~EAC~~CESaR within five (5) working days of receiving notification of the assessment by the Rotation Supervisor
 - 3.5.6 The decision to request a Remediation should be documented ~~on~~in a ~~RORP~~summary review report detailing the context and rationale that justifies the Remediation
 - 3.5.7 In the case of an assessment that indicates unsatisfactory resident performance and the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director must consult the Chair-~~of~~ PGME-~~EAC~~CESaR and Associate Dean, PGME for advice with respect to considering Probation/Dismissal
- 3.6 For Incomplete Rotations, the following procedures apply:
- 3.6.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Residency Program Director will record this as an incomplete rotation on the rotation assessment
 - 3.6.1.1 ~~Trainee~~Residents who are demonstrating a pattern of incomplete rotations will be subject to review by the Residency Program Director and/or the Associate Dean, PGME
~~Dean, PGME~~
 - 3.6.2 In order to receive credit on the rotation the resident must complete a ~~supplementary~~Completion rotation and must meet all of the goals and objectives of the rotation, taking both the original incomplete and the ~~supplementary~~Completion rotation credits into account
 - 3.6.2.1 The exact nature and duration of a ~~supplementary~~Completion rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined conjointly by the Rotation Supervisor and the Home Residency Program Director
 - 3.6.2.2 If a resident completes a ~~supplementary~~Completion rotation and passes, then they will receive credit for a pass on one rotation
 - 3.6.2.3 If the resident's assessment is borderline or unsatisfactory on the combination of

the incomplete and ~~supplementary~~ Completion rotations taken as a whole, then this will be considered to be the equivalent of a borderline or unsatisfactory assessment on the original rotation

3.6.3 Length of training will be extended by the duration of incomplete rotation

3.7 For ~~Summary Assessments (RORP)~~, summary review reports, the following procedures apply:

3.7.1 A ~~RORP~~ summary review report will be completed by the Residency Program Director under the following circumstances:

- Semi-annually for each resident
- In the event of a decision to request Remediation, Probation or Dismissal, whether based on global performance or cumulative borderline ITARs
- As often as determined necessary by the Residency Program Director to document ongoing progress in training

3.7.2 The ~~RORP~~ summary review report will include the resident's strengths and weaknesses and opportunities for improvement

3.7.3 The ~~RORP~~ summary review report will include a recommendation by the Residency Program Director as to the resident's progress in the Residency Program as follows:

- The resident should continue with no interruption
- The resident should continue with no interruption but must demonstrate resolution of noted areas of weakness by the next assessment
- The resident should undertake a Remediation
- The resident should undertake a Probation

3.7.4 The ~~Summary Assessment~~ summary review report may conclude that a resident's performance is deficient based on global outcomes despite the absence of similar outcomes on individual rotation assessment (ITAR)

3.7.5 Upon completion of the ~~RORP~~ summary review report as an online document, the Residency Program Director will arrange a timely ~~face-to-face~~ meeting with the resident to discuss the ~~RORP~~ report

3.7.6 In the event of a recommendation for Remediation, Probation or Dismissal, the Residency Program Director must comply with the following:

- Notify the Associate Dean, PGME and the Chair ~~of~~ PGME ~~EAC~~ CESaR (email or hard copy immediately)
- Accelerate completion of the ~~RORP~~ summary review report within five (5) working days of the decision
- Discuss the ~~assessment~~ summary review report with the resident at a ~~face-to-face~~ meeting within ten (10) working days of the decision

3.7.7 The resident must verify online that they have read each ~~RORP~~ summary review report

3.7.8 The resident may add any pertinent comments to the ~~RORP~~

[summary review report](#)

- 3.7.9 In the case of an unsatisfactory ~~Summary Assessment~~[summary review report](#) in which the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see ~~Section 8~~[Sections 10](#) and ~~Section 9~~[11](#))

4. POLICY STATEMENTS – PROMOTION-

- 4.1 A resident shall be promoted from one [level](#) to the next level of training when they have overall met expectations with respect to assessment for all rotations and ~~Summary Assessments-~~[summary assessments](#) for the preceding academic year
- 4.2 Time spent on Remediation may or may not be counted toward the total of the thirteen blocks comprising the year of training
- 4.3 Time spent on Probation ordinarily would not be counted toward the total of the thirteen blocks comprising the year of training

5. PROCEDURES – PROMOTION (see Appendix 1: PGME Assessment, Promotion process maps)

- 5.1 The Residency Program Director in discussion with the Residency Program Committee (RPC) must approve all promotions of residents in the Residency Program
- 5.2 The Residency Program will ensure documentation of the resident's promotion online
~~4.1.4~~[5.2.1](#) Any changes in the resident's starting date for the next year of training must be documented
- 5.3 For a resident in their final year of training who is expected to successfully complete the Residency Program, the completed and signed Final In-Training Evaluation Report (FITER) must be submitted for signed approval by the Associate Dean, PGME

[6. POLICY STATEMENTS – MODIFIED LEARNING PLAN](#)

- [6.1 The decision to undertake a Modified Learning Plan is determined by the Residency Program Committee when the trajectory of the resident is concerning but a formal Remediation trigger has not yet been encountered](#)
- [6.2 A Modified Learning Plan, as a formal educational intervention, must comply with the following principles:](#)
- [6.2.1 Must be discussed explicitly with the resident](#)
- [6.2.2 Must be documented formally in the resident's file/electronic portfolio](#)
- [6.2.3 Must include specific deliverables by the resident](#)
- [6.2.4 Must include specific educational resources](#)

6.2.5 Must specify a timeline for completion

6.2.6 Must specify the expected outcome

6.2.6.1 ~~Should~~ Must include the targeted assessments to demonstrate the expected outcome

6.3 The Modified Learning Plan must be designed specifically to meet the needs of the ~~trainee~~ resident and the context of the educational gap and thus it might not have a prescribed content or structure. Therefore, the Modified Learning Plan may include the following:

- Assessments of learning, emotional or general health of the resident
- A wide range of specific learning resources
- Various determinants of success for the resident

7. PROCEDURES – MODIFIED LEARNING PLAN

7.1 The Residency Program Committee must discuss and will document in the resident's file/electronic portfolio, the specific area(s) of concern and the decision to implement a Modified Learning Plan

7.2 The Residency Program Committee will recommend a Modified Learning Plan to the Residency Program Director

7.3 The Residency Program Director, or delegate will design a Modified Learning Plan and submit it to the Chair, PGME-CESaR for review

7.4 The Chair, PGME-CESaR will review the Modified Learning Plan and will make recommendations to optimize the plan, if applicable

7.5 The Residency Program Director, or delegate will discuss the final Modified Learning Plan and will enter it into the resident's file/electronic portfolio

7.6 The Residency Program Director, or delegate will monitor the resident's progress with the Modified Learning Plan and will assist the resident with implementation, as applicable

6-8. POLICY STATEMENTS – REMEDIATION

6-18.1 Remediation ~~is generally considered~~ represents a formal, individualized learning opportunity ~~for~~ intended to guide the resident to ~~correct a deficiency related to~~ towards successful attainment of clinical, academic or professional competencies or objectives

6-28.2 A resident is required to undergo a ~~R~~Remediation rotation on the basis of one or more of the following "trigger events":

- One (1) unsatisfactory rotation assessment
- Two (2) borderline rotation assessments
- A pattern of consistent deficiency or weakness documented on a ~~Summary Assessment~~ summary review report
- A failing grade on an in-training examination or other progress assessment

~~6-38.3~~ The duration of a Remediation must be based on the expected time required to meet the goals and objectives of the Remediation

8.3.1 The Maximum allowed total duration of a Remediation for one “trigger event” is one (1) year after which the Remediation is deemed unsatisfactory

~~1.2 The duration of a Remediation must not be less than one-half the length of the failed rotation or four weeks-~~

~~6-48.4~~ The PGME ~~Education Advisory Committee (PGME-EAC)~~ CESaR and the Associate Dean, PGME must review and approve all Remediation Plans prior to their commencement

~~6-58.5~~ In the event that the Residency Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Remediation, then the Remediation Program is considered incomplete

~~6-5-18.5.1~~ The Remediation Plan ~~/Focused Learning Plan~~ will be redesigned upon the resident's return from the LOA

~~1.3 The trainee may appeal Remediation decisions~~

~~6-68.6~~ During Remediation, the ~~trainee~~ resident is allowed to apply ~~for a transfer~~ to another Residency ~~–Program~~

8.7 The ~~trainee~~ resident may appeal only the outcome decision only at the conclusion of the Remediation

7.9. PROCEDURES – REMEDIATION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map)

~~7-19.1~~ The Residency Program Director, in consultation with the RPC must submit a formal request for Remediation to the Associate Dean, PGME and Chair ~~of~~ PGME-EAC CESaR with a copy to the resident, within five (5) working days of the notification to the Program Director of the “trigger event” for the Remediation. The decision to request a remediation should be documented ~~on~~ in a RORP summary review report detailing the context and rationale that justifies the ~~R~~ Remediation

~~7-1-19.1.1~~ The Associate Dean, PGME or the Chair ~~of~~ PGME-EAC CESaR will confirm if the ~~R~~ Remediation is warranted to proceed

~~7-29.2~~ The Residency Program Director must submit a formal Remediation Plan ~~/Focused Learning Plan~~ to the Associate Dean, PGME and the Chair of PGME ~~EAC~~ CESaR within fifteen (15) working days of the notification to the Residency Program Director of the occurrence of the “trigger event” for the Remediation. An extension of this timeline may be allowed, upon request to the Associate Dean, PGME in cases of marked complexity. The Remediation Plan must include the following:

- Description of the deficiencies
- The specific resources being offered and deployed for correcting the deficiencies
- Duration of the Remediation rotation

- Intervals for interim assessments
- Potential outcomes
- Remediation Supervisor, who is one of the following:
 - One of the Residency Program faculty
 - Not the Rotation Supervisor
 - Not administratively involved in the sequence of events that led to the Remediation

~~7.2.19.2.1~~ The ~~Education Advisory Committee (PGME-EAC)~~CESaR will review all submitted documents and materials pertaining to the request for Remediation and the formal Remediation Plan from the Program Director in a timely manner and will reach a consensus with respect to approval of the request for Remediation

~~7.39.3~~ The PGME-~~Education Advisory Committee (PGME-EAC)~~CESaR must review all submitted formal Remediation ~~Plans/Focused Learning Plans~~Plan in a timely manner and must reach a consensus with respect to one of the following:

- Approval of the Remediation ~~Plans/Focused Learning Plans~~Plan without revision
- Revision and approval of the Remediation ~~Plans/Focused Learning Plans~~Plan

~~7.49.4~~ The PGME-~~EAC~~CESaR must communicate all Remediation Plan/~~Focused Learning Plan~~ decisions to the Residency Program Director

~~7.59.5~~ The formal Remediation Plan must be detailed in conformity with the Remediation Agreement Document of the University of Manitoba, Max Rady College of Medicine and must be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, ~~Education Advisory Committee (PGME-EAC)~~CESaR and Associate Dean, PGME (see Appendix 4: PGME Remediation Agreement Template)

~~7.69.6~~ The ~~Residency~~ Program Director must discuss the approved Remediation Plan with the Remediation Supervisor, ~~Academic Advisor~~ prior to implementation

9.7 During the interval between the “trigger event” decision and the formal approval by the PGME-CESaR, the Residency Program Director may assign the resident to any of the following, as determined by the circumstances:

9.7.1 Commencement of the Remediation as planned - this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until the Remediation is formally approved

9.7.2 Deployment of the resident to a non-Remediation rotation

9.7.3 Commencement of LOA if there are any concerns about safety of the resident or patients

~~7.79.8~~ The Remediation Supervisor is responsible for monitoring the ~~trainee's~~resident's progress during the Remediation, as follows:

9.8.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Remediation Supervisor

9.8.2 The Remediation Supervisor must meet with the ~~trainee~~resident regularly to discuss their —progress with respect to the Remediation/~~Focused Learning Plan~~

9.8.3 The Remediation Supervisor must report the ~~trainee~~resident's progress, including the outcome of the Remediation to the Residency Program Committee

~~7.89.9~~ A rotation assessment will be completed for the Remediation rotation

~~7.99.10~~ If the resident ~~passes~~is given a clear pass on the final Remediation ~~rotation~~assessment, then they subsequently return to their regularly—scheduled rotations in the Residency Program

~~7.9.19.10.1~~ The time spent during Remediation may or may not be counted toward ~~is- usually not credited toward~~ the final requirements of training

~~7.9.29.10.2~~ The Associate Dean, PGME will exercise discretion in determining whether the Remediation is credited in accordance with the requirements of the RCPSC

~~7.109.11~~ If the resident ~~does not pass~~is given a borderline grade on the final Remediation ~~rotation~~assessment, then the Residency Program Director, in consultation with the ~~RPC~~Residency Program Committee will recommend to the Associate Dean, PGME, one of the following:

- Return to regularly-scheduled rotations, with a Modified Learning Plan in place
- An extended Remediation rotation

~~9.12~~ If the resident is given a failing grade on the final Remediation assessment, then the Residency Program Director, in consultation with the Residency Program Committee will recommend to the Associate Dean, PGME, one of the following:

- An extended Remediation rotation
- A Probation rotation
- Dismissal from the Residency Program

~~7.119.13~~ The Associate Dean, PGME, in consultation with the PGME-~~EAC~~CESaR will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

~~7.129.14~~ The Residency Program Director must complete the Assessment and Outcome ~~per~~sections of the Remediation Agreement Document for review and approval by the Chair ~~of~~ PGME-~~EAC~~CESaR and the Associate Dean, PGME

~~8.10.~~ POLICY STATEMENTS – PROBATION

~~10.1~~ Probation is a formal process in which the ~~trainee~~resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program

~~10.110.2~~ A resident may be required to undergo Probation on the basis of one or more of the following “trigger events”:

- One (1) unsatisfactory Remediation rotation assessment or a failure to progress at an

interim assessment on a Remediation

- One (1) unsatisfactory regular rotation assessment, if the clinical, academic or professional deficiency is considered by the PGME-~~EAC~~CESaR to warrant immediate Probation
- Two (2) borderline rotation assessments, if the clinical, academic, or professional deficiency is considered by the PGME-~~EAC~~CESaR to warrant immediate Probation
- A failing grade on an in-training examination, if the deficiency is considered by the PGME-~~EAC~~CESaR to be of sufficient gravity to warrant immediate Probation
- One (1) unsatisfactory ~~Summary Assessment~~summary review report, if the clinical, academic or professional deficiency is considered by the PGME-~~EAC~~CESaR to warrant immediate Probation
- The occurrence of a clinical, academic or professional event or incident that indicates a deficiency considered by the PGME-~~EAC~~CESaR to be either non-remediable or of sufficient gravity to warrant immediate Probation

~~10.2~~10.3 If it is determined that immediate action is warranted as a result of the “trigger event”, the Residency Program Director or delegate has the option of implementing the Probation procedure in advance of the RPC discussion and decision

~~10.3~~10.4 In situations where the “trigger event” leading to the possible Probation might cause self-harm to the resident or might pose a threat to the well-being or safety of patients, colleagues, students and/or the staff, the Residency Program Director or delegate must consider immediate Suspension of the ~~trainee~~resident as an interim measure prior to the RPC Probation discussion and decision

~~10.4~~10.5 The ~~trainee~~resident’s participation in the Probation Plan is a prerequisite for ongoing participation in the Residency Program

~~10.5~~10.6 The ~~trainee~~resident must fully comply with the conditions with the conditions specified in the Probation Plan

~~10.6~~10.7 The ~~trainee~~resident must fully comply with any other conditions for the Probation prescribed by the PGME-CESaR and Associate Dean, PGME

~~10.7~~10.8 The Residency Program Director should advise the ~~trainee~~resident to meet with the Associate Dean, PGME Student Affairs and Wellness for counselling

~~10.8~~10.9 In circumstances where the reason for Probation is related to issues of professionalism, the ~~trainee~~resident must meet with the Associate Dean, Professionalism for counselling

~~10.10~~ The duration of a Probation ~~rotation will~~should be ~~at least four weeks or one-half of the~~
determined based on the time required to assess and/or to correct the underlying
deficiencies

~~4.4~~ ~~The~~ duration of the ~~failed rotation, whichever is longer~~

~~10.9~~10.11 ~~The duration of the~~ Probation rotation ~~will~~shall not ~~be less than four (4) weeks nor~~
~~exceed twelve weeks or the duration of the failed rotation, whichever is shorter~~

~~10.10~~10.12 The PGME-~~Education Advisory Committee (PGME-EAC)~~CESaR and the Associate

Dean, PGME must review and approve all Probation Plans prior to commencement

~~10.11~~10.13 In the event that the Residency Program Director determines that a ~~Leave of Absence (LOA)~~ is necessary for a resident during the Probation, then the Probation ~~Program~~ is considered incomplete

10.13.1 The Probation Plan will be redesigned upon the resident's return from the LOA

~~10.12~~10.14 ~~The trainee may appeal only the outcome decision at the conclusion of the Probation~~ During Probation, the ~~trainee~~resident is not allowed to apply for transfer to another Residency Program

~~10.13~~10.15 ~~The trainee~~resident ~~may appeal only the outcome decision~~ only at the conclusion of the Probation

9.11. PROCEDURES – PROBATION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map)

~~9.11.1~~9.11.1 The Residency Program Director, in consultation with the Residency Program Committee (RPC) will submit a formal request for Probation to the Associate Dean, PGME and Chair ~~of~~ PGME-EACCESaR with a copy to the resident within five (5) working days of the notification to the Program Director of the occurrence of the “trigger event” for the Probation. The decision to request a ~~p~~Probation should be documented ~~on~~in a ~~RORP~~summary review report detailing the context and rationale that justifies the ~~p~~Probation

~~9.2~~11.2 ~~9.1.1~~—The Associate Dean, PGME or the Chair ~~of~~ PGME-EACCESaR will confirm if the probation is warranted to proceed

~~9.3~~11.3 The Residency Program Director will submit a formal Probation Plan, in conformity with Probation Plan Agreement Document to the Associate Dean, PGME and the Chair ~~of~~ PGME-EACCESaR within fifteen (15) working days of the notification of the Residency Program Director of the “trigger event” decision of the RPC. The Probation Plan must include the following:

- Identified competency deficiencies on which to focus during Probation (Probation rotation)
- Time frame for elements of the Probation ~~Program/and overall~~ duration of the Probation
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor, who shall be appointed by the PGME-EACCESaR as recommended by the Residency Program Director
- Potential outcomes of the Probation

~~9.4~~11.4 The PGME-~~Education Advisory Committee (PGME-EAC)~~CESaR will review all submitted documents and materials pertaining to the request for Probation and the formal Probation Plan from the Residency Program Director in a timely manner and will reach a consensus with respect to approval of the request for Probation

~~9.4.1~~11.4.1 If the request for Probation is approved, then the PGME-EACCESaR must reach consensus with respect to one of the following:

- Approval of the Probation Plan without revision

- Revision and approval of the Probation Plan

~~9.5~~11.5 The Chair-~~of~~, PGME-~~EAC~~CESaR will communicate the Probation Plan decision to the Residency Program Director

11.6 The formal Probation Plan must be detailed in conformity with the Probation Agreement Document of the ~~University of Manitoba~~-Max Rady College of Medicine-, University of Manitoba and must be signed by the ~~R~~esident, Residency Program Director, Probation Supervisor and Associate Dean, PGME-~~r~~

~~9.6~~11.7 The Associate Dean, PGME and the Chair-~~of~~, PGME-~~EAC~~CESaR must approve the Probation Plan decision prior to implementation (see Appendix 5: Max Rady College of Medicine Probation Agreement).

~~9.7~~11.8 The Residency Program Director must meet with the ~~trainee~~resident to discuss the approved Probation Plan

~~9.8~~11.9 The Residency Program Director must discuss the approved Probation Plan with the Probation Supervisor prior to implementation

11.10 During the interval between the "trigger event" decision and the formal approval by the PGME-CESaR, the Program Director may assign the resident to any of the following, as determined by the circumstances:

- Commencement of the Probation as planned - this would be the typical approach but if selected, would apply to initiation of a Modified Learning Plan without the formality of summative assessment or consequences until formally approved
- Deployment of the resident to a remedial rotation to work on achievement of goals and objectives
- Commencement of LOA if there are any concerns about safety of the resident or patients

~~9.9~~11.11 The Probation Supervisor is responsible for monitoring the ~~trainee~~resident's progress during the Probation, as follows:

11.4.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Probation Supervisor

11.4.2 The Probation Supervisor must meet with the ~~trainee~~resident regularly to discuss their progress with respect to the Probation Plan

~~9.10~~11.12 The Probation Supervisor must report the ~~trainee~~resident's progress, including the outcome of the Probation to the RPC which will review the ~~trainee~~resident's progress to decide on the outcome of the Probation as follows:

- ~~Trainee~~Resident has successfully completed the Probation and may return to the regular Residency Program without the need of a Modified Learning Plan
- ~~Trainee~~Resident requires further Probation
- Dismissal from the Residency ~~p~~Program

~~9.11~~11.13 The Associate Dean, PGME ~~r~~-in consultation with the PGME-~~EAC~~CESaR will consider the recommendation of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

~~9.12.11.14~~ The Residency Program Director must complete the Assessment and Outcome ~~per~~sections of the Probation Agreement Document for review and approval by the Chair ~~of~~ PGME-EACCESaR and the Associate Dean, PGME

10.12. POLICY STATEMENTS – SUSPENSION

~~10.4.12.1~~ Suspension of a ~~trainee~~resident may be imposed as an interim measure while determining the best definitive course of action in the following circumstances:

- There is a breach of the policies, by-laws or codes of conduct and/or suspension of clinical privileges by one of the following:
 - University of Manitoba
 - ~~WRHA~~
 - Shared Health/other relevant Health Authority
 - CPSM
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~resident in the Residency Program would cause self-harm to the resident and/or would pose a threat to the well-being or safety of patients, colleagues, students, and/or the staff ~~and/or himself/herself~~
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~resident in the Residency Program would pose a threat to the University of Manitoba, ~~WRHA~~Shared Health/other relevant Health Authority or other property
- Failure of the ~~trainee~~resident to agree to or comply with an approved Remediation or Probation Plan

~~10.2.12.2~~ When the resident is placed on Suspension, the following principles apply:

~~10.2.1~~12.2.1 Licensure and registration with CPSM are inactivated (lifted)

~~10.2.2~~12.2.2 Payment through ~~PM~~SASO might be suspended

~~10.2.3~~12.2.3 Medical malpractice coverage (CMPA) might be suspended

~~10.3.12.3~~ Time-based rotations will continue to be an organizing structure for residency training

~~10.3.1~~12.3.1 Depending on the individual circumstance, Suspension might lead to an extension of the resident's training

~~10.3.2~~12.3.2 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training

~~10.4.12.4~~ The Residency Program Director ~~should~~will advise the ~~trainee~~resident to meet with the Associate Dean, PGME Student Affairs and Wellness for counselling

~~10.5.12.5~~ In circumstances where the reason for Suspension is related to issues of Professionalism, resident must meet with the Associate Dean, Professionalism for

counselling

~~10.6~~12.6 The ~~trainee~~resident may appeal the decision for Suspension from the Residency Program

~~10.7~~12.7 The University of Manitoba has the authority to implement a Disciplinary Suspension in accordance with the Student Discipline ~~By-Law~~
Bylaw

~~11.13.~~ PROCEDURES – SUSPENSION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)

~~11.1~~13.1 In a situation where a “trigger event” warrants Suspension of a ~~trainee~~resident, the Residency Program Director, acting on behalf of the Residency Program Committee, must ~~–immediately~~ notify the Department Head and the Associate Dean, PGME immediately through formal documentation (email or hard copy), the following:

- The “trigger event” leading to the Suspension
- The request for the ~~trainee~~resident’s interim Suspension pending determination of the appropriate subsequent course of action

~~11.2~~13.2 The Residency Program Director must inform the ~~trainee~~resident immediately through formal documentation (email or hard copy) of a request for Suspension

~~–documentation (email or hard copy) of a request for Suspension~~

~~11.3~~13.3 The ~~trainee~~resident should be provided the opportunity of a ~~face-to-face~~ meeting with the Residency Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcome of the Suspension

~~11.4~~13.4 The request for the ~~trainee~~resident’s Suspension must be reviewed by the Associate Dean, PGME who will determine the course of action, including one of the following:

~~–who will determine the course of action, including one of the following:~~

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation
- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

~~11.5~~13.5 Where a Suspension of the ~~trainee~~resident is affirmed, the Associate Dean, PGME must conduct a timely investigation of matters related to the “trigger event” that led to the Suspension and thereafter must make a final decision as to how the matters should be addressed

~~–a timely investigation of matters related to the “trigger event” that led to the Suspension–
–and thereafter must make a final decision as to how the matters should be addressed~~

~~11.5.1~~13.5.1 ~~11.5.1~~ The Associate Dean, PGME has the option of requesting the assistance of the PGME-~~EAC~~CESaR in the investigation and the final decision with respect to the Suspension

~~11.6~~13.6 When the ~~trainee~~resident is placed on or taken off Suspension, the PGME Office must ensure the following:

~~the following:~~

- Notification of CPSM regarding licensure and registration of the ~~trainee~~resident
- Notification of ~~PM~~SASO regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the ~~trainee~~resident has been placed on Suspension

12.14. POLICY STATEMENTS – DISMISSAL/WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)

~~12.14.1~~ A ~~trainee~~resident may be dismissed from the Residency Program under the following circumstances:

- ~~A~~The resident ~~might be dismissed after~~has been given a failing assessment on a Probation Final Assessment
- Following an unsatisfactory (failing) ~~assessments on~~assessment on a third rotation in any three rotations over the course given academic year of his/her~~a~~ Residency Program. ~~Typically, these would be unsatisfactory assessments on a rotation and the subsequent~~A failed Remediation and Probation, ~~but it could also include any combination of regular rotations and Remediation rotations~~would count toward this total
- The ~~trainee~~resident is on an extended Leave of Absence (LOA) or Suspension and it has been determined that successful return to or completion of the Residency Program is unlikely
- The ~~trainee~~resident has exceeded or is reasonably expected to exceed the time specified by the Specialty Committee of the RCPSC as the maximum time of training for the Residency Program, pro-rated for part-time training and approved LOA
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~resident in the Residency Program would cause self-harm to the resident and/or would pose a threat to the well-being or safety of patients, colleagues, students, and/or the staff, ~~and/or himself/herself~~
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the ~~trainee~~resident in the Residency Program would pose a threat to University of Manitoba, Shared Health/other relevant Health Authority or other property
- The ~~trainee~~resident is considered unsuitable for practice on the basis of behaviour that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

~~12.214.2~~ ~~The~~At the discretion of the Associate Dean, PGME the ~~trainee~~resident may voluntarily withdraw from the Residency Program prior to the decision for Dismissal or at any time for reason(s) independent of Dismissal (PGME Voluntary Withdrawal from PGME Residency Training Policy)

~~12.2.1~~14.2.1 A ~~trainee~~resident who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

~~12.3~~14.3 The [Residency](#) Program Director should advise the ~~trainee~~[resident](#) to meet with the Associate Dean, PGME Student Affairs [and Wellness](#) for counselling

~~12.4~~14.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the ~~trainee~~[resident](#) must meet with the Associate Dean, Professionalism for counselling

~~12.5~~14.5 The ~~trainee~~[resident](#) may appeal the decision for Dismissal from the Residency Program

13.15. PROCEDURES – DISMISSAL/ WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)

~~13.1~~15.1 The Residency Program Director, after consultation with the Residency Program Committee must submit a formal (email or hard copy) request for Dismissal to the Associate Dean, PGME within five (5) working days of the notification to the Program Director of the occurrence of the “trigger event “for the Dismissal, including the reason(s) for the request

~~13.1.1~~15.1.1 A copy of the request must be sent to the resident

~~13.2~~15.2 The Associate Dean, PGME must ~~immediately~~ notify the Chair~~-of the~~, PGME-~~EAC~~[CESaR](#) of the request for Dismissal from the Residency Program [immediately](#)

~~13.3~~15.3 The Chair~~-convenes~~, [PGME-CESaR will convene](#) a meeting of the PGME-~~EAC~~[CESaR](#) to review and to consider approval of the request for Dismissal within ten (10) working days of notification by the Associate Dean, PGME

~~13.3.1~~15.3.1 If the PGME-~~EAC~~[CESaR](#) upholds the Dismissal, then the Chair~~-of the~~ ~~Committee immediately informs~~, [PGME-CESaR will inform](#) the Associate Dean, PGME [immediately](#) through formal documentation (email or hard copy)

~~13.4~~15.4 The Associate Dean, PGME must present the decision regarding Dismissal ~~at~~[to](#) the ~~PGME~~ Executive Committee for final review and approval

~~13.4.1~~15.4.1 If the ~~PGME~~ Executive Committee upholds the decision for Dismissal, then the ~~trainee~~[resident](#) will be dismissed ~~immediately~~ from all further postgraduate training at the University of Manitoba [immediately](#) and may not reapply for future postgraduate training at the University of Manitoba

~~13.5~~15.5 When the ~~trainee~~[resident](#) is dismissed or withdraws from the Residency Program, the ~~PGME~~ Office must ensure the following:

- Notification of CPSM by formal documentation regarding licensure and registration
- Notification of [PMSASO](#) regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the ~~trainee~~[resident](#) has been dismissed/has withdrawn within twenty-four (24) hours of such Dismissal/Withdrawal

POLICY CONTACT: Associate Dean, PGME

REFERENCES

CanERA Excellence in Residency Accreditation- standards of accreditation

~~<http://www.canrac.ca/canrac/general-standards-e>~~ <http://www.canrac.ca/canrac/general-standards-e>

~~[University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure](#)~~

~~http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html~~

~~[University of Manitoba, Max Rady College of Medicine, Appropriate Disclosure of Learner Needs \(Educational Handover\)](#)~~

~~[https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user Assessments Attendance and Evaluation](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Assessments_Attendance_and_Evaluation)~~

~~[University of Manitoba, Max Rady College of Medicine, Resident Appeals - Residency Program and Departmental Process](#)~~

~~http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html~~

~~[https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user Appeals](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Appeals)~~

~~[University of Manitoba, Max Rady College of Medicine, Student Appeals Policy](#)~~

~~[https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user Appeals](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit#user_Appeals)~~

~~http://umanitoba.ca/faculties/health_sciences/medicine/policies_procedures.html~~

~~[University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure](#)~~ [Student Discipline Bylaw](#)

~~https://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html~~

~~http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html~~

~~[University of Manitoba, Max Rady College of Medicine Appropriate Disclosure of Learner Needs \(Educational Handover\) Feb 8, 2017](#)~~

~~[http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate Disclosure of Learner Needs Policy.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate_Disclosure_of_Learner_Needs_Policy.pdf)~~

~~[University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy](#)~~

~~http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html~~

~~[https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit:pgme policies and procedures](https://entrada.radyfhs.umanitoba.ca/community/pgmepoliciescommunit:pgme_policies_and_procedures)~~

APPENDICES

~~[Appendix 1: PGME Assessment, Promotion process maps](#)~~

~~[Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps](#)~~

~~[Appendix 3: PGME Education Advisory Committee – Terms of Reference](#)~~

~~[Appendix 4: Max Rady College of Medicine Remediation Agreement](#)~~

~~[Appendix 5: Max Rady College of Medicine Probation Agreement](#)~~

[Appendix 1: PGME Assessment, Promotion process maps](#)

[Appendix 2: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process maps](#)

[Appendix 3: PGME Committee for Education Support and Remediation – Terms of Reference](#)

[Appendix 4: Max Rady College of Medicine Remediation Agreement](#)

[Appendix 5: Max Rady College of Medicine Probation Agreement](#)

[Appendix 6: PGME Voluntary Withdrawal from PGME Residency Training Policy](#)