AGENDA

I  MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees

2. Senate executive recommends that this matter be dealt with in closed session. This report will be distributed to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting.

II  MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Faculty of Graduate Studies on course proposals/modifications/deletions

2. Proposal of the Continuing Education Division for a Special Education Educational Assistants Certificate

III  MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards (Part A)

2. Correspondence from the Council on Post-Secondary Education Re: Statement of Intent: Master of Public Health Sciences

IV  REPORT OF THE PRESIDENT

1. President’s Report June 30, 2004

V  QUESTION PERIOD

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

VI  CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 12, 2004

VII  BUSINESS ARISING FROM THE MINUTES
VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Senate Executive Committee Page 126

2. Report of the Senate Planning and Priorities Committee

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

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

1. Report of the Senate Committee on Awards (Part B) Page 127

2. Report of the Senate Committee on Nominations Page 136

3. Report of the Senate Committee on Approved Teaching Centres Page 139

X ADDITIONAL BUSINESS

XI ADJOURNMENT

/cdak
MEMORANDUM

May 28, 2004

To: Mr. Jeff LeClerc, University Senate Office 310 Administration

From: Dr. Don Smyth, Acting Dean, Faculty of Graduate Studies

Subject: MOTIONS FROM THE FACULTY COUNCIL COMMITTEE OF GRADUATE STUDIES:

The following motion was passed at our Faculty Council meeting on May 20, 2004:

For Approval:

MOTION THAT the proposed course changes be forwarded to Senate for approval.

/jc

Atts.
Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on January 26, 2004 and made the following recommendation regarding the deletion of graduate courses in the Faculty of Architecture, the modification of a graduate course in the Faculty of Social Work, the introduction of courses in the Faculties of Environment and Engineering; and, the introduction and deletion of graduate courses in the Faculty of Pharmacy and School of Medical Rehabilitation.

Observations

1. There are six courses to be deleted in the Department of Landscape Architecture and twelve courses to be deleted in the Department of Architecture. Each Department and the Faculty of Architecture approved the course deletions.

2. There is one course to be modified in the Faculty of Social Work's Ph.D. program. The Faculty of Social Work approved the course change. The modification changes the evaluation of the course from letter grade to P/F - therefore, there were no library resource implications.

3. There are two courses to be introduced in the Natural Resources Institute, which, along with the Faculty of Environment, approved the introductions.

4. Statements of Library support for the proposed courses indicated that the Libraries would be able to support the courses.

5. There is one course to be introduced in the Department of Biosystems Engineering, which, along with the Faculty of Engineering, approved the introduction

6. A Statement of Library support for the proposed course indicated that library support could not be considered adequate. The Department indicated that the professor instructing the course had the materials that the library believed necessary to offer the course at the graduate level and would make them available to graduate students enrolled in the course.

7. There are three courses to be deleted and one course to be introduced in the Faculty of Pharmacy which approved the course changes.

8. A Statement of Library support indicated that the Libraries would be able to support the course.

9. There are three courses to be deleted and two courses to be introduced in the Department of Occupational Therapy.

10. The Department of Occupational Therapy and the School of Medical Rehabilitation, approved the course changes.

11. There were no Library resource implications for the Occupational Therapy courses and the changes were adjustments to credit hours which requires course re-numbering.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the course changes as indicated below.

Copies of course proposals are available in the Faculty of Graduate Studies Office for review
LANDSCAPE ARCHITECTURE:

Courses to be deleted: 031.602 Behavioural Spectra 1 (6)
031.603 Modality 1 (4)
031.605 Resources (4)
031.610 Terrain Analysis (2)
031.613 Behavioural Scientific Design (3)
031.708 Resources 2 (3)

Reasons for the deletions: Courses are no longer offered in the department

Net Change: -22 Credit Hours

ARCHITECTURE

Course to be deleted: 050.617 Engineering Analysis (6)
050.700 Planning Principles (6)
050.701 Planning Procedure & Design (6)
050.709 Architecture (1.5)
050.710 Space Resource Allocation (2)
050.716 Behavioural Spectra (2)
050.717 Architectural Modality (2)
050.726 Principles of Aesthetics (2)
050.744 Professional Practice (3)
050.745 Aesthetical Morphology (3)
050.746 Interior Historical Preservation (3)
050.749 Transformation (3)

Reasons for the deletions: Courses are no longer offered in the department

Net Change: -39.5 Credit Hours

SOCIAL WORK

Course to be modified: 047.752 Dissertation Seminar (0) A required non-credit course on special issues to support students in preparing their formal dissertation proposals. Topics include scholarly findings, research methodology, and data analysis. Graded as P/F.

Reasons for the modification: The course is currently identified as a graded course but the intent was to have the course evaluated as P/F.

Net Change: 0 Credit Hours

NATURAL RESOURCES INSTITUTE

Course to be introduced: 056.7xx Water Resources: Analysis, Planning and Management (3) Considering fresh water as a resource, this course initially examines theoretical models and management approaches and practices; water supply requirement, measurements, and management; demand management; and environmental sustainability. The second part encompasses selected aspects of watershed hydrology and management; water and ecosystem health; and river basin management strategies and policies. The final part evaluates institutional

Copies of course proposals are available in the Faculty of Graduate Studies Office for review
Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

arrangements and jurisdictional responsibilities; transboundary issues, opportunities and implications

Course to be introduced:

056. 7xx Environmental Justice and Ecosystem Health (3)
Explores Ecosystem health and environmental justice issues to realize both the possibilities and barriers to sustainability. Risk, resource distribution and power/decision-making are analyzed across race, gender and class differences. Diverse views, theories and methods on community health consider well-being, quality of life, vulnerability and ecological integrity.

Reasons for the introductions:
The courses broaden the scope of NRl's existing programs and fill existing gaps in thematic areas.

Net Change: +6 Credit Hours

BIOSYSTEMS ENGINEERING

Course to be introduced:

034.7yz Membrane Processes for Water and Waste Treatment (3)

Reason for the introduction:
To broaden the scope of the research in the Environmental Engineering field.

Net Change: +3 Credit Hours

PHARMACY

Courses to be deleted:

046.709 Advanced Topics: Antibiotics and the treatment of Infectious Diseases (3)
046.711 Clinical Pharmacy Research Review (3)
046.715 Rational Drug Design (3)

Reasons for the deletion:
The courses have not been offered in the past five years. Similar courses are offered by other departments.

Course to be introduced:

046.7xx Pharmaceutical Implications of Biotechnology (3)
Concepts from molecular biology, immunology, biotechnology and pharmacogenomics will be discussed in relation to the implications of biotechnology in pharmaceutical and biopharmaceutical research.

Reasons for the introduction:
The Faculty of Pharmacy currently does not offer courses specifically addressing this huge expanding field. The course will ensure students are up to date in the area.

Net Change: -6 Credit Hours

Copies of course proposals are available in the Faculty of Graduate Studies Office for review.
OCCUPATIONAL THERAPY

Courses to be deleted:

168.610 Human Determinants of Occupational Performance (4)
168.614 Enabling and Professional Development Skills 1 (3)
168.634 Enabling and Professional Development Skills 2 (4)

Reasons for the deletions:

A 6 credit hour course will replace 168.610 that will be offered over two academic terms as opposed to one.
A single 7 credit hour course will replace 168.614 & 168.634 which combines their course content and facilitates a better flow of content and improves timing of evaluations.

Course to be introduced:

168.6xx Human Determinants of Occupational Performance (6)

Anatomical, physiological, biomechanical factors that underlie physical, cognitive and affective components of human capacities are studies in the context of understanding their relationship to the ability to carry out activities and tasks of self-care, productivity and leisure.

Course to be introduced:

168.6xy Enabling and Professional Development Skills (7)

AN Introduction to the development of personal knowledge, skills and attitudes related to enabling occupation in clients, and to promoting professional behaviours for safe, reliable and ethical practice. Emphasis will be placed on the development of a variety of verbal and written communications skills, and clinical/professional reasoning.

Net Change: +2 Credit Hours

Endorsed by the Faculty Council of Graduate Studies May 20, 2004

Copies of course proposals are available in the Faculty Council of Graduate Studies Office for review
Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on February 23, 2004 and made the following recommendation regarding the introduction of graduate courses in the Faculties of Social Work and Education.

Observations

1. There are two courses to be introduced in the Faculty of Social Work, which approved the course introductions.

2. A Statement of Library support for the proposed courses indicated that there are no resource implications in introducing the courses.

3. The course introductions result in a change to the definition of the Practicum component of the Master of Social Work (MSW) program. The Practicum component of the MSW will now consist of 47.7xx Advanced Field Practice – a (0) credit hour course consisting of 450 hours of field work in which the graduate student will apply theory and research to the analysis of selected activities; and, 47.7xy Integrating Theory and Research in Advanced Field Practice – a 3 credit hour course that critically analyzes the outcomes of the Advanced Field Practice course.

4. There is one course to be introduced and one course to be modified in the Faculty of Education which approved the course changes.

5. A Statement of Library support indicated that the Libraries would be able to support the course introduction. There were no resource implications for the course modification.

6. The course modification consists of a minor change to the calendar description.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the course changes as indicated below to Senate for approval.

SOCIAL WORK

**Course to be introduced:**

047.7xx Advanced Field Practice (0) A Student directed specialized practice experience where the focus is on the integration of theory, research and practice. 450 hours of supervised advanced practice is required following approval of a proposal developed by the student. Graded as P/F. **Co-requisite:** 047.7xy

**Course to be introduced:**

047.7xy Integrating Theory and Research in Advanced Field Practice (3) Requires application of theory and research to analysis of selected activities undertaken in Advanced Field Practice. **Co-requisite:** 047.7xx
Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Reasons for the introductions: Course combination replaces current Practicum. The new practicum will allow students to focus on advanced specialized practice and reduce their completion time. It will also better utilize resources in the faculty.

Net Change: +3 Credit Hours

EDUCATION

Course to be introduced: 132.757 Contemporary Perspectives and Practices in Music Education (3) A study of current and emerging perspectives and practices in music education with emphasis on recent theory and research as it relates to music teaching and learning at all levels.

Reasons for the introduction: Provides a core course in general curriculum with a program concentration in music education.

Course to be modified: 132.799 Seminar in Environmental Education (3) Designed for students wishing to concentrate on science teaching and learning within the context of environmental education. Existing and projected programs and approaches to environmental education will be subjected to critical analysis. Not to be held with the former 081.710.

Net Change: +3 Credit Hours

Endorsed by the Faculty Council of Graduate Studies May 20, 2004
Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on April 22, 2004 and made the following recommendation regarding the introduction, deletion and modification of graduate courses in the Faculty of Medicine and the introduction of a graduate course in the Faculty of Engineering.

Observations

1. There are two interdisciplinary courses to be deleted and two interdisciplinary courses to be introduced in the Faculty of Medicine. The Department of Biochemistry and Medical Genetics will deliver the interdisciplinary courses. The Faculty of Medicine approved the course changes.

2. The course changes consist of a credit hour reduction and therefore, a Library Support statement was not required.

3. There is one course to be introduced and one course to be modified in the School of Medical Rehabilitation, which, along with the Faculty of Medicine, approved the course changes.

4. A Statement of Library support for the proposed course indicated that the Libraries would be able to support the course. The modification consists of a more detailed calendar description of the course.

5. There is one course to be introduced in the Department of Mechanical and Manufacturing Engineering, which, along with the Faculty of Engineering, approved the introduction.

6. A Statement of Library support for the proposed course indicated that the libraries could support the course and suggested the Journal – "Production Planning and Control" should be available for the course. The instructor indicated that the journal would not be necessary.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse to Senate the course changes as indicated below.

FACULTY OF MEDICINE (INTERDISCIPLINARY)

Courses to be deleted:

- 165.713 Graduate Seminar in Genetics 1 (3)
- 165.714 Graduate Seminar in Genetics 2 (3)

Course to be introduced:

- 165.7xx M.Sc. Seminar in Genetics (1) M.Sc. students are required to present their current research. All students are required to attend and participate in one or more journal clubs. The satisfactory progress of the student will depend (in part) on the seminar attendance. Graded as P/F.

Course to be introduced:

- 165.7xy Ph.D. Seminar in Genetics (1) Ph.D. students are required to present their current research. All students are required to attend and participate in one or more journal clubs. The satisfactory progress of the student will depend (in part) on the seminar attendance. Graded as P/F.
Reasons for the course changes: All research seminars have been assigned one credit hour (P/F) to bring them to the same Academic Standing

Net Change: -4 Credit Hours

SCHOOL OF MEDICAL REHABILITATION

Course to be modified: 068.706 Gerontology (3) Designed to increase knowledge and understanding of geriatric/gerontology research related to the biological, physical, psychological and sociological health and function of older adults in society. A particular focus will be on social cognition and the role of perceived control in the rehabilitation of older adults.

Reason for the modification: A more detailed calendar description for the course.

Course to be introduced: 068.7xx Pain and Rehabilitation (3) Designed to enhance the student's knowledge of basic science and clinical investigations related to pain, as well as the clinical relevance of pain transmission and modulation in rehabilitation. The course is delivered in small group tutorial format to facilitate student interaction and exchange of information.

Reason for the introduction: The course will increase the possibilities for study of practice related issues in Med Rehab. Rehab professors frequently encountered populations where pain represents a component of their dysfunction. It is necessary for students in this program to have an understanding of the basic science mechanisms and clinical implications underlying pain conditions.

Net Change: +3 Credit Hours

MECHANICAL AND MANUFACTURING ENGINEERING

Course to be introduced: 025.7xx Selected Topics for Productivity Improvement in Manufacturing (3) Will address techniques that can assist North American manufacturing and improve productivity in the global marketplace in the 21st century. Topics include: productivity techniques, quality, cost, manufacturing control and other pertinent issues.

Reasons for the introduction: The course supports a recent focus to Manufacturing engineering in the department.

Net Change: +3 Credit Hours

Endorsed by the Faculty Council of Graduate Studies May 20, 2004
Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on April 22, 2004 and made the following recommendation regarding the introduction of graduate courses in the Faculty of Social Work.

Observations

1. There are three courses to be introduced in the pre-Master’s program of the Faculty of Social Work, which approved the introductions.

2. Statements of Library support for the proposed course introductions indicated that the Libraries would be able to support all of the courses.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse to Senate the course changes as indicated below.

Course to be introduced: 047.6xx Anti-Oppressive Social Work Practice (3) An overview of anti-oppressive social work practice. Focuses on application of this approach to a wide variety of service participants and the connections between policy and practice. Implications for the profession are explored.

Course to be introduced: 047.6xy Field Practice (6) An educationally focused practice experience where the student carries a sustained professional role as a beginning practitioner. Requires 450 hours of time including an orientation program, engagement in practicum activities under supervision, educational contact time with the field instructor and evaluation of performance.

Course to be introduced: 047.6xz Social Work and Aboriginal People (3) Focuses on the analysis of social welfare policy and social work practice from an Aboriginal perspective. The influence of colonization as an attribute of oppression is examined along with an exploration of development oriented to the goal of decolonization and empowerment.

Reasons for the introductions: Strengthens the content of the pre-master’s program in compliance with Accreditation standards.

Net Change: +12 Credit Hours

Endorsed by the Faculty Council of Graduate Studies May 20, 2004

Copies of course proposals are available in the Faculty of Graduate Studies Office for review
Memorandum

To: Jeff Leclerc, Office of the University Secretary, 314 Administration Bldg.

From: Anne Percival, Dean, Continuing Education Division

Date: 4/26/2004

Re: Special Education Educational Assistants Certificate

Attached is the Program Revision Proposal for the Special Education Educational Assistant Certificate approved at CED Council meeting of March 24, 2004 for concurrence without debate at the next meeting of Senate Executive (June 10, 2004). The Chair of the CED Program Review Committee, Dr. Bill Kops and/or the developer of the proposal, Rainey Gaywish will be prepared to attend the meeting of Senate Executive to speak to the proposal. For a brief description of the program, including a rationale for the selected credential please refer to Item 1.4 in the proposal.

/sb

Attachment

cc: Bill Kops, Rainey Gaywish

Comments of the Senate Executive Committee:
The Senate Executive Committee endorses the report to Senate.
Covering Checklist for a Certificate Proposal forwarded to Senate for Concurrence without Debate

Name of Proposed Certificate:  
Special Education Educational Assistant Certificate (SEEA)

Sponsoring Unit:  
Continuing Education Division

Date of Unit Council Approval:  
March 24, 2004

In the development of this proposal:

1. Were the following Units consulted?
   a) Information Services and Technology?  ☑ Yes  ☐ No
   b) Libraries?  ☑ Yes  ☐ No
   c) Other Academic Units?  ☑ Yes  ☐ No

*The answer to each of the above questions must be yes. All relevant letters of support must be included with this checklist.

2. Does this Certificate proposal meet the following criteria, as set out in the Taxonomy on Non-Degree Programs?
   a) Is the proposed Certificate program comprised of not less that 180 contact hours and not more than 400 contact hours?
      ☑ Yes  ☐ No
   b) Are the admission requirements for the proposed certificate the same as those for university entrance?
      ☑ Yes  ☐ No
   c) Will at least 50% of the instructional contact hours be delivered by the University of Manitoba?
      ☑ Yes  ☐ No
   d) Are transfer of credit guidelines clearly articulated in the proposal?
      ☑ Yes  ☐ No

* The answer to each of the above questions must be yes.

A copy of the formal proposal must be included with this checklist.
Aboriginal Focus Programs

Program Revision Proposal

to

Continuing Education Division’s
Program Review Committee

to change the

Special Education Teacher Assistant Certificate

To the

Special Education Educational Assistant Certificate

Submitted by: Rainey Gaywish, Program Director
November 7, 2003
CERTIFICATE DESCRIPTION

1.1. What is the title of the proposed certificate?

Special Education Educational Assistant Certificate, as a revision to the "Special Education Teacher Assistant Certificate."

1.2. What type of program is being proposed?

A certificate program.

1.2.1. Is this a new program or a major revision to an existing program?

A revision to an existing program, the Special Education Teacher Assistant Certificate.

1.3. Explain how this program fits within the Division’s mission and strategic plan.

Aspects of the Continuing Education Division’s Mission and Strategic Priorities of Program Quality and Innovative Programming and Delivery (see Appendix B) are addressed by the changes to the Special Education Teacher Assistant Certificate proposed herein.¹ The proposed revision, which includes a change in the program name to Special Education Educational Assistant Certificate, was designed to improve the program’s overall quality. The original program was developed to provide para-professional training for special education teacher assistants working in First Nation and other school settings with high Aboriginal student populations. The proposed program changes strengthen the relevance of the program to Aboriginal stakeholders by including curriculum on the history of Aboriginal education and on issues that are relevant to the provision of services to Aboriginal special education students. The curriculum has been updated to reflect current practice for educational assistants in the field of special education, through the revision of some courses within the existing course envelope or through adding or reorganizing course curriculum.² Flexibility was added in the program through a workshops course to address special education issues of particular relevance to a program’s stakeholders.

1.4. Describe the purpose of the program.

The program is designed to provide quality accredited training for Educational Assistants who work with Aboriginal and other special needs children under the direction of classroom teachers and/or education resource staff. Participants who successfully complete the Special Education

¹ Further, the program fits within the University of Manitoba’s 2003 Building For a Bright Future, which gave direction to the university to do more to meet the needs of traditionally underserved populations, and to work towards becoming the “university of first choice” for Aboriginal students in Manitoba.

² Courses were named or renamed accordingly.
Educational Assistant Certificate Program will have the knowledge and skills necessary to work effectively as part of an educational team, to support the integration and education of students with special needs in a regular classroom.

1.5. Describe the program objectives.

The program objectives are:

1. To introduce theoretical approaches to support Special Education Educational Assistants to work effectively with Special Education children in educational settings.
2. To provide knowledge about issues in education that continue to impact on Aboriginal Peoples and how these relate to the provision of Special Education to Aboriginal students.
3. To provide practical knowledge and techniques to support Special Education Educational Assistants to work effectively with Special Education children as part of an educational team.

1.6. Provide an overview of the program that includes a list of required and elective courses, contact or equivalent hours, prerequisites, and expected course progression.

The Special Education Educational Assistant curriculum begins with an orientation designed to provide required knowledge for individuals working with children in a school setting. It is preferred that the deliveries of the courses follow their numerical order. The program has one course with a prerequisite: students must complete Inclusive Education in Schools Today prior to registering in Understanding and Assisting with Instructional Strategies/Material Preparation. The Orientation course should always be the first course to be offered. The order of subsequent courses can be shifted, if necessary, to accommodate issues such as schedule conflicts and the availability of instructors.\(^3\)

The Courses are (Titles and Contact Hours and Recommended Sequence):

1. Program Orientation: Educational Assistant in the School System 30 Contact Hour
2. Interpersonal Skills and the Educational Assistant 30 Contact Hours
3. Post-Secondary Skills/Basic Skills Development 20 Contact Hours
4. Child and Adolescent Development 30 Contact Hours
5. Aboriginal People and the Educational System 30 Contact Hours
6. Inclusive Education in Schools Today 60 Contact Hours
7. Observation and Record Keeping: General and Curriculum Based 30 Contact Hours
8. Classroom Management and Promoting Good Behaviour 30 Contact Hours

\(^3\) One of the principles by which AFP offers programs to Aboriginal communities is to utilize local instructors where possible (e.g. teachers in the local school). Flexibility around the sequence of delivery will facilitate the utilization of local instructional expertise.
9. Understanding and Assisting with Instructional Strategies/Material Preparation 30 Contact Hours
10. Workshops: Topics Related to Special Education 70 Contact Hours
Total: 360 Contact Hours

In addition to the 10 courses listed above, a supervised field placement of 120 contact hours is a program requirement that must be completed by all students in order to graduate. The targeted audience for the program will primarily be people employed in a Special Education Educational Assistant role in a school setting who will be able to complete the field placement requirement on-the-job. Students who are not employed in a role related to the provision of special education services to children or youth in an educational setting will be required to secure a supervised field placement of a minimum of 120 contact hours as a condition of admission into the program.\(^4\) The required contact hours of the field placement are to begin after students are admitted into the program, and should be completed by the time students have completed all of the courses required to graduate. In the event that a student is not able to complete all of the required 120 contact hours of the supervised field placement by the time s/he has completed all of the courses, the remaining contact hours must be completed within one year past the date of the program’s graduation.

1.7. Identify the academic unit(s) within the Division proposing this program.

Aboriginal Focus Programs

1.8. Identify other academic units within the University or external agencies that are partners to this proposal.

There are no other academic units within the University or external agencies that are partners to this proposal (at the time of the proposed revision).\(^5\)

1.8.1. Name of the Program Developer submitting the program proposal.

Rainey Gaywish

2. **NEEDS ASSESSMENT --- INTENDED AUDIENCE**

\(^4\) See 5.2 Conditions for Admission to the program.

\(^5\) The SETA certificate was offered a number of times over the past ten years through partnership arrangements with Aboriginal stakeholders, including Keewatin Tribal Council in Thompson, Manitoba, Northlands College in Prince Albert, Saskatchewan, and Roseau River and Garden Hill First Nation schools. Although issues were not being raised by program partners about the quality or effectiveness of the existing certificate program, the proposed revision is timely. It responds to the growth in complexity of the role of the Special Education Educational Assistant in the schools, and the need to update the curriculum. There is a continued interest and demand for education for Educational Assistants in the province, and from Aboriginal communities, but there are no specific stakeholders currently working with Aboriginal Focus Programs on this redevelopment.
2.1. Describe the assessment or consultation process undertaken to identify the educational needs, the intended audience, and potential supports for, and obstacles to, participation in the proposed program.

Karen Priestly⁶, a Special Education consultant, completed the majority of the curriculum revisions for the proposed program. In completing the curriculum revisions, Ms. Priestly consulted The Faculty of Education at The University of Manitoba and The Province of Manitoba’s Department of Education to ensure that the program would conform to the direction that is being taken vis-à-vis changes to the Special Education Educational Assistant role in Manitoba schools.⁷ Research was conducted on the knowledge and skill requirements for Special Education Educational Assistants in other provinces as well as in US schools. This information was used to ensure that the revised program met all of the key standards of training for the role.⁸ Course and program evaluations from the original Special Education Teacher Assistant certificate offered by Aboriginal Focus Programs were reviewed for any advice these might offer to improve the program.

2.2. Describe the intended audience and the likely educational level of the typical entering learner.

The intended audience are Special Education Educational Assistants who work in school settings, and in particular, in the provision of Special Education support to Aboriginal students.⁹ The program also is relevant to other professionals and para-professionals in schools and institutional settings who work with Special Education children. The program will be marketed to First Nation and Aboriginal communities as a community-based opportunity, or as a regional program offering that recruits students from a number of different schools. A secondary intended audience are prospective Special Education Educational Assistants that communities want trained/certified to build local capacity of trained para-professionals. Many of the larger First Nations employ between 20 and 40 teaching assistants in their schools.

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⁶ Karen Priestly is a Special Education consultant with the Winnipeg School Division’s Child Guidance Clinic. Karen has taught the Problems and Issues in Special Education course in the Special Education Teachers Assistant Certificate program. Ms. Priestly is also a Doctoral Student at The University of Manitoba.

⁷ The Department of Education of The Government of Manitoba and The Dean of the Faculty of Education have provided letters of support for the revised certificate.

⁸ A significant database on Special Education is available via the web; see, for example, http://www2.edu.gov.mb.ca/ks4/seri/family/natlinks.html for links to Canadian Special Education sites, or http://www.ericc.org/ for the US Eric Clearinghouse on Disabilities and Gifted Children, or go to <http://www.cec.sped.org/ps/paraks.html> for guidelines for para-educators from The Council for Exceptional Children (CEC) in Arlington, VA.

⁹ The original target audience for the Special Education Teacher Assistant Certificate was for the Special Education Teacher Assistants who were working in Keewatin Tribal Council area schools, most of whom had no training for their role. The original program proposal noted that Keewatin Tribal Council projected a need for three or four offerings of the program to their existing Special Education Teacher Assistants, and that once that need was filled the program would be made available to “other Tribal Councils and locally controlled schools in Manitoba native Communities.” Although the program was not offered four times to Keewatin Tribal Council schools, it was subsequently offered to Special Education Teacher Assistants working in schools in Prince Albert, Saskatchewan through an agreement with Northlands College, as well as to Special Education Teacher Assistants in Roseau River and Garden Hill First Nation schools.
Students entering the program will typically have a minimum of a Grade 12 education, and meet the requirements of the Department of Education or of the participating employer (i.e. First Nations Education Authority) for employment as a Special Education Educational Assistant. As well, students must meet as The University of Manitoba’s General Admissions Requirements for Regular, Mature Student Status or Special Students. (See: The University of Manitoba Undergraduate Calendar).

2.3. Describe the specific and varied educational needs of the intended audience.

The role of Special Education Educational Assistants is becoming more complex as society struggles to provide education to children across a wide spectrum Special Education needs. Special Education practitioners need training that is up-to-date and increases their effectiveness in providing support to Special Education students. The intended audience of Aboriginal participants needs a program of study that respects their cultures and languages, and provides knowledge and teaching strategies to work effectively with Aboriginal Special Education students.

2.4. Describe the potential obstacles to participation that members of the intended audience may face.

The primary obstacle to the participation of an individual will be access to resources. The typical income level for a Special Education Educational Assistant working in a school is low. The opportunity for individuals to access the program may be limited to those who are eligible for educational funding/support from their employer or Education Authority. The main obstacle to participation by a school as a potential stakeholder is likely to be finances and the capacity of a school to support its Special Education Educational Assistants to participate without compromising or reducing support to its Special Education students.¹⁰

2.5. Is the program intended to be an ongoing program or one that will exist for a limited time?

The program will be ongoing. It will be marketed on a continual basis as a community-based program opportunity. It will also be offered as an open-enrolment program that recruits students from many communities/schools.

3. DESIGN AND DELIVERY

¹⁰The program can be scheduled to take advantage of local resources in community-based offerings, and it has a significant level of flexibility in scheduling courses to accommodate the needs of participating schools/students. The program can also be delivered as a general program offering. In the past, communities that have supported a program offered locally to their Special Education Teacher Assistants have used a range of strategies to ensure that the supports to their Special Education students did not suffer when the Special Education Teacher Assistants were participating in their program of study, including providing substitute personnel to do the Special Education Teacher Assistant’s work when courses were being offered.
3.1. Describe the program structure that includes course/module titles, contact or equivalent hours, required and elective courses, prerequisites, and expected course progression.

All of the courses in the program are required courses. The program does not contain any elective courses, but the Workshops: Topics related to Special Education course provides flexibility for students or stakeholders to include topics of particular interest/relevance.

The program has one course with a prerequisite: students must complete Inclusive Education in Schools Today prior to registering in Understanding and Assisting with Instructional Strategies/Material Preparation. As well, the legal requirements for individuals working in a school and other pertinent orientation information must be provided to students who are admitted into the program after the Orientation course has been offered.

**Courses: Titles and Contact Hours and Recommended Sequence:**

1. Program Orientation: Educational Assistant in the School System 30 Contact Hours
2. Interpersonal Skills and the Educational Assistant 30 Contact Hours
3. Post-Secondary Skills/Basic Skills Development 20 Contact Hours
4. Child and Adolescent Development 30 Contact Hours
5. Aboriginal People and the Educational System 30 Contact Hours
6. Inclusive Education in Schools Today 60 Contact Hours
7. Observation and Record Keeping: General and Curriculum Based 30 Contact Hours
8. Classroom Management and Promoting Good Behaviour 30 Contact Hours
9. Understanding and Assisting with Instructional Strategies/Material Preparation 30 Contact Hours
10. Workshops: Topics Related to Special Education 70 Contact Hours

**Total:** 360 Contact Hours

3.2. Provide a clear rationale for program design.

The revision of the certificate was completed to reflect current practice for educational assistants working in Special Education. The proposed changes strengthen the program’s quality in the area of cultural relevancy, as Aboriginal students and program sponsors are the primary stakeholders for this certificate. The curriculum as revised is more flexible which allows the program to respond more specifically to a program stakeholders’ needs and concerns. The revised certificate curriculum fits the Government of Manitoba Department of Education’s criteria for educational assistants working in Manitoba schools.

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11 This course, Inclusive Education in Schools Today, is a prerequisite course for Course 9: Understanding and Assisting with Instructional Strategies/Material Preparation.
3.3. Identify the teaching method and delivery format.

The teaching method and delivery format for the proposed program will be variable. The delivery format for the original program was described as “a series of week long workshops which will utilize a combination of lectures and experiential learning exercises.” For the revision, the delivery format options are being expanded to allow for courses to be offered in a range of delivery schedules and modes, consistent with the Continuing Education Division’s interest in expanding the use of flexible study and flexible delivery for its programs. Although the preference in offering the Special Education Educational Assistant Certificate is to utilize as much face-to-face instruction as possible, some of the courses may be offered using a mix of face-to-face and other instruction methods, such as teleconference or net-based study, as resources permit. Course contact hours may be offered in a week-long workshop format or in classes spread out over a period of weeks.

3.4. Where will the program be delivered?

Training can be delivered in a central location – in a particular community or another central location off the university campus, contingent on number of students, availability of adequate resources, accessibility to the site, and availability of suitable classroom space.

3.5. Are there existing courses available elsewhere in the Division or the University, that could be used, or modified for use, in the program?

No. Although there are similar courses to the Interpersonal Communications and Child and Adolescent Development courses in other Aboriginal Focus Program certificates and diplomas, the focus of these courses does not address the role of the Educational Assistant. A post-secondary skills/basic skills development course that has similar content is also offered in other AFP programs, but the contact hours vary according to the program.

3.6. Identify and provide course outlines for any existing courses offered by the Division or the University that will be accepted for credit in this program.

Students who have completed the Faculty of Social Work course, 47.208 Interpersonal Communication can apply for transfer of credit for this course towards Interpersonal Skills and the Educational Assistant. No other specific University of Manitoba courses were identified for transfer of credit standing. Students enrolling in the certificate who have related prior post-secondary education will be encouraged to apply for exemptions to specific
courses according to Aboriginal Focus Program’s course credit policy governing transfers and exemptions.\textsuperscript{12}

3.7. If there are degree programs in the same area, is there any provision for transfer of credit, prior learning assessment, or laddering? If not, how can this be justified.

There are no degree programs at The University of Manitoba in the same area. The certificate has transferability of credit of up to six credit hours of unallocated elective credit towards a Bachelor of Education.

4. **RESOURCES**

4.1. Describe the teaching personnel required in the program and their availability.

Aboriginal Focus Programs has established its own instructor database that includes a number of qualified instructors for the courses in the proposed Special Education Educational Assistant Certificate. The program instructors will be selected on the basis of the following criteria:
- a thorough understanding of academic and cultural issues relevant to the particular program/course;
- relevant teaching experience;
- A related graduate degree.

For reasons of cultural relevance and validity of the program, qualified native instructors will normally be utilized.

4.2. What provisions are there for orientation, training, and development of personnel required for the program?

Instructors teaching in Aboriginal Focus Programs are provided with the opportunity to attend workshops on integrating Indigenous perspectives in curricula. Where community-based programs are established, the program director and administrator for the Special Education Educational Assistant Certificate will provide mentoring and practical workshops as needed to on-site program coordinators and administrative staff.

4.3. Do adequate library resources exist to support the program?

\textsuperscript{12} Aboriginal Focus Programs continues to use the course credit policy that was in effect when the area was in Management, Professional and Community Programs.
Yes. It is not expected that this program will be using the University's library resources, as the students will be provided with curriculum packages for each of the courses. However, a letter of support has been requested from The University of Manitoba Libraries.

4.4. What instructional media resources are required to support the program?

It is expected that instructional media resources required to support the program will be available in the community location. In the event that an alternative delivery approach is explored, its use will depend on the availability of the necessary instructional media resources to support it.\(^\text{13}\)

4.5. What laboratory or field placement facilities are required to support the program?

Applicants to the program who are not employed in a related role (see 1.6 and 5.2) will be required to secure a field placement opportunity where they will be involved in providing support to a Special Education student. Aboriginal Focus Programs staff will help to facilitate a field placement agreement if the applicant or field placement supervisor asks for this support, but it is the applicant or sponsor's responsibility to identify and confirm where the student will be completing the required field placement.

4.6. Describe the student counselling and advisory services that will be provided.

The program administrator will be responsible for the provision of academic advising and tutorial support on issues that relate to the student's program of study. The on-site coordinator for community-based programs will also provide these services as per the program agreement.

4.7. Describe any additional resources required for the delivery of the program.

No additional resources have been identified for the delivery of the program. In the event that an alternative delivery/flexible study approach is recommended to offer the program to a particular stakeholder group, the decision will depend on whether the necessary resources can be provided, by The University of Manitoba or by the external stakeholders.

5. OPERATIONS AND MANAGEMENT

\(^{13}\) Under normal circumstances, all audio-visual equipment needed for the community-based delivery of a program will be the responsibility of the program's external stakeholders.
5.1. Advisory/Program Committee.

As the program is typically delivered as a partnership initiative to a particular school or community stakeholder, an ad-hoc advisory committee will be formed for each program. The committee will involve the Program Director, Program Administrator, representatives of the community stakeholder such as the Director of Education, the Principal, the Resource Teacher and other school professionals, to oversee the delivery and evaluation of the program. If Aboriginal Focus Programs determines sufficient interest in a general offering of the certificate, an advisory committee will be formed with representation from student sponsors, instructors and students and program staff.

5.2. Conditions for Admission to the Program.

5.2.1. Students must meet the requirements of the Department of Education or of the participating employer (i.e. First Nations Education Authority) for employment as a Special Education Educational Assistant as well as The University of Manitoba’s General Admission Requirement for Regular, Mature Student Status or Special Students (See: The University of Manitoba Undergraduate Calendar).

5.2.2. All students must be able to complete a minimum of 120 contact hours of supervised field placement to graduate. The field placement is a non-graded component, but is a condition of Admission into the program. It can be accomplished in a number of ways:

- through a student’s employment as a Special Education Educational Assistant in a school;
- through employment or a supervised volunteer placement providing support to Special Education children in a school, or
- through employment or a supervised volunteer placement providing support to Special Education children in a related institutional setting.

The required contact hours of the field placement are to begin after students are admitted into the program, and should be completed by the time students have completed all of the courses required to graduate. In the event that students are not able to complete the 120 contact hours of their field placement before they have taken all of the required courses, the Program Director will meet with the student to determine a course of action for the student to complete the field placement required to graduate.

5.3. Exemptions and/or Transfers

Exemptions and/or transfers will be processed according to Aboriginal Focus Programs course credit policy governing transfers and exemptions.14

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14 Aboriginal Focus Programs continues to use the Course Credit policy that was in effect when the area was in Management, Professional and Community Programs. A formal application must be made by the student that includes transcripts or other information to assess whether prior educational experience(s) can be accorded.
5.4. Outline the development timetable and expected implementation date.

Once the program has met the approval of the Continuing Education Division Council and Senate, arrangements will be made to begin marketing the program with relevant stakeholders. It is expected that the first offering of the revised certificate will begin in the 2004-2005 fiscal year.

5.5. What is the expected frequency of course offerings?

It is expected that where a program offering has been committed, all of the courses in the program will be scheduled and offered within an 18-month period. Where an agreement is made with a community stakeholder to offer the program to Educational Assistants employed in one school, the schedule will be set to minimize both the costs to stakeholders and disruptions to the work of the assistants in the school. In a general offering of the program, a schedule for course delivery will be established that is considerate of the limitations faced by schools interested in supporting Special Education Educational Assistants to participate in professional development. This may translate, for example, to a schedule that slates more courses to be offered during the summer than during the school term.

Students who are not able to complete any of the courses in the program offering in which they enrol will be notified by Aboriginal Focus Programs of options, as these are available, to pick up the courses they need to graduate. Options might include taking the course(s) in a subsequent offering of the program, or completing a course that meets the criteria of equivalency according to Aboriginal Focus Programs policy on course credit.

5.6. What are the minimum, average, and maximum times for completion of the program?

The minimum time for completion is 1 calendar year. The average is 18 months. The maximum time for completion is five years which allows students who miss courses in their program ample opportunity to find the same or equivalent courses and attain the required course credits they need to graduate, or to complete the required field placement.

6. EVALUATION

6.1. Student Evaluation

6.1.1. Describe the type of student evaluation to be used.

equivalency to a course in the program to qualify for exemption or transfer. The instructor who taught/will teach the course being considered for exemption/transfer completes the assessment, and a course credit committee in Aboriginal Focus Programs makes the final decision.
The participants will be evaluated using a number of methods, including but not limited to in-class presentations, written assignments, case studies, and experiential exercises. Academic assessment will adhere to the regulations and requirements stated in the University's Responsibilities of Academic Staff to Student Policy and relevant Continuing Education Division/Aboriginal Focus Programs policies.

6.1.2. Describe the grading system.

All of the courses will utilize a letter grade according to The University of Manitoba’s Grading Scale, with the exception of the Workshops course, which will be graded as “Pass” or “Fail”.

6.1.3. Identify the criteria for successful completion of the program.

Students must complete each course in the program with a minimum grade of D and a “Pass” for the Workshops: Topics Related to Special Education course. Students must attain an overall GPA of C+ or higher to be accorded the certificate. Students will be required to submit a letter from an official representative from the school or organization where they completed their field placement that confirms that the student has completed 120 contact hours of supervised field placement.

6.2. Instructor Evaluation

6.2.1. Describe the type of instructor evaluation to be used.

All program instructors will be evaluated after each course by the use of the SEEQ course evaluation completed by the students. On-going informal debriefing with instructors will also form part of the instructors’ evaluation. Evaluation information as per SEEQ policy will be shared with instructors.

6.3. Course/Program Evaluation

6.3.1. Describe the type of evaluation to be used.

Course evaluations will be completed by the students at the end of each course, and program evaluations will be completed by Aboriginal Focus Programs at the end of each program. A mid-program review may be used to evaluate the overall progress of program delivery. A formal review of all aspect of the program: of curriculum, students and stakeholders’ satisfaction, instructional quality, cost effectiveness, administration, partnership arrangements, delivery methodologies and marketability and will be conducted on an as-needed basis.
6.3.2. Describe the procedures and frequency of evaluation.

The procedures for each evaluation (as noted in 6.3.1) vary. Course evaluations procedures are set by SEEQ; program-end evaluations procedures are determined by the Program Director. Formal evaluations of the program will conform to procedures and frequency as determined by the Continuing Education Division policy concerning program reviews, and/or as determined by the Area or Program Director responsible for the certificate.

6.3.3. Who is responsible for conducting the evaluation?

Aspects of the program evaluation can be delegated or contracted out but the responsibility for conducting the evaluation remains with the Program Director.
Special Education Educational Assistant Certificate

Course Outlines
Course Outline
(Typical)

PROGRAM ORIENTATION – EDUCATIONAL ASSISTANT IN THE SCHOOL SYSTEM

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 30


COURSE OBJECTIVES:
This course orientates the students to the Special Education Educational Assistant program and course expectations. It examines the role of the teacher assistant within the school team and the specific skills necessary to successfully perform job duties. Students will be introduced to theories of learning, personal learning styles and multiple intelligences. Personal and professional goal setting will be implemented through the PATH process.

REPRESENTATIVE TOPICS:
• the role of the teacher assistant within the school team
• confidentiality
• learning style(s)
• Gardner’s multiple intelligences
• personal and professional goals

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Program Orientation-Educational Assistant in the School System

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted  ___ Introduced  X Modified  ___ Not Currently Offered  ___ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 20 04 / 20 05 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( X )  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been updated to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL
APPROVAL:  Barbara Lavallee  Signature  Jan 9/04

FACULTY/SCHOOL
APPROVAL:  Bill Kops  Print Name  Signature  Date

- 45 -
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

*Proposed Calendar/Brochure Entry*

This course orientates the students to the Special Education Educational Assistant program and course expectations. It examines the role of the teacher assistant within the school team and the specific skills necessary to successfully perform job duties. Students will be introduced to theories of learning, personal learning styles and multiple intelligences. Personal and professional goal setting will be implemented through the PATH process.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

*Supporting Documentation*

The following items are attached to and form part of this proposal:

- [X] Course outline
  
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. **Note: No more than one page in length.**

- Statement from subject librarian(s) as to library resources
  
  **Note:** The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- Statement of additional costs, workload, and/or supplies

- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation

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FORM APPROVED BY SENATE - JULY 1993
Course Outline
(Typical)

INTERPERSONAL SKILLS AND THE EDUCATIONAL ASSISTANT

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 30

TEXTBOOK (current or proposed): Textbooks to be identified by the instructor

COURSE OBJECTIVES:
The Interpersonal Skills course is designed as an introduction to effective communication. It focuses on specific aspects of effective and ineffective communication; and provides students with an understanding of effective communications concepts and their application in the classroom.

REPRESENTATIVE TOPICS:
- interpersonal communication theory
- communication norms in Aboriginal languages
- effective attending behavior
- feedback
- group leadership skills
- ethical practices
- value orientations

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Interpersonal Skills and the Educational Assistant

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted  ___ Introduced  __X__ Modified  ___ Not Currently Offered  ___ Reactivated

To become effective in the _______________ 2003 - 2004 _______________ session.

To be included in the 20__04__ / 20__05__ General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( X )    NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course title change only.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL APPROVAL: Barbara Lavallée

FACULTY/SCHOOL APPROVAL: Bill Kops

Print Name  Signature  Date
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

The Interpersonal Skills course is designed as an introduction to effective communication. It focuses on specific aspects of effective and ineffective communication; and provides students with an understanding of effective communication concepts and their application in the classroom.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- **X** Course outline
  
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

- Statement from subject librarian(s) as to library resources
  
  Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- Statement of additional costs, workload, and/or supplies

- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation

FORM APPROVED BY SENATE - JULY 1993
Course Outline
(Typical)

POST SECONDARY SKILLS/BASIC SKILLS DEVELOPMENT

FORMAT (normal): Workshop format or weekly classes
CONTACT HOURS: 20

COURSE OBJECTIVES:
The purpose of this course is to enhance the participants’ written, oral and study skills in order to prepare them academically for the program as well as increase their effectiveness in the classroom (on the job). The course will involve reading professional articles and text, researching a topic of interest and writing a well-organized essay.

REPRESENTATIVE TOPICS:
- appropriate punctuation and paragraph structure
- effective note taking
- how to access professional information for research purposes
- how to research a topic and create an appropriate essay outline
- thesis statements
- how to reference
- presentation skills
- time management

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Post Secondary Skills/Basic Skills Development

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

_____ Deleted  _____ Introduced  X  Modified  _____ Not Currently Offered  _____ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 20 04 / 20 05 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( X )  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been updated to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL APPROVAL: Barbara Lavallee [Signature] Jan 04

FACULTY/SCHOOL APPROVAL: Bill Kops [Signature] Jan 04
B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

The purpose of this course is to enhance the participants' written, oral and study skills in order to prepare them academically for the program as well as increase their effectiveness in the classroom (on the job). The course will involve reading professional articles and text, researching a topic of interest and writing a well-organized essay.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- [ ] Course outline
  
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

- [ ] Statement from subject librarian(s) as to library resources
  
  Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- [ ] Statement of additional costs, workload, and/or supplies

- [ ] Statement(s) from other Departments, Faculties or Schools on possible overlap

- [ ] Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- [ ] Revised Program Descriptions for all programs using this course

- [ ] Additional documentation

H:\AFPS\SETA\CertCrsPS-SklsDevel.doc FORM APPROVED BY SENATE - JULY 1993
Course Outline
(Typical)

CHILD AND ADOLESCENT DEVELOPMENT

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 30

TEXTBOOK (current or proposed): Textbooks to be identified by the instructor

COURSE OBJECTIVES:
This course will examine factors pertaining to child growth and development and analyze various theories that seek to explain normal child development. States of physical, cognitive, language, social/emotional and behavioural development of children will be examined and applied to the classroom experience.

REPRESENTATIVE TOPICS:
- development theories
- traditional Aboriginal perspectives on child development
- milestones of normal physical development
- Piaget’s cognitive development
- language development
- Erikson’s eight stages of social/emotional development
- effects of environment on development
- indicators of abuse and neglect
- the impact of community value frameworks on the development of children in the community

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Child and Adolescent Development

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted  ___ Introduced  ___ Modified  ___ Not Currently Offered  ___ Reactivated

To become effective in the ___ 2003 - 2004 ___ session.

To be included in the 2004/2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES (X)  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been introduced to reflect current practice in the field. This course replaces "Factors that Affect Human Development"

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL APPROVAL: Barbara Lavallee
FACULTY/SCHOOL APPROVAL: Bill Kops

Print Name  Sign  Date

Jan 9/04  Jan 9/04
## B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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## C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

### Proposed Calendar/Brochure Entry

This course will examine factors pertaining to child growth and development and analyze various theories that seek to explain normal child development. States of physical, cognitive, language, social/emotional and behavioral development of children will be examined and applied to the classroom experience.

## D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

### Supporting Documentation

The following items are attached to and form part of this proposal:

- X **Course outline**
  - Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

- Statement from subject librarian(s) as to library resources
  - Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- Statement of additional costs, workload, and/or supplies

- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation
Course Outline
(Typical)

ABORIGINAL PEOPLE AND THE EDUCATIONAL SYSTEM

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 30


COURSE OBJECTIVES:
This course explores the history of Aboriginal Education in Canada and the impact of this history on the education of Aboriginal students today. Cultural relevance in education will be examined.

REPRESENTATIVE TOPICS:
- the history of Aboriginal education in Canada
- key issues in the educational system that are impacting on the delivery of education in Aboriginal communities
- adapting special education resource, projects and programs to meet the educational needs of Aboriginal students in a manner that respects their culture

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Aboriginal People and the Educational System

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:  
____ Deleted  ____ Introduced  X Modified  ____ Not Currently Offered  ____ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 2004 / 2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?  
YES ( X )  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL
APPROVAL: Barbara Lavallee  Jan 9/04
FACULTY/SCHOOL
APPROVAL: Bill Kops  Jan 9/04
Print Name  Signature  Date
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

This course explores the history of Aboriginal Education in Canada and the impact of this history on the education of Aboriginal students today. Cultural relevance in education will be examined.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- [X] Course outline

  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

- Statement from subject librarian(s) as to library resources

  Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- Statement of additional costs, workload, and/or supplies

- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation

H:\AFP\SETA\CertCrsAborigPeople.doc FORM APPROVED BY SENATE - JULY 1993
INCLUSIVE EDUCATION IN SCHOOLS TODAY

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 60


COURSE OBJECTIVES:
This course will explore the philosophical rationale underlying inclusive education, the organization of Special Education Services and the variety of options available to students today. Students will become familiar with government mandate as well as current issues and future directions in the field of Special Education. The full range of students with special needs and their learning implications will be studied in relation to current inclusion practices.

REPRESENTATIVE TOPICS:
- common terms in the field of special education
- the history of Special Education and the rationale underlying inclusive education
- individualized educational plans IEP
- strategies to facilitate integration into various inclusive settings
- strategies that promote student independence in the inclusive classroom
- characteristics and learning implications of learning disabilities, ARND, EBD, speech/language disorders, hearing loss, visual impairments, LD, autism, physical disabilities (including CP), chronic illness (health issues) and general cognitive delay

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Inclusive Education in Schools Today

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted  ___ Introduced  ___ Modified  ___ Not Currently Offered  ___ Reactivated

To become effective in the ___________ 2003 - 2004 ___________ session.

To be included in the 20 ______ / 20 ______ General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( X )  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL
APPROVAL: Barbara Lavallee  ____________________________  Jan. 09/04

FACULTY/SCHOOL
APPROVAL: Bill Kops  ____________________________  Jan. 09/04

Print Name  Signature  Date
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

This course will explore the philosophical rationale underlying inclusive education, the organization of Special Education Services and the variety of options available to students today. Students will become familiar with government mandate as well as current issues and future directions in the field of Special Education. The full range of students with special needs and their learning implications will be studied in relation to current inclusion practices.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

X Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. Note: No more than one page in length.

Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

Statement of additional costs, workload, and/or supplies

Statement(s) from other Departments, Faculties or Schools on possible overlap

Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

Revised Program Descriptions for all programs using this course

Additional documentation

FORM APPROVED BY SENATE - JULY 1993
OBSERVATION AND RECORD KEEPING: GENERAL AND CURRICULUM BASED

FORMAT (normal): Workshop format or weekly classes
CONTACT HOURS: 30
TEXTBOOK (current or proposed): Textbooks to be identified by the instructor

COURSE OBJECTIVES:
This course focuses on development of observation and record keeping skills commonly used by teacher assistants working with special needs students.

REPRESENTATIVE TOPICS:
- record keeping
- observing, charting, analyzing and explaining specific student behavior
- documentation
- curriculum areas and expected outcomes

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Observation and Record Keeping: General and Curriculum Based

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted   ___ Introduced   X ___ Modified   ___ Not Currently Offered   ___ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 2004 / 2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( X )   NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL
APPROVAL: Barbara Lavallee  Jan 9/04
FACULTY/SCHOOL
APPROVAL: Bill Kops  Jan 9/04
Print Name  Signature  Date
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

This course focuses on development of observation and record keeping skills commonly used by teacher assistants working with special needs students.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

X Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. Note: No more than one page in length.

Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

Statement of additional costs, workload, and/or supplies

Statement(s) from other Departments, Faculties or Schools on possible overlap

Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

Revised Program Descriptions for all programs using this course

Additional documentation

FORM APPROVED BY SENATE - JULY 1993
Course Outline
(Typical)

CLASSROOM MANAGEMENT AND PROMOTING GOOD BEHAVIOR

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 30

TEXTBOOK (current or proposed): Textbooks to be identified by the instructor

COURSE OBJECTIVES:
This course examines proactive classroom management and investigates approaches that are useful for dealing with common behavior disruptions. Students will understand their own reactions to situations and develop techniques to resolve conflict. Practical guidelines and approaches to setting limits will be taught.

REPRESENTATIVE TOPICS:
- general behavioural expectations of children corresponding to development
- positive approaches to guiding children's behavior
- classroom management styles
- discipline, punishment and natural consequences
- setting limits

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Classroom Management and Promoting Good Behavior

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted    ___ Introduced    X Modified    ___ Not Currently Offered    ___ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 2004 / 2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES ( ) NO ( X )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL APPROVAL: Barbara Lavallee

FACULTY/SCHOOL APPROVAL: Bill Kops

Print Name Signature Date
B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

This course examines proactive classroom management and investigates approaches that are useful for dealing with common behavior disruptions. Students will understand their own reactions to situations and develop techniques to resolve conflict. Practical guidelines and approaches to setting limits will be taught.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- [x] Course outline
  
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. **Note: No more than one page in length.**

- Statement from subject librarian(s) as to library resources
  
  Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

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- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation
Course Outline
(Typical)

UNDERSTANDING AND ASSISTING WITH INSTRUCTIONAL STRATEGIES/MATERIAL PREPARATION

FORMAT (normal): Workshop format or weekly classes
CONTACT HOURS: 30
TEXTBOOK (current or proposed): Textbooks to be identified by instructor
PREREQUISITE: Inclusive Education in Schools Today

COURSE OBJECTIVES:
This course focuses on learning how to apply varied strategies, materials, activities and games to support the development of basic skills to meet IEP goals for special needs students. It builds on the knowledge introduced in course VI. Students will be able to make and/or adapt materials for their own use in the classroom. Note: Course number VI “Inclusive Education in Schools Today” is a prerequisite.

REPRESENTATIVE TOPICS:
In relation to the IEP document, students will be able to:

- explain the purpose of the IEP, who developed the IEP, the goals of the IEP and the TA’s role in achieving goals
- recognize a wide variety of available resources for use with special needs students
- name common strategies for supporting learners with special needs
- describe at least five activities to meet a group of ten common (already established) IEP goals
- prepare at least five activities that could be used with the group of IEP goals that have been chosen
- demonstrate one of these activities to the class and explain how it accomplishes the goal(s)

STUDENT ASSESSMENT:
Students will receive a grade in the course based upon a final examination and/or term work (examples may include but are not limited to reports, essays, presentations, journals, projects, tests).
PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division  Department: Aboriginal Focus Programs

Course Name: Understanding and Assisting with Instructional Strategies/Material Preparation

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

___ Deleted  ___ Introduced  ___ Modified  ___ Not Currently Offered  ___ Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 2004 / 2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES (X)  NO ( )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL
APPROVAL: Barbara Lavallee  Signature  Date

FACULTY/SCHOOL
APPROVAL: Bill Kops  Print Name  Date
B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

This course focuses on learning how to apply varied strategies, materials, activities and games to support the development of basic skills to meet IEP goals for special needs students. It builds on the knowledge introduced in course VI. Students will be able to make and/or adapt materials for their own use in the classroom. Note: Course number VI "Inclusive Education in Schools Today" is a prerequisite.

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- [X] Course outline
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. Note: No more than one page in length.

- Statement from subject librarian(s) as to library resources
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- Statement(s) from other Departments, Faculties or Schools on possible overlap

- Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- Revised Program Descriptions for all programs using this course

- Additional documentation

FORM APPROVED BY SENATE - JULY 1993
Course Outline
(Typical)

WORKSHOPS: TOPICS RELATED TO SPECIAL EDUCATION

FORMAT (normal): Workshop format or weekly classes

CONTACT HOURS: 70

TEXTBOOK (current or proposed): Textbooks to be identified by instructor

COURSE OBJECTIVES:
The 70 Contact Hours of workshops compliment the other courses in the Special Education Educational Assistant Certificate. The workshops support students in exploring the broader and more practical application of instructional information. This course is intended to:

- improve the student’s understanding of historic and contemporary issues in Aboriginal education
- critically analyze these issues
- emphasize Aboriginal viewpoints and the cultural, historical and educational setting
- develop the ability to adapt special education resources, projects and programs to meet the needs of Aboriginal students

REPRESENTATIVE TOPICS:
The list of workshops included are only recommendations of suitable workshop topics. It is not an exhaustive list. They are based on the evolving needs and interests of the local community.

- Understanding Learning Disabilities
- Developing Capable People
- First Aid and CPR
- Medically Fragile Students in Schools
- Bullying in Schools
- Developing Leadership Skills
- Cultural Sensitivity
- Math Skills in 2002
- Addictions
- Learning Activities in the Home (Games)
- Promoting Good Behavior
- Dealing with FAS
- Dealing with Difficult Behavior
- Computer and Internet Use
- Working with the Family
- Brain Development
- ADD/ADHD
- Language and Literacy Development
- Aboriginal Health
- Adapted Devices for Students and Special Needs
- Stimulating Infants, Toddlers & Preschoolers
- Wellness

STUDENT ASSESSMENT:
The workshops are not graded, but the student’s participation in each workshop submitted towards the required 70 contact hours must be verified in writing by the instructor of each workshop. Each workshop session of the required 70 contact hours for this course should involve a minimum of five and a maximum of 10 contact hours.
A. TO BE COMPLETED FOR ALL PROPOSALS

Faculty: Continuing Education Division   Department: Aboriginal Focus Programs

Course Name: Workshops: Topics Related to Special Education

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

X Deleted   Introduced   Modified   Not Currently Offered   Reactivated

To become effective in the 2003 - 2004 session.

To be included in the 2004/2005 General Calendar.

Is this course listed as a required course or a formal elective course in any University program?

YES (X)   NO (   )

Existing Calendar/Brochure Entry
(Only for a deleted, modified, not currently offered or reactivated course)

(Will appear in the Aboriginal Focus Programs brochure)

Reasons for Change

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Course has been added to reflect current practice in the field.

Frequency of Offering (See Guidelines)

As required by Program offerings.

Signatures

DEPARTMENTAL APPROVAL: Barbara Lavallee
FACULTY/SCHOOL APPROVAL: Bill Kops

Print Name  Signature  Date
THE UNIVERSITY OF MANITOBA

PROPOSAL FOR UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

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C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

The 70 Contact Hours of workshops compliment the other courses in the Special Education Educational Assistant Certificate. The workshops support students in exploring the broader and more practical application of instructional information. This course is intended to:

- Improve the students' understanding of historic and contemporary issues in Aboriginal education
- Critically analyze these issues
- Emphasize Aboriginal viewpoints and the cultural, historical and educational setting
- Develop the ability to adapt special education resources, projects and programs to meet the needs of Aboriginal students

D. TO BE COMPLETED FOR ALL CHANGES AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

- [X] Course outline
  Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. Note: No more than one page in length.

- [ ] Statement from subject librarian(s) as to library resources
  Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

- [ ] Statement of additional costs, workload, and/or supplies

- [ ] Statement(s) from other Departments, Faculties or Schools on possible overlap

- [ ] Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

- [ ] Revised Program Descriptions for all programs using this course

- [ ] Additional documentation

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FORM APPROVED BY SENATE - JULY 1993

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APPENDIX A:

The table shows course equivalencies and contact hours between the original Special Education Educational Assistant Certificate and the revision.

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<td>4) Child and Adolescent Development (30 hrs)</td>
<td>Redeveloped curriculum Reduced Contact Hours (-30 hrs)</td>
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<td>Problems and Issues in Special Education (60 hrs)</td>
<td>5) Aboriginal People and the Educational System (30 hrs)</td>
<td>Redeveloped curriculum Reduced Contact Hours (-30 hrs)</td>
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<td>Foundations of Teaching (60 hrs)</td>
<td>6) Inclusive Education in Schools Today (60 hrs)</td>
<td>Redeveloped curriculum</td>
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<td>Methods 1 (30 hrs)</td>
<td>7) Observation and Records Keeping: General and Curriculum Based (30 hrs)</td>
<td>Redeveloped curriculum for all three courses. No change in Contact Hours</td>
</tr>
<tr>
<td>Methods 2 (30 hrs)</td>
<td>8) Classroom Management and Promoting Good Behaviour (30 hrs)</td>
<td></td>
</tr>
<tr>
<td>Methods 3 (30 hrs)</td>
<td>9) Understanding and Assisting with Instructional Strategies/ Material Preparation (30 hrs)</td>
<td></td>
</tr>
<tr>
<td>Resource Sharing (30 hrs) Practicum (40 hrs)</td>
<td>10) Workshops: Topics Related to Special Education (70 hrs)</td>
<td>Eliminated 70 Contact hours of Practicum, and Resource Sharing, added 70 hrs of Workshops</td>
</tr>
<tr>
<td><strong>Total Contact Hours: 450 hrs</strong></td>
<td><strong>Total Contact Hours: 360 hrs</strong></td>
<td><strong>Difference: -90 Contact Hours</strong></td>
</tr>
</tbody>
</table>

Field placement. Non-evaluated, program requirement where students are not in a SETA related role. Specified 120-hour supervised field placement set as an Admissions requirement for applicants not employed in an appropriate educational setting.
APPENDIX B:

CONTINUING EDUCATION DIVISION
MISSION and STRATEGIC PRIORITIES
2003-04

Preamble:

This document is the 2003-2004 statement of the Continuing Education Division’s strategic priorities and action plans. It describes the main intended areas of change or expanded activity for the next 12 months. Ongoing programs and activities of the Division are important continuing commitments even if they are not specifically referenced in this document. This document is intended to guide budgeting, staff allocation, and program activity at the Division level and serve as the framework within which area plans for 2003-2004 are developed (see Appendix A for area plans for 2003-2004).

It is understood that CED’s mission to provide accessible, continuing learning opportunities must be accomplished within a cost recovery environment in ways that integrate CED into, and further the goals and priorities of, the University.

The Continuing Education Division Mission
Our mission is to advance lifelong learning in Manitoba and beyond by assisting individuals to achieve personal and professional goals.
We are committed to:
• Leadership and excellence in teaching, research, and service in adult and continuing education and related fields;
• Equality of opportunity and increased access to the educational resources of the University and the community;
• Partnerships in learning with individuals and groups inside and outside the University.

To achieve this mission, we work with faculties and community groups to promote accessibility to degree credit studies, and to develop programming that addresses specific community needs for lifelong learning opportunities. Our activities are best be characterized as “outreach”, a general term for making the university’s resources available in innovative, alternative, or “nontraditional” forms, locations, or times to address the specific needs of a wide group of learners and the general public. There are seven major program areas in CED: ACCESS Programs, Summer Session, Distance Education, General Studies, Aboriginal Focus Programs, Management Professional and Community Programs, and English Language Studies.

1.1.1 Strategic Priorities

We are committed to six strategic priorities as the vehicles to achieve our mission:
1. Program Quality
2. Innovative Programming and Delivery
3. Partnerships
4. Research
5. Organizational Effectiveness
6. Healthy Workplace
Strategic Priority 1: Program Quality

Program Quality: High quality programs depend on excellent teaching, up-to-date course content, well designed courses and programs that meet learners needs, appropriate learner supports and services, recognition for prior learning through assessment methods and program linkages, and ongoing information gatherings from learners, instructors and other stakeholders about our programs and services. Program quality supports learner recruitment, retention, success, and satisfaction.

Strategic Priority 2: Innovative Programming and Delivery

Innovative Programming and Delivery: Innovation in program design and delivery requires that we identify and respond proactively to learners changing needs, reach out to new or underserved groups of learners, design and deliver programs in ways that increase flexibility and optimize the use of resources, and use learning technologies appropriately and effectively. Innovation in programming and delivery ensures new program development, program evaluation and renewal, flexible delivery approaches that meet learners needs, and increased access to learning opportunities.

Strategic Priority 3: Partnerships

Partnerships: To achieve our mission and, through outreach, to advance the goals and interests of the University of Manitoba, CED must develop, maintain, and extend collaborative, mutually beneficial partnerships that link the resources of the institution to the needs of external communities. Our partnerships include academic and administrative units within the University, local, national and, where appropriate, international community groups and organizations, and academic/professional associations that support the academic work in CED.

Strategic Priority 4: Research

Research: To inform programming and to contribute to the University’s research and scholarship goals, CED is committed to developing research capacity and increasing research activity by supporting research on practice, by building applied research skills through staff development, and by recognizing and promoting the research accomplishments of staff.

Strategic Priority 5: Organizational Effectiveness

Organizational Effectiveness: To operate effectively, we must promote fiscal responsibility, good management practice, strategic marketing, service quality and satisfaction, and efficient work processes throughout the organization that balance learner needs with organizational requirements. Effectiveness requires that we define standards, set clear expectations, provide training, evaluate outcomes, give feedback, and involve all staff in identifying ways to improve the value of the work we do.

Strategic Priority 6: Healthy Workplace

Healthy Workplace: A healthy workplace supports cooperation and teamwork, open communication, participation, respect, staff development, equity, the contribution of every individual, job satisfaction, comfort, and safety.
APPENDIX C: (see insert, next page)

The Province of Manitoba
Special Education Review Initiative
Appropriate Educational Programming

(Available at: www.edu.gov.mb.ca)
Bill 17, The Public Schools Amendment Act (Appropriate Educational Programming), was introduced by the Manitoba Government in April 2003. This amendment to The Public Schools Act will ensure that all students in Manitoba are entitled to receive appropriate educational programming that fosters their academic and social life of the school. This legislation will assist all students, particularly those with special needs, in receiving the appropriate educational services they require.

PHILOSOPHY OF INCLUSION
The proposed legislation supports Manitoba's philosophy of inclusion, which states:
Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

SPECIAL EDUCATION REVIEW
The proposed legislation supports Manitoba's philosophy of inclusion, which states:
Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

The Province of Manitoba make changes to Manitoba’s legislation in order to achieve consistency with the Charter of Rights and Freedoms, particularly to ensure the right to equality as it is understood in Canada and relates to the right of access to education for exceptional children. (B.S.I., p. 31)

The review also provided direction on the conditions required for appropriate educational programming:

- Instruction must be specially designed, follow proper evaluation, offer the student an opportunity to benefit, conform with the requirements of an Individual Education Plan, and be inclusive.
- It must be in the proper education setting.
- The school must observe procedural safeguards.

Several recommendations from the Special Education Review are addressed through the regulations, policies, and guidelines that will accompany the main legislation. This legislation also supports the consultation paper entitled Follow-up to the Special Education Review: Proposals for a Policy, Accountability, and Funding Framework, released in September 2001.

REGULATIONS, POLICIES, AND GUIDELINES
The specific details on the regulations, policies, and guidelines that will accompany the proposed legislation are being drafted and will be shared with educational stakeholders over the next three months. The broad areas to be addressed by these regulations, policies, and guidelines will:

- require a special education plan for students who require modified course content or individualized programming
- require meaningful involvement for the parents and students in the development and review of the Individual Education Plan
- require a resolution process for instances when there is a dispute between parents and educators
- ensure that student services plans are developed annually by schools/divisions/districts with input from families and the community
- ensure that schools offer a continuum of supports and services that will meet the needs of students
- inform parents in a timely fashion of any changes in programming, procedures, and delivery of specialized services used to accommodate their child
- ensure that decisions about instructional environment (placement) are based on inclusion and provide the most enabling environment
- ensure that disability is taken into account in making disciplinary decisions
- ensure decisions involving students with special needs be based on appropriate and well-documented assessments
- require school boards to develop policies and procedures consistent with the service standards in provincial policy

INVOLVING PARENTS, FAMILIES, AND COMMUNITIES
As the proposed regulations, policies, and guidelines are developed, the Manitoba Government intends to share the proposals through regional meetings. These consultations will provide opportunities for schools, parents, and communities to share concerns regarding local issues. Watch your local newspaper for information on the regional consultation meetings.

Prior to the final assent of the new legislation on "appropriate educational programming," schools will need to examine their existing procedures and policies regarding students with diverse needs. This is an excellent opportunity for schools to work with parents and community members to plan for the implementation of the new legislation.

Available at:
www.edu.gov.mb.ca
APPENDIX D: (see inserts, next page)

Letters of Support
University of Manitoba – Faculty of Education
Government of Manitoba – Education and Youth
October 29, 2003

Ms Barbara Lavallee
Area Director
Aboriginal Focus Programs
174N Continuing Education Complex
University of Manitoba
R3T 2N2

Dear Ms. Lavallee:

Re: Endorsement of Special Education Educational Assistant Certificate Program Proposal

I have carefully examined the revised Endorsement of Special Education Educational Assistant Certificate Program Proposal. I believe it represents a significant advance in the support for special education children and a wonderful opportunity for those potentially interested in becoming competent educational assistants. Finally, I believe it is a breakthrough in providing meaningful opportunities for those who are capable of making a significant contribution to the education of our aboriginal children, but who have been unable to because of current barriers.

I offer my full support to the development and implementation of this program – the need is great.

Yours sincerely,

[Signature]

John R. Wiens, Ph.D.
Dean

/lk
November 13, 2003

Rainey Gaywish, Program Director
Aboriginal Focus Programs
c/o Program Review Committee
174M Continuing Education Complex
The University of Manitoba
Winnipeg MB R3T 2N2

Dear Rainey Gaywish:

Please accept this letter in response to your request for a letter of support for the Special Education Educational Assistant Certificate (SEEA). I have briefly reviewed the course outlines and proposed changes to the former SETA Certificate Program. The changes seem to be congruent with the direction Manitoba Education and Youth is moving toward. Manitoba Education and Youth is currently developing a Framework for the Development of Educational Assistant Competencies. The Framework Document is scheduled for release in the spring of 2004.

Yours truly,

Helga Berger
Consultant
LIBRARY SUPPORT FOR PROPOSED COURSE CHANGES

(The signatures appended indicate that those signing support the statement made by the bibliographer whose comments are attached. They do not necessarily indicate that the library has the resources to support the course change as outlined in the departmental submission)

NAME OF PROGRAM

Faculty: Continuing Education Division
Department: Aboriginal Focus Programs
Course no. and name: Special Education Educational Assistant Certific

SUPPORT STATEMENT

PREPARED BY: Lyle Ford (Bibliographer)

APPROVED BY: 
Jan Homer (signature) (Coordinator, Collections Management)

(Director of Libraries) (signature)

DATE: April 13, 2004
The proposed new Special Education Educational Assistant Certificate will add ten courses in the Aboriginal Focus Programs. In our conversation of April 12th, you said that students would not require extensive library support because they will purchase textbooks and course packs. In my opinion, the Libraries can support this certificate.

This assessment of library resource support for the proposed program is based on the following measures:

1) A check of the bibliographies supplied with the individual course descriptions;
2) Searches of BISON on the terms "learning outcomes," "classroom management," "inclusive education," and "Aboriginal education;"

The results of the measures are as follows:

1) A check of the bibliographies supplied with the individual course descriptions;
   All told, the course descriptions contain citations to 21 monographs. A check of the Libraries catalogue reveals that we hold 19 (90.5%) of these items. In addition, we hold multiple copies of 8 of the titles.

2) Searches of BISON on the terms "learning outcomes," "classroom management," "inclusive education," and "Aboriginal education;"

These search terms were selected from the course descriptions in order to provide some indication of subject coverage. The results are as follows:

A keyword search of the term "Learning outcomes" retrieved 33 items published between 1999 and 2004.

A subject search of the term "classroom management" retrieved 42 items published between 1999 and 2004.

A keyword search of the term "inclusive education" brought back a list of 95 items published between 1999 and 2004. Two of the items (Access to academics for all students: critical approaches to inclusive curriculum, instruction, and policy and Peabody Journal of Education) are electronic resources, available to all students, faculty and staff registered with the University of Manitoba.

A keyword search of the term "Aboriginal education" retrieved 82 items published between 1999 and 2004. Two of the items (Aboriginal peoples and post-secondary education: what educators have learned and Aboriginal learners in selected adult learning centres in Manitoba) are electronic resources, available to all students, faculty and staff registered with the University of Manitoba.

Conclusion
In conclusion, library support for the proposed Special Education Educational Assistant Certificate is sufficient. The measures described above indicate a good level of coverage for topics that will be addressed in the classes, especially considering that students will be relying primarily on textbooks and course packs. Ongoing collection development to
support courses offered by the Faculty of Education also will benefit students enrolled in the Special Education Educational Assistant Certificate.
FYI – this satisfies the requirements of the CED council motion re: transfer of credit. According to my records, the letter from the Library remains outstanding.

Bill

-----Original Message-----
From: David Jenkinson [mailto:jenkinso@Ms.UManitoba.CA]
Sent: Tuesday, March 30, 2004 4:00 PM
To: Bill Kops
Subject: SEEA Transfer of Credit

Hi Bill:

Jon and I have discussed this matter and the statement below represents where we are in our thinking.

Dave.

"Whereas the Special Education Education Assistant (SEEA) certificate proposed by the Continuing Education Division is a revision of the previous Special Education Teacher Assistant (SETA) certificate that has been reviewed by the coordinator of our Inclusive Special Education area group (Dr. Evans), and that past practice was to recognize the completed certificate as eligible for six credit of unallocated credit in a B.Ed., the Faculty of Education is comfortable continuing this arrangement. We also look forward to a more extensive discussion with CEDI whereby the Faculty may be able to offer additional credit for the completion of this certificate."
Bill Kops

From: Barbara Lavallee
Sent: Monday, January 12, 2004 4:40 PM
To: Bill Kops
Cc: Rainey Gaywish; Freda Stitz
Subject: Formal Proposal Special Education Educational Assistant Certificate

Hi Bill,

Adaire Wild has provided you with a copy of the Special Education Educational Assistant Certificate formal proposal. This proposal has been completed as if it were a new proposal for an existing certificate, the Special Education Teacher Assistant Certificate. It has been renamed, Special Education Educational Assistant with revisions to improve, update the program’s overall program quality. As Rainey Gaywish, the Program Developer, indicates “The proposed program changes strengthen the relevance of the program to Aboriginal stakeholders by including curriculum on the history of Aboriginal education and on issues that are relevant to the provision of services to Aboriginal special education students. The curriculum has been updated to reflect current practice for educational assistants in the field of special education through the revision of some courses within the existing course envelope or through adding or reorganizing course curriculum.” (p.1 of proposal). The AFP Area is in agreement with the certificate changes in the proposal.

As you are aware this certificate proposal was started under the “old” Proposal guidelines and the approval process has been delayed for various reasons. One reason being the proposal was caught in the transition of staff responsibilities and in the implementation stage of the “old” to “new” proposal guidelines therefore often there was confusion about what guidelines this proposal should use and the proposal requirements. I want to extend my appreciation to the PRC members and Rainey Gaywish who all persisted in helping to get the final draft done.

A letter from the UM library is still outstanding but will be forthcoming, basically to say the certificate will not be requiring their resources.

you need anything further please let me know.

Barbara Lavallee
Area Director, Aboriginal Focus Programs
Continuing Education Division
University of Manitoba
Canada, R3T 2N2
ph # 204-474-6962
toll free # 1-888-216-7011 ext. 6962
fax # 204-474-7660
lavallee@ms.umanitoba.ca
APPENDIX E: (see insert, next page)

Copy of Graduate Certificate
This is to certify that on the 24th day of June, 2001

Successfully completed the certificate program in

Special Education Educational Assistant
Report of the Senate Committee on Awards respecting Awards - May 31, 2004 (Part A)

Preamble

The Senate Committee on Awards (SCOA) terms of reference include the following responsibility:

"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under Policy No. 419, such offers shall be submitted to Senate for approval." (Senate, April 5, 2000)

At its meeting on May 31, 2004 SCOA reviewed 10 new awards offers, 16 award amendments, and one award withdrawal and reports as follows.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 10 new awards, 16 award amendments and one award withdrawal as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated May 31, 2004). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Professor R. Baydack, Chair
Senate Committee on Awards

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

OAKES-RIEWE ABORIGINAL-ENVIRONMENTAL STUDIES RESEARCH AWARD

Professors Jill Oakes (Environment) and Rick Riewe (Zoology) of the University of Manitoba have established an endowment fund at the University, through a generous personal donation and a matching contribution from the Manitoba Scholarship and Bursary Initiative. The available annual income from the fund shall support awards for graduate students conducting environmental research which includes Aboriginal peoples’ perspectives. The awards, ranging in size from $500 to $5000*, will be offered (for the first time in 2004) to graduate students who:

1. are enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba, either in a Master's or a Ph.D. program; and

2. are conducting or have proposed to conduct interdisciplinary environmental (integration of physical, biological, and human processes) research within an Aboriginal context.

If no candidate meets the above-stated eligibility criteria, no award will be made and the income will be reinvested.

If more than one candidate meets the above-stated eligibility criteria, the following preferences will be used in selecting award winners (in this order):

1. students conducting interdisciplinary environmental (integration of physical, biological, and human processes) research within an Aboriginal context;

2. students in a Master's program;

3. students who have completed all course work required for their degree within one year (in the Regular, Summer, or Intersession Academic Sessions completed just prior to applying for this award) unless required courses were not offered in the first year or the minimum credit hours required for the individual's degree exceed 24 credit hours;

4. students with financial support which is inadequate to cover the proposed field work expenses.

Applicants will be required to submit the following in order to be considered for this award:

(a) evidence stating whether or not all required course work for the particular degree has been completed (this confirmation is to come in writing from the
Graduate Program Chair of the student's home department; 
(b) a two-page research proposal including the purpose, objectives, and methods of the project; 
(c) a statement signed by the student's thesis advisor which states that the research proposal has been approved by the Thesis Advisory Committee; 
(d) a signed (by the Chair of the Research Ethics Board of the University of Manitoba) statement that the research is approved by the Research Ethics Board (and Animal Care Committee if applicable) of the University of Manitoba; 
(e) letters of approval and/or copies of research licenses signed by the appropriate authority from the Aboriginal Community or Research Authority which will participate in, be influenced by, or benefit from the research; 
(f) a statement from the applicant indicating how she/he plans to familiarize her/himself with the protocols practiced by the Aboriginal community in which the research will be conducted; 
(g) a budget detailing how the outlined costs relate to particular aspects of the project; 
(h) a statement that the applicant, if successful, will present his/her research findings at an interdisciplinary seminar with an environmental focus such as the Faculty of Environment Seminar at the University of Manitoba upon completion of the project and will submit the findings for publication in the Aboriginal Issues Press (or in an equivalent refereed publication).

*Awards will initially be valued at a maximum of $3,000 in cases of field research, at a maximum of $5,000 for Arctic field research, and at a maximum of $500 for archival research. These values will be re-evaluated every ten years, or more frequently if deemed necessary by the selection committee. Expenditures from the fund shall not exceed the available annual income from the fund and income not spent in a given year is to be reinvested with the capital of the fund.

These awards will be presented to the recipients in accordance with the guidelines and procedures used by the Northern Scientific Training Program (NSTP) at the University of Manitoba. Recipients may receive this award only once.

The selection committee shall be named by the Dean of the Faculty of Environment who shall designate a Chair for the Committee. Committee membership shall include academic representatives with expertise conducting environmental research (integration of biological, physical, and human process) which includes Aboriginal peoples' perspectives; the Associate Dean of the Faculty of Graduate Studies - Interdisciplinary Programs (or designate); and a representative from the Office of Research and Contract Services.

ROSS ROBINSON AWARD

Mr. Ross Robinson of B.A. Robinson Company Ltd. has established an endowment fund of $2,000 to support a prize for a student who shows the greatest progress in an English course. The first award will be offered in the spring of 2005.
The award, valued at the available annual interest, will be offered to a student who:

(1) is enrolled full-time or part-time in the Faculty of Arts and is pursuing a major in English;

(2) has demonstrated the greatest improvement within a 200-level or 300-level English course (determined by a rise of at least one grade).

Courses double numbered with other departments will not be eligible. Students who have completed eligible three or six credit hour courses within a twelve month period beginning in May and ending in April of the following year will be considered.

Candidates for the prize must be nominated by their instructors, who will provide documentation to support the nomination. The supporting documentation should include the student's term marks, copies of at least two marked essays, and/or a copy of the final examination script, and a letter of recommendation for the award from the instructor.

The selection committee shall be named by the Head of the Department of English.

PITBLADO ENDOWMENT FUND

The partners of Pitblado, Barristers and Solicitors, have established an endowment fund of $50,000 matched equally by the Manitoba Scholarship and Bursary Initiative, for a total of $100,000. This fund will offer assistance to first year students in the Faculty of Law at the University of Manitoba by providing interest relief awards to students who by application demonstrate proven need. The objective of the awards is to assist students who have been found to be ineligible for federal and provincial student loan programs. They are designed to offset the interest costs on personal loans or lines of credit from recognized lending institutions incurred during their studies for an LL.B. degree at University of Manitoba.

Once the capital of the fund reaches a balance of $100,000, the number of qualified applicants will determine the number and value of individual awards up to a maximum of $5,000 annually.

This award will be offered to students who:

(1) are enrolled in the first year of study in the Faculty of Law;

(2) have applied for a student loan through any province and have been found ineligible due to long-term established assets related to time spent in the work force (e.g. home, car, retirement savings such as RRSP's or GIC's);

(3) apply and qualify for a personal loan or line of credit from an approved lending institution;

(4) provide a personal statement of qualification, a personal budget that demonstrates difficulty in making payments, and supplementary documentation.
The interest relief rate will be fixed at 5%, after which the student is responsible for any increase in the bank-lending rate.

The selection committee will be the Faculty of Law Awards Committee and will include a representative of Pitblado.

**LANDSCAPE ARCHITECTURE STUDENT ASSOCIATION AWARD**

The Landscape Architecture Student Association (LASA) wishes to recognize the contributions of its members to the Department of Landscape Architecture and to LASA with the establishment of an annual award. The annual value of the award will be determined by the fundraising efforts in the previous year and communicated to the Financial Aid and Awards Office by LASA.

The award will be offered to a student who:

1. is enrolled full-time in the Faculty of Graduate Studies, Department of Landscape Architecture OR is enrolled as a full-time undergraduate student in the Faculty of Architecture and has entered the Environmental Design 3 (ED3) option year selecting the Landscape Architecture option;

2. has achieved a minimum cumulative grade point average of 3.0 in their current program of study;

3. is a member of LASA and has made contributions to the Department of Landscape Architecture.

Selection will be primarily based on contributions to the Department of Landscape Architecture in the previous academic year. However, applicants should list additional contributions to the discipline. This could include, but is not limited to, past academic or student association involvement, committee membership, community and volunteer activities, participation with the Manitoba Association of Landscape Architects (or equivalent).

The president of LASA will announce the award recipient at the Faculty of Architecture Awards Ceremony.

The selection committee will be named by the executive members of the Landscape Architecture Student Association and will consist of two students (who are not applicants) and one departmental faculty member.

**CORBETT CIBINEL ARCHITECTS AWARD FOR SUSTAINABLE DESIGN**

Doug Corbett and George Cibinel of Corbett Cibinel Architects have made a five-year commitment to provide an annual award of $500 to a student in the Faculty of Architecture. The first award will be offered in the 2004-2005 academic session.
The award will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies, Department of Architecture at the University of Manitoba;

(2) demonstrates creativity in the research and design of sustainable architecture.

The selection committee will forward a description of the annual recipient's project to the donor. Corbett Cibinel Architects will review continuation of the award once the initial five-year commitment has expired.

The selection committee will be named by the Dean of the Faculty of Architecture.

MANITOBA PULSE GROWERS ASSOCIATION DIPLOMA SCHOLARSHIP

The Manitoba Pulse Growers Association (MPGA) wishes to encourage Agriculture Diploma students to develop an interest and technical competence in pulse production, processing and marketing.

A scholarship of $500 will be awarded to a student who:

(1) has completed the first year of study in the School of Agriculture with a minimum sessional grade point average of 3.0;

(2) is enrolled in a minimum 80 percent course-load and will be eligible to graduate at the end of the academic year for which the award is given;

(3) has achieved the highest awards grade point average in Introduction to Soils and Crops (65.042), Agricultural Economics and Marketing 1 (61.044), and Soil Productivity and Land Use (40.042);

(4) has registered for the courses Special Crops (39.076) and Plant Disease Management (39.078).

The selection committee shall be the Faculty of Agricultural and Food Sciences Awards Committee.

MANITOBA PULSE GROWERS ASSOCIATION DEGREE SCHOLARSHIP

The Manitoba Pulse Growers Association (MPGA) wishes to encourage Agriculture Degree students to develop an interest and technical competence in pulse production, processing and marketing.

A scholarship of $500 will be awarded to a student who:

(1) has completed the first two years of study in the Faculty of Agricultural and Food Sciences, one of which is designated University 1, with a minimum cumulative grade point average of 3.0;
(2) proceeds in the next ensuing academic year to the third year of study in the Faculty of Agricultural and Food Sciences;

(3) has achieved the highest grade point average in the courses Natural Resources and Primary Agricultural Production (65.150), Production, Distribution and Utilization of Agricultural Products (65.151), Crop Production (39.250), and Introduction to Agribusiness Management (61.100).

Preference will be given to students with an interest in pulse crops.

The selection committee shall be the Faculty of Agricultural and Food Sciences Awards Committee.

**SHANSKI BURSARY IN ARCHITECTURE**

The Shanski Bursary was first created by the Shanski family in honour of the graduation of John David Shanski with a Bachelor of Commerce degree from the University of Manitoba. To celebrate the graduation of his daughter, Karen Shanski, who graduated with a Master of Architecture degree in May 1999, Mr. John David Shanski now wishes to designate the endowment fund of $12,750 to support a bursary in the Faculty of Architecture, Department of Architecture.

The Shanski Bursary, valued at the available annual interest, will be awarded to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies, in the second year of the Master of Architecture program;

(2) has demonstrated inventiveness, innovation, promise, and leadership in design;

(3) demonstrates financial need on the standard University of Manitoba bursary application form.

Applicants must submit a portfolio of the work produced during their first year in the Master’s program. The portfolio will be used to judge the applicants demonstration of inventiveness, innovation, promise, and leadership in design.

The selection committee will be named by the Head of the Department of Architecture and will include two full-time professors from the Department of Architecture.

**R.E. WAUGH – UNIVERSITY OF MANITOBA SCHOLARSHIP**

Mr. R.E. Waugh wishes to establish a scholarship at the University of Manitoba to encourage international students who are the children of international Scotiabank employees, to pursue a post-secondary business degree at the University of Manitoba by providing them with a
scholarship that cover most of their academic and room and board expenses during four years of study. One new recipient will be selected in each of the academic sessions 2005/2006, 2006/2007, 2007/2008, and 2008/2009, for a total of four recipients.

Each recipient will receive $16,000 annually in each of four years of study, for a total scholarship value of $64,000, provided the recipient meets all renewal criteria.

The scholarship will be offered to a student who:

1. applies for consideration for admission to University 1 and meets all eligibility requirements including English Language Proficiency Requirements;

2. is a dependent of a permanent employee of a Scotiabank office outside of Canada and the USA, at the time of the application for the award. (The Scotiabank employee (parent of the applicant) and the applicant must be residents of a country outside of Canada or the USA, and the parent must not be a Canadian or US expatriate.);

3. has achieved excellent academic standing in their final year of high school study;

4. has a record of community involvement (e.g. school, local community, city-wide/regional) during their final year of high school study (minimum 25 hours of volunteerism);

This scholarship is renewable for $16,000 in each of the second, third, and fourth years of study at the University of Manitoba provided that the recipient:

1. registers for, and remains registered in, a full-time program in the Asper School of Business;

2. achieves a sessional grade point average of at least 2.5 in each of the first, second, and third years of university study.

Along with the scholarship, the recipients will be offered a paid summer internship at Scotiabank for the three summers during their studies. The location of internship may not be determined in advance, but will likely be in Winnipeg, Manitoba.

Applicants will be required to submit a completed application form along with three letters of recommendation from individuals who are not relatives. Referees will include a teacher at their school, a member of the community-at-large to speak to community involvement, and a final letter from an individual chosen by the applicant. In addition, the applicant must include certified evidence of subjects and examinations passed, including transcripts where applicable, showing their diploma or application to graduate; a statement outlining their academic goals, future career plans, and their availability to study at the University of Manitoba for the duration of the program (maximum 500 words typed in English); an indication of class rank from a teacher or school administrator; the applicant's grades for the three years prior to their final
year and their preliminary final year grades; a list of involvement in community events and extracurricular activities; and an indication of interest in a summer internship with Scotiabank.

Only one recipient per family may be selected for this scholarship (family is defined as siblings or family members living in the same household). This scholarship cannot be held with any other scholarships managed or offered by the University of Manitoba.

The intent is for the recipient to complete the four years of study consecutively. Recipients may request to postpone the completion of their degree for a period of one or more years by submitting a written request to the Financial Aid and Awards Office. Requests must include the reason(s) for the request and a date for resumption of studies. Such requests will be considered on a case-by-case basis. Students who engage in any criminal conduct or academic dishonesty during their tenure at the University of Manitoba may have the balance of their scholarship terminated immediately.

The selection committee will be named by the Director of Enrolment Services.

**SIMON AND SARAH ISRAELS GRADUATE THESIS PRIZE**

A prize of $2000 will be awarded annually to a graduate student at the Manitoba Institute of Cell Biology who submits the best thesis. The prize will be awarded to a graduate student who:

1. is enrolled in the Faculty of Graduate Studies at the University of Manitoba;
2. is supervised by a Senior Research Scientist or Research Affiliate Scientist at the Manitoba Institute of Cell Biology;
3. has successfully completed a program of studies leading to a Master or Ph.D. degree;
4. has received approval on their thesis and submitted it to the Faculty of Graduate Studies between September 1 and August 31 of a given academic year.

Selection of the recipient will be based on the quality and quantity of the research carried out during the student's program of study and on the literary quality of the thesis. The quality and quantity of the research carried out will be judged in relation to that normally expected for the degree received by the student. The prize will be awarded only if there is an eligible recipient displaying high merit.

The recipient of the prize will be selected annually after September 1 by a panel of judges consisting of two Senior Research Scientists from the Manitoba Institute of Cell Biology and one faculty member from the Faculty of Medicine who is not a Scientist at the Manitoba Institute of Cell Biology. A Senior Research Scientist from the Manitoba Institute of Cell Biology will not serve on the panel of judges if one of their students is eligible for the prize. Senior Research Scientists at the Manitoba Institute of Cell Biology will select the panel of judges and designate a Chair of the committee.
The recipient of the prize will normally be expected to present a seminar at the Manitoba Institute of Cell Biology in the current award year at a suitable time to be arranged. The Manitoba Institute of Cell Biology will cover expenses related to the presentation of the seminar for recipients who reside in North America.

AMENDMENTS

MANITOBA HOG AND POULTRY DAYS AWARD

At the donor's request, the number and value of these awards in the Faculty of Agricultural and Food Studies will be increased. Currently, two awards of $500 each are offered. This will be increased to three awards at $1,000 each.

UNIVERSITY OF MANITOBA / UNIVERSITY OF TRIER STUDENT EXCHANGE SCHOLARSHIPS

As a result of the amending agreement between the University of Manitoba and the University of Trier, the composition of the selection committee has been reviewed and an amendment is necessary. Currently, the terms of reference state that "The selection committee shall include the Associate Dean of Arts (or designate), who shall serve as chair; the Head (or designate) of the Department of German and Slavic Studies; and the Executive Assistant to the Dean, who shall serve as secretary to the committee." This will now be changed to "The selection committee shall be the International Centre Student Exchange Committee and will include a representative from the International Centre for Students, an Associate Dean of the Faculty of Arts, an Associate Dean of the Faculty of Science and a student or alumnus/alumna."

DR. A.W. HOGG UNDERGRADUATE SCHOLARSHIPS

The Faculty of Environment will be entitled to offer one of these scholarships to an eligible student beginning with the 2004-2005 academic session. This will increase the total Dr. A.W. Hogg Undergraduate Scholarships offered to 21 (from 20).

SCHOOL OF MEDICAL REHABILITATION PROGRAM MEDALS

Respiratory Therapy has been added as a new program in the School of Medical Rehabilitation. As such, a medal titled "School of Medical Rehabilitation Medal in Respiratory Therapy" will be added to the School of Medical Rehabilitation's Program Medals.

JOE BRAIN FOUNDATION INC. BURSARY FUND MARTY MORRICE FIELD GEOLOGY AWARD STINSON BURSARY IN ENVIRONMENTAL SCIENCE

Each of these awards was offered in the Faculty of Science in programs that have now moved to the Faculty of Environment. Thus, the first criterion of each of these awards will be amended by changing the reference from the Faculty of Science to the Faculty of Environment.
WILD GOBBLERS UNLIMITED BURSARY

With approval from the donor, this bursary will undergo two amendments. The bursary has been offered to a student in one of several programs in the Faculty of Science. One of these programs, Environmental Science, is now a part of the Faculty of Environment. The terms of reference will be updated to reflect this change. The second amendment to the terms will be a change in the selection committee. The committee has previously been named by the Dean of the Faculty of Science. As students in two faculties will now be considered, the selection committee will be named by the Director of Enrolment Services.

HOWARD AND RUTH S.L. WINKLER BURSARY IN SOCIAL WORK

This bursary will undergo one minor amendment. The first criterion states that the recipient must be registered in Field Instruction (47.315) or Field Focus of Social Work Practice (47.420). As a requirement of the program the courses must be taken concurrently, thus the word 'or' will be changed to 'and'.

ALICE HAMILTON PRIZE IN PAINTING

This prize offered in the School of Art will undergo three amendments. First, the terms of reference stipulate that the prize is not available to a Thesis student. This will be removed from the terms and Thesis students will now be eligible. Second, the first criterion will be rephrased from "has completed the degree or diploma programme in the School of Art" to "has completed the BFA, BFA (Hon.) or Diploma in Art in the School of Art". The final amendment will be to remove the GPA stipulation in the second criterion and replace it with "has achieved the highest standing in all painting courses".

GWEN RUE MEMORIAL AWARD

At the request of the Department of Plant Science and with the approval of the donor contact, the terms of reference for this award will undergo two amendments. First, the value of the award will be increased to $300 from $200. Second, the award may now be used to purchase software, with the balance given as a gift certificate for the University of Manitoba Book Store.

DRS. R.E. JORDAN AND M. SUZUKI AWARD IN OPERATIVE DENTISTRY

At the request of the donors, the award will be increased to $800 (from $500) beginning with the 2004-2005 academic session.

CANADIAN DENTAL ASSOCIATION PRESIDENT'S AWARD

At the request of the donor, the value of this award in the Faculty of Dentistry will be increased to $1,000 (from $500).
INTERNATIONAL COLLEGE OF DENTISTS (CANADIAN SECTION) SCHOLARSHIP

At the request of the donor contact, the name of this award will be changed to INTERNATIONAL COLLEGE OF DENTISTS (CANADIAN SECTION) STUDENT AWARD.

FARM CREDIT CORPORATION BUSINESS PLANNING AWARD

This award offered in the School of Agriculture will undergo one amendment. Students enrolled full-time in the third or fourth year of study in the degree program in the Faculty of Agricultural and Food Sciences will now also be eligible for the award. Degree students must be enrolled in Farm Management (course number 61.353) and fulfil all other criteria of the award.

ISBISTER UNDERGRADUATE SCHOLARSHIP

One additional program was added to the list of eligible programs this year - the Faculty of Environment. As a new faculty, it is entitled to at least one scholarship. The following are the numbers of Isbister Scholarships to be allocated to each Faculty and School in the summer of 2004 (in brackets appears the number that this Faculty/School received last year):

Faculty of Arts - 6 (6)
Faculty of Science - 5 (6)
Faculty of Education - 2 (2)
Faculty of Environment - 1 (0)
School of Agriculture - 1 (1)
Faculty of Agricultural and Food Sciences - 1 (1)
Faculty of Human Ecology - 1 (1)
Faculty of Law - 1 (1)
I.H. Asper School of Business - 4 (4)
School of Art - 1 (1)
School of Music - 1 (1)
Faculty of Nursing - 2 (2)
Faculty of Pharmacy - 1 (1)
Faculty of Physical Education and Recreation Studies - 1 (1)
Faculty of Social Work - 1 (1)
School of Medical Rehabilitation - 1 (1)
Faculty of Engineering - 3 (3)
Faculty of Architecture - 1 (1)
Faculty of Dentistry - 1 (1)
School of Dental Hygiene - 1 (1)
University - 11 (11)
WITHDRAWAL

JOHN D. SHANSKI BURSARY IN MANAGEMENT

At the request of the donor, this bursary is now being withdrawn. The fund supporting the award will be redirected to a new award in the Department of Architecture.
April 19, 2004

Dr. Emöke J. E. Szathmáry  
President and Vice-Chancellor  
University of Manitoba  
208 Administration Building  
Winnipeg MB R3T 2N2

Dear Dr. Szathmáry:

Re: Statement of Intent: Master of Public Health Sciences

The Council on Post-Secondary Education has reviewed the above noted statement of intent submitted by the University of Manitoba.

Please feel free to proceed with developing the full program proposal to be submitted to Council for approval. However, approval of the statement of intent does not necessarily mean that the program will ultimately be approved.

Should you have any questions, please do not hesitate to contact Susan Deane at 945 - 4779.

Sincerely,

Louise Gordon  
Executive Director

c. Dr. Richard Lobdell  
Dr. Robert Kerr  
Susan Deane
PRESIDENT'S REPORT June 30, 2004

My last report to Senate was submitted for its meeting on May 12, 2004. Part A of this report is organized into sections on General, Academic, Research, Administrative and External matters. Part B contains a list of significant external engagements during the time period of this report.

I. GENERAL

1. Congress 2004

The Congress of the Humanities and Social Sciences (Congress 2004), the annual meeting coordinated by the Canadian Federation for the Humanities and Social Sciences was by all accounts very successful. During the Congress (May 29 - June 6) I participated in 16 events, including co-hosting the opening reception, and hosting five President's Receptions for delegates. I had the opportunity to meet many delegates who commented on the friendliness, helpfulness, and overall kindness of not only everyone involved in Congress, but the University community and the general public. A final report will be compiled, but the following observations define the scope and activities of Congress 2004:

- registration was 5,591, which is higher than the planning number adopted by the Federation of 5,200 based on attendance over the last 10 years.

- 71 societies held meetings during Congress, as well as the Social Sciences and Humanities Research Council, the Canadian Association of University Teachers, and the McLuhan Institute from the University of Toronto. As each of the societies hold separate sessions for presentations, in addition to the Congress events, the number of papers presented is not known, but the number would be several thousand. For example, at the meeting of the Canadian Political Science Association, one of the larger associations, 291 papers were presented. At the sessions for the Canadian Society for the Study of Church History, a smaller society, 25 papers were presented.

- 1,155 delegates stayed a total of 4,196 bed nights at the University residences

- media coverage was extensive, including inserts in the Winnipeg Free Press and Le Devoir

- Book Fair attendance increased this year. This was attributed to the fact that the Book Fair and registration were in the same building. Billed as "the largest Book Fair of its kind in North America", over 150 publishers were represented at 80 booths
• 1600 requests (many last minute) for audio visual equipment were accommodated by Educational Support Services. The requests were about equally divided between overheads and laptops/data projectors. Over 400 catering orders were placed and 150 meeting rooms booked.

• Two innovations that were successful and will be continued at future meetings were:
  
  • Research Community Day - dedicated to interdisciplinary programming and to sessions on the pressing issues facing our community; and
  
  • the “Career Corner” which were a series of workshops for new academics and graduate students.

So many individuals contributed to the success of Congress, that it is best for me to extend the appreciation of the University to categories of individuals, including: Special Functions, residences, and food services - who met admirably the challenges of such a large meeting; Physical Plant - for logistics and appearance of the University; The University Club - which hosted delegates at lunch and special events; Public Affairs - which assisted with media relations; Information Services and Technology (Educational Support Services) - which received many compliments for the audio visual service they provided; staff and officers of the Federation - who provided much guidance and assistance; students - who ably managed the registration process and were generally helpful to delegates; the local arrangements chairs and program convenors for each of the societies and associations attending Congress; the Congress Advisory Committee; and last, but certainly not least, a special note of thanks to the staff of the Congress, who did an outstanding job in planning and executing Congress 2004: Dr. Ed Boldt, Academic Convenor; Laura Mikuska, Administrative Convenor; and Kristin Backhouse, Congress Assistant.

2004 marked the 50th Anniversary of the first time the Learned Societies (the predecessor of Congress) met at the University of Manitoba. Subsequent meetings were held here in 1970, 1986, and this year, 2004 - for a total of four occasions. This is second only to Laval, which has hosted five meetings. It appears on average that it is “our turn” every sixteen years, so the University can look forward to hosting again in about 2020!

2. Centenary of the Appointment of the First Professors

As noted in my January 2004 Report, this year marks the centennial of the appointment of the first six professors at the University of Manitoba. They are R.R. Cochrane (mathematics), Matthew Parker (chemistry), Frank Allen (physics), Reginald Buller (botany and geology), Gordon Bell (pathology and bacteriology), and Swale Vincent (physiology). A number of initiatives to recognize this centennial have taken place or are forthcoming, including:
a dinner on April 3, 2004 to mark the centennial of the Faculty of Science. Highlights included the transfer of the Reginald Buller papers from Library and Archives Canada to Archives and Special Collections at the University, by Ian Wilson, Canada’s National Archivist; and presentation of a centennial award from the Manitoba Historical Society.

A day long symposium and dinner on May 14, 2004, to honour the 100th anniversary of Chemistry, at which three students of Matthew Parker were in attendance.

My address to the Canadian Club of Winnipeg on May 19, 2004, on "100 Years of Teaching and Research at the University of Manitoba" (See President’s homepage, “Selected Speeches”).

Centennial Banquet for the Department of Physics and Astronomy on June 17, 2004, held in conjunction with the annual meeting of the Canadian Association of Physicists.

The Canadian Botanical Association Annual Meeting will be held at the University June 26 - 30, 2004. There will be a display of the scientific and personal effects of Reginald Buller, and the Weresub Memorial Lecture will be devoted to a retrospective of Dr. Buller.

3. Convocation

Four sessions of the 125th Spring Convocation were held May 26-27, 2004. A fifth session was held at Collège universitaire de Saint-Boniface on May 31, 2004. This year the University conferred degrees, diplomas, and certificates on 2,715 graduates. This is the highest number in 10 years; there were 3,006 graduates at the Spring 1994 convocation. It is always a pleasure to participate in Convocation to recognize formally the academic achievements of our students, and acknowledge support given to them by their families. Convocation also allows us the opportunity to recognize the teaching and research achievements of academic staff and distinguished members of the external community through the granting of distinguished service awards and honorary degrees. This year honorary degree recipients were Raymond R. Henault, Chief of Canada’s Defence Staff; The Honourable Lloyd Axworthy, President of the University of Winnipeg; The Right Honourable Beverley McLaughlin, Chief Justice of the Supreme Court of Canada; and Clayton Riddell, chairman and Chief Executive Officer of Paramount Resources Limited. In addition to their honourary degrees, Dr. Henault, Dr. Axworthy and Dr. Riddell have earned undergraduate degrees from the University of Manitoba.

4. A Guide to Aboriginal Programs and Services

A guide (attached) has been developed to outline the programs at the University which specifically focus on Aboriginal students and the wide-range of student services and support provided to Aboriginal students. The guide will be distributed to Aboriginal leaders and
communities in Manitoba, northwestern Ontario, and eastern Saskatchewan, as well as some national Aboriginal groups.

II. ACADEMIC MATTERS

Faculty of Agricultural and Food Sciences

- A team of engineering students recently travelled to New Mexico to compete in an international design competition and placed second. The six member team (five Biosystems students and one Civil) won a trophy and $1000 US at the 14th annual WERC Environmental Engineering Design Competition in Las Cruces, NM. This is the first time that a University of Manitoba team entered the competition which draws hundreds of college students from the US, Canada, Mexico, India and the Middle East. Formerly "biosystems engineering" was known as "agricultural engineering." The professors in this area are appointed in the Faculty of Agricultural and Food Sciences, but the programmes of study they provide are in the Faculty of Engineering.

- This summer, the Manitoba Agricultural Hall of Fame will induct two former Faculty members and an alumnus of the Faculty in recognition of their significant contributions to agriculture locally, provincially and beyond. Dr. Len Shebeski, Dean Emeritus and former Plant Science department head, will be honoured for his part in the development of triticale and Glenlea wheat, and for his involvement in CIDA. The late Dr. Daryl Kraft, former department head in Agribusiness and Agricultural Economics, will be recognized for his public service and analysis in agricultural policy and international trade. Bruce Campbell, alumnus and entrepreneur, will be acknowledged for his contributions to the livestock industry in Manitoba.

- Dr. Digvir S. Jayas, Biosystems Engineering and Associate Vice-President (Research), was awarded the W. J. Eva Award from Canadian Institute of Food Science & Technology for "outstanding contributions to food science through research and science" at the Institute's AGM recently held in Guelph.

Faculty of Architecture

- Under the direction of Professor Jerry Weselake, Tamara Nyysola and Corina Penner, 2004 graduates of the Environmental Design (Interior Design Option) placed first in the 2004 International Interior Design Student Competition entitled Green Interiors. The Design Competition was sponsored by DowBioProducts Ltd. The students competed with 55 entries from 14 Interior Design institutions from across North America.
Faculty of Arts

- One of the year’s most talked-about films, Guy Maddin’s *The Saddest Music in the World*, starring Isabella Rossellini and Mark McKinney, is a major credit for Film Studies Professor George Toles and the Film Studies program. This program, which last year had over 600 students enrolled, is one of the oldest in the country, and is distinctive in being closely integrated with the Theatre and English literature programs.

- Dr. David Williams, English, has been awarded the 2003 Gabrielle Roy Prize of the Association of Canadian and Quebec Literatures, for his book *Imagined Nations: Reflections on Media in Canadian Fiction* (McGill-Queen’s University Press). The award, which honours the outstanding English-language book of literary criticism in Canadian Studies, was presented at the Congress of the Humanities and Social Sciences.

Continuing Education

- The Continuing Education Division is now offering two new certificate programs. Both are offered through the Management Professional and Community Program (MPCP) area:

  - Certificate in Intellectual Property and Technology Commercialization and Management, is offered in conjunction with the Office of the Vice-President (Research) Intellectual Property Services.

  - A new Certificate in Financial and Management Accounting (FMA) program has been introduced, which provides comprehensive coverage of financial and management accounting topics to an intermediate level. This program replaces the former Certificate in Accounting and Advanced Certificate in Accounting.

- MPCP has received $18,000 from Pallium to support the ongoing development of a Certificate in Palliative and End of Life Care. This certificate will be delivered online, as a partnership with Medicine, Nursing, Pharmacy, Social Work, Human Ecology, Medical Rehabilitation and the Continuing Education Division.

- At the Management Development for Women (MDW) Certificate program symposium, the first-ever Distinguished Alumni Award was presented to an outstanding MDW graduate. Recipient Cleo Holness Big Eagle is the Manitoba Regional Coordinator of the Aboriginal Workforce Participation Initiative, and volunteers with several Aboriginal youth and leadership organizations.
Faculty of Dentistry

- Third year dental students Michelle Jay and Sheri McKinstry have been accepted to present their research projects at the International Association of Dental Research (IADR) conference in Honolulu, Hawaii.

- In 2003-2004, the Faculty introduced a new externship program in Norway House to give senior dental and dental hygiene students practical experience in a rural clinic setting. Feedback from students, the clinic staff, and the community has been very positive, and the program will become a permanent part of the Faculty's curriculum.

Faculty of Education

- At the Podium 2004 Conference, Dr. Francine Morin was presented with an award in recognition of 25 years of contributions to the Canadian choral community from the Association of Canadian Choral Conductors.

- Dr. Laara Fitznor will receive a Spirit of the Earth Award for her work in environmental education and aboriginal culture at a ceremony at the Forks on National Aboriginal Day on June 21.

Faculty of Engineering

- The Design Team representing the Department of Electrical & Computer Engineering at the Fourth Annual Institute of Electrical and Electronic Engineers Student Design Contest won "Best Presentation" at the event held at the Rochester Institute of Technology. The project: Design of a Microwave Radar System for Through-Wall Surveillance, was the only Canadian entry to receive an award. Team members were: Greg Siemens, Mridula Oravakandy, Robert Fougere, and Ankit Agrawal.

- The Department of Civil Engineering has opened of the Sandbag Structures Research Facility to study the reliability and performance of sandbag dikes for flood protection as part of the City of Winnipeg Secondary Diking Enhancements Program. This facility at Smartpark will provide an opportunity to improve understanding of the performance of sandbag dikes during flood conditions.

- The University of Manitoba FormulaSAE team participated in the largest engineering student competition in the world in Pontiac, Michigan. Overall, they placed 64th out of 129 university teams from around the world. They also placed 9th out of the 23 Canadian teams. Of particular note was their tie for 21st place overall in the "Design" event.
Faculty of Human Ecology

- Dr. Michael Eskin, Human Nutritional Sciences and Associate Dean was recently inducted as a Fellow of the American Oil Chemists' Society. The title of Fellow is bestowed on 1% of the total members (which number about 5,000) who have been with the organization a minimum of 15 years and have a distinguished record in research and service to the organization.

I.H. Asper School of Business

- As members of the Centre for Knowledge Transfer Consortium (funded by the Canadian Health Services Research Foundation), two doctoral students - Deirdre McCaughey and Marjorie Delbaere - have been awarded $20,000 annually to fully support their doctoral program. At a recent meeting of the Consortium in Edmonton, Ms. Delbaere won the award for the best poster in the Knowledge Translation Theory category. With this award comes an all-expense paid trip to the International Knowledge Translation Conference in Belfast in July.

Faculty of Nursing

- On April 30, the Faculty of Nursing hosted its annual pinning ceremony. In the past two years, the Faculty has graduated record numbers of nursing students. This year’s class of 351 students was the second largest graduating class to date.

Faculty of Science

- Dr. Bob Barber, Physics and Astronomy, will be receiving the Peter Kirkby Memorial Medal for outstanding service to the physics community at the Canadian Association of Physicists Conference this month, hosted by the University.

- Three Physics & Astronomy students placed in the top 25 out of 101 participants in the 2004 University Prize Exam. Robert Pitcairn (in the top 10) and Kurt Hildebrand and Adam de Graff (in the top 25).

- Dr. Kathleen Londry, Microbiology, has had Will Turk (a Grant Park High School student) working in her laboratory. He was awarded the University of Manitoba Striving for Excellence award. He has also recently been awarded gold or silver at a number of competitions locally and nationally, including the National Aventis Biotech Challenge and the National Science Fair.

- Dr. George Baldwin, Chemistry, has been voted St. John's College Fellow of the Year by the students of the college. This is a new award that was established by the students last year.
III. RESEARCH MATTERS

Honours and Distinctions

- Dr. Judith Anderson, Human Anatomy and Cell Science, Dr. Karen Grant, Sociology, and Vice-Provost (Academic Affairs), and Dr. Linda West, Nursing, were three of the ten women honoured at the 28th Annual YMCA-YWCA Women of Distinction Awards celebration. Dr. Anderson received the award in the Research, Science, Technology and the Environment category; Dr. Grant received the award in the Education, Training and Development category; and, Dr. West received the award in the Health and Wellness category.

- Dr. Harvey Chochinov, Psychiatry, and Dr. Henry Friesen, Distinguished Professor Emeritus, were invested into the Order of Manitoba, the province’s highest honour. Dr. Chochinov’s work persuaded the Special Senate Committee to support improved end-of-life care for all Canadians. He established one of Canada’s only palliative care research units designed to study psychosocial issues as they pertain to end-of-life-care. Dr. Friesen was recognized for his ground-breaking research on endocrinology. His work on growth hormones resulted in a treatment for dwarf children now being used world-wide.

- Dr. Frank Plummer, Medical Microbiology, will act as Canada’s first Chief Public Health Officer as announced by federal Public Health Minister Carolyn Bennett. Minister Bennett confirmed that Winnipeg will be the headquarters for Canada’s new national health agency.

- Dr. Hani El-Gabalawy, Internal Medicine, has been appointed as Rheumatology Research Chair for a five-year term. Dr. El-Gabalawy is internationally recognized for his expertise in arthritis research. The Chair will support vital areas of arthritis research, including a major study aimed at combatting the effects of the disease through early identification and intervention. The arthritis centre at the University of Manitoba is a national leader in early identification and prevention of arthritis.

- Dr. Klaus Wrogemann, Biochemistry and Medical Genetics, received a Quality of Life Research Award from the Institute of Musculoskeletal Health and Arthritis (IMHA) in recognition for his research on limb girdle muscular dystrophy. Only six awards were presented across Canada.

Grants Received and/or Applied For

- Two of the University of Manitoba’s researchers received nearly $200,000 from the Canada Foundation for Innovation (CFI) New Opportunities Fund to support their research projects:
Dr. Trust Beta, Food Science, was awarded $99,796 for her project entitled “Cereal Bran Constituents: Characterization and Functionality as Antioxidants.” She is developing a laboratory in which she will study these under utilized cereal grain components to better understand their constituents and ascertain their possible healthful effects. This knowledge may lead to the creation of more diverse cereals for consumers looking for healthy food choices in the supermarket.

Dr. Norman Richards, Mechanical and Industrial Engineering, was awarded $99,887 for a “Manufacturing Process Research Laboratory.” The new lab will study manufacturing characteristics of welding and forming processes with a view to improve manufacturing productivity. The new lab will contain high temperature welding processes enabling aerospace alloys of titanium, stainless steels and aluminum to be formed up to a hundred times that of room temperature, resulting in reduced manufacturing costs to the transportation sectors such as aerospace, bus manufacturing and agricultural engineering.

The Heart and Stroke Foundation announced the 2004/2005 New Investigator Awards. Four University of Manitoba researchers received $50,000 per year, for five years, as follows:

- Dr. Michael P. Czubryt, Physiology, for his project entitled “Roles of MEF2 and HDAC5 in cardiac failure and hypertrophy.”
- Dr. Jiming Kong, Human Anatomy and Cell Science, for his project entitled “BNIP3-activated atypical apoptosis pathway in ischemic neuronal cell death.”
- Dr. Thomas Netticadan, Physiology, for his project entitled “Mechanisms underlying cardiac contractile dysfunction in type II diabetes.”
- Dr. Shetuan Zhang, Physiology, for the project “The mechanisms of sudden cardiac death caused by cocaine.”

Contracts Received

A contract was awarded by the Canadian International Development Agency to sponsor “Building Human Resource Capacity for Social Work Intervention with Rural Women in China.” A seventy-six month contract (April 2004 to July 2010), which is for $3,000,000, is under the direction of Drs. Maria Cheung and Tuula Heinonen, Social Work. The partner institutions in China are the Chinese Women’s University and the Chinese Women’s Federation. The project will be
taking place in rural Beijing, Sichuan and Inner Mongolia, Drs. Heinonen and Cheung, as directors of the project, will help Chinese educators adapt Canadian social work programs and methods to what works in the widely varying cultures and societies of the three regions in which they will work.

Related Initiatives

- The new W.R. McQuade Laboratory was formally opened on April 14th. Attendees at the event included The Honourable Diane McGifford together with other government, industry and university representatives. The Structural Engineering and Construction Research and Development facility covers 2,500 sq. ft. and includes two ten-ton overhead cranes as well as a 1,200,000 lb. Capacity MTS servo-controlled loading system. The new facility allows the testing of full-scale specimens. The $3M facility retains the name of the lab’s founder, Ray McQuade, an engineer, to honour his outstanding contributions to the University and the Faculty of Engineering.

- The University was a sponsor of the Winnipeg Chamber of Commerce’s annual innovation conference titled “Building the Innovation Society: Advancing Business through Innovation and Knowledge Transfer” which was held in Winnipeg on April 27th and 28th. Guest speakers included Dr. Peter Sealey, Adjunct Professor, Haas School of Business, University of California Berkeley and former Executive Vice President & Global Marketing Director of Coca Cola; Dr. Edward Walsh, President Emeritus, University of Limerick, Ireland, and Chairman, Irish Council for Science, Technology and Innovation; and, Svend Thore Holm, Founder, IDEON Science Park, and CEO, Technology Transfer Foundation, Lund, Sweden. A total of 180 representatives from industry, government and the University were in attendance.

Dr. Joanne Keselman, Vice-President (Research), participated in the Manitoba Business Innovation Panel discussion together with Mr. Ken Zorniak, Co-founder, Frantic Films, and Mr. Ed Van Humbeck, Chairman, Vansco Electronics. Dr. Digvir Jayas, Associate Vice-President (Research), and Mr. Alan Simms, President of Smartpark and Associate Vice-President (Administration) gave presentations at the Interactive Workshop titled “University Research Partnerships; Moving Ideas to Innovation.” The workshop detailed how industry can work more closely with the University, outlining opportunities, available support programs and provided tangible case studies of companies who have successfully done so in the past. Approximately 40 industry representatives attended the workshop.

- The University of Manitoba hosted the May 2004 meeting of the Canadian Institutes of Health Research (CIHR) Research Planning and Priorities Committee, which included their President, Vice-Presidents, and the 13 Institute
Scientific Directors, on May 11\textsuperscript{th} at the Bannatyne Campus. This first-time event for the University provided unique opportunities for faculty and students to meet and interact with those attending from CIHR during a series of planned events. Fifty people attended a luncheon with CIHR, hosted by Dr. Joanne Keselman, including Manitoba CIHR Institute Advisory Board members, Deans of health research-related faculties, and representatives from the Health Sciences Centre, St. Boniface General Hospital, Winnipeg Regional Health Authority, Manitoba Health Research Council, Manitoba Medical Services Foundation, Manitoba Institute of Child Health, the National Research Council and Manitoba Energy, Science and Technology. The panel discussion and Institute breakout sessions, were attended, by over 350 faculty members and students. The University’s health research community heralded the event as an extremely valuable and unprecedented occasion to exchange information with the CIHR. In his closing comments at the afternoon reception, Dr. Alan Bernstein, President of the CIHR, spoke of the pleasure he felt in seeing the overwhelming sense of community we possess within our province’s group of researchers.

The Centre on Aging held its 21\textsuperscript{st} Annual Spring Research Symposium on May 3 to promote dialogue between University researchers and the community-at-large. Over 150 individuals registered for the event. Participants included University faculty members, graduate students, and staff; representatives from the Federal government, Provincial government, and regional health authorities; hospital staff; representatives from personal care homes/long-term care facilities/supportive housing, other health/social agencies, other agencies/firms/organizations; and the general public.

\section*{IV. ADMINISTRATIVE MATTERS}

\textbf{Campus Beautification Day}

- Despite inclement weather, Campus Beautification Day 2004 was a success with over 1,000 participants from both campuses. This was the seventh year of this event made possible through the cooperation of Physical Plant staff and CAW. Staff, students, faculty and retirees participated in such activities as planting flowers and trees, pulling weeds, raking, sweeping, and picking up litter.

\textbf{President’s Reception for University of Manitoba Retirees}

- The President’s reception for University of Manitoba retirees was held on April 17, 2004. Vice-President Deborah McCallum updated the retirees on events of the past six months. The retirees enjoyed the opportunity to mingle with friends and past colleagues as well as receive news on what has been happening at the University of Manitoba. Two such receptions which are held each year.
Ancillary Services and Special Functions

- Effective July 7th, 2004, the University Centre Pharmacy will assume responsibility for the MILE (Medication Information Line for the Elderly) Program from the Faculty of Pharmacy. The medication information line has been an outreach service of the University since 1985, assisting consumers and health care professionals in achieving optimal drug therapy through the provision of drug information. MILE provides a rich resource of dispensing medication and health information to the University community and the public at large.

Human Resources

- Bargaining with AESES has commenced. An interest-based approach is being taken. The current collective agreement expires September 19, 2004.

- The Environmental Health and Safety Office continues to make progress on the implementation of a centralized controlled products database to ensure compliance with Provincial regulations on storage and disposal of hazardous materials.

- Revised classification specifications have been implemented for the occupation category known as “Information Technology.” The latter name was also changed from “Computer” to “Information Technology.” All the names of the classifications have been changed to reflect skills required by current technology, and the classification specifications have also been revised. Classification specifications without incumbents were eliminated.

- Environmental Health and Safety Office is working with Physical Plant on the development of a contractor safety manual and a contractor safety orientation program for all contractors working on University of Manitoba property.

Information Services and Technology

- Work continues on various building network upgrade projects. University Centre and Engineering III are nearly complete. Construction has either started or is in the planning stages for the following buildings: Allen, Machray, Kennedy, Max Bell, Wallace, UM Selkirk Avenue, Engineering Information Technology Complex, Pharmacy, Richardson Centre for Functional Foods and Nutraceuticals, Centre for Music, Art and Design and Human Ecology.

- Production Services staff supported convocation by videotaping the event which was also webcast live on the UMInfo website. In addition, the photographers took still photos of each graduate as they accepted their degree.
Physical Plant

- The University of Manitoba will be presented with a third place 2004 Quality and Productivity Award for the Recycling and Environmental Group: A Student-operated, Student-funded Campus-wide Recycling Program. The award will be presented on June 13, 2004 at the Canadian Association of University Business Officers (CAUBO) Annual Conference in Saskatoon.

- The savings for 2003-2004 through the Energy Performance Contract is estimated to be in excess of $2.5 million.

- Status of Building Projects

  - The contractor for the Engineering and Information Technology Complex (EITC), PCL Constructors Canada, has mobilized onto the EITC site. The contractor is working to completion of the new building by September 2005 and completion of the subsequent renovations to Engineering 1 by September 2006.

  - The contract for the Environmental Safety Building was awarded to PCL Constructors Canada. Work has commenced on relocating the egg hatchery to the Poultry Barn.

  - The Centre for Agroecological Livestock Production Systems (CALPS) preliminary drawings are under review.

  - Design development is underway and comments from the Exterior Environment Committee presentation on the Pharmacy Building have been forwarded to the design team. Tentative project tender date is late spring 2005 with construction to begin in July of 2005. The building will be located at the corner of McDermot and Emily.

  - The tender package for the Russell Building foundation repair has been sent out.

  - Tender results have been received for the University of Manitoba on Selkirk Avenue. Expected completion is at the end of March 2005.

- An evaluation committee for system contract supplies will be set up to review products as well as various supplies keeping in mind green procurement guidelines pertaining to the Manitoba Sustainable Development Act.

- As river levels rose, procedures and equipment were in place to monitor river levels to prevent flooding.
V. EXTERNAL MATTERS

Special Events

- The eighth annual Scholars Night at the Manitoba Club was held on May 27, 2004, co-sponsored by the Alumni Association and hosted by David G. Friesen, chair of Building on Strengths: Campaign for the University of Manitoba. More than 100 were in attendance, including gold medalists, their family members and members of the Manitoba Club.

- A ceremony was held on June 4, 2004 to dedicate the Marshall McLuhan Hall, formerly the Beausejour Room, in honour of one of the University of Manitoba's most respected graduates. Two of McLuhan's six children, Dr. Eric McLuhan and Dr. Elizabeth McLuhan, attended the event, which was held during the Congress of Social Sciences and the Humanities. A McLuhan Symposium ran just before the dedication ceremony as part of Congress 2004.

Alumni Affairs

- The Alumni Association coordinated out-of-town events in Vancouver on April 28 with approximately 300 alumni and friends, and in Victoria on April 29 with approximately 150 attendees. Also at these events were representatives from University administration and from several faculties and colleges. The School of Music Chamber performers provided entertainment at the Vancouver reception.

- Homecoming is scheduled for September 30 to October 3, and promotional material is being mailed out to approximately 3,000 grads. This year there are currently 18 reunions scheduled during Homecoming weekend.

- The August issue of On Manitoba focussing on "Writing, Creating, and Performing" is in production.

- The Alumni Association received a Bronze Award for Homecoming 2003 during the recent Canadian Council for the Advancement of Education Awards Competition and a Silver Award for the reunion event in Toronto in November 2003.

Public Affairs

- The first half of a new ad campaign running in national newspapers has been completed. The second ad ran on April 27, showcasing the School of Music Jazz Program, which has helped to put Winnipeg on the international music scene by bringing jazz greats to perform and teach, including Steve Kirby. More ads will follow. The Jazz ad was also placed in the April issue of University Affairs.
The second brochure in the series of promotional brochures highlighting students, research and teaching will be completed by the middle of the month. The brochure, which focuses on University of Manitoba excellence in research, is entitled "Research Means the World to Us."

Private Funding

- Since April 1, 2004, $2,920,588 has been raised from private funding sources. The annual goal is $30,000,000.
- The annual meeting for the University of Manitoba Foundation (USA) was held. To assist in increasing activity through the Foundation, the Department of Private Funding is finalizing a brochure describing how an American can make a gift to the University (directly or through the Foundation) and will insert this into mail going to US graduates. Foundations and corporations in the US are also being reviewed as prospects for private funding.
- Over 700 letters were sent to donors who have contributed to funds held in the University Investment Trust fund. This updates them on what they have contributed, the market value of the fund they contributed to, the unspent revenue on that fund and the revenue to be allocated for the upcoming year.

Government Relations

- The Government Relations Office arranged, or was involved in the organization of visits to campus by:
  - Minister Aileen Carroll (CIDA)
  - Minister Diane McGifford (Graduate Scholarship)
  - Minister Tim Sale (Commercialization presentation)
  - Business Organizations (Commercialization presentation)
  - Anhui Province, China Delegation (Meetings and Tour)
  - Minister Sale and Minister Pagtakhan (Composites Innovation Centre)
- The Hungarian Ambassador to Canada, his Excellency Dénes Tomaj, called on the President of the University, and participated in a meeting held under that auspices of the Congress of Humanities and Social Sciences.

External Relations on Bannatyne

- The Faculty of Dentistry newsletter, InciDENTals, has been changed from a print publication to an online format. The newsletter, primarily designed for
communication within the Faculty, is linked to the Faculty's web site and will be updated each month.

- The Alumni Officer is working with class representatives to organize reunions for the Medicine classes of 1954 and 1963, both of which will be held in June. Reunions for an additional five Medicine classes are scheduled for September. Reunions for four classes from the School of Dental Hygiene are also planned for September.

- In May Dean Collins (Pharmacy), Dean de Vries (Dentistry), Assistant Dean Gelskey, (Medicine and Dentistry [External]) and Barb Becker, Associate Director of Private Funding, Bannatyne Campus, attended the Council for Advancement and Support of Education (CASE) Conference, entitled "Development for Deans." The conference brought together nearly 200 deans and development professionals throughout North America.
Thursday, April 15, 2004

- Meet with Honourable Diane McGifford, Minister of Advanced Education, Legislative Building

Monday, April 19, 2004

- Meet with Honourable Diane McGifford, Minister of Advanced Education, along with Manitoba University and College Presidents and Board Chairs regarding grants to colleges and universities
- Attend meeting of Council of Presidents of Universities in Manitoba (COPUM)
- Attend presentation of Provincial Budget at the Legislature

Tuesday, April 20, 2004

- Host luncheon at 37 King’s Drive for Faculty of Graduate Studies Dissertation Awards Recipients and provide remarks
- Host reception at 37 King’s Drive and provide remarks to recipients of faculty Merit Awards

Wednesday, April 21, 2004

- Attend Graduate Scholarship Program Announcement by Honourable Diane McGifford, Minister of Advanced Education
- Hold exit interview with members of the group conducting accreditation review of the Faculty of Medicine (Liaison Committee on Medical Education (USA) and the Committee on Accreditation of Canadian Medical Colleges)

Thursday, April 22, 2004

- Attend announcement by The Honourable Aileen Carroll, Minister for International Cooperation, of support for an international development initiative focusing on women’s rights in China, led by the University of Manitoba, and working in partnership with the Chinese Women’s University
- Host reception for graduating International Students at 37 King’s Drive
Friday, April 23, 2004

- Attend dinner and provide remarks at School of Agriculture Graduation
- Attend School of Agriculture Graduation Ceremony

Monday, April 26, 2004

- Attend meeting of the Board of Directors, St. Boniface General Hospital

Friday, April 30, 2004

- Attend lunch meeting in Hong Kong with Sir Li Ka-Shing, University benefactor
- Host reception for Hong Kong Alumni

Saturday, May 1, 2004

- Meet with University benefactor in Hong Kong

Sunday, May 2, 2004

- Attend breakfast meeting in Hong Kong with potential University benefactor

Monday, May 3, 2004

- Meet with Professor Li Yu Guang, Vice-Chancellor & Dean, Shantou University Medical College, Shantou, China
- Meet with Professor Xu Xiaohu, President, Shantou University, Shantou, China

Tuesday, May 4, 2004

- Attend welcoming dinner for University of Manitoba representatives, hosted by Dr. Zhang Zhaoda, Vice-President (Administration & Foreign Affairs) and heads of departments in the College of Medicine, Sichuan University, Chengdu, China

Wednesday, May 5, 2004

- Meet with Sichuan University Vice-President (Academic) Dr. Weigu Sun and tour Sichuan University Campuses
• Meet with Professor Zhang Zhaoda, Vice-President (Administration & Foreign Affairs), Sichuan University, Chengdu, China

• Meet with Dr. Peng Cui, Director, Institute of Mountain Hazards and Environment and Director of Dongchuan Debris flow Observation and Research Station, Chengdu, China

Thursday, May 6, 2004

• Meet with Professor Qui Yanjun, Director, International Affairs, Southwest Jiaotong University, Chengdu, China

• Meet with Ms. Liu Tianyi, Division Chief, Chengdu Municipal Foreign Affairs Office, Chengdu, China

Friday, May 7, 2004

• Meet with Dr. Liu Meng, Beijing Program Director for the University of Manitoba - Chinese Women’s University project supported by CIDA

• Meet with Dr. Zhang Lixi, President, Chinese Women’s University, Beijing

• Attend dinner hosted by Dr. Zhang Lixi and Dr. Liu Meng

Sunday, May 16, 2004

• On behalf of the University of Manitoba, receive Manitoba Historical Society’s Organization Award at reception for award recipients

Monday, May 17, 2004

• Attend announcement of Public Health Agency of Canada and appointment of Dr. Frank Plummer as Acting Chief Public Health Officer

• Attend meeting of Council of Presidents of Universities in Manitoba (COPUM)

• Attend the annual general meeting of the Board of Directors of the J.W. Dafoe Foundation

• Attend reception and dinner at the Manitoba Club in honour of the winner of the book prize of the J.W. Dafoe Foundation
Tuesday, May 18, 2004

- Participate in telephone meeting with Karen McBride, Association of Universities and Colleges of Canada

Wednesday, May 19, 2004

- Present remarks as guest speaker at Canadian Club of Manitoba
- Host reception for support staff on Faculty and School Councils and members of the Workplace Health and Safety Committee at 37 King’s Drive

Thursday, May 20, 2004

- Attend Lady Bug Luncheon hosted by Hannah Taylor and the Crocus Fund
- Attend reception in honour of Dr. Jerry Gray, Dean, I. H. Asper School of Business
- Attend Health Council of Canada reception
- Attend reception and provide remarks at dinner in honour of Dr. Brian Hennen, Dean, Faculty of Medicine

Friday, May 21, 2004

- Provide remarks along with Honourable Tim Sale, Manitoba Minister for Energy, Science and Technology, Composites Innovation Centre Board Chair Mark Ross and The Honourable Rey Pagtakhan, Minister for Western Economic Diversification at announcement of provincial and federal funding for the Composites Innovation Centre, Smarkpark
- Attend luncheon at Manitoba Legislative Building hosted by Premier Gary Doer in honour of a delegation from Anhui Province, China led by Party Secretary Wang Taihua, Chair of Anhui Provincial People’s Congress
- Meet with Anhui delegation at the University of Manitoba

Tuesday, May 25, 2004

- Attend meeting of the Board of Directors of the St. Boniface General Hospital
- Provide remarks at Farewell Reception for Dean Brian Hennen
- Attend reception in honour of Dr. Beverly Cameron, Director, University I
Wednesday, May 26, 2004

- Host Convocation Luncheon at 37 King's Drive
- Host Convocation Dinner held in the Beausejour Room, University Centre

Thursday, May 27, 2004

- Host Convocation Luncheon at 37 King’s Drive
- Provide remarks at Scholar’s Night (for University Gold Medalists) at the Manitoba Club

Friday, May 28, 2004

- Participate in a panel discussion during the annual meeting of the Colleges and Universities Retirees Association of Canada
- Meet with His Excellency Dénes Tomaj, Hungarian Ambassador to Canada and Mrs. Ildikó Tomaj
- Provide remarks at CONGRESS 2004 VIP Reception

Saturday, May 29, 2004

- Attend Annual General Meeting and Board of Directors Meeting of The Canadian Genetic Diseases Network, via teleconference

Sunday, May 30, 2004

- Provide remarks and host CONGRESS 2004 President’s Reception
- Attend dinner hosted by the Hungarian Studies Association of Canada

Monday, May 31, 2004

- Provide remarks and host CONGRESS 2004 President’s Reception

Tuesday, June 1, 2004

- Attend meeting with Dr. Brian Postl, President and CEO, Winnipeg Regional Health Authority, and Ms. Patti Sullivan, Chair, Winnipeg Regional Health Authority Board of Directors
• Provide remarks at Canadian Association for the Study of Women and Education Conference

• Attend Retirement Reception for Dr. Terry Hogan, Associate Dean, I. H. Asper School of Business

• Provide remarks and host CONGRESS 2004 President’s Reception

**Wednesday, June 2, 2004**

• Act as moderator of a panel discussion at CONGRESS 2004 Research Community Day

• Host and present remarks at dinner in honour of the Robert and Elizabeth Knight Lecturer, Dr. Alan Wolfe

• Present remarks at the Robert and Elizabeth Knight Lecture

**Thursday, June 3, 2004**

• Meet with United Way representatives

• Provide remarks at the Canadian Sociology and Anthropology Association Conference

• Attend dinner in honour of Templeton Lecturer, Chief Justice Beverley McLachlin

• Present remarks at Templeton Lecture

**Friday, June 4, 2004**

• Host luncheon in honour of Marshall McLuhan family

• Provide remarks at dedication of Marshall McLuhan Hall

• Provide remarks and host CONGRESS 2004 President’s Reception

• Attend dinner in honour of Order of Canada recipient, Mrs. Tannis Richardson

**Saturday, June 5, 2004**

• Provide remarks and host CONGRESS 2004 President’s Reception

• Attend dinner in honour of University of Winnipeg President, The Honourable Lloyd Axworthy
Sunday, June 6, 2004

- Bring greetings on behalf of Association of Universities and Colleges of Canada (AUCC) at the installation of University of Winnipeg President, The Honourable Lloyd Axworthy

Monday, June 7, 2004

- Meet with Ann Dowsett Johnston, Maclean’s Magazine

Tuesday, June 8, 2004

- Meet with Dr. John Mallea, a past President of Brandon University, along with Dr. Robert Kerr, Vice-President (Academic) and Dr. James Gardner, Executive Director, International Relations regarding the University of Manitoba’s international activities

- Attend reception in honour of the recipient of the International Distinguished Entrepreneur Award recipient, Mr. Howard Schultz

- Present remarks, present medal and certificate to Mr. Howard Schultz, Chairman of Starbucks Corporation at International Distinguished Entrepreneur Award banquet, Winnipeg Convention Centre

Wednesday, June 9, 2004

- Present remarks at the Graduation Dinner, ACCESS programs

Thursday, June 10, 2004

- Present remarks at Long Service Awards reception for employees with 25 years service, University Club

Friday, June 11, 2004

- Present remarks and present one award at Awards Ceremony, Institute of Cardiovascular Sciences, held at the Winnipeg Convention Centre

- Attend Reception and Dinner in recognition of Award recipients, Institute of Cardiovascular Sciences, Winnipeg Convention Centre

Sunday, June 13, 2004

- Dinner meeting with Dr. Peter McKinnon, President, University of Saskatchewan and Dr. David Turpin, President, University of Victoria

Monday, June 14, 2004

- Participate in Presidents’ Panel at the spring 2004 meeting of the Canadian Association of University Business Officers (CAU - 125 -iskatoon
June 16, 2004

Report of the Senate Executive Committee

Preamble

1. The terms of reference for the Senate Executive Committee are found in Section 7.2 of the Senate Handbook (revised 2000).

2. The Senate Executive Committee held its regular monthly meeting on June 16, 2004.

Observations

1. Speaker for the Senate Executive Committee

Dr. Juliette Cooper will be the Speaker for the Executive Committee for the June meeting of Senate.

2. Comments of the Senate Executive Committee

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

Respectfully submitted,

Dr. R. Kerr, Acting Chair
Senate Executive Committee

Terms of Reference: Senate Handbook (revised 2000), Section 7.

/cdak
Report of the Senate Committee on Awards respecting Awards - May 31, 2004 (Part B)

Preamble

The Senate Committee on Awards (SCOA) terms of reference include the following responsibility:

"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under Policy No. 419, such offers shall be submitted to Senate for approval." (Senate, April 5, 2000)

Observation

At its meeting on May 31, 2004, Senate Committee on Awards reviewed three new applications that appear to be discriminatory under policy number 419.

The committee received letters of support for the Michael and Joy Phelps Bursary from Professor Harvey Secter, Dean of the Faculty of Law, for the Manitoba Association of School Superintendents Bursary from Dr. John Wiens, Dean of the Faculty of Education, and for the Jean Goodwill - Jean Steckle Bursary in Human Ecology from Dr. Gustaaf Sevenhuysen, Acting Dean of the Faculty of Human Ecology. Kali Storm, Director of the Aboriginal Student Centre, has also provided letters of support for the three awards.

Recommendation

The Senate Committee on Awards recommends that Senate approve and recommend that the Board of Governors approve the Michael and Joy Phelps Bursary, the Manitoba Association of School Superintendents Bursary, and the Jean Goodwill - Jean Steckle Bursary in Human Ecology as set out in Appendix A of the Report of the Senate Committee on Awards Part B dated May 31, 2004.

Respectfully submitted,

Professor R. Baydack, Chair
Senate Committee on Awards

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

MICHAEL AND JOY PHELPS BURSARY

Michael and Joy Phelps have established an endowment fund of $100,000 matched equally by the Manitoba Scholarship and Bursary Initiative, for a total of $200,000. The bursaries will offer assistance to Aboriginal students in the Faculty of Law at the University of Manitoba who demonstrate financial need.

Born in Montreal, Quebec, Mr. Phelps graduated from the University of Manitoba with a B.A. in 1967, followed by a LL.B. in 1970. He completed his Master of Laws at the London School of Economics in 1971. Mr. Phelps is the former Chairman and Chief Executive Officer of Westcoast Energy Inc. Prior to joining Westcoast Energy, Mr. Phelps served as Crown Attorney, Province of Manitoba, Special Advisor to the Minister of Justice in Ottawa, and as Executive Assistant to the Federal Minister of Energy, Mines and Resources.

The awards will be offered to students who:

1. are Aboriginal (Status, non-Status, Métis, Inuit);
2. are enrolled full-time in any year of study in the Faculty of Law at the University of Manitoba;
3. have achieved a minimum cumulative grade point average of 2.5;
4. have demonstrated financial need on the standard University of Manitoba bursary application form.

The number and value of awards will be determined by the number of eligible applicants up to a maximum of $10,000 annually.

The selection committee will be the Faculty of Law Awards Committee.

MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS BURSARY

The Manitoba Association of School Superintendents, with assistance from The Winnipeg Foundation, offers to provide annually a $400 bursary in the Faculty of Education to an Aboriginal student. In addition to the bursary offered at the University of Manitoba, bursaries will be offered at Brandon University, Collège Universitaire de Saint-Boniface, and the University of Winnipeg. The first bursary will be offered in the 2004-2005 academic session.

The bursary will be offered to a student who:

1. is Aboriginal (Status, non-Status, Métis, Inuit);
(2) is enrolled as a full-time student in any year of study in the Faculty of Education;

(3) has achieved a minimum grade point average of 2.5 (first year students must have achieved a 2.5 grade point average in their last year of full-time study (minimum 18 credit hours));

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

The selection committee shall be named by the Dean of the Faculty of Education (or designate).

JEAN GOODWILL - JEAN STECKLE BURSARY IN HUMAN ECOLOGY

In honour of Jean Goodwill, founding member and president (1983-1990) of the Aboriginal Nurses Association of Canada, Jean Steckle has established an endowment fund at the University of Manitoba to support Aboriginal students in their studies. Among her many achievements, Jean Goodwill received an Order of Canada Award in 1992 for her contributions in the health field. The bursary, valued at half of the available annual interest, will first be offered in the 2004-2005 academic session and will be awarded to a student who:

(1) is Aboriginal (Status, non-Status, Métis, Inuit);

(2) is registered full-time (60% course load) in any year of study in the Faculty of Human Ecology at the University of Manitoba;

(3) has achieved a minimum cumulative grade point average of 2.5;

(4) has demonstrated involvement in the Aboriginal community;

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

In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) of how the applicant has demonstrated involvement in the Aboriginal community.

The bursary may be applied for and held by a recipient more than once. If no suitable candidate is identified in a given year, the available funds may be held and used at the discretion of the selection committee to offer a second award or one larger award in the following year.

The selection committee shall be named by the Dean of the Faculty of Human Ecology (or designate).
April 26, 2004

Dr. R. Baydack
Chair, Senate Committee on Awards
c/o Diana Kaspersion
Awards Establishment Coordinator
422 University Centre
University of Manitoba

Dear Dr. Baydack:

Recent efforts to enhance the Faculty of Law’s endowment funds for scholarships and bursaries have enjoyed reasonable success and we are now looking to expand our efforts in several targeted directions. We have an opportunity to create new financial awards dedicated to the recruitment and retention of Indigenous students to the Faculty of Law.

Aboriginal people are underrepresented in the Faculty of Law. While our recruitment efforts over the past five years show steady progress in attracting qualified students, we are far from our goal. In the current year, our total enrolment is 300 students, of whom 19 or 6.3% are self-declared aboriginal students. Over the past five years, 23 students have earned their law degree and joined the ranks of the legal profession. While our record compares favourably with other institutions, this number is low when one considers that Aboriginal people represent 12 to 15% of the population of Manitoba.

The Faculty has developed several different initiatives to address this challenge and actively recruit more law students from Aboriginal communities. The Faculty of Law therefore welcomes and fully supports the establishment of the Michael and Joy Phelps Endowment Fund, which will provide financial assistance to deserving Aboriginal students wishing to pursue a legal education at the University of Manitoba.

Yours truly,

Harvey Secter
Professor and Dean

HS/ma
May 3, 2004

Dr. Rick Baydack  
Chair of the Senate Committee on Awards  
C/o Ms. Diana Kaspersion  
Awards Establishment Coordinator  
417 University Centre

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the proposed Michael and Joy Phelps Bursary, which is designed to assist Aboriginal students enrolled full-time in the Faculty of Law.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through initiatives such as this. The Michael and Joy Phelps Bursary is an example of how alumni ‘give back’ to the University of Manitoba and want to contribute to areas they feel are important. The number of Aboriginal students in the Faculty of Law is growing and these bursaries will assist those students wishing to continue but require financial assistance to do so.

I trust that the Senate committee will approve this bursary and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the identified area of Law.

In education, mee-gwetch!

Kali Storm, Director  
Aboriginal Student Centre

The following statistics* are provided in support of the proposed Michael and Joy Phelps Bursary.

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are 55,755 Aboriginal people in Winnipeg, or 8.4% of the population.
- There are 929 Aboriginal students who self-declared at University of Manitoba, or 4.3% of the undergraduate population.
- There are 16 self-declared Aboriginal students in the Faculty of Law, or 1.7% of the population.

* Statistics are from the Government of Canada ‘Aboriginal People in Manitoba’ and from Institutional Analysis ‘A Profile of Canadian Aboriginal Students at The University of Manitoba’. 
May 19, 2004

To: Rick Baydeck, Chair, Senate Committee on Awards

From: John Wiens, Dean, Faculty of Education

Re: Consent to Administer the Manitoba Association of School Superintendent's (MASS) Bursary offered to Aboriginal students in the Bachelor of Education Program

The number of self-declared Aboriginal students admitted to the Bachelor of Education program is low, relative to the percentage of Aboriginals residing in Manitoba (11.7% in Manitoba; 8.4% in Winnipeg). The data is listed below:

<table>
<thead>
<tr>
<th>Admission Year</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Aboriginal Students Admitted</td>
<td>7/244</td>
<td>16/343</td>
<td>19/315</td>
<td>16/374</td>
</tr>
<tr>
<td>Percentage</td>
<td>2.8%</td>
<td>4.6%</td>
<td>6.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

The Faculty recognizes its responsibility to continue its efforts to increase Aboriginal participation in the teaching profession and views the MASS Bursary as a significant contribution and symbol of the profession’s commitment. Therefore, the Faculty’s consent is given to the administration of this award, notwithstanding Policy 419 on discrimination in scholarship, bursaries and scholarships.

WIENS/rc
May 17, 2004

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Diana Kaspersion, Awards Establishment Coordinator
417 University Centre

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the Manitoba Association of School Superintendents Bursary designed to assist Aboriginal students in the Faculty of Education.

As the Director of the Aboriginal Student Centre, I can verify that financial strain is the leading cause for Aboriginal students leaving school before graduation. It is common knowledge that many Aboriginal peoples live in poverty and whereas a university education can help rectify this, most cannot afford to do so. It is only reasonable that the University of Manitoba would want to assist in rectifying this situation with or without the declared commitments made in the Strategic Plan.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through programs and faculties. The Manitoba Association of School Superintendents Bursary through the Faculty of Education is an example of a Faculty wanting to assist with the financial difficulties faced by some of their students. For many Aboriginal students, attending university requires moving away from home knowing there is little or no financial assistance available from their families should they need it.

I trust that the Senate committee will approve this bursary and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the Faculty of Education.

In education, mee-gwetch!

Kall Storm
Director, Aboriginal Student Centre

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are 929 Aboriginal students who self-declared at University of Manitoba, or 4.3% of the undergraduate population.
- 2.9% of the Aboriginal population in Manitoba have completed university vs. 12.6% of the non-Aboriginal population.
- There are 28 self-declared Aboriginal students in the Faculty of Education, or 3% of the population.

*Statistics are from the Government of Canada 'Aboriginal People in Manitoba' and from Institutional Analysis 'A Profile of Canadian Aboriginal Students at The University of Manitoba'.

www.umun - 133 - student/asc
May 27, 2004

Rick Baydack, Chair
Senate Committee on Awards
University of Manitoba
Winnipeg, Manitoba R3T 2N2

Dear Dr. Baydack:

Re: Jean Steckle Award in Human Ecology

The Faculty of Human Ecology is committed to growth in Aboriginal Education. Consistent with this priority, I am writing in support of the Jean Steckle Award in Human Ecology, which will assist Aboriginal students with their studies.

During Regular Session 2003-2004, a total of 3 Aboriginal students were enrolled in the Faculty of Human Ecology, approximately 0.8% of our total student population of 370 full and part-time students. As Aboriginal peoples represent 13.0% of Manitoba’s population (Statistics Canada, 2001), Aboriginal students are under-represented in the Faculty of Human Ecology in comparison to the general population.

Over the previous four years, the ratio of students enrolled in the Faculty of Human Ecology is as follows: 1999-2000 – total enrolment 271 with 0% Aboriginal enrolment; 2000-2001 – total enrolment of 239 with 0% Aboriginal enrolment; 2001-2002 – total enrolment of 258 with 0% Aboriginal enrolment; 2002-2003 – total enrolment of 317 with an Aboriginal enrolment of 5 (0.16%).

The Jean Steckle Awards in Human Ecology will provide support to Aboriginal students enrolled in the Faculty. The Faculty of Human Ecology is committed to increasing the enrolment of Aboriginals, and given the present under-representation, I fully support the offering of this award.

Sincerely,

Gustaf P. Sevenhuysen, Ph.D.
Acting Dean

/Ad
May 17, 2004

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Diana Kaspersion, Awards Establishment Coordinator
417 University Centre

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the Jean Goodwill – Jean Steckle Award designed to assist Aboriginal students in the Faculty of Human Ecology.

As the Director of the Aboriginal Student Centre, I can verify that financial strain is the leading cause for Aboriginal students leaving school before graduation. It is common knowledge that many Aboriginal peoples live in poverty and whereas a university education can help rectify this, most cannot afford to do so. It is only reasonable that the University of Manitoba would want to assist in rectifying this situation with or without the declared commitments made in the Strategic Plan.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through programs and faculties. The Jean Goodwill – Jean Steckle Award through the Faculty of Human Ecology is an example of a Faculty wanting to assist with the financial difficulties faced by some of their students. For many Aboriginal students, attending university requires moving away from home knowing there is little or no financial assistance available from their families should they need it.

I trust that the Senate committee will approve this bursary and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the Faculty of Human Ecology.

In education, mee-gwetch!

Kali Storm
Director, Aboriginal Student Centre

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are 929 Aboriginal students who self-declared at University of Manitoba, or 4.3% of the undergraduate population.
- 2.9% of the Aboriginal population in Manitoba have completed university vs. 12.6% of the non-Aboriginal population.
- There are 5 self-declared Aboriginal students in the Faculty of Human Ecology, or 0.5% of the population.

* Statistics are from the Government of Canada ‘Aboriginal People in Manitoba’ and from Institutional Analysis ‘A Profile of Canadian Aboriginal Students at The University of Manitoba’.

www.umanitoba.ca/student/asc
REPORT OF THE SENATE COMMITTEE ON NOMINATIONS

Preamble

1. Since last reporting to Senate (October 9, 2003), the Senate Committee on Nominations (SCN) met on May 28, 2004 to consider nominations to fill vacancies on the standing committees of Senate.

2. The terms of reference for the SCN are found in Section 8.31 of the Senate Handbook (online version).

Observation

1. Below are listed all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

Recommendation

THE SCN recommends to Senate the following list of nominees:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Nominee(s)</th>
<th>Faculty/School</th>
<th>Term Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Committee on Academic Computing</td>
<td>Dean D. Hrycaiko</td>
<td>Physical Education and Recreational Studies</td>
<td>31.05.07</td>
</tr>
<tr>
<td></td>
<td>Prof. G. Schreckenbach</td>
<td>Chemistry</td>
<td>31.05.07</td>
</tr>
<tr>
<td></td>
<td>Prof. B. Luterbach</td>
<td>Continuing Education</td>
<td>31.05.07</td>
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<tr>
<td></td>
<td>Prof. M. Brabston</td>
<td>Management</td>
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<td>Prof. M. Singer</td>
<td>Psychology</td>
<td>31.05.07</td>
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<td>Senate Committee on Academic Freedom</td>
<td>Prof. M. Gabbert</td>
<td>Arts</td>
<td>31.05.07</td>
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<tr>
<td>Senate Committee on Academic Review</td>
<td>Prof. J. Van Rees</td>
<td>Science</td>
<td>31.05.07</td>
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<td>Senate Committee on Admissions</td>
<td>Prof. S. McLachlan</td>
<td>Environment</td>
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<td>Senate Committee on Admission Appeals</td>
<td>Prof. P. McVety</td>
<td>Plant Science</td>
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<td>Senate Committee on Appeals</td>
<td>Prof. B. Stimpson</td>
<td>Engineering</td>
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<td></td>
<td>Prof. M. Robinson</td>
<td>Counseling Services</td>
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<tr>
<td>Senate Committee on Animal Care</td>
<td>Prof. C. Taylor</td>
<td>Human Ecology</td>
<td>31.05.07</td>
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<td></td>
<td>Mr. B. Thomas</td>
<td>Community Rep.</td>
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<tr>
<td></td>
<td>Prof. A. Calder</td>
<td>Arts</td>
<td>31.05.07</td>
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<tr>
<td>Committee</td>
<td>Nominee(s)</td>
<td>Faculty/School</td>
<td>Term Ending</td>
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<tr>
<td>Senate Committee on Awards</td>
<td>Prof. B. Ferguson</td>
<td>History</td>
<td>31.05.07</td>
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<td></td>
<td>Prof. S. Hatcher</td>
<td>Aboriginal Focus Programs</td>
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<td></td>
<td>Prof. C. Ateah</td>
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<td>Prof. A. Louka</td>
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<td>Prof. G. Robinson</td>
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<td></td>
<td>Prof. D. Stewart</td>
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<td></td>
<td>Prof. B. Dronzek</td>
<td>Agriculture &amp; Food Sciences</td>
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<td>Prof. A. Katz</td>
<td>Nursing</td>
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<td>Senate Committee on the Ethics of Research Involving Human Subjects</td>
<td>Prof. H. Frankel</td>
<td>Social Work</td>
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<td></td>
<td>Ms. N. Froese</td>
<td>PRA Inc.</td>
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<td>TBA</td>
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<td>Senate Committee on Honourary Degrees</td>
<td>Prof. J. Cooper</td>
<td>Medicine</td>
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<td>Prof. T. Anna</td>
<td>History</td>
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<td>Prof. D. Ruth</td>
<td>Engineering</td>
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<td>Senate Committee on Instruction and Evaluation</td>
<td>Prof. G. Baldwin</td>
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<td>Prof. J. Rempel</td>
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<td>Joint Senates Committee on Masters' Programs</td>
<td>Prof. P. Perkins</td>
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<td>Prof. D. Smyth</td>
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<td>Joint Senates Committee on Masters' Programs Appeals</td>
<td>Prof. A. Sloane-Seale</td>
<td>Continuing Education</td>
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<td>Senate Committee on the Libraries</td>
<td>Dean J. Wiens</td>
<td>Education</td>
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<td>Dean A. Percival</td>
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<td>Prof. H. Heller</td>
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<td></td>
<td>Prof. K. Martstrom</td>
<td>Music</td>
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<td>Prof. J. Warne</td>
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<td>Senate Planning &amp; Priorities Committee</td>
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<td>Prof. M. Gabbert</td>
<td>Arts</td>
<td>31.05.08</td>
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<tr>
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<td>Prof. J. Long</td>
<td>Education</td>
<td>31.05.05</td>
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<tr>
<td>Senate Committee on Rules &amp; Procedures</td>
<td>TBA</td>
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</table>
Respectfully submitted,

Prof. B. Dronzek, Chair

/Signature/
June 11, 2004

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2004-2005

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found in Section 8.18 of the online Senate Handbook (2000).

2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the lists of proposed courses and instructors as submitted by William and Catherine Booth College (WCBC), and Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2004-05.

Observations

1. William and Catherine Booth College

   The attached list shows all cross-registered courses and proposed instructors as submitted by WCBC for the year 2004-05. Approval has been received from appropriate departments in the Faculty of Arts.

2. Prairie Theatre Exchange

   Attached is a list of the courses and instructors submitted by the Prairie Theatre Exchange for cross-registration at the University of Manitoba for 2004-05. Approval has been received from the Department of English.

Recommendations:

The Senate Committee on Approved Teaching Centres recommends that Senate approve the Approved Teaching Centre instructors and courses listed in Appendix A of this report.

Respectfully submitted,

Senate Committee on Approved Teaching Centres

/jml
Cross-Registered Courses to be Offered at ATCs for 2004-05, with Proposed Instructors

<table>
<thead>
<tr>
<th>U of M Dept, School or Faculty</th>
<th>Course No.</th>
<th>WCBC</th>
<th>PTE</th>
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</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
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<td></td>
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<tr>
<td>Classics</td>
<td>003.103</td>
<td>Roy Jeal, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>French, Spanish &amp; Italian</td>
<td>044.118</td>
<td>Irene Raymond, M.A.</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>017.120</td>
<td>Joseph Campbell, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>017.346</td>
<td>Joseph Campbell, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>020.216</td>
<td>Donald Burke, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>020.217</td>
<td>Roy Jeal, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>020.139</td>
<td>Jonathan Dyck, Ph.D.</td>
<td></td>
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<tr>
<td></td>
<td>020.140</td>
<td>Jonathan Dyck, Ph.D.</td>
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<tr>
<td></td>
<td>020.380</td>
<td>Donald Burke, Ph.D.</td>
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<td></td>
<td>020.378</td>
<td>Donald Burke, Ph.D.</td>
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<tr>
<td></td>
<td>020.228</td>
<td>David Widdicombe, D.Phil.</td>
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<tr>
<td>Sociology</td>
<td>077.120</td>
<td>Cheryl Albas, Ph.D.</td>
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<tr>
<td>Theatre</td>
<td>154.217</td>
<td></td>
<td>Stephen Sim/ Csilla Przibislawsky/</td>
</tr>
<tr>
<td></td>
<td>154.218</td>
<td></td>
<td>Nancy Drake/ Katherine Twaddle/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cairn Moore/ Hope McIntyre</td>
</tr>
</tbody>
</table>
Courses 154.217 and 218 are each made up of four segments of which students must complete two in order to obtain credit. If the workshops are completed in first term, the assigned course number is 154.217; if completed in second term, the course number is 154.218. In cases where workshops are completed in both first and second term, the students are granted credit in 154.249.

<table>
<thead>
<tr>
<th>154.249</th>
<th>Stephen Sim/ Csilla Przibislawsky/ Nancy Drake/ Katherine Twaddle/ Cairn Moore/ Hope McIntyre</th>
</tr>
</thead>
</table>

1 Courses 154.217 and 218 are each made up of four segments of which students must complete two in order to obtain credit. If the workshops are completed in first term, the assigned course number is 154.217; if completed in second term, the course number is 154.218. In cases where workshops are completed in both first and second term, the students are granted credit in 154.249.