

Syllabus

FOOD4510/HNSC4280: Food Product Development.
(Winter 2024)

**Faculty of Agricultural and
Food Sciences**



TABLE OF CONTENTS

COURSE DETAILS	3
INSTRUCTOR CONTACT INFORMATION	3
COURSE DESCRIPTION	4
COURSE GOALS	4
COURSE LEARNING OBJECTIVES	4
TEXTBOOK, READINGS, AND COURSE MATERIALS	4
USING COPYRIGHTED MATERIAL	6
COURSE TECHNOLOGY	7
EXPECTATIONS: I EXPECT YOU TO	7
EXPECTATIONS: YOU CAN EXPECT ME TO	8
CLASS SCHEDULE AND COURSE EVALUATION	8
LAB EXPECTATIONS	ERROR! BOOKMARK NOT DEFINED.
LAB SCHEDULE	ERROR! BOOKMARK NOT DEFINED.
GRADING	9
VOLUNTARY WITHDRAWAL	10
ASSIGNMENT DESCRIPTIONS	10
REFERENCING STYLE	13
ASSIGNMENT FEEDBACK	13
ASSIGNMENT EXTENSION AND LATE SUBMISSION POLICY	13
UNIVERSITY SUPPORT OFFICES & POLICIES	14

COURSE DETAILS

Course Title & Number:	Food Product Development FOOD4510/HNSC4280
Number of Credit Hours:	3
Class Times & Days of Week:	TR 11:30-12:45pm
Location for classes/labs/tutorials:	ANIMAL SCIENCE 220. Kitchen space available for students at Ellis Building & Barbara Bums lab, Human Ecology Building. Lab analysis will be carry on at Ellis building. Student Lab.
Pre-Requisites:	MKT 2210, STAT 2000 or equivalent, plus either FOOD 3010 or HNSC 3330. The marketing course is required as knowledge of market requirements and marketing products is critical to the success of new products. The statistics course provides the background for designing experiments and evaluating data for variables associated with new products. Knowledge of food ingredients and how they react in food systems is also important in product development and therefore, FOOD 3010 or HNSC 3330 are required.

Instructor Contact Information

Instructor(s) Name & Preferred Form of Address:	Claudia Narvaez, I preferred to be addressed as professor
Office Location:	Ellis building office #238
Office Hours or Availability:	Make an appointment or send an email.
Office Phone No.	204-4746658
Email:	Claudia.Narvaezbravo@umanitoba.ca Please when sending emails be professional and respectful. I will reply your emails within 48h during week days. On weekends I do not respond emails.
Contact:	By Email or In person
Teaching Assistant:	Otimeyi Ebosa
Contact:	By Email or In person ebosao@myumanitoba.ca

Course Description

U of M Course Calendar Description

This course will allow the student to gain an understanding of the product development procedure as it relates to the food industry. Emphasis will be on application of basic knowledge of foods and food processing in designing a new product.

General Course Description

This course offers a comprehensive exploration of food product development within the context of a food processing company. It provides students with a valuable opportunity to apply their acquired knowledge and skills from their academic program. The course dives into the technical intricacies of a food prototype development, offering students a hands-on experience in this critical aspect of the food industry. In addition, it equips them with a broader understanding of marketing, and the creation of effective business plans – all essential components of successfully bringing food products to market.

This course is mandatory for all students enrolled in the Food Science Program, encompassing both science and business tracks. Additionally, it is a crucial requirement for students pursuing the Food Option or Food Industry Option within the Human Nutritional Sciences program. For those outside these specific programs, the course is available as an elective.

Moreover, this course extends its welcome to Human Nutritional Science students from other academic tracks who have a keen interest in gaining knowledge about the development of novel food products. Furthermore, students from diverse academic backgrounds, provided they possess the requisite foundational knowledge, are encouraged to join this course and broaden their horizons in food product development.

Course Goals

1. Know the principles of new food product design
2. Apply previous knowledge of food chemistry, food microbiology, food processing and nutrition in the development of a new product.
3. Apply knowledge of sensory Science to Food Product Development
4. Apply knowledge of statistics in relation to development of a new product
5. Communicate effectively both in writing and orally
6. Utilize a variety of resources (including library) to effectively determine issues to be addressed in developing a new product.
7. Function in a group of people with diverse backgrounds.
8. Incorporate the input of different disciplines in product design. e.g. finance and economics
9. Learn how to function as a team
10. Develop collaborative leadership

Course Learning Objectives

1. Explain what is meant by new products and identify reasons for product development.
2. Explain the role of market research and marketing efforts in the product development process.
3. Convert market research into technical product requirements.
4. Create an appropriate marketing plan for your product.

5. Evaluate the technical requirements associated for a new product.
6. Explain raw ingredient to its role in your new product.
7. Analyze product for potential pathogens.
8. Create a plan to deal with quality and safety issues.
9. Apply the appropriate processing technology to create a new product.
10. Produce a prototype, including properly labeled package, for a new food product
11. Distinguish which sensory test to use for a given application.
12. Conduct a sensory analysis appropriate for a food product.
13. Explain the use of experimental design as applied to new product development.
14. Interpret statistical data to optimize prototype variables.
15. Prepare a timeline for completion of group project.
16. Write a report that integrates all aspects of food product development for a specific product.
17. Demonstrate the use of appropriate requirements and technologies applied to food product development.
18. Manage obligations in doing group work.
19. Deal with conflict when working with a multidisciplinary team.
20. Present orally the technical aspects of a project within the class.

Foundational Knowledge Content Areas for Dietetics Education

This dietetic education program is an accredited program recognized by the Partnership for Dietetic Education and Practice (PDEP) and prepares students for eligibility for registration with a provincial dietetics regulatory body.

Highest level achieved: 1= demonstrate broad knowledge; 2= demonstrate comprehension; 3 = analyze, interpret and apply knowledge

Content Area	Foundational Knowledge	Cognitive Complexity Level
Communication	Communication channels and techniques, and their appropriate usage	3
Food	Physical properties and chemical composition of food	2
	Food preservation, storage and packaging	3
	The role of ingredients and their interaction in food preparation	3
	Application of dietary requirements, guidelines, and guidance tools to food planning	2
	Food modification to address therapeutic, textural or other needs	3
	Sensory evaluation of food	2
	Food labeling	2
Food Service Systems	Recipe development, standardization and evaluation	3
	Quantity food production and distribution	1
	Cost control	1

	Human resource, financial, technical and equipment needs	2
	Hazard Analysis and Critical Control Points (HACCP)	3
Human Nutrition across the Lifespan	Nutrition recommendations and guidelines	2
	Effect of deficiencies and toxicities of nutrients	2
	Food sources of nutrients and dietary supplements	1
	Role of nutrients and other food components in health	1
Interprofessional Collaboration Management	Team Functioning	3
	Collaborative leadership	3
	Interprofessional conflict resolution	3
Management	Financial management	1
	Strategic and operational planning including needs assessment, goal setting and outcome assessment	3
	Organizational behaviour and development	2
	Project management	2
	Marketing	2
Microbiology	Microbes in food safety	3
Population Food Systems and Food Security	Food consumption patterns and trends	2
Professional Practice in Dietetics	Ethical conduct	3
	Decision making	2
	Time and workload management	2
	Technological applications used in practice	2

Textbook, Readings, and Course Materials

There is no require textbook for this class

Recommended

Methods for developing new food products. An instructional guide. By Fadi Aramouni. Expanded second edition. 2018.

Sensory Evaluation Techniques. By Gail Vance Civile, B. Thomas Carr. Fith Edition. 2016.

Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, uncles an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the

University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Course Technology

I will be using the iclicker student response system. Please make sure you install iclicker reff in your smart/iphone phone. iClicker helps me to understand what you know and gives everyone a chance to participate in class. I will check for attendance using iClicker.

For the course management, I will be using UM Learn.

In addition, the use of other technology (i.e., tablets, cellphones, laptops, etc.) are allow in the classroom. It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. Additionally, make a statement about student use of technology or non-use of technology (i.e., tablets, cellphones, laptops, etc.) in the classroom (i.e., It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner).

Expectations: I Expect You To

The student is expected to participate actively in the course. Active participation means: actively listening and responding to questions in class (including iClicker reff) (I do not expect perfection!); staying on top of lecture material and assignments and seeking help on course material that is not clear. PowerPoint presentations summarize only a portion of the knowledge content that needs to be covered in class. For the rest of the contents, you are expected to read the required textbook.

I expect students to connect on time and to be prepared to learn. If you connect late, I expect you to enter Webex (or other technology) quietly, please mute yourself and try not to disrupt the class. I expect that you will appreciate the diversity of our campus and respect the rights of each member of the class.

Attendance and participation are essential elements to the student's success in this course. Attendance is not mandatory. However, you will not get credit for an in-class assignment if you are absent on the day it is given.

I will be in class for 5 minutes prior to the class, if you need to ask a quick question or talk to me about any issue related to the class. I will treat you with respect and will appreciate the same courtesy in return. For more information regarding a respectful work and learning environment, please visit the following link: Respectful Work and Learning Environment Policy. At the end of this section, the policies and services students are expected to follow/utilize need to be included (Section 2.5 ROASS). I expect you to follow these policies around Class Communication, Academic Integrity, and Recording Class Lectures.

Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Refer to specific course requirements for academic integrity for individual and group work such as:

- I. Group projects are subject to the rules of academic dishonesty;
- II. Group members must ensure that a group project adheres to the principles of academic integrity;
- III. Students should also be made aware of any specific instructions concerning study groups and individual assignments;

- IV. The limits of collaboration on assignments should be defined as explicitly as possible; and
- V. All work should be completed independently unless otherwise specified.

Recording Class Lectures:

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission {Claudia Narvaez-Bravo} Course materials (both paper and digital) are for the participant's private study and research.

Student Accessibility Services:

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services
 520 University Centre
 Phone: (204) 474-7423
 Email: Student_accessibility@umanitoba.ca

Expectations: You Can Expect Me To

You can expect me to be on time and prepared for class.

You can expect me to be available for consultation regularly.

Email is my preferred method of communication and you can expect to receive a response to any email within 24 hours on weekdays.

If you have a question that cannot wait, you may send an email. I will be happy to answer it, however make sure you are asking a relevant question (i.e. you could not find the answer or get an understanding of the material after reviewing the class notes or textbook). I will be glad to offer brief advice about class material or an assignment.

All assignments handed in on time will be graded and returned within 2 weeks of the due date; late assignments will be graded as my time permits.

You can expect me to treat all of your questions and comments with respect and to take your concerns seriously. If you are having a problem, don't hesitate to talk to me about it. Don't wait until the last moment to realize that you need some marks to pass the course! I won't be able to help you at this point..

CLASS SCHEDULE AND COURSE EVALUATION

Begin this section with a disclaimer (i.e., This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to [Section 2.8 of ROASS](#)).

The schedule should include dates and times of classes, including missed classes due to holidays or other commitments of the instructor. It also includes dates of assignments/quizzes/exams and alternate forms of assessments, date for voluntary withdrawal, and dates when students can expect to receive their assignment or test grades.

Date	Evaluation
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	Class Content & Teaching Strategies	Required Readings or any Pre-class Preparation	Type of Assessment	Due Date	Value of Final Grade
	Lectures, teamwork		Assignment 1- A preliminary group report	Feb 10	15%
	Lectures, iClickers, complementary readings		Midterm	Feb 29	30%
	Teamwork, lectures, hands-on lab & kitchen		Food Fight at the Forks	March 16	15%
	Teamwork, lectures, judges feedback		Final Report and Presentation	April 2-9	30%
	Teamwork experience		A reflective piece (group)	April 2-9	5%
	Individual reflection		A reflective piece (individual)	April 2-9	5%
					100%

Grading

Indicate your grading scale. A sample is given below that you can adjust to your course expectations.

Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	95-100	4.25-4.5	4.5
A	86-94	3.75-4.24	4.0
B+	80-85	3.25-3.74	3.5
B	72-79	2.75-3.24	3.0
C+	65-71	2.25-2.74	2.5
C	60-64	2.0-2.24	2.0
D	50-59	Less than 2.0	1.0
F	Less than 50		0

Kindly take note that the grading system employed in this course will not involve curving of grades. To ensure transparency and fairness, the following guidelines will be adhered to when assigning letter grade:

- Rounding for Letter Grades: Percentage grades that have a decimal point of 0.5 or above will be rounded up to the nearest whole number. Conversely, percentage grades with a decimal point below 0.5 will be rounded down to the nearest whole number. Illustrative Examples: For instance, if your final percentage grade falls between 89.5 and 89.9, it will be rounded to 90, which corresponds to an A grade. On the other hand, if your final percentage grade is 70.4, it will be rounded down to 70, and your letter grade will be C+.
- Universal Application: This rounding rule applies to all students in the course, without any exception.

Lecture topic	Date
1. Introduction and general information /networking and group designation	Jan 09
2. Team work – an introduction	Jan 11
3. Food product development introduction and considerations	Jan 16 & 18
3.1. Food product development	
3.2. Classes of new food products	
3.3. Project planning	
4. Market Research in the Development of New Food Products	Jan 23
Time for teams to meet	Jan 25
5. Test Market: Factors influencing final evaluation of product	Jan 30
7. Financial Analysis in Product Development. Dr. Charles Grant	Feb 1
8. Experimental design in product development	Feb 06
9. Sensory evaluation	Feb 08
9. Sensory evaluation continues	Feb 13
12. Other considerations in product development	Feb 15
Winter break	Feb 19-23
13. Remaining time to finish lectures	Feb 27
Midterm exam	Feb 29
14. Class time to work on projects	March 5 – March 28
15. Meeting time to check progress with professor + updates on food fight	March 12
16. Food Fight at the Forks	Saturday March 16*
Group presentations	April 2
Group presentations	April 4
Group presentations	April 9

*Pending confirmation

Voluntary Withdrawal

The last date to drop Winter term spanning courses with refunds: January 20, 2024 you will receive a VW for the course, but you will not be charged the Winter Term portion of the fees.

Voluntary Withdrawal (VW) deadline Winter term classes: March 20, 2024

Please refer to the Registrar's Office web page for more information.

ASSIGNMENT DESCRIPTIONS

The assessments in the course are as follows:

1. **Midterm**, were all material delivery in class will be assessed, uquestion format will consist on multiple choice, short answers and long answers questions. Midterm exams are designed to assess the extent to which students have absorbed and understood the material covered in the first portion of the course. It serves as a checkpoint to evaluate their personal progress.

Instructors can use midterm results to adjust their teaching strategies, providing additional support or clarification on topics that many students find challenging.

2. **A preliminary group report.** Teamwork is an important skill and it plays a crucial role in various aspects of life, including education and the workplace.

This course places a significant emphasis on teamwork, and it will involve the formation of teams consisting of four students. Throughout the course, students will collaborate within their respective teams. The preliminary report will cover several key aspects, including project planning, brainstorming ideas for an innovative food product, justification and selection of the best idea for an innovative, original food product, feasibility analysis, and pre-development efforts aimed at realizing this food product. These pre-development activities will involve conducting market research, performing competitor analysis, and assessing market potential. The purpose of this preliminary report is to enable students to initiate the early development of their food product and to allow the instructor to offer early guidance on this assignment. A rubric for evaluating this report is available on UMLearn for reference.

3. **Food fight at the forks:** The 'Food Fight at the Fork' is an enjoyable activity held at The Forks as part of the 'Discover Agriculture in the City' event. During this event, numerous producers converge to educate the public about various aspects of agriculture and farming, spanning from farm to table.

The course FOOD4510 has consistently been an integral part of this event, where different teams present their products to the public. Approximately three judges are present to offer valuable feedback to the students. This feedback serves as a valuable resource for students to enhance their products and refine their final reports.

Participating in this event provides an excellent opportunity for students to gain hands-on experience and engage with the wider community. A judging sheet will be also provided to the students before the event.

4. **Final Report and Presentation:** The final report for groups involved in food product development serves as a culmination of their efforts throughout the course. It should be a well-structured, detailed document that provides a comprehensive overview of their project. Here are key elements to include:

- ✓ Executive Summary: Begin with an executive summary that provides a concise yet informative overview of the project, highlighting key achievements, objectives, and the innovative food product's concept.
- ✓ Introduction: Introduce the project by providing context, outlining its importance, and explaining the goals and objectives.
- ✓ Market Research: Detail the research conducted to understand the market, including consumer preferences, trends, and potential target demographics. Present data, surveys, and findings to support the product's relevance.
- ✓ Competitor Analysis: Analyze competitors in the market, highlighting their strengths, weaknesses, and any gaps that the group's product aims to fill.
- ✓ Product Development: Describe the product development process, from the initial concept to the final prototype. Discuss the selection of ingredients, recipe formulation, and any technical challenges faced.
- ✓ Food quality, food safety
- ✓ Sensory evaluation
- ✓ Feasibility Study: Present a feasibility analysis, including cost estimates, manufacturing processes, and potential challenges in scaling up production.

- ✓ Marketing Strategy: Outline the marketing plan for the product, covering branding, packaging, pricing, distribution channels, and promotional strategies.
- ✓ Sustainability and Ethical Considerations: Address any sustainability or ethical aspects related to the product, such as sourcing of ingredients, production methods, and environmental impact.
- ✓ Financial Projections: Provide financial projections, including sales forecasts, revenue expectations, and break-even analysis

Oral Presentation: the final presentation should complement the written report and engage the audience. Academics will be invited to evaluate students presentations, and they will provide the assessment for the oral presentations.

A rubric for evaluating the final report is available on UMLearn for reference.

Additional, comprehensive information regarding the expectations for both the preliminary report and final report, including associated rubrics, can be accessed within the assignment folder on UML.

5. Provide a reflection piece: A reflection piece is an opportunity for each individual to step back and offer insights into their personal and collective experiences throughout the food product development project. It allows for a deeper understanding of the learning process, challenges faced, and the growth achieved during the project.

Individual Reflections:

- Each team member should contribute their individual reflections. For each member, include the following:
- Personal Growth: Describe how the project has contributed to their personal growth, both in terms of skills and knowledge. Discuss any areas where they felt they made significant progress.
- Challenges: Reflect on the challenges faced individually and how they were overcome. This could include time management, teamwork, technical difficulties, or other obstacles.
- Contributions: Discuss their specific contributions to the project, highlighting their strengths and areas where they made a significant impact.
- Learning Moments: Share any specific moments or experiences that were particularly enlightening or transformative.

Group Reflection: After individual reflections, include a section for the group as a whole:

- Collaborative Learning: Discuss the overall group dynamics and collaborative learning experiences. How did the team work together? Were there any conflicts, and how were they resolved?
- Project Evolution: Reflect on how the project evolved from the initial concept to its current state. Highlight key decisions, turning points, and lessons learned as a group.
- Feedback Utilization: Explain how feedback received from judges, peers, or consumers during events like 'Food Fight at the Fork' influenced the project's development and the final report.
- Achievements and Challenges: Summarize the group's main achievements and challenges encountered during the project. Reflect on what these experiences taught the group as a whole.

Referencing Style

All written assignments in this course **shall include in-text citation**. Citation style: APA style.

Example:

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.

Assignment Feedback

Feedback on student's performance will be provide as formative (i.e., comments) and summative (i.e., grade). The feedback will be delivered electronically (UML).

Assignment Extension and Late Submission Policy

Assignment Due Dates: The due dates for all assessments are clearly outlined in the course syllabus. If an assignment is submitted after the specified deadline, a 10% deduction from its original value will be applied for each business day it is overdue. This late penalty policy is applicable to all members of the group. Additionally, class time will be designated for working on assignments. It is imperative that you refer to UMLearn for comprehensive guidelines on proper referencing in all assignments, including the final project. Please note that peer evaluations conducted during the final exam may impact the assessment of individual contributions within group work

Note: Ensure you utilize the designated folders for each assignment on UMLearn. If you mistakenly submit your assignment in the wrong folder, it is your responsibility to rectify this, and the assignment will be marked as late. Please note that assignments will not be accepted via email.

Group Work Policies: Professional conduct is expected in all group collaborations. You will have the opportunity to provide peer evaluations of group members for each group activity, beginning with the first assignment and when submitting the final report at the end of the term. Marks for team members may be adjusted based on this feedback. Peer evaluations should be conducted fairly and reasonably and shared with team members. Keep in mind that not all group members may receive a perfect peer rating, as the aim of this feedback is to help individuals enhance their teamwork skills.

Important Note: At the beginning of the semester, group activities are pre-scheduled. In situations where a team member fails to respond despite multiple attempts by the group, the option exists for the group to proceed without their participation. In such cases, the unfinished portion of the assignment will be redistributed among the remaining team members, and this situation should be promptly reported to the professor.

Consistent absenteeism from group work must be accompanied by verifiable written evidence, such as a doctor's note, and should also be communicated to the relevant support office (e.g., Accessibility Services or Student Support Case Management). It is important to acknowledge that your peers have legitimate concerns about performance since it can influence their future professional careers. Failure to communicate in a timely manner can cause unnecessary stress, display disrespect, and have adverse effects on the grades of all team members.

UNIVERSITY SUPPORT OFFICES & POLICIES

Instructors shall provide to every student the information on university support offices and policies in [Schedule "A"](#) within the first week of classes, either through a paper copy and/or via the university's student information system (i.e., Aurora, UM Learn, or such other university information system as may be approved by the university from time to time).

Schedule "A"

Section (a) sample re: A list of academic supports available to Students, such as the Academic Learning Centre, Libraries, and other supports as may be appropriate:

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: www.umanitoba.ca/libraries.

Section (b) sample re: A statement regarding mental health that includes referral information:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:*

<http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services
(204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre
(204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in [peer support from Healthy U](#) or information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <https://umanitoba.ca/student/health-wellness/welcome-about.html>

britt.harvey@umanitoba.ca

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

Section (c) sample: re: A notice with respect to copyright:

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

Section (d) sample: re: A statement directing the student to University and Unit policies, procedures, and supplemental information available on-line:

Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Student Discipline

http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour

http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault**

policy may be found at:

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

More information and resources can be found by reviewing the Sexual Assault site

<http://umanitoba.ca/student/sexual-assault/>

- For information about rights and responsibilities regarding **Intellectual Property** view the policy [https://umanitoba.ca/governance/sites/governance/files/2021-06/Intellectual_Property_Policy - 2013_10_01_RF.pdf](https://umanitoba.ca/governance/sites/governance/files/2021-06/Intellectual_Property_Policy_-_2013_10_01_RF.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site

<http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

student_advocacy@umanitoba.ca