Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, April 7, 2010
1:30 p.m.
Regrets call 474-6892

AGENDA

I   MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II   MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

III   MATTERS FORWARDED FOR INFORMATION

IV   REPORT OF THE PRESIDENT

V   QUESTION PERIOD

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

VI   CONSIDERATION OF THE MINUTES
OF THE MEETING OF MARCH 3, 2010

VII   BUSINESS ARISING FROM THE MINUTES

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

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. **Reports of the Senate Committee on Instruction and Evaluation**

X   **ADDITIONAL BUSINESS**

XI   **ADJOURNMENT**

Please call regrets to 474-6892 or meg_brolley@umanitoba.ca

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Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.

3. The Faculty of Graduate Studies Executive Committee voted via email on the above date to consider proposals from the Depts. of Psychology and Philosophy, and Faculty of Nursing.

Observations

1. The Dept. of Psychology, Faculty of Arts, proposes the deletion of two courses, **PSYC 8150 Personality and Intellectual Assessment I (3)** and **PSYC 8160 Personality and Intellectual Assessment 2 (3)**, and the introduction of two courses, **PSYC 7550 Intellectual and Cognitive Assessment (3)** and **PSYC 7560 Personality and Psychological Assessment (3)**, to essentially delete and reintroduce the courses with updated titles and course descriptions.

2. The Dept. of Philosophy, Faculty of Arts, proposes the introduction of two courses, **PHIL 7400 Independent Research Paper 1 (0)** and **PHIL 7410 Independent Research Paper 2 (0)**, to assist with the administration of the newly approved M.A. route in Philosophy, whereby students can opt to complete coursework plus two research papers towards the fulfillment of the M.A. degree.

3. The Faculty of Nursing proposes the modification of one course, **NURS 7320 Philosophy of Nursing Science (3)** to reflect a change in the course description.

Recommendations

The Executive Committee recommends THAT: the course changes from the units listed below be approved by Senate:

Dept. of Psychology
Dept. of Philosophy
Faculty of Nursing

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Executive Committee

Dept. of Psychology

Course Deletions

PSYC 8150 Personality and Intellectual Assessment I   **-3**

PSYC 8160 Personality and Intellectual Assessment 2   **-3**

Course Introductions

PSYC 7550 Intellectual and Cognitive Assessment   **+3**
This course will provide clinical students with a thorough overview of key issues and clinical knowledge related to intellectual and cognitive assessment of children and adults. Learning will take place through a combination of lectures, course readings, discussion, group exercises, student presentations, and hands-on practical experience with cognitive tests. Not to be held with the former PSYC 8150 (017.815). This course is normally restricted to students in the clinical psychology program although non-clinical students may enroll with permission of the instructor.

PSYC 7560 Personality and Psychological Assessment   **+3**
This course will provide clinical students with a thorough overview of key issues and clinical knowledge related to personality and psychological assessment of youth and adults. Learning will take place through a combination of lectures, course readings, discussions, group exercises, student presentations, and hands-on practical experience with personality and psychological tests. Not to be held with the former PSYC 8160 (017.816). This course is normally restricted to students in the clinical psychology program although non-clinical students may enroll with permission of the instructor.

NET CHANGE IN CREDIT HOURS: **+0**

Dept. of Philosophy

Course Introductions

PHIL 7400 Independent Research Paper 1   **+0**
This course is for students taking Option B in the M.A. program in Philosophy. The student will supply a paper with original research under the guidance of the research paper advisor. Course graded pass/fail.

PHIL 7410 Independent Research Paper 2   **+0**
This course is for students taking Option B in the M.A. program in Philosophy. The student will supply a paper with original research under the guidance of the research paper advisor. Course graded pass/fail.

NET CHANGE IN CREDIT HOURS: **+0**

Faculty of Nursing

Course Modification

NURS 7320 Philosophy of Nursing Science   **3**
Advanced seminar to explore philosophies of science which have influenced the development of nursing knowledge. Nursing epistemological traditions are critically analyzed as they relate to nursing theory, development and research. The relationship between nursing science and practice is emphasized.

NET CHANGE IN CREDIT HOURS: **+0**

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.

3. The Faculty of Graduate Studies Executive Committee met on the above date to consider the Senate-requested Deletion of Lapsed Courses.

Observations

1. A list of courses not offered in the past five years was compiled by the Registrar's Office and distributed to faculties by the Office of The University Secretary on September 22, 2009.

2. Approx. 424 graduate level courses (6000 or higher) were identified by the Registrar's Office as not having been offered in the past five years.

3. It was noted that units identified a number of reasons for wishing to keep courses on the list active:

    - Due to the research interests of existing or newly hired staff, several courses will be added to the teaching program in the near future;
    - Due to prospective program changes, it would be premature to delete several courses;
    - Due to upcoming program reviews, it would be premature to delete several courses;
    - Courses offered in rotation due to the varying specializations of annually admitted cohorts

4. The Committee did not grant two units their requests to retain specific courses:

    - One unit was not specific about when several courses would be offered again;
    - One unit felt the need to retain several courses so that students admitted under the old curriculum who are still in the program could access information about

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

courses they took. The Committee denied this justification and relayed to the unit that graduate Calendars are archived and therefore keeping them in Aurora was unnecessary.

5.   Some units commented that the list provided by the Registrar's Office in September 2009 contained some courses that had already been deleted or were currently in the process of being deleted.

6.   Some units did not respond to the list distributed by the University Secretary despite a reminder email distributed by the Faculty of Graduate Studies. These units' courses were deleted.

Recommendations

The Executive Committee recommends THAT: the Deletion of Lapsed Courses from the units listed below be approved by Senate:

> **Faculty of Agric. and Food Sci.**
> **Faculty of Architecture**
> **Faculty of Arts**
> **Faculty of Dentistry**
> **Faculty of Education**
> **Faculty of Engineering**
> **Faculty of Env., Earth, & Res**
> **Faculty of Graduate Studies**
> **Faculty of Human Ecology**
> **Faculty of Kines. & Rec. Mgmt**
> **Faculty of Management**
> **Faculty of Medicine**
> **Faculty of Music**
> **Faculty of Science**
> **Faculty of Social Work**
> **School of Agriculture**
> **School of Medical Rehab.**

Course Deletions:

Faculty of Agric. and Food Sci.

NET CHANGE IN COURSES: -3

Faculty of Architecture

NET CHANGE IN COURSES: -1

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Faculty of Arts

NET CHANGE IN COURSES: -133

Faculty of Dentistry

NET CHANGE IN COURSES: -4

Faculty of Education

NET CHANGE IN COURSES: -10

Faculty of Engineering

NET CHANGE IN COURSES: -7

Faculty of Env., Earth, & Res

NET CHANGE IN COURSES: -12

Faculty of Graduate Studies

NET CHANGE IN COURSES: -1

Faculty of Human Ecology

NET CHANGE IN COURSES: -12

Faculty of Kines. & Rec. Mgmt

NET CHANGE IN COURSES: -7

Faculty of Management

NET CHANGE IN COURSES: -27

Faculty of Medicine

NET CHANGE IN COURSES: -15

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Faculty of Music

NET CHANGE IN COURSES: 0

Faculty of Science

NET CHANGE IN COURSES: -28

Faculty of Social Work

NET CHANGE IN COURSES: -5

School of Agriculture

NET CHANGE IN COURSES: -1

School of Medical Rehab.

NET CHANGE IN COURSES: -1

Respectfully submitted,

Dr. John (Jay) Doering, Chair
Faculty of Graduate Studies Executive Committee

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AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE
ABIZ 7440	Faculty of Agric.and Food Sci.	Agribusiness and Agric. Econ.	Renewable Resource Economics
ABIZ 7450	Faculty of Agric.and Food Sci.	Agribusiness and Agric. Econ.	Non-Renewable Resource Economics
BIOE 7130	Faculty of Agric.and Food Sci.	Biosystems Engineering	
EVDS 9010	Faculty of Architecture	Environmental Design	
ANTH 7740	Faculty of Arts	Anthropology	Medical Anthropology I
ANTH 7750	Faculty of Arts	Anthropology	Medical Anthropology II
ANTH 7800	Faculty of Arts	Anthropology	Seminar in Ethnohistory
ANTH 7810	Faculty of Arts	Anthropology	Seminar in Culture Change
CLAS 7170	Faculty of Arts	Classics	Readings in Selected Topics
ECON 6010	Faculty of Arts	Economics	Urban Economic Issues
ECON 7210	Faculty of Arts	Economics	Comparative Economic Systems
ECON 7310	Faculty of Arts	Economics	Research Seminar in Economics
ECON 7330	Faculty of Arts	Economics	National and Social Accounting
ECON 7450	Faculty of Arts	Economics	Non-Renewable Resource Economics
ECON 7680	Faculty of Arts	Economics	Post-Keynesian and Marxian Macroeconomics
ECON 7700	Faculty of Arts	Economics	Human Resources and Development
ECON 7710	Faculty of Arts	Economics	Economic Planning
ECON 7740	Faculty of Arts	Economics	Advanced Topics in Microeconomic Theory
ECON 7750	Faculty of Arts	Economics	Marxian and Neo-Ricardian Microeconomic Theory
ECON 7760	Faculty of Arts	Economics	Multinational Enterprise and Nation States
ENGL 7010	Faculty of Arts	English, Film, and Theatre	Reading for Thesis
ENGL 7020	Faculty of Arts	English, Film, and Theatre	American Literature
ENGL 7040	Faculty of Arts	English, Film, and Theatre	Canadian Literature
ENGL 7060	Faculty of Arts	English, Film, and Theatre	British Literature since 1900
ENGL 7080	Faculty of Arts	English, Film, and Theatre	Contemporary Literature
ENGL 7100	Faculty of Arts	English, Film, and Theatre	International Literature
ENGL 7150	Faculty of Arts	English, Film, and Theatre	Modernism
ENGL 7250	Faculty of Arts	English, Film, and Theatre	Media
ENGL 7540	Faculty of Arts	English, Film, and Theatre	Special Topics
ENGL 7700	Faculty of Arts	English, Film, and Theatre	Special Topics in Literary Periods 2
ENGL 7720	Faculty of Arts	English, Film, and Theatre	Special Topics in Literary Genres 2
ENGL 7730	Faculty of Arts	English, Film, and Theatre	Special Topics in Critical Theory and Practice 1
ENGL 7740	Faculty of Arts	English, Film, and Theatre	Special Topics in Critical Theory and Practice 2
ENGL 7760	Faculty of Arts	English, Film, and Theatre	Directed Reading 2
ENGL 7770	Faculty of Arts	English, Film, and Theatre	Poetry and Poetics
ENGL 7780	Faculty of Arts	English, Film, and Theatre	Studies in Poetry and Poetics
ENGL 7790	Faculty of Arts	English, Film, and Theatre	Drama/Theatre
ENGL 7810	Faculty of Arts	English, Film, and Theatre	Prose
ENGL 7820	Faculty of Arts	English, Film, and Theatre	Studies in Prose
ENGL 7830	Faculty of Arts	English, Film, and Theatre	Critical Theory
ENGL 7850	Faculty of Arts	English, Film, and Theatre	Cultural Studies
ENGL 7870	Faculty of Arts	English, Film, and Theatre	Literature and Film
ENGL 7890	Faculty of Arts	English, Film, and Theatre	Medieval Literature
ENGL 7910	Faculty of Arts	English, Film, and Theatre	Early Modern Literature
ENGL 7930	Faculty of Arts	English, Film, and Theatre	Eighteenth-Century Literature
ENGL 7950	Faculty of Arts	English, Film, and Theatre	Romanticism
ENGL 7970	Faculty of Arts	English, Film, and Theatre	Nineteenth-Century British Literature
FREN 7530	Faculty of Arts	French, Spanish and Italian	Topics in Literary Periods 2
FREN 7550	Faculty of Arts	French, Spanish and Italian	Topics in Literary Genres 2
FREN 7570	Faculty of Arts	French, Spanish and Italian	Topics in Critical Theory and Practice 2
FREN 7600	Faculty of Arts	French, Spanish and Italian	Approches et méthodes critiques
FREN 7610	Faculty of Arts	French, Spanish and Italian	L'Épopée médiévale française
FREN 7620	Faculty of Arts	French, Spanish and Italian	Le Roman français médiéval
FREN 7650	Faculty of Arts	French, Spanish and Italian	Études sur Voltaire
FREN 7670	Faculty of Arts	French, Spanish and Italian	Études sur Balzac
FREN 7690	Faculty of Arts	French, Spanish and Italian	Le Drame romantique français

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FREN 7700	Faculty of Arts	French, Spanish and Italian	La Poésie romantique française
FREN 7710	Faculty of Arts	French, Spanish and Italian	Études sur Flaubert
FREN 7750	Faculty of Arts	French, Spanish and Italian	Études sur la poésie contemporaine
FREN 7790	Faculty of Arts	French, Spanish and Italian	Hubert Aquin
FREN 7800	Faculty of Arts	French, Spanish and Italian	Le Roman de la belle époque en France
FREN 7810	Faculty of Arts	French, Spanish and Italian	Le Roman d'entre-deux-guerres en France
FREN 7830	Faculty of Arts	French, Spanish and Italian	Le Cycle oriental dans les romans de Malraux
FREN 7860	Faculty of Arts	French, Spanish and Italian	Molière
FREN 7870	Faculty of Arts	French, Spanish and Italian	Le roman du XVIIe siècle
FREN 7890	Faculty of Arts	French, Spanish and Italian	Racine
FREN 7900	Faculty of Arts	French, Spanish and Italian	Baudelaire: critique et traducteur
FREN 7910	Faculty of Arts	French, Spanish and Italian	Baudelaire: poésie
GRK 7080	Faculty of Arts	Classics	Greek History
GRMN 7100	Faculty of Arts	German and Slavic Studies	
GRMN 7310	Faculty of Arts	German and Slavic Studies	Special Topics in German Literature and Culture 1750-194
GRMN 7600	Faculty of Arts	German and Slavic Studies	Twentieth-Century Seminar
GRMN 9000	Faculty of Arts	German and Slavic Studies	26.2201 U.WPG.
GRMN 9010	Faculty of Arts	German and Slavic Studies	26.1201 U.WPG.
GRMN 9020	Faculty of Arts	German and Slavic Studies	26.3301 U.WPG.
GRMN 9030	Faculty of Arts	German and Slavic Studies	26.4204 U.WPG.
GRMN 9040	Faculty of Arts	German and Slavic Studies	26.2904 U.WPG.
GRMN 9050	Faculty of Arts	German and Slavic Studies	26.1301 U.WPG.
HIST 7180	Faculty of Arts	History	Studies in American History to 1877
HIST 7280	Faculty of Arts	History	Tropical Africa in the 19th and 20th Centuries
HIST 7360	Faculty of Arts	History	Canadian-American Relations
HIST 7410	Faculty of Arts	History	The Crusades
HIST 7420	Faculty of Arts	History	Medieval Monasticism
HIST 7440	Faculty of Arts	History	Europe in the Fourteenth Century
HIST 7460	Faculty of Arts	History	Scientific Studies in the Middle Ages
HIST 7480	Faculty of Arts	History	The Early Middle Ages
HIST 7550	Faculty of Arts	History	Twentieth-Century Europe
HIST 7570	Faculty of Arts	History	The Political Institutions of Imperial Russia
HIST 7580	Faculty of Arts	History	The Intellectual History of Modern Europe
HIST 7590	Faculty of Arts	History	Eastern Europe in the Age of the Reformation
HIST 7610	Faculty of Arts	History	National States and National Minorities
HIST 7650	Faculty of Arts	History	American Diplomatic History
HIST 7660	Faculty of Arts	History	Nineteenth Century Europe
HIST 7680	Faculty of Arts	History	Modern East Central Europe
HIST 7690	Faculty of Arts	History	Post-Newtonian Scientific Thought
HIST 7800	Faculty of Arts	History	Imperial Russia
HIST 7810	Faculty of Arts	History	Studies in the Social History of British North America, 176(
HIST 7900	Faculty of Arts	History	Introduction to Documentary Editing
ICEL 7080	Faculty of Arts	Icelandic	Palaeography and Philology
LATN 7030	Faculty of Arts	Classics	Roman History
LATN 7140	Faculty of Arts	Classics	Roman Civilization
LING 7520	Faculty of Arts	Linguistics	Mathematical Linguistics
LING 7530	Faculty of Arts	Linguistics	Phonetics
LING 7600	Faculty of Arts	Linguistics	Seminar in Linguistic Theory
PHIL 7040	Faculty of Arts	Philosophy	Topics in Value Theory
PHIL 7070	Faculty of Arts	Philosophy	Topics in Social and Political Philosophy
PHIL 7080	Faculty of Arts	Philosophy	Topics in the History of Philosophy
POLS 6520	Faculty of Arts	Political Studies	Co-operature Education Work 3
POLS 7120	Faculty of Arts	Political Studies	Politics of Modernization
POLS 7770	Faculty of Arts	Political Studies	Seminar in Public Administration
PSYC 6020	Faculty of Arts	Psychology	Organizational Psychology
PSYC 7440	Faculty of Arts	Psychology	Social Influence on Behaviour
PSYC 8190	Faculty of Arts	Psychology	Social Psychology of Psychological Research
PSYC 8310	Faculty of Arts	Psychology	Pavlovian Principles and Techniques
PSYC 8320	Faculty of Arts	Psychology	Behaviour Modification in Institutional Settings
PSYC 8390	Faculty of Arts	Psychology	Development of Learning and Cognition

RLGN 7000	Faculty of Arts	Religion	Seminar in the History of Religions
RLGN 7010	Faculty of Arts	Religion	Seminar in Religion and Culture
RLGN 7040	Faculty of Arts	Religion	Seminar in Biblical Religions
RLGN 7050	Faculty of Arts	Religion	Seminar in the History of Christian Thought
RLGN 7060	Faculty of Arts	Religion	Seminar in Comparative Religion
RLGN 7070	Faculty of Arts	Religion	Seminar in Religion in the Modern World
RLGN 7090	Faculty of Arts	Religion	Seminar in Hinduism
RLGN 7100	Faculty of Arts	Religion	Seminar in Reformation History
RLGN 7110	Faculty of Arts	Religion	Seminar in Christian Origins
RLGN 7120	Faculty of Arts	Religion	Seminar in the History of Christianity
RUSN 6010	Faculty of Arts	German and Slavic Studies	Basic Russian for Scientists
RUSN 7220	Faculty of Arts	German and Slavic Studies	
SOC 7130	Faculty of Arts	Sociology	Seminar in Sociology of Developing Countries
SOC 7250	Faculty of Arts	Sociology	Advanced Seminar
SOC 7260	Faculty of Arts	Sociology	Seminar in Selected Problems in Social Psychology
SOC 7460	Faculty of Arts	Sociology	The Sociology of Comparative Industrial Relations
UKRN 6020	Faculty of Arts	German and Slavic Studies	
UKRN 7300	Faculty of Arts	German and Slavic Studies	Selected Topics in Ukrainian Literature
UKRN 7360	Faculty of Arts	German and Slavic Studies	Seminar in Contemporary Ukraininan Literature
UKRN 7500	Faculty of Arts	German and Slavic Studies	Studies in Ukrainian Modernism
UKRN 7530	Faculty of Arts	German and Slavic Studies	Special Topics in Ukrainian Studies
PDSD 7010	Faculty of Dentistry	Preventive Dental Science	
PDSD 7050	Faculty of Dentistry	Preventive Dental Science	
PDSD 7080	Faculty of Dentistry	Preventive Dental Science	
PDSD 7090	Faculty of Dentistry	Preventive Dental Science	
EDUA 7220	Faculty of Education	Ed. Admin., Fndns. and Psych.	History of Education in Manitoba
EDUA 7620	Faculty of Education	Ed. Admin., Fndns. and Psych.	Seminar in Disability Studies
EDUA 7700	Faculty of Education	Ed. Admin., Fndns. and Psych.	Field Work in School Psychology
EDUA 7770	Faculty of Education	Ed. Admin., Fndns. and Psych.	Advanced Computer Application in Educational Psycholog
EDUB 7080	Faculty of Education	Curriculum: Tchng and Learning	Designing, Conducting, and Evaluating Reading Research
EDUB 7120	Faculty of Education	Curriculum: Tchng and Learning	Curricular Issues in English Language Arts Education
EDUB 7140	Faculty of Education	Curriculum: Tchng and Learning	The Legacy of Theory and the Teaching of Literature
EDUB 7170	Faculty of Education	Curriculum: Tchng and Learning	Rhetoric in Education
EDUB 7200	Faculty of Education	Curriculum: Tchng and Learning	Language Literacy and Policy Development
EDUB 7380	Faculty of Education	Curriculum: Tchng and Learning	Field Seminar in Curriculum: Mathematics and Natural Sci
CIVL 7530	Faculty of Engineering	Civil Engineering	Environmental Geotechnology
CIVL 7910	Faculty of Engineering	Civil Engineering	Sanitary Chemistry
ECE 7074	Faculty of Engineering	Electrical and Computer Eng.	Biomedical Signal Processing
ECE 7490	Faculty of Engineering	Electrical and Computer Eng.	Verification Tools
ECE 8240	Faculty of Engineering	Electrical and Computer Eng.	Parallel Processing Architecture
MECG 7640	Faculty of Engineering	Mech and Mfg Engineering	
MECG 7650	Faculty of Engineering	Mech and Mfg Engineering	
GEOG 7040	Faculty of Env, Earth, & Res	Environment and Geography	Seminar in Population Geography
GEOG 7050	Faculty of Env, Earth, & Res	Environment and Geography	Seminar in Land Settlement
GEOG 7060	Faculty of Env, Earth, & Res	Environment and Geography	Urban Land Use
GEOG 7080	Faculty of Env, Earth, & Res	Environment and Geography	Quantitative Methods
GEOG 7140	Faculty of Env, Earth, & Res	Environment and Geography	Historical Geography
GEOG 7200	Faculty of Env, Earth, & Res	Environment and Geography	Environment, Resources, and Population
GEOG 7220	Faculty of Env, Earth, & Res	Environment and Geography	Tourism and Recreation
GEOG 7240	Faculty of Env, Earth, & Res	Environment and Geography	Industrial Location and Analysis
GEOG 7270	Faculty of Env, Earth, & Res	Environment and Geography	Physical and Synoptic Climatology
GEOG 7290	Faculty of Env, Earth, & Res	Environment and Geography	Energy Analysis
GEOG 7300	Faculty of Env, Earth, & Res	Environment and Geography	Urban Transportation Geography
GEOG 7350	Faculty of Env, Earth, & Res	Environment and Geography	Techniques in Cognitive-Behavioral Geography
FDNT 0000	Faculty of Graduate Studies	Food and Nutr. Grad St.	

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FMLY 7050	Faculty of Human Ecology	Family Social Sciences	
FMLY 7200	Faculty of Human Ecology	Family Social Sciences	
FMLY 7300	Faculty of Human Ecology	Family Social Sciences	
HNSC 7130	Faculty of Human Ecology	Human Nutritional Sciences	
HNSC 7140	Faculty of Human Ecology	Human Nutritional Sciences	
HNSC 7160	Faculty of Human Ecology	Human Nutritional Sciences	
HNSC 7580	Faculty of Human Ecology	Human Nutritional Sciences	Applied Nutrition
TXSC 7040	Faculty of Human Ecology	Textile Sciences	Advanced Dress Design
TXSC 7070	Faculty of Human Ecology	Textile Sciences	Seminar in Textiles and Clothing
TXSC 7100	Faculty of Human Ecology	Textile Sciences	Seminar in Textiles and Clothing
TXSC 7110	Faculty of Human Ecology	Textile Sciences	Analysis of Clothing Behaviour
TXSC 7130	Faculty of Human Ecology	Textile Sciences	History of Textiles and Apparel
PHED 7050	Faculty of Kines & Rec Mgmt	Physical Education	Motor Development and Characteristics of Atypical Childre
PHED 7100	Faculty of Kines & Rec Mgmt	Physical Education	Developmental Human Kinetics
PHED 7110	Faculty of Kines & Rec Mgmt	Physical Education	Biomechanical Analysis of Movement
PHED 7120	Faculty of Kines & Rec Mgmt	Physical Education	Sociological Perspectives of Children's Physical Activity
PHED 7150	Faculty of Kines & Rec Mgmt	Physical Education	Current Topics in Exercise Physiology
REC 7030	Faculty of Kines & Rec Mgmt	Recreation Studies	Issues in Leisure and Recreation Management
REC 7070	Faculty of Kines & Rec Mgmt	Recreation Studies	Leisure Across the Lifespan
ACC 7050	Faculty of Management	Accounting and Finance	Income Tax for Managers
ACC 7100	Faculty of Management	Accounting and Finance	Accounting Theory
ACC 7110	Faculty of Management	Accounting and Finance	Accounting Information Systems
ACC 7140	Faculty of Management	Accounting and Finance	Auditing Theory
ACC 7300	Faculty of Management	Accounting and Finance	Research in Accounting I
ACC 7320	Faculty of Management	Accounting and Finance	Management Control
ACC 7340	Faculty of Management	Accounting and Finance	Issues in Financial Accounting
ACC 7370	Faculty of Management	Accounting and Finance	Taxation and Management Decision-Making
ACC 7380	Faculty of Management	Accounting and Finance	Corporate Management Auditing and Control
ACC 7400	Faculty of Management	Accounting and Finance	Research in Accounting II
ACC 7410	Faculty of Management	Accounting and Finance	Research Seminar in Financial Accounting
ACC 7420	Faculty of Management	Accounting and Finance	Research Seminar in Managerial Accounting
FIN 7160	Faculty of Management	Accounting and Finance	Financial Reporting 1
FIN 7170	Faculty of Management	Accounting and Finance	Financial Reporting 2
FIN 7250	Faculty of Management	Accounting and Finance	
FIN 7390	Faculty of Management	Accounting and Finance	Financial Management Integration Seminar
GMGT 6010	Faculty of Management	Business Administration	
GMGT 7040	Faculty of Management	Business Administration	Systems Analysis for Management
GMGT 7130	Faculty of Management	Business Administration	
GMGT 7360	Faculty of Management	Business Administration	Organizational Behaviour and Self Development
GMGT 7470	Faculty of Management	Business Administration	The Fundamentals of Public Policy Analysis
GMGT 7490	Faculty of Management	Business Administration	Regulatory Processes and Policies
GMGT 7540	Faculty of Management	Business Administration	Doctoral Seminar in Research Methods (Ph.D.)
GMGT 7670	Faculty of Management	Business Administration	Business Decision Analysis
IDM 7030	Faculty of Management	Management Interdisciplinary	Social and Community Awareness Project
IDM 7040	Faculty of Management	Management Interdisciplinary	Leadership and Personal Development Seminar
INTB 7150	Faculty of Management	Business Administration	Comparative Industrial Relations
ANES 7000	Faculty of Medicine	Anesthesia	
IMED 7150	Faculty of Medicine	Medicine Interdisciplinary	M.Sc. Seminar in Genetics
IMED 7160	Faculty of Medicine	Medicine Interdisciplinary	Ph.D. Seminar in Genetics
MED 7040	Faculty of Medicine	Medicine	
MED 7050	Faculty of Medicine	Medicine	
MED 7070	Faculty of Medicine	Medicine	
MED 7080	Faculty of Medicine	Medicine	
MMIC 7020	Faculty of Medicine	Medical Microbiology	Medical Mycology
MMIC 7190	Faculty of Medicine	Medical Microbiology	
MMIC 7200	Faculty of Medicine	Medical Microbiology	Host Defence Responses

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PATH 7000	Faculty of Medicine	Pathology	Pathologist Assistant Field Practicum
PHGY 7130	Faculty of Medicine	Physiology	
PHGY 7220	Faculty of Medicine	Physiology	
PHGY 7280	Faculty of Medicine	Physiology	
SURG 7000	Faculty of Medicine	Surgery	
BOTN 7100	Faculty of Science	Botany	
BOTN 7380	Faculty of Science	Botany	Topics in Plant Pathology
BOTN 7390	Faculty of Science	Botany	Pathology of Trees and Shrubs
BOTN 7880	Faculty of Science	Botany	Ecology Project Course
BOTN 9000	Faculty of Science	Botany	
COMP 7700	Faculty of Science	Computer Science	Advanced Design and Analysis of Algorithms
COMP 7710	Faculty of Science	Computer Science	Group Algorithms and Graph Isomorphisms
COMP 7730	Faculty of Science	Computer Science	Theory of Computation and Complexity
COMP 7740	Faculty of Science	Computer Science	Symbolic and Algebraic Computation
COMP 7760	Faculty of Science	Computer Science	Algorithmic Methods in Number Theory and Combinatorics
COMP 7830	Faculty of Science	Computer Science	Distributed Database Systems
COMP 7870	Faculty of Science	Computer Science	Advanced Programing Language Design, Translation, and
COMP 7880	Faculty of Science	Computer Science	Object-Oriented Software Development
COMP 7930	Faculty of Science	Computer Science	Natural Language and Speech Processing
COMP 7940	Faculty of Science	Computer Science	Machine Learning
MATH 8220	Faculty of Science	Mathematics	Topics in Combinatorics 2
MATH 8420	Faculty of Science	Mathematics	Seminar in Applied and Computational Mathematics 2
MATH 8820	Faculty of Science	Mathematics	
MATH 8920	Faculty of Science	Mathematics	Topics in Topology 2
MBIO 7120	Faculty of Science	Microbiology	Enzymology
PHYS 7640	Faculty of Science	Physics and Astronomy	Introduction to Quantum Mechanics for Advanced Student
PHYS 7650	Faculty of Science	Physics and Astronomy	Introduction to Quantum Mechanics for Advanced Student
PHYS 7820	Faculty of Science	Physics and Astronomy	Photonics
STAT 7030	Faculty of Science	Statistics	
STAT 7110	Faculty of Science	Statistics	
ZOOL 7120	Faculty of Science	Zoology	
ZOOL 7210	Faculty of Science	Zoology	
ZOOL 7880	Faculty of Science	Zoology	Ecology Project Course
SWRK 7450	Faculty of Social Work	Social Work	Advanced Research Methods 1
SWRK 7470	Faculty of Social Work	Social Work	Advanced Research Methods 3
SWRK 7480	Faculty of Social Work	Social Work	Advanced Family-Focused Practice
SWRK 7490	Faculty of Social Work	Social Work	Advanced Family-Focused Practice with Special Populatic
SWRK 7530	Faculty of Social Work	Social Work	Critical Issues in Social Work
PLNT 0700	School of Agriculture	Plant Science	Nursery Management
REHB 7080	School of Medical Rehab.	Medical Rehabilitation	Pediatrics: Neuro-Development

**Addendum to Report of the Senate Committee on Course and Curriculum Changes –
Deletion of Lapsed Courses**

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes
    (SCCCC) are found on the website at:
    http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
    SCCCC is "to recommend to Senate on the introduction, modification or abolition of
    undergraduate programs, curricula or courses".

2. Senate approved the process for deletion of lapsed courses on May 14, 2008.

Observations

1. The Committee made its first report to Senate on the Deletion of Lapsed Courses on
    February 3, 2010.

2. The list of courses to be deleted at the 5000 level in the Faculty of Education was not
    included and is reported on here.

Recommendations

The Senate Committee on Curriculum and Course Changes recommends that course deletions
from the unit listed below be approved by Senate:

Faculty of Education

Respectfully submitted,

Professor H. Frankel, Chair
Senate Committee on Curriculum and Course Changes

/mb

Course Deletions:

Faculty of Education

NET CHANGE IN COURSES AT THE 5000 LEVEL: -20

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

Educational Administration, Foundations and Psychology

EDUA 5260   Education in the Middle Ages

EDUA 5270   Education from the Renaissance

EDUA 5300   Introduction to Adult Education

EDUA 5410   Contemporary Issues in Higher Education

EDUA 5720   Readings in Educational Psychology 2

EDUA 5750   Psychology of Learning in Educational Contexts

EDUA 5900   Education and the Developmental Process 1

EDUA 5910   Education and the Developmental Process 2

Curriculum, Teaching and Learning

EDUB 5070   Theory and Practice of Teaching Art in the Senior Years 2

EDUB 5240   Music: Advanced Vocal Methods

EDUB 5340   Foundations of Literacy

EDUB 5560   School Library Organization and Administration

EDUB 5570   Recent Developments in Teaching History

EDUB 5590   The Theory and Development of Geographic Education

EDUB 5630   The Teaching of Canadian Studies in Schools

EDUB 5700   Seminar in Industrial Education

EDUB 5780   Theory of Teaching Science: Elementary

EDUB 5790   Theory of Teaching Science: Secondary

EDUB 5820   Literacy in Adult Education

EDUB 5830   Developing ESL/Bilingual Literacies
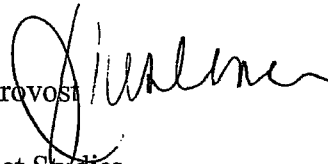
February 11, 2010

TO: Jay Doering, Dean, Faculty of Graduate Studies

FROM: Joanne C. Keselman, Vice-President (Academic) & Provost

SUBJECT: Implementation of Joint Master's in Peace and Conflict Studies

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As detailed in my memorandum of today's date, funding for the Joint Master's in Peace and Conflict Studies has been approved and will be made available incrementally during 2009/10 and 2010/11. Accordingly, I hereby approve implementation of this new degree program with effect from September 2010.

On behalf of the University, I extend congratulations to all those who over the years have worked so hard to design this program. I look forward to hearing of its development and success in the years ahead.

c   Sean Byrne, St Paul's College
    Richard Lobdell, Vice-Provost (Programs)
    Neil Marnoch, Registrar
    Jeff Leclerc, University Secretary

TCC · Joanne We Rexiver
L Richard Lobdell

February 4, 2010

Dr. David Barnard
President and Vice Chancellor
University of Manitoba
202 Administration Building
Winnipeg MB R3T 2N2

UNIVERSITY OF MANITOBA

FEB 1 0 2010

OFFICE OF THE PRESIDENT
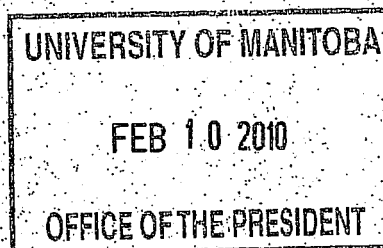
Dear Dr. Barnard:

I am writing in response to the University of Manitoba (UM) proposal for a Master of Physical Therapy (MPT) program submitted to the Council on Post-Secondary Education (COPSE) on July 13, 2009.

At the time of this submission, Council was informed that the UM would not accept an intake into the existing Bachelor's program in the Fall of 2009, anticipating Government approval of the MPT program proposal.

We had subsequent discussions at which I explained that, as the request had entry to practice change implications, Council would not consider the proposal until these were resolved. I have been advised that the entry to practice issue must be resolved prior to Council addressing the program change and that if the UM still intends to pursue the establishment of an MPT program, the University must prepare an updated Entry-to-Practice (ETP) proposal, which will be submitted for review by the Coordinating Committee for Entry-to-Practice Credentials (CCETPC). This is the national body that evaluates all proposals for ETP credential shifts in healthcare professions.

As CCETPC reviews can take up to a year before a final report is issued, COPSE assumes the UM will accept an intake into the Bachelor's program in Fall, 2010. If UM does choose to submit an ETP proposal for the consideration of the CCETPC, a final decision on the future of the BMR(PT) and the proposed MPT programs, will be considered after the CCETPC has issued its report.

Please do not hesitate to contact me further if you have any questions or concerns. I can be reached at (204) 945-1840.

Sincerely,

Sid Rogers
Secretary

C

c. Jerry Ross
   Barb Millar

Optimizing Academic Resources (OARs) Project

Interim Report to Senate

April 7, 2010

Table of Contents

Introduction

The Optimizing Academic Resources (OARs) project aims to:

- Identify strategies to improve, and reduce barriers to, the effective use of our academic resources in order to move forward on the academic front and create efficiencies; and
- make recommendations and/or identify issues to be considered by appropriate academic and administrative bodies/individuals that will optimize the use of the University's academic resources.

The project has three initial areas of focus:

Academic Synergies and Efficiencies (ASE). To explore and identify synergies and efficiencies in the development and delivery of the University's academic programs that would result in the more effective use of our academic resources.

Rules, Regulations and 'Red Tape' (3Rs). To identify academic rules, regulations and other forms of 'red tape' the amelioration or abolition of which would improve efficiency in the use of academic resources or improve the quality of the student experience or enhance the University's work environment.

Strategic Enrolment Management (SEM). To optimize the use of our academic resources through the development of a strategic enrolment management plan that recruits students by design and recruits to retain.

Work in each of the three focus areas is lead by a project team. Appendix I contains the membership of the project teams.

Work of the Project Teams

Since October of 2009, the three project teams have met regularly to define their work, gather information including the views and opinions of others throughout the University, and to discuss their findings and possible recommendations. Chairs/Co-Chairs of the project teams have met weekly with the Provost and the Vice-President (Research) to discuss their work. Monthly reports on the activities and progress of the project teams have been provided by the Chairs/Co-Chairs to Provost's Council, which serves as the OARs Project Leadership Committee. A full-day retreat of the Leadership Committee to discuss activities and findings of the project teams was held in February of 2010. The Chairs/Co-Chairs of the project teams have also met twice with the network of associate deans (undergraduate) , and have also discussed (or soon will discuss) the work of the project teams at meetings of Faculty Councils in Arts, Science, Agricultural and Food Sciences, Extended Education, and Social Work. Information on project progress has been posted and is updated regularly on http://www.umanitoba.ca/admin/rose/2199.

The principal findings of the three project teams to date are summarized as follows:

Strategic Enrolment Management (SEM) Project Team

The primary work of the SEM project team to date has been the development of an SEM framework from which a strategic enrolment management plan for the University will subsequently be developed. The latest version of this framework is given below:

A Strategic Enrolment Management (SEM) Framework for the University of Manitoba

Strategic Enrolment Management (SEM) may be defined as an integrated enrolment strategy that focuses on recruitment, retention and student services. To be effective, this strategy must be informed by the institution's mission, values, and planning framework.

The University of Manitoba's mission, values, and strategic planning framework define our place in Manitoba, and beyond. They inform our fundamental role as a postsecondary institution (what we do), and our beliefs and values (how we do it). In developing a SEM framework, we focus on our position in the postsecondary structure (what do we do relative to other postsecondary institutions in Manitoba and beyond), and how our beliefs and values affect the student experience (what are our promises to students).

In this short document we first examine how the U of M is, and needs to be, positioned both within and outside Manitoba. We then examine the student experience, and the fundamental promises that support this experience.

What We Do

The mission of the University of Manitoba is, "to create, preserve and communicate knowledge and, thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada, and the world". This mission defines a place for the U of M in Manitoba, and beyond.

<u>What is Our Place in Manitoba?</u> – The U of M is part of a broader postsecondary structure. Our place is significantly defined by characteristics that differentiate the University from other institutions in the province. These include:

1. Research[1] intensity
2. Significant graduate programs
3. A wide range of professional programs
4. A range and depth of undergraduate programs

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[1] Throughout this document the term research refers to broader research, scholarly work and other creative activities.

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We refer to institutions with these characteristics as "Research and Program Intensive Universities".[2] These four characteristics define a differentiated position in Manitoba's postsecondary structure.

It is important to note that the University of Manitoba has a longstanding tradition of delivering exceptional undergraduate education, with a liberal arts and sciences foundation, and must continue to do so. This is fundamental to our existence and is core to our activities.

But our differentiated place in Manitoba's postsecondary structure is defined by what we do that the other postsecondary institutions in Manitoba do not (or do so at a fundamentally lower level): research, graduate education and professional education. Academic graduate programs provide an intellectual multiplier necessary for research intensity. Professional graduate programs are increasingly driving reputation and advancing practice.

Common across these dimensions is a need for significant investment in those who can both create and disseminate knowledge – the University of Manitoba, by its nature, requires a proportionately larger number of researchers with terminal qualifications who are actively engaged in creating knowledge than do other postsecondary institutions in Manitoba. The above three dimensions also largely define the ability of the University of Manitoba to serve as a catalyst for innovation and wealth creation in the area it serves.

What is Our Place beyond Manitoba? – What defines the University of Manitoba's place relative to other similar universities in Canada and the World? We compete primarily against other research and program intensive universities. But we are differentiated from them by context – the University, while reaching Canada and the World, exists in the context of Manitoba. This creates obligations, including a need to serve the aboriginal population. We can be among the best in the world in certain areas where we have historic strength (e.g., infectious disease), but we have an obligation to be strong and relevant in areas of central importance to Manitoba.

Implications – Acknowledging the U of M's place in Manitoba and beyond informs strategic enrolment management. For example, the following implications may follow,

- Size – The University will be the size it needs to be to meet our obligations to the province as a research and program intensive university.

- Graduate programs – Our graduate programs will be of an appropriate size and diversity to meet the provinces needs, and where appropriate, the needs of Canada and the

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[2] Universities are categorized on various dimensions. The two dimensions most commonly used relate to research activity, and the nature or breath of programs. A variety of language is used in categorizing universities. For example, the Carnegie Commission on Higher Education developed a classification of colleges and universities organized around three fundamental questions: what is taught (the nature of programs), who are the students, and what is the setting (including size). Maclean's magazine categorizes universities into Medical Doctoral, Comprehensive, and Primarily Undergraduate. In this classification, the U of M is in the Medical Doctoral category whereas the University of Winnipeg and Brandon University are in the Primarily Undergraduate category.

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world. Our proportion of graduate students currently appears less than other research and program intensive universities. Further, other research and program intensive universities are setting very high targets for growth.

- Undergraduate programs – Undergraduate programs should be examined in the broader context of our place in Manitoba's postsecondary structure, and build on the nature of the University (e.g., every student should have the opportunity to have a research experience).

- Accessibility – No student should be denied entrance to the University on the basis of financial means. Given our place in Manitoba's postsecondary structure, where appropriate, we encourage seamless transfers from other institutions. We offer undergraduate admission to those who are likely to succeed.

- Alignment – We will look for alignment with our differentiated role. For example, our focus in serving aboriginal students should include research, graduate programs, and professional programs.

The Student Experience

The University of Manitoba's Strategic Planning Framework promises students an outstanding student experience. The expressed goal is that the University of Manitoba will be an affordable and accessible student-focused research university which will serve as a life-long academic home for students, beginning at the time of recruitment. The University of Manitoba will provide a diverse community where students from a variety of social, cultural, economic and educational backgrounds contribute to a diversity of ideas and experiences. The University of Manitoba aims to provide to undergraduate, graduate and professional program students academic and co-curricular opportunities as components of a solid foundation for the ideal student university experience: one that focuses on teaching, research and learning and one that integrates valued contemporary trends such as experiential learning and global citizenship.

The student experience will transcend a focus on a particular discipline and integrate learning occurring from research and from activities inside and outside the classroom. Opportunities for student engagement with other students, faculty and staff will be an essential component of the learning experience as will student involvement in leadership opportunities and service learning programs locally, nationally and internationally.

The University of Manitoba takes seriously its role in fostering the skills required for full participation in a democratic society, and is committed to effective and meaningful participation in a democratic society including all levels of collegial governance on campus. Additionally, the University of Manitoba is committed to creating an environment that nurtures and encourages student growth and development both within the classroom and within student activities and programs outside the classroom.

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Student needs will be of primary concern for the University with the ultimate goal being student success and satisfaction. To enrich the student experience, the University of Manitoba will focus on developing strategies to recruit and retain a diverse student body who desire take advantage of the uniqueness of a research intensive University with a broad array of undergraduate, graduate and professional programs.

The University of Manitoba will continue to review the needs and desires of its students to ensure our University remains committed to its efforts to provide students an outstanding student experience. The University's promises to students will continue to build on our strengths in research, academic scholarship and leadership as well as our commitment to both our internal and external community.

Specifically, we believe that four fundamental promises follow from the U of M's foundation documents:

- Excellent Education – The University of Manitoba is committed to our students' academic success. This commitment includes: the provision of academically challenging and enriching programs; the encouragement of a diversity of ideas; a high degree of active and collaborative learning; a significant student-faculty interaction; the provision of a supportive campus environment; and the provision of a life-long learning experience.

- Research Experience – The University of Manitoba is committed to providing all students with the opportunity to receive a significant research experience which may include: the writing of a thesis; research based thesis courses in Majors and Honours programs; the development of creative works and/or studio experience; summer research assistantships, and research-focused internships and co-operative program work placements; and participation in conferences, workshops and colloquiums. Through this opportunity, students have access to one of UM's significant strengths, that is, contemporary research and a professoriate that are at the leading edge of research in their respective discipline.

- Community – The University of Manitoba is committed to creating a respectful and welcoming environment for all of our students. Our students will have opportunities to become engaged in a rich and diverse community both on and off campus. Our students play central roles in developing our internal community which includes opportunities for meaningful participation in and leadership of an array of student governance, student clubs and associations. As well, the UM promises opportunities to become engaged in the external community in projects that contribute to global citizenship and civic engagement, including opportunities at UM to gain international experiences through initiatives such as student exchanges, internships and service learning programs.

- Career Enhancement – The University of Manitoba is committed to the concept that an undergraduate degree from the university will contribute to the life-long learning of the

student as well as the enhancement of the student's career choice. Whether a general degree or a professional degree, the University is committed to providing opportunities and support for career decision-making and career employment in the student's chosen academic discipline or program.

Rules, Regulations and 'Red Tape' (3Rs) Project Team

The 3Rs project team initially developed a long list of rules for possible reform. The team subsequently grouped these into various categories to facilitate an understanding of the issues. The following table summarizes the first of these rules that have been (or will soon be) referred to the appropriate authorities for consideration of the project team's recommendations.

Current rules addressed

CATEGORY	TOPICS FOR REFORM	NEXT STEPS
Structure of Degree Programs	Spanned Courses	SCIE
Admission to the University	Transfer Credits	SCADM
Transition Year Requirements	"M" & "W" Courses	Ad hoc Committee of Senate
Assessment of Student Standing	- Repeated Courses - Term GPA	Registrar's Office
Final Examinations	- Early posting of final examination schedule - Final Examination regulations - ROASS review	SCIE
Voluntary Withdrawals	Voluntary Withdrawal Policy	ASE Project team

SCADM = Senate Committee on Admissions
SCIE = Senate Committee on Instruction and Evaluation

Spanned Courses
As the name suggests, these are courses that span two academic terms (e.g., PSYC 1200).
Such courses are believed to:
- Constrain student choices;
- Limit program flexibility;
- Hinder the efficient deployment of teaching staff; and
- Be expensive to administer.

Action: Recommendation sent to SCIE to abolish spanned courses, with possible exceptions for unusual courses.

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Transfer Credits
Current system is frustrating to students, time consuming for academic staff, confusing to outsiders, and nearly unique in Canada.
Enrolment Services has produced a useful review and has made a number of recommendations including:
- Continued acceptance of the Pan-Canadian Protocol on Credit Transfers;
- Establish criteria for postsecondary institutions from which credit is transferable;
- Establish minimum grade for transfer credits;
- Exclude external course grade from UM GPA calculation; and
- Greater clarity on types of transfer credit categories.

Action: Recommendation sent to SCADM to accept Enrolment Services report.

"M" and "W" course requirements for all students
All students must complete at least three-credit hours of course work that fulfills the Written English ("W") and Mathematics ("M") requirements of Senate.
This requirement is believed to:
- Frustrate student choice and limit program flexibility;
- Be expensive in terms of academic staff resources;
- Be redundant in that many programs have customized courses within their program that fulfill this requirement; and
- Ineffective in achieving the original intent of this requirement.

Action: Recommendation sent to Senate Executive Committee to establish an ad hoc committee to review this Senate requirement of all students.

Repeated Course Rule and Computation of Term GPA
Different Faculties have different rules or practices concerning repeated courses and how these are treated for purposes of computing grade point averages or of meeting degree requirements. This causes confusion for students and advising staff.

Term grade point averages are revised if a grade is subsequently changed by repeating the course or by student appeal or through the completion of spanned courses. This is sometimes frustrating to students and advising staff.

Action: Recommendation sent to Registrar's Office for consideration.

Final Examinations
The project team identified three areas of concern with respect to policy and practices governing final examinations:
- Students and some academic staff complain that the scheduling of final examination times only after term has begun gives rise to great inconvenience in planning their after-term travel and work;

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- There are inconsistencies in the Calendar with respect to the regulations governing examinations; and
- The ROASS document has not been reviewed for many years. This document is not entirely consistent with the examination regulations as printed in the Calendar.

Action: Recommendations and observations have been sent to SCIE which has begun a thorough review of the examination regulations and practices.

Voluntary Withdrawal Policy
The project team discovered a number of inconsistencies with respect to policy and practice governing voluntary withdrawals.

Action: Recommendations and observations have been sent to the ASE project team which has begun a thorough review of voluntary withdrawals.

Academic Synergies and Efficiencies (ASE) Project Team

ASE's initial primary objective was to conduct an environmental scan of programs and curricula to determine the following:
- the nature and extent of duplication in courses and programs;
- opportunities for interdisciplinary and inter-faculty cooperation/collaboration in core courses; and
- opportunities for greater sharing of academic resources.

The project team identified a second major objective, that being to identify ways of more fully integrating the teaching and research missions of the University. Time did not permit full attention to be paid to this objective in the first phase of the project team's work, so this will be explored more fully in a subsequent report. The project team did note, however, the opinion expressed by some that a research component (e.g., an actual laboratory, field, or community-based project) or even a service learning project, could be integrated into all undergraduate programs such that all students graduating from the University of Manitoba would have had at least one research experience as part of their undergraduate program.

Process

In the first phase of the project team's work, the focus was on undergraduate courses in three areas:
- introductory and intermediate statistics;
- research methods; and
- communications .

These areas were chosen for the first environmental scan because courses in these areas are taught in a number of faculties/schools, and the project team believed that there might be some duplication, and that there was   the potential for the identification of synergies.

Initially, Deans and Directors were asked to provide a comprehensive list of courses in the three areas. Members of the project team then conducted a thorough review of the Undergraduate Calendar, and compared the Calendar-generated list with the information received from Deans and Directors.

The Office of Institutional Analysis (OIA) provided a number of reports that included the following information on courses in introductory and intermediate statistics, research methods, and communications: terms in which the course was offered, the number of sections, and enrolments over the past decade. Members of the project team also consulted on a limited basis with selected heads of departments and instructors to discuss the strategies that have been used in connection with course offerings in introductory and intermediate statistics, research methods, and communications.

Upon review of the data related to the three designated areas, the project team decided to also explore the more general question about academic efficiency in undergraduate courses. The OIA provided reports for the period of 2006-2009 (i.e., the period during which Aurora has been functioning) on aggregated enrolments in all courses at the 1000, 2000, 3000, and 4000 levels, with the following criteria: actual enrolment, maximum enrolment (i.e., course capacity), section and term (term 1, term 2, summer), voluntary withdrawals, authorized withdrawals, and the course grade distribution.

Key Findings and Associated Recommendations

Based on its consideration of the available evidence, the ASE project team found the following:

1.   In the areas of introductory and intermediate statistics, and research methods, there was little evidence to support concerns about inefficiencies in the delivery of courses. In particular the introductory statistics courses are well utilized, and serve (appropriately) as prerequisites for more advanced courses in statistics, engineering, economics, psychology, sociology and other programs at the University. The project team found that introductory and intermediate courses in statistics have, in many cases, been at maximum capacity (and that capacity is frequently limited by available classroom sizes).

2.   In the area of communications, there was little evidence to support concerns of inefficiencies in the delivery of courses. A variety of courses are offered in different faculties, but their content and timing within a program reflects the curricular needs of the programs in question. In some faculties, communications courses focus on technical writing, report writing, and project planning (e.g., Agricultural and Food Sciences, Engineering); while in other faculties, communications courses focus more on the development of interpersonal skills, counseling skills, and capacities to deal with interpersonal relationships (e.g., Social Work, Pharmacy, Nursing). Curricula related to communications are offered at different points in an undergraduate degree (e.g., early in a program vs. in the third year of a program). In some faculties, pedagogy related to communications is generalized across the curriculum, rather than focused in a particular course (e.g., Medicine).

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3.   Some areas of possible overlap or duplication of courses were identified. For example, courses offered in Agricultural Economics and Agribusiness, Economics, and Statistics may provide opportunities for collaboration. In 2009, "Introduction to Econometrics" was taught as both ABIZ3080 and ECON3180 with 29 and 44 students enrolled respectively. This may be a good example of heavy overlap that could be handled with a single section (a search of this year's offerings shows that ABIZ3080 is offered in the Fall and ECON3180 is offered in the Winter); instead of offering essentially the same course in both Fall and Winter, a single larger course could be offered. As well, as either ECON3170 or STAT2000 are listed as prerequisites for ABIZ3080, perhaps STAT2000 can be used instead of ECON3170.

4.   The clear majority of research methods and communications courses appear to be addressing discipline-specific needs. Nevertheless, a suggestion was made that some efficiencies in delivery of these courses may be realized through providing a "core principles" portion of the courses, common to all disciplines, followed by discipline-specific material in the latter part of the curricula.

5.   When considering all undergraduate courses over the period of 2006-2009, we note, for example, that there has been a decline in the number of course sections offered by both the Faculty of Arts and the Faculty of Science from levels 1000 to 4000, and a substantial drop-off in student enrolments in both faculties from first to fourth year. (Similar patterns were evident in many other faculties.)There may be some logical reasons for the reduction in enrolments from first to fourth year. For example, a large number of students in University 1 and, to some extent, in subsequent years, may enroll in 1000 level courses as they explore their program options and/or to satisfy requirements for breadth requirements in general degrees and requirements for majors/minors. As well, many 1000 level courses serve as "service" courses for students in a variety of programs. Not all students enrolling in Introductory Psychology, for example, ultimately major in that discipline.

        Nevertheless, the trends noted with respect to entry level courses suggest that there is a sizeable number of students who may not be progressing beyond one or two years at the University. (This is an issue many other Canadian universities are also confronting.) It is difficult to discern from the aggregate data whether the drop-off in students is related to attrition vs. students seeking admission to specialized or professional programs. Might this be an indication of "academic inefficiency"? Understanding the specific reasons associated with the drop-off of students should be considered a top priority: is it related to admission standards, transition year factors, teaching and assessment issues, the movement of students from University 1 to other faculties/schools, or other factors?. This question should be considered within the broader context of the Strategic Enrolment Management project team's work, which includes reference not simply to the recruitment of students, but also ensuring an optimal learning experience for students once they are at the University of Manitoba.

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6. Voluntary withdrawals (VWs) for the period 2006 to 2009 averaged 8.5% across all levels of the university. However, VW rates are higher in first year course sections (averaging 13.3% for the same period) and reduce over the next three years; they are particularly marked in Arts (18.7%), Science (14.8%), and Management (32.2%). VW rates in individual course sections are also quite (positively) skewed, and in several cases, quite large in number – this issue requires further investigation. When combined with the enrolment data described above, the trend for VWs to decrease from first to fourth year may support concerns over admission standards. It may also indicate that there may be insufficient remedial academic support for students.

Students may VW from a course for a variety of reasons (e.g., personal problems, the desire to secure a high enough grade to gain admission into another Faculty, etc.). To understand the reasons for VWs, the University needs to gather and analyze information on why students withdraw from their courses. This is a matter of quality control, and may help us to ensure that academic resources are not being inefficiently utilized, and that the learning experience is as positive as it can be. The Registrar's office is currently in the process of studying VWs; we await the results of that work.

The ASE project team discussed the matter of the VW policy (including repeat rules, and practices related to course attempts, along with the variations that exist across faculties/schools). At the present time, the VW policy indicates that students may withdraw from a course up to the 48th teaching day in both first and second terms for 3 credit courses, and up to the 48th teaching day of second term for six credit courses. In recent years, the tuition refund available to students was changed. Some discussion (and reconsideration) of the VW policy by the Senate Committee on Instruction and Evaluation is warranted on the grounds that it may encourage a certain amount of "academic inefficiency" within our system.

7. The data examined by the ASE project team showed course enrolments of a highly variable nature. To some degree, multiple sections of courses are offered because of limitations in classroom space. Related to this is the question of what is the optimal size of a class? Could fewer sections of some courses be offered (with larger numbers of students), thereby freeing some faculty members to teach other courses or enhance their research programs? By combining smaller sections into larger class sizes (assuming that the quality of the educational experience was not compromised by increasing the class size, and that other resources to support the educational experience are available – i.e., teaching assistants), might some units be able to reduce their reliance on sessional instructors? Might students enrolled in one faculty/school be able to register for an essentially equivalent course in another faculty/school, so that some greater overall efficiencies might be possible? (This would require a high level of inter-faculty cooperation and coordination, as well as the development of more flexible rules with respect to degree requirements.) This is a matter for consideration by faculty/school councils that is strongly recommended by the ASE project team.

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Some of the data suggested a significant number of course offerings where the enrolment was 'low' (for purposes of this analysis, defined as less than 10 students). For example, during the 2009 regular session, 1,055 or 21.2% of the 4,965 courses offered had enrolments of less than 10 students. Not surprisingly, the percentages of such courses differed significantly across faculties/schools (0.0% to 61.9%) and across levels (1000 – 4000) (7.7% - 47.1%).

While differences in what constitutes a 'low enrolment' course are to be expected as a function of different pedagogical practices and course level, it is not clear to the ASE project team how each faculty/school defines such courses. It was also noted that some universities have developed an institution-wide definition; the question was raised as to whether this should be considered. In any event, deans, directors and department heads should carefully monitor course enrolments to ensure that, to the greatest extent possible, academic inefficiencies in course offerings are minimized.

Next Steps

SEM Project Team

The SEM project team has divided into the following four subgroups (see Appendix II), each with a particular focus/task as follows:

SEM Framework Sub-group

This sub-group's mandate is to extend the SEM Framework document with a particular focus on the four elements that distinguish the UM from other Universities: research intensity; significant graduate programs; a wide range of professional programs; a range and depth of undergraduate programs. The sub-group will also expand on the student experience component of the framework with a particular focus on the four promises to students: an excellent education; opportunity for an undergraduate research experience; opportunity for a community experience; enhancement of career opportunities and advancement.

SEM Recruitment Sub-group

This sub-group's mandate is to develop and recommend recruitment strategies for the University. Included in the mandate is the compilation of critical data and explicit consideration of the following aspects of strategic enrolment management:

- Number of students: Faculty, Department, and academic program;
- Number of students: undergraduate, graduate, professional;
- Optimum class size;
- Optimum space utilization;
- International Baccalaureate and Advanced Placement students;
- Admissions and Financial Aid issues;

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- Diversity and mix of students including number of domestic, Aboriginal, and international students;
- Transfer student issues; and
- Event-based versus individual student recruitment.

The sub-group is defining the questions it will be asking Faculties, Departments and programs in order to establish recruitment goals and strategies. It will be gathering data on current capacity in undergraduate and graduate programs and for specific student populations in order to inform the development of appropriate recommendations related to recruitment strategies.

SEM Retention and Success Subgroup

This sub-group's mandate is to consider issues related to retention and student success and to develop appropriate strategic recommendations. The sub-group's focus will include but not be limited to the following:

- Current retention data by Faculty and program;
- Inventory of current retention activity;
- Academic advising;
- Career planning;
- What's happening in the classroom: data from NSSE (National Survey of Student Engagement);
- Satisfaction data: data from CUSC (Canadian University Survey Consortium); and
- Community activity: internal and external.

This sub-group is also reviewing student outcomes cohort data. Initially, the focus will be on first time admissions to University 1, Engineering, Fine Arts, Music and the Agriculture diploma program.

Student Populations Subgroup

This sub-group's mandate is to identify and consider the different student populations that may require special consideration in the development of our recruitment and retention strategies. The sub-group will also consider whether any special support systems are needed for these populations to succeed in our university. This information will inform the work of the recruitment sub-group and the retention and success sub-group.

3Rs Project Team

The project team will follow-up with others to whom the recommendations discussed above have been sent.

The project team will also work on outstanding rules, regulations, and 'red tape' issues identified in Appendix III. These may be categorized into three broad groups: those that can be addressed within the timeline of the OARs project; those that will be forwarded to the SEM project team for further consideration; and long-term issues that may not be resolvable during the timeline of the OARs project.

ASE Project Team

The extent of the academic synergies already in place at the University of Manitoba is not fully known. We encourage Deans, Directors and Department Heads to think about new types of synergies that they might embrace as they plan for the current and future needs of their academic programs. Many possibilities are available to maximize synergies, for example:

- collaboration in hiring (cross- or split-appointments);
- cross-numbering of courses; and
- alteration of program requirements to allow students to take courses in another faculty toward completion of degree requirements.

We encourage Deans/Directors to engage in a thorough examination of their undergraduate programs with an eye toward the issues raised in this report by the ASE project team, in an attempt to determine if these programs are optimally meeting the needs of the students in the most efficient manner possible. One possible way of doing this is through the Senate-approved academic program review during which academic programs are periodically examined.

Interdepartmental and inter-faculty collaboration and cooperation are not without their challenges. For example, cross-appointments are not common at the University of Manitoba, and do require a clear delineation of assigned duties and expectations so that an individual whose appointment is split will not be disadvantaged, particularly in the tenure and promotion process. With respect to "sharing" courses, there may be costs (bureaucratic as well as financial) associated with coordination. Communication between departments, faculties and schools is, in this process, absolutely essential.

We also note the second aspect of our mandate - that of more fully integrating the teaching and research missions of the University. The literature contains many examples of both successes and failures in this regard. Would it be feasible to include a research experience as a component of all undergraduate degrees at the University of Manitoba? Would a 'service learning" experience fulfil this requirement, as well as that of enriching the overall student experience at the University of Manitoba?

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One way to examine this issue would be to institute a pilot project in which a carefully selected Faculty and some of its staff would be given the time and resources to implement a research experience into selected undergraduate programs. Follow up and extensive evaluation of this pilot project would be important in answering the questions noted above. The project team's focus in the next months is on this issue. We will be surveying faculties to ascertain the extent to which research is currently incorporated into undergraduate programs at the University of Manitoba in order to determine a baseline upon which to build.

Appendix I: Project Team Membership

SEM Project Team
> **Co-Chairs:**
> Dave Morphy, Vice-Provost (Student Affairs)
> Glenn Feltham - Asper School of Business
> **Members:**
> Joe Danis – Housing and Student Life
> Jay Doering – Graduate Studies
> Peter Dueck – Enrolment Services
> Janet Hoskins – St. John's College,
> Neil Marnoch – Registrar's Office
> Sid Rashid – UMSU President
> Richard Sigurdson – Arts
> Lynn Smith – Student Services
> Lori Wallace – Extended Education
> Jane Watkinson - Kinesiology and Recreation Management
> Betty Worobec – Science
> **SEM Resource Members:**
> Lynda Joyal – Student Affairs
> Thelma Lussier - Institutional Analysis

3Rs Project Team
> **Chair:** Richard Lobdell, Vice-Provost, Programs
> **Members:**
> Christine Blais – University 1 (Resigned, February 2010)
> Meg Brolley – University Secretary Office
> Gayle Gordon – Registrar's Office
> Norman Halden – Environment, Earth and Resources
> Mark Lawall – Arts
> Joan McConnell – Science
> Heather Morris – Student Advocacy
> Ahmed Shalaby – Engineering
> Michael Trevan – Agricultural and Food Sciences (On Leave, January 2010)
> Brandy Usick – Student Advocacy

ASE Project Team
> **Co-Chairs:**
> Karen Grant – Vice-Provost (Academic Affairs)
> Gary Glavin – Associate Vice-President (Research)
> **Members:**
> David Collins – Pharmacy
> Jay Doering – Graduate Studies
> Harvy Frankel – Social Work
> Michael Freund - Science
> Nick Turner– Asper School of Business
> Karin Wittenberg - Agricultural and Food Sciences
> Roberta Woodgate – Nursing
> Paul Hess– School of Art

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Appendix II: SEM Sub-Group Membership

SEM Framework Sub-Group
    Sub-Group Leads
    Dave Morphy, Vice-Provost (Student Affairs)
    Glenn Feltham - Asper School of Business
    Members:
    Richard Sigurdson – Arts
    Jane Watkinson - Kinesiology and Recreation Management

SEM Recruitment Sub-Group
    Sub-Group Lead
    Peter Dueck – Enrolment Services
    Members:
    Jeff Adams – Enrolment Services
    Jay Doering – Graduate Studies
    Jane Lastra – Enrolment Services
    Derek Wahl – Enrolment Services
    Lori Wallace – Extended Education
    Betty Worobec- Science

SEM Retention Sub-Group
    Sub-Group Lead
    Lynn Smith – Student Services
    Members:
    Joe Danis – Housing and Student Life
    Lesley Friesen – University 1
    Janet Hoskins – St. John's College
    Cheryl Kristjanson – University Teaching Services
    Lisa MacPherson – Career Services
    Neil Marnoch – Registrar's Office
    Betty Worobec- Science

SEM Student Populations Sub-Group
    Sub-Group Lead
    Sid Rashid – UMSU President
    Members:
    Peter Dueck – Enrolment Services
    Lynn Smith – Student Services

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Appendix III: 3Rs Outstanding Rules, Regulations, and 'Red Tape' Issues

CATEGORY	Topics to be Addressed in Phase 2
Academic Advising & Academic Calendars	Archaic form of University Calendar, especially the listing of courses not offered for many years.
Admission to the University	Variation across Faculties with respect to rules governing "Recognition of Prior Learning" and "Challenge for Credit".
Appeals of Academic Decisions	Retrospective documentation
Assessment of Student Standing	U1, Arts, and Science probationary rules differ. Different academic assessment rules for students in U1, Arts, and Science The exercise of permissions seems to generate a lot of paper
Financial Matters	Excessive work effort required to examine the eligibility of a student for bursaries and scholarships against the criteria.
Student Disciplinary Issues	Variation in penalty Disciplinary comments on student transcripts
Structure of Degree Programs	Undergraduate Students in Graduate Courses Geological Sciences not being considered a 'Science' for credit in Arts. Courses now are mostly either 3 or 6 credit hours. Course delivery now is mostly during a 13-week term, and in the summer sessions. Access to 3000-level courses is allowed in the first year, but departments are loathe to impose prerequisites for fear of losing students. Global Political Economy majors cannot take a minor - why not? Honours graduates need to request a special letter certifying their achievement of a minor - why? There seem to be inconsistencies across undergraduate programs in terms of the number of credit hours required.

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CATEGORY	Topics to be Addressed in Phase 2
	The breadth and depth requirements of undergraduate programs vary enormously from one Faculty to another. In some academic programs, there are six or more different undergraduate credentials. Pre-requisite and co-requisite requirements for many courses range from nothing whatever to a long list of particulars. Outlaw co requisites and make prerequisites in years 1 and 2 the exception rather than the rule. "Double dipping" and multiple degrees were discussed, focus areas, minors. The view here was that some of the definitions have been complicated and opaque, but some distinction needs to be retained while not cutting off opportunity for the students.
Transfers between UM	Wide variation in specificity of rules concerning transfer from University 1 to Faculties. U1 transit rules differ between Arts and Science. Different Faculties admit students at different times.

CATEGORY	Topics identified as belonging to SEM
Admission to the University	University general admissions requirements and Faculty-specific admissions requirements are complicated and difficult for potential students to understand. Wide variation across Faculties in rules governing "second degrees". Admission deadline dates too inflexible. Graduates not allowed "turning in" a 3-year degree, doing additional work, and subsequently receiving a 4-year degree. Not only simplify university entry requirements but remove the Manitoban centricity - make it simpler for other Canadians (or international students) to apply.

CATEGORY	Topics identified as belonging to SEM
	Strict rules for the admission of Graduate Studies are inflexible.
Academic Advising	Student advising varies across the University with the result that students in similar circumstances may be given more or less assistance and direction.

CATEGORY	Topics identified as Long Term
Admission to the University	Wide variety of English language competency tests and many exemptions from those tests give rise to uncertainty about the ability of students to succeed in an English-language institution.
Transfers between UM	Scrap the U1 requirement that 18 credit hours must be taken from the Faculties of Arts and Science portfolio and simply replace it with the requirement that U1 students must take a balanced portfolio of courses from across the university with a minimum of 6 "science" credits and 6 "arts" credits. It is unclear why admissions are charged to students entering faculties other than Arts and Science.
Assessment of Student Standing	AURORA requires manual overrides for students repeating or for system not recognizing transfer courses. Variation across Faculties with respect to rules governing "stale" course credits. Different rules for "Starting Afresh" in different Faculties.
Financial Matters	Policies concerning late payment of tuition fees from Band Councils unnecessarily penalize students. Rules (or perhaps only perception?) concerning the allocation of funding to Faculties and Departments being dependent on their enrolment figures.

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Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. **Speaker for the Executive Committee of Senate**

    Dean Jay Doering will be the Speaker for the Executive Committee for the April meeting of Senate.

2. **Comments of the Executive Committee of Senate**

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/mb

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Social Work Professional Unsuitability By-law and Revisions to Dean's Honour List

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

2. The Committee met on the above date to consider proposals from the Faculty of Social Work to revise the Professional Unsuitability By-law and the requirements for the Dean's Honour List.

Observations:

1. Senate may approve bylaws granting Faculties the authority to require a student to withdraw on the grounds of unsuitability to serve in the profession.

2. The Faculty of Social Work has developed a Professional Unsuitability By-law to govern undergraduate students in that faculty.

3. The document was previously considered by Senate where concerns were expressed by Senators about the complainant not being identified. These concerns have been addressed in the document wherein matters are referred to the Dean "in a written format and signed by the individual making the referral" and that the report of the Dean to the Professional Unsuitability Committee will "set out the name of the individual making the referral" (section 3.1).

4. It is proposed that the Dean's Honour List be changed from session to term based and also that adjustments be made so that students from Northern, Inner-City, and Distance Delivery sites, which face irregular scheduling and other registration issues, are not excluded. The Dean's Honour List would be changed to a term basis, with a minimum of nine credit hours and a GPA of 3.6. It was noted that this would require the student to have at least one "A" grade.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

> **THAT Senate approve the Modifications to the Faculty of Social Work Professional Unsuitability By-law and Dean's Honour List.**

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

/mb

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

UNIVERSITY OF MANITOBA
FACULTY OF SOCIAL WORK PROFESSIONAL UNSUITABILITY BY-LAW

1.0 JURISDICTION

This By-Law applies to students enrolled in the BSW program. This includes students who have accepted an offer of admission, those who are currently registered in a course, or those who have been previously registered in a course and who have not withdrawn or been withdrawn from the program.

1.1   General

The Faculty of Social Work may make a recommendation, including the requirement to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of Social Work. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the Faculty's Rules or Regulations.

1.2   Grounds which may Require Withdrawal

A student may be required to withdraw from the Faculty when the student has:

a) Been found guilty of such conduct which would result in a violation of the Code of Ethics of the Canadian Association of Social Workers or other document as amended; and/or

b) Acquired a conviction due to a violation of the criminal code of Canada which is determined to be of such a serious nature as to demonstrate a lack of integrity, poor judgment, or other professional unsuitability; and/or

c) Been found guilty of such conduct which would result in a violation of the Human Rights Code of Manitoba which is determined to be of such a serious nature as to demonstrate a lack of integrity, poor judgment, or other professional unsuitability; and/or

d) Been found guilty of such conduct which would result in registration as an offender on a child abuse register; and/or

e) Demonstrated behaviour with respect to service users/clients, other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive; and/or

f) Practiced incompetently due to impairment of functioning. Incompetence[1] can be defined as:

   i. A lack of knowledge, skill or judgment, or a general disregard for the welfare of the public of such nature or extent as to demonstrate that the student is unfit to carry out the responsibilities of a person engaged in the practice of social work;

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[1] Based with modifications, on the definition used by the Canadian Association of Social Workers (CASW) *Code of Ethics* © 2005.

ii. A physical or mental condition which impairs essential social work performance, recognizing that reasonable accommodation for the special needs of individuals is required by the Manitoba Human Rights Code.

1.3   Should an individual be found guilty of conduct as outlined in 1.2a)-f), whether prior to admission to the Faculty, or during the course of the program, it is the responsibility of the student to notify the Chair of the Professional Unsuitability Committee (PUC) of charges and/or investigations immediately. A failure to do so may require the student to withdraw from the Faculty and will result in a hearing before the PUC.

1.4   Conflict of Jurisdiction
If a question arises as to whether a matter falls within the academic regulations of the Faculty or this By-Law, or as to whether a matter is within the jurisdiction of the Student Discipline By-Law of the University or this By-Law, as the case may be, the question shall be referred to the President of the University for final decision.

2.0 PROFESSIONAL UNSUITABILITY COMMITTEE MEMBERSHIP

2.1   There shall be established within the Faculty a standing committee known as the Professional Unsuitability Committee (PUC), whose membership shall be as follows:
a) The Chair of the Faculty of Social Work Committee on Academic Standings or designate, who shall act as Chair of the PUC;
b) Three members of the Faculty of Social Work Committee on Academic Standings;
c) A practicing social worker who is a member in good standing of the Manitoba Association of Social Workers and the Manitoba Institute of Registered Social Workers (MASW/MIRSW), and who shall be recommended to the Dean of the Faculty by the MASW/MIRSW for a three year term;
d) One undergraduate student member recommended by the Student Council to the Dean of the Faculty for a one year term. Student members may be enrolled at any program sites of the University of Manitoba, Faculty of Social Work.

2.2   If a member of the Committee is unable to act for any reason, a replacement shall be appointed by the Dean or designate.

2.3   A quorum for the PUC shall be two thirds of the membership thereof.

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

3.0 PROCEDURE

3.1   Matters which involve conduct or circumstances described in Section 1.2 shall be referred to the Dean of the Faculty in written format and signed by the individual making the referral. The Dean shall refer matters which in his/her opinion involve conduct or circumstances described in Section 1.2 herein, to the PUC in a written report, setting out

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the name of the individual making the referral, the name of the student involved, the alleged facts and the ground(s) allegedly warranting withdrawal pursuant to Sections 1.1 and 1.2.

3.2 Upon receipt of the Dean's report, the Chair of the PUC shall, within ten (10) working days:
a) Consider whether just cause exists to suspend the student while the matter is being determined and, if so, to issue an interim suspension to the student;
a) Send a Notice of Hearing to the named student as set out under Section 4.0;
b) Determine whether any of the grounds requiring withdrawal under Sections 1.1 and 1.2 exist at a hearing of the matter pursuant to this By-Law and; and
c) Grant a disposition in accordance with Section 6.0 herein.

3.3 Once a referral has been made to the PUC the proceedings will continue notwithstanding that the student has subsequently voluntarily withdrawn from the Faculty, or has refused to participate in the proceedings.

4.0 NOTICE TO STUDENT

4.1 The Chair of the PUC shall, within ten (10) working days after receipt of the referral;
a) Provide the student concerned with a copy of the Dean's report to the PUC Chair;
b) Inform the student in writing of the alleged grounds which may require withdrawal;
c) Inform the student in writing of the membership of the PUC;
d) Forward a copy of the Faculty of Social Work's Professional Unsuitability By-Law to the student;
e) Inform the student in writing of the date, time, and place for consideration by the PUC of the matters set out in the reference.
f) Allow for ten (10) working days from the time the student is notified and the hearing is scheduled.

4.2 Such notice shall be by registered mail to the last known address of the student as found on the Faculty's records.

4.3 The notice from the Chair shall include a statement that if the allegations contained in the reference are established to the satisfaction of the PUC then the student may be required to withdraw from the Faculty.

4.4 The student has the right, no later than five (5) working days before the hearing date, to raise concerns to the Chair in writing about any member of the PUC whom the student believes will not be able to be objective in the consideration of his/her case. Where the Chair of the PUC receives such concerns, he/she shall, before the hearing, provide the concerns to every member of the PUC and inform any member identified by the student that he/she has the right to respond to the concerns in writing. The Chair shall convene the PUC, excluding any member identified by the student, to determine whether or not a change in the membership of the PUC is warranted. If circumstances require, the Chair may make this determination alone.

4.5 The failure of the PUC to comply with any or all of these requirements of 4.1 shall not affect the validity of further proceedings in connection with the matter. However, such failings may be considered in further proceedings.

5.0 HEARING PROCEDURES

5.1 The student shall have the right to make a presentation in person, with or without the assistance of designated representatives, for example a Student Advocate from Student Advocacy and Resource Services, University of Manitoba, or an Elder. Legal counsel may be present in an advisory capacity and may provide advice to the student. The designated representatives and legal counsel shall have no voting privileges, and shall not be party to the deliberations of the PUC.

5.2 The student must inform the PUC five (5) working days prior to the hearing as to the identity of any person accompanying the student under the provisions of 5.1.

5.3 The Faculty may choose to have legal counsel present in an advisory capacity and where it does so, the Chair of the PUC shall advise the student no later than five (5) working days prior to the hearing date.

5.4 The hearing shall be closed to all persons except the members of the PUC and the student. Where applicable, the designated representatives of the student, and/or the legal counsel of the student shall be included. Where applicable legal counsel of the Faculty shall be included.

5.5 The student and/or his/her representative shall have the right to hear and to cross-examine witnesses, to have access to all documents submitted to the PUC for consideration, to call witnesses, and to submit evidence. Written notice to call any witness shall be given to the other party five (5) working days prior to the hearing.

5.6 The student shall not be required to give evidence but if the student elects to do so, then the student may be cross-examined by members of the PUC.

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

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

5.9 Members of the PUC shall be bound by confidentiality in respect of information received in Committee and materials will be handled pursuant to Section 8.0. Information will be disclosed only as is reasonably necessary to implement the investigation, the resolution of the terms of any disposition imposed, or as required by the law.

5.10 The results of the hearing and the grounds for the determination of professional unsuitability shall be conveyed in writing, by the Chair of the PUC, to the Dean of the

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Faculty of Social Work, the student, or when consent is given by the student, to the designated representative of the student, within ten (10) working days of the hearing. In addition, the Dean of the Faculty of Social Work shall provide information to relevant faculty members identifying conditions which must be fulfilled by the student prior to any application to the Faculty for reconsideration, and/or specific conditions prescribing future conduct by the student. The Dean may also provide relevant information to the student's course instructors, the Field Liaison, the Field Instructor, and the field placement Agency Director.

6.0 DISPOSITION OF THE MATTER

6.1   The PUC shall, after hearing all the evidence, meet in closed session with its members only to consider its findings and the disposition to be made of the matter.

6.2   The PUC may determine that the student is not in violation of the PU By-law and may dismiss the matter and/or make any other recommendations that the PUC deems appropriate.

6.3   The PUC may determine that the student is in violation of the Professional Unsuitability By-law and shall make a recommendation as per findings 6.3a)-g). The PUC may:
   a) Determine that no action should be taken in respect of the matter and allow the student to remain in the Faculty;
   b) Reprimand the student and allow the student to remain in the Faculty;
   c) Require the student to withdraw from the Faculty, for a specified period of time;
   d) Require the student to withdraw from the Faculty, indefinitely;
   e) Require the student to withdraw from the Faculty and attach conditions which must be fulfilled before any application for re-admission to the Faculty would be considered;
   f) Require the student to withdraw from the Faculty with no right to apply for re-admission to the Faculty;
   g) Attach conditions to 6.3a)-f) prescribing future conduct by the student;

6.4   Sections 6.3 (c),(d),(e), and (f) may be noted on the transcript.

6.5   Pursuant to 6.3 the PUC shall make a recommendation to the Dean of the Faculty of Social Work to appoint one or more PUC members to monitor compliance with the specified conditions. After the conditions have been met, or the timeframe completed, the PUC shall be reconvened to review the student's compliance. In the event of a dispute over compliance, or total failure to comply, the PUC shall be reconvened to determine further action. Should the student fail to comply with the specified conditions within an identified timeframe, the student will be required to withdraw from the Faculty of Social Work.

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7.0 APPEALS

7.1   The disposition of the matter may be appealed to the Senate Committee on Appeals in accordance with the Senate Academic Appeals Procedures and Guidelines.

7.2   In the event of an appeal, the implementation of any decision of the PUC shall be suspended until the matter has been disposed of by the body hearing the appeal.

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

8.0 RECORDS AND DESTRUCTION OF MATERIAL

8.1   A record of any finding of professional unsuitability and/or disposition related thereto shall be kept in the student's academic file within the Faculty of Social Work. This finding of professional unsuitability may result in a notation on the student's transcript. All other material relating to the hearing shall be kept confidentially in the Dean's office. This material shall be destroyed one year after the expiration of the appeal period. In individual cases where appeals have been initiated, the holding period may be extended.

9.0 AMENDMENTS

9.1   This By-Law may be amended by Senate alone, or by Senate after approval of such amendment(s) by the Faculty of Social Work Council.

Approved by Faculty Council June, 2007.

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Faculty of Social Work BSW Dean's Honour List

February 10th, 2010   SCIE

The BSW Program Committee recommended to the Faculty of Social Work Council that the criteria to be eligible for the Dean's Honour list be changed to better reflect the context of the BSW student population for several reasons. First, the Faculty's ACCESS and Distance Delivery BSW students enrolled in the Northern Social Work program sites (Thompson, Manitoba), Inner-City campus (the William Norrie Centre on Selkirk avenue), and independent and cohort students (in the Distance Delivery Social Work program) frequently have "irregular" course scheduling (i.e. summer, or courses that extend into other terms). A change to a term by term approach ensures that all the BSW students have the opportunity to meet the Dean's Honour List criteria. A decrease in the number of required credit hours from 24 over two terms to 9 in one term also addresses scheduling irregularities. As well, Aurora is able to provide term by term designation. The Committee also recommended an increase in the minimum term GPA to 3.6 to reflect a high standard of academic achievement. In this case a student must have at least one "A" grade to meet the new standard.

The Faculty of Social Work has only two required courses that are pass/fail (SWRK 3150 Field Instruction I and SWRK 4120 Field Instruction II, each 12 credit hours spanned courses). These courses provide students with the opportunity to attend a field placement in a social service agency and to develop their practice skills and knowledge. The Faculty has a co-requisite policy that requires students who are enrolled in either of these courses to be enrolled in a six credit hour course (standard grades), SWRK 4200 (Field Instruction I) and SWRK 4300 (Field Instruction II). Consequently, if a student fails or withdraws from a Field Instruction course (SWRK 3150/4120), she will be required to withdraw from SWRK 4200 and students cannot withdraw from a Field Focus course (SWRK 4200/4300) without withdrawing from Field Instruction courses (SWRK 3150/4120).

Motion/Policy

That the Faculty of Social Work Bachelor of Social Work Programme's Dean's Honour list be calculated on a term by term basis and that pass/fail courses be included in the credit hour count. That in the term under consideration BSW students are required to complete a minimum of 9 credit hours of coursework of which six are standard grades credit hours, with a minimum Term Grade Point Average (GPA) of 3.6.

A. Wright

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to the Credit Hour Policy for General Studies Students, Division of Extended Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
    http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

2. The Committee met on the above date to consider a proposal from the Division of Extended Education to modify the requirement for students in General Studies to meet with an advisor.

Observations:

1. Currently students in General Studies are required to meet with the General Studies Student Advisor upon completion of 45 credit hours in General Studies.

2. The revised policy calls for the student to meet with the General Studies Advisor upon completion of 30 credit hours. This will more appropriately meet the purpose of the policy in moving students into degree programs.

3. The new policy would read:

    In an effort to assist student with academic decisions, you will be required to meet with the General Studies Student Advisor upon completion of 30 credit hours in General Studies. Until you meet with the advisor, a block will be placed on your record to prevent further registration. If you decide to seek a University of Manitoba degree, you are encouraged to apply for admission to the faculty of your choice at the earliest opportunity.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the modification to the Credit Hour Policy for General Studies in the Division of Extended Education.

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

/mb

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

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Nursing Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nursing including Nursing Students with Disabilities

Preamble:

1.   The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

2.   The Committee met on the above date to consider a proposal from the Faculty of Nursing regarding regulations for admission and progression.

Observations:

1.   The central goal of the Faculty of Nursing four year Baccalaureate program is to prepare graduates who are able to provide safe, compassionate, competent and ethical nursing care consistent with entry-level competencies as defined by the College of Registered Nurses of Manitoba.

2.   The Faculty has developed a list of representative skills. Prospective students will be provided with information on the representative skills required for success in the program.

3.   The accompanying document, Nursing Students with Disabilities, outlines the accommodations process. Students with disabilities are expected to understand how their own disability requires accommodation in the clinical and classroom settings. The documents are based on the principle of shared responsibility between the Faculty, disability services and the student. No disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the documents regarding the Faculty of Nursing Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nursing and those for Nursing Students with Disabilities.

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

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

Faculty of Nursing

UNIVERSITY
OF MANITOBA

Representative Skills, Abilities, and Capacities of the
Four Year Baccalaureate Program

Preamble:

The central goal of the Faculty of Nursing Four Year Baccalaureate Program is to prepare graduates who are able to provide safe, compassionate, competent and ethical nursing care consistent with entry-level competencies as defined by the College of Registered Nurses of Manitoba (CRNM). Admission criteria are designed to select academically qualified students with the potential to be successful in the programs and ultimately the profession. The student population should reflect the diversity of Canadian society, including people with disabilities.

Students with disabilities are expected to understand how their own disability requires accommodation in the clinical and classroom settings. This expectation for students is consistent with the ethical principle of providing safe, compassionate, competent, ethical nursing care, a standard which nursing students are expected to attain (Canadian Nurses Association, 2008). The student with a disability may demonstrate representative skills, abilities and capacities using reasonable accommodations as determined by the Accommodations Team. The purpose of the Accommodations Team is to provide a systematic preplanned collaborative effort to develop reasonable accommodation strategies for courses in the Four Year Baccalaureate Nursing Program, with a particular focus on clinical courses. When appropriate, the Accommodations Team develops an Individualized Accommodation Plan (the "IAP"), designed to implement reasonable accommodation and reduce barriers. While the student with a disability must be able to demonstrate representative skills, abilities and capacities independently, there are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment.

In order to have graduates who meet the CRNM Entry Level Competencies, the Faculty of Nursing selects academically qualified students with the potential to successfully meet the program requirements and to ultimately achieve success in the profession. Graduates must be able to serve the public by demonstrating accountable, ethical, and knowledge based nursing practice. To achieve this goal, students in the Faculty of Nursing will require appropriate knowledge, as well as cognitive, communication, social, motor and sensory skills to assess clients and to plan, implement and evaluate the necessary nursing care.

Representative Skills, Abilities and Capacities Necessary to Successfully Complete the Four Year Baccalaureate Program

While this is not an exhaustive list, the following skills, abilities and capacities reflect a picture of the nature of nursing work. This list is <u>not</u> a screening tool for admission to the Four Year Baccalaureate Program. The Representative Skills, Abilities and Capacities list was developed by the Faculty of Nursing University of Manitoba, based on similar work by the College of Registered Nurses of British Columbia (2007) and The National Council of State Boards of Nursing (1997). If you believe you require accommodations to reduce barriers to performing the items on this list, please contact Disability Services at 474-9251.

1.   **Cognitive Skills and Abilities**

Analytical Thinking	-Gather data -Transfer knowledge from one situation to another situation -Assess and respond to changes in the patient's condition -Integrate information -Evaluate outcomes/effectiveness of care -Problem solving ability -Critical inquiry -Memory to retain facts
Reading	-Read and comprehend written documents -Use anatomical diagrams
Mathematical Competence	-Read and understand columns of number such as those recorded on flow charts -Read digital displays -Read graphic printouts such as vital signs, EKG strips, fetal monitor strips -Tell time -Count rates such as pulses -Add, subtract, multiply & divide -Compute fractions -Use a calculator -Write numbers in records

2. **Communication Skills and Abilities**

-Hear, speak, write and comprehend English to a level to avoid confusion of words and meaning and to effectively elicit and convey information
-Acquire and use clinical terminology
-Recognize own non-verbal cues and interpret those received from others while considering individual differences in expression and associated meaning
-Record data accurately

3. **Social and Behavioral Skills/Abilities**

-Differentiate and establish therapeutic and personal boundaries
-Provide patients with appropriate psychosocial support
-Deal with unexpected situations
-Perform multiple responsibilities concurrently
-Work in a stressful, changing environment
-Manage own behaviour to provide safe, compassionate, competent, ethical nursing care
-Engage with others to create a quality practice environment
-Work collaboratively to develop a moral community
-Work responsibly as a team member
-Manage time appropriately
-Demonstrate integrity, compassion and concern for others regardless of race, ethnicity, culture, political or spiritual beliefs, social or marital status, gender, sexual orientation, age, health status, place of origin, lifestyle, mental or physical ability or socioeconomic status or any other attribute.
-Recognize the needs of patients
-React appropriately to giving and receiving physical touch and working in close proximity with a full range of patients
- Ability to function in the presence of noxious odors, noise, distraction and unpredictable behaviors of others

4. Motor/ Physical Skills and Abilities

Mobility
- Rotate body to attend to patient and equipment

Gross Motor Skills
- Move within confined spaces (around patient's bed)
- Provide support to standing patient
- Manipulate equipment above shoulders (IV's)
- Reach below waist
- Assist transfer of patient from bed to chair or bed to bed
- Reach across patient's bed
- Climb stairs

Fine Motor Skills
- Pick up small objects such as syringes, tubing and cannulae
- Grasp small objects such as needles
- Write legibly
- Use a computer
- Pick up or otherwise work with fingers in gloves
- Manual dexterity
- Put on a gown and mask
- Apply pressure to a wound
- Perform complex sequences of hand-eye coordination

Physical Endurance
- Correctly sustain repetitive movements (CPR)
- Work entire shift (8 - 12 hours)
- Stand and maintain balance
- Attend three hour classes and labs
- Complete assignments in a timely fashion

Physical Strength
- Push and pull 25 pounds (11 kg) to position patient
- Support 25 pounds (11 kg) of weight to ambulate patient
- Lift 25 pounds (11 kg) to transfer patient
- Move objects that weigh more then 45 Pounds (20 kg)
- Use upper body strength for CPR

5.   Sensory Perceptual Skill and Ability

Vision
- See objects up to 20 feet (6 m) away
- See objects up to 20 inches (60 cm) away
- Use depth perception (injections, assess wound depth)
- Use peripheral vision
- Distinguish colour (cyanosis, wound secretions, colour coded records)

Hearing
- Hear average speaking level sound to communicate with patient and other health care professionals
- Hear faint body sound such as blood pressure and lung sounds
- Hear in situations where one is not able to see lips such as when wearing masks
- Hear high and low frequency alarms

Tactile
- Feel vibrations such as pulses
- Detect temperature of room, skin
- Feel differences in surface characteristics such as skin texture
- Feel differences in sizes, shapes such as palpating veins

Olfactory
- Ability to detect odours from patients
- Ability to detect smoke, gases or noxious odours

Approved by the Council of the Faculty of Nursing: September 18, 2009
Approved by the Senate Committee for Instruction and Evaluation: February 10, 2010

Bibliography

Canadian Nurses Association (2008). *Code of Ethics for Registered Nurses.* Ottawa: Author.

College of Registered Nurses of British Columbia (2007). *Becoming a Registered Nurse in British Columbia: Requisite Skills and Abilities.* Retrieved from: http://www.crnbc.ca/downloads/464.pdf

National Council of State Boards of Nursing, Inc. (1997). *Guidelines for Using Results of Functional Abilities Studies and Other Resources.* Chicago: Author.

Cross Reference: University of Manitoba Policy Accessibility for Students with Disabilities

Nursing Students with Disabilities: Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nurses

Note: Reporting to the Council of the Faculty of Nursing, the Accommodations Team consists of a Chair (appointed by the Dean of the Faculty of Nursing), the Coordinator of the University of Manitoba Disability Services (or designate) and two full time faculty members.

Nursing Students with Disabilities: Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nurses

Preamble

The central goal of the Faculty of Nursing Four Year Baccalaureate Program is to prepare graduates who are able to provide safe, compassionate, competent and ethical nursing care consistent with entry-level competencies as defined by the College of Registered Nurses of Manitoba. The goal of the Baccalaureate Program for Registered Nurses (BPRN) is individual career development and advancement of nursing practice. Admission criteria are designed to select academically qualified students with the potential to be successful in the program and ultimately the profession. The student population should reflect the diversity of Canadian society, including people with disabilities.

The *Canadian Human Rights Act* (Canada) (R.S., 1985, c.H-6) defines disability as physical or psychological, permanent or temporary impairments. The Manitoba Human Rights Commission (1998) further states that "A disability becomes a handicap when it interferes with the activity to be done, but it is often possible to remove the handicap by making adjustments in the work or living environment." *The Human Rights Code (Manitoba)* (C.C.S.M. c. H175) requires that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those with special needs. The University of Manitoba is committed to facilitating the integration of students with disabilities into the University community. This is to be accomplished through reasonable accommodation, described as a modification to the way things are usually done, resulting in greater equality of opportunity and participation (Manitoba Human Rights Commission, 2004). The University of Manitoba is specifically committed to reasonable accommodation of the needs of persons with documented disabilities by making efforts to create a barrier-free campus and provide other supports and services within the limits of available resources. The University endeavours to meet the identified needs of each student by adapting services, courses, and programs as feasible and as resources allow, while maintaining appropriate academic standards.

The Faculty of Nursing recognizes there are multiple perspectives on disability. The Social Model of Disability shifted the concept of disability from residing within the individual to being a byproduct of the social world (Barnes, Oliver & Barton, 2002). Impairment is described as a bodily attribute, while disability is the result of social barriers that prevent the person with physical impairments from participating in society. The Faculty of Nursing's goal is to reduce barriers for academically qualified students through collaboration between the Faculty, Disability Services and the student. All nursing students are required to meet program expectations.

Accommodation of Students with Disabilities

Dissemination of the Policy

The documents "Nursing Students with Disabilities: Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nurses" and "Faculty of Nursing Representative Skills, Abilities, and Capacities of the Four Year Baccalaureate Program" are to be disseminated in the following manner:

- Posted on Faculty of Nursing website
- Included in recruitment materials
- Presented in information workshops
- Discussed in Introduction to Nursing (NURS 1280) and Human Growth and Development (NURS 1260) courses
- Discussed in Seminar in Professional Nursing Foundations (NURS 3430)
- Discussed in all clinical course orientations
- Discussed in general faculty orientation

Accommodations Team

The Four Year Baccalaureate Program includes theory, laboratory and clinical courses. This policy addresses disability related issues as defined within the University of Manitoba context in all courses, with a particular focus on clinical practice courses. Reporting to the Council of the Faculty of Nursing, the Accommodations Team consists of a Chair (appointed by the Dean of the Faculty of Nursing), the Coordinator of the University of Manitoba Disability Services (or designate) and two full time faculty members. The purpose of the Accommodations Team is to provide a systematic preplanned collaborative effort to develop reasonable accommodation strategies for courses in the Four Year Baccalaureate Nursing Program, with a particular focus on clinical courses. When appropriate, the Accommodations Team develops an Individualized Accommodation Plan (the "IAP"), designed to implement reasonable accommodation and reduce barriers. Accommodations Team recommendations will take into consideration the individual student's needs, program requirements and available resources. The student may be invited to meet with the Accommodation Team prior to commencing clinical practice courses, or at other times as appropriate. The Accommodations Team will address issues with students in the BPRN program as they arise. The BPRN Coordinator or designate shall attend any meetings in regards to BPRN students.

Procedures
Disability Related Situations Arising Prior to the Academic Term

- Students shall review the Requisite Skills and Attributes list prior to start of the academic term
- Students with pre-existing disabilities that may affect clinical and/or classroom experience shall notify Disability Services (DS) of acceptance into Faculty of Nursing as soon as possible after receiving an acceptance letter.

- DS shall meet with the student to develop accommodations as per University of Manitoba policy Accessibility for Students with Disabilities.
- The Accommodations Team shall receive notification of all accommodations in a timely manner. The Team meets in August to review and discuss situations which may require accommodation for the clinical area, or require other consideration.
- The Accommodations Team shall meet with the students requiring accommodation for the clinical area to develop an IAP. One copy of the IAP shall be given to the student and one copy to the current Clinical Course Leader, who shall discuss it with the Clinical Education Facilitator. The IAP shall not state the student's disability. Only the accommodations shall be described.
- Accommodations Team meeting notes shall be stored in the Associate Dean, Undergraduate Program's office. Only the Associate Dean, Undergraduate Programs and Chair of the Accommodations Team shall have access to these meeting notes.
- The IAP of Four Year Baccalaureate students shall be reviewed at the midterm and final evaluation of each term by the Clinical Course Leader/Clinical Education Facilitator and the student. The IAP Review Form is to be completed by the Clinical Course Leader/Clinical Education Facilitator and the student. Concerns related to accommodations shall be referred to the Chair of the Accommodations Team. The IAP Review Forms shall be stored in the Associate Dean, Undergraduate Program's office. Only the Associate Dean, Undergraduate Programs and Chair of the Accommodations Team shall have access to these Review Forms. In the case of BPRN students the course leader and student will determine when the IAP should be evaluated.

Disability Related Situations Arising During the Academic Term

- Students must be registered with DS in order to receive accommodations. Those students who become aware of disability requiring accommodation during the academic term shall notify both DS and the appropriate health care provider to obtain necessary documentation for registering with DS.
- DS shall meet with the student to develop accommodations as per University of Manitoba policy Accessibility for Students with Disabilities.
- DS shall notify the Chair of the Accommodations Team of the student's accommodations.
- The Chair of the Accommodations Team, the Coordinator of the University of Manitoba Disability Services (or designate), Course Leader/Clinical Education Facilitator and student shall develop an interim IAP to be used for the balance of the academic term.
- The interim IAP shall be reviewed at the midterm and/or final evaluation by the Clinical Course Leader/Clinical Education Facilitator and the student. The IAP Review Form is to be completed by the Clinical Course Leader/Clinical Education Facilitator and the student. Concerns related to accommodations shall be referred to the Chair of the Accommodations Team.
- The IAP will be considered at the next meeting of the Accommodations Team, prior to the start of the next academic term.
- Students who have concerns about this process should contact Student Advocacy.

Changes to the IAP during the Academic Term

- When a student finds the IAP requires adjustment, he/she shall immediately contact Disability Services, the Clinical Education Facilitator or the Clinical Course Leader in the respective clinical course, who shall in turn bring the matter forward to the Chair of the Accommodations Team.
- The Chair of the Accommodations Team shall discuss the IAP Review Form with the student, clinical course leader and DS. Concerns regarding the IAP can often be resolved informally at this level for the remainder of the academic term.
- If changes to the IAP cannot be agreed upon by the Chair of the Accommodations Team, the student, clinical course leader, and DS, the full Accommodations Team shall be convened to consider the matter.
- Any challenges or concerns not resolved at this level should be referred to section 2.14 of the University of Manitoba Policy Accessibility for Students with Disabilities.

Responsibilities
Student Responsibilities

Students are responsible for practicing in a safe, compassionate, competent and ethical manner, part of which is to understand how their own disability requires accommodation in the clinical and classroom setting. This expectation for students is consistent with the ethical value of providing safe, compassionate, competent and ethical nursing care, a standard which nursing students are expected to attain (Canadian Nurses Association, 2008).
While the student with a disability must be able to demonstrate requisite clinical skills and abilities independently, there may be a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment.

The student is expected to:

- Review the Requisite Skills and Attributes list ;
- Notify DS if they are aware that they require accommodations. Newly admitted students with pre-existing disabilities that may affect clinical and/or classroom experience must notify Disability Services as soon as possible after receiving their acceptance letter from the Faculty of Nursing. Applicants are advised that the Accommodations team meets in early August to facilitate student transition to the Faculty of Nursing;
- Notify DS, the Course Leader or the Clinical Education Facilitator if they become aware of a disability requiring accommodation during their course of study. This notification is to be made as soon as possible, to facilitate development of an IAP as appropriate;
- If necessary, the student will meet with the Accommodations Team to develop accommodations for the clinical area. The Accommodations Team will notify students if they are required to attend such a meeting. Not all students will require accommodation in the clinical area.
- If applicable, the student is to have in place and become proficient in the use of any devices for providing reasonable accommodation prior to entering clinical practice

- The student is to contact Clinical Course Leaders prior to the commencement of each clinical course to discuss implementation of the IAP (if one has been developed),
- When a student finds the IAP requires adjustment, he/she shall immediately contact Disability Services, the Clinical Education Facilitator or the Clinical Course Leader in the respective clinical course, who shall in turn bring the matter forward to the Chair of the Accommodations Team.

Faculty Member Responsibilities

Faculty Members include the Dean, Associate Deans, Four Year Undergraduate Coordinator, Professors, Lecturers, Instructors, Clinical Course Leaders and Clinical Education Facilitators. All Faculty members are expected to:

- Maintain the academic integrity of the Four Year Baccalaureate Program and Baccalaureate Program for Registered Nurses;
- Create a learning environment respectful of diversity, privacy and confidentiality;
- Work with the Accommodations Team and the student to implement reasonable accommodation in an accepting, supportive environment;
- Work with the student and Accommodations Team to evaluate the reasonable accommodation; and,
- Refer issues related to the IAP which arise during a course to the Chair of the Accommodations Team.

Disability Services Responsibilities

Disability Services (DS) is responsible for:

- Appointing an individual who will collaborate with students and faculty members to develop the IAP;
- Directing students to Faculty of Nursing policies as appropriate; and,
- Communicating student accommodation letters and IAP to Faculty members.

DS creates equal access for students with disabilities at the University of Manitoba by:
- Providing supports and programs that recognize our diverse student environment;
- Promoting partnerships between students, faculty and staff; and,
- Educating the university community about accessibility.

DS provides support and advocacy for students with disabilities of all kinds: hearing, learning, injury-related, mental health, medical, physical or visual. Students with temporary disabilities such as sprains and breaks are also eligible to use the services. DS provides accommodations to students with documented disabilities. Accommodations include any service, equipment, or special arrangement that is put in place to support students' activities at the University of Manitoba. All accommodations must be recommended and verified by an appropriate professional as designated by DS. Because accommodations are tailored to each individual, students must first meet with an Accessibility Advisor to determine appropriate accommodations while at the University of Manitoba.

Please see the University of Manitoba *Accessibility for Students with Disabilities* policy <http://www.umanitoba.ca/admin/governance/governing_documents/students/281.htm> and the *Accessibility for Student with Disabilities* procedures <http://www.umanitoba.ca/admin/governance/governing_documents/students/906.htm>

Challenges regarding Accommodations

A student who disagrees with the recommendations of the Accommodation Team should first address concerns to Disability Services or the Accommodation Team. Concerns can often be resolved informally with DS or the Accommodation team. Any challenges or concerns not resolved at this level should be referred to section 2.14 of the University of Manitoba Policy Accessibility for Students with Disabilities.

Appeals

A student has the right to appeal through the Student Appeal Committee within the Faculty of Nursing. The student may appeal a judgment to the relevant appeal committee of the University of Manitoba. Students are encouraged to consult with Student Advocacy office for information and assistance about the appeal process.

Document Review

The Accommodation Team will review this implementation policy annually for the first three years and biannually thereafter.

Cross Reference: University of Manitoba Policy Accessibility for Students with Disabilities

Faculty of Nursing Representative Skills, Abilities and Capacities in the Four Year Baccalaureate Program

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Approved by the Council of the Faculty of Nursing: September 18, 2009
Approved by the Senate Committee for Instruction and Evaluation: February 10, 2010

This document is adapted with permission from the document: "Accommodation Policy: Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program", Faculty of Medicine, University of Manitoba, 2009.

Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Academic Suspension and Reinstatement Regulations, Asper School of Business, Faculty of Management

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
   http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

2. The Committee met on the above date to consider a proposal from the Asper School of Business, Faculty of Management, to revise the regulations regarding academic suspension and reinstatement.

Observations:

1. The current regulations were considered to be overly onerous to students who were sometimes suspended from the Faculty within a year of graduation. The new guidelines, including a reduced course load and assignment of a Faculty Advisor were proposed to increase student success in the reinstatement process.

2. The revised reinstatement guidelines includes the limitation that the student may only take a course load of 3-9 credit hours and must achieve a minimum term GPA of 2.00 with no failures. If the student is successful in this first term, during the second term of reinstatement the student will again be limited to a course load of 3-9 credit hours and must achieve a minimum term GPA of 2.00.

3. In addition, during the reinstatement period, the student will be assigned a Faculty Advisor to assist the student with the selection of courses and will mentor the student through the program including advice or referrals to other services as required.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Regulations regarding Academic Suspension and Reinstatement for Students admitted to the Asper School of Business, Faculty of Management commencing September 2010.

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

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

PROPOSED

ASPER SCHOOL OF BUSINESS, FACULTY OF MANAGEMENT
REGULATIONS REGARDING ACADEMIC SUSPENSION AND REINSTATEMENT
FOR STUDENTS ADMITTED IN SEPTEMBER 2010 AND THEREAFTER

A student will be placed on Academic Suspension and required to withdraw from the Bachelor of Commerce (Honours) program in the Asper School of Business for either of the following reasons: 1) exceeding 15 credit hours of failures; 2) falling below a 2.00 degree grade point average (DGPA).

A student who is placed on Academic Suspension will be immediately withdrawn from the degree program in the Asper School of Business. A student in this situation will have an academic assessment of "Academic Suspension – May Attempt Reinstatement" and can remain a student registered in the Asper School of Business (on "Hold") but will not be permitted to register for courses in or that contribute to Bachelor of Commerce (Honours) degree for one term. After a one term suspension, the student will then proceed to the Reinstatement Program. All registrations from students in the Suspension/Reinstatement program will be processed by the Undergraduate Program Office.

If a student chooses to take courses during their suspension term, the courses will not be applied to their Bachelor of Commerce (Honours) degree program. Students on suspension are encouraged to take the term off to re-evaluate their academic and personal circumstances.

The earliest the student would be eligible to re-enter the Asper School of Business with regular academic standing (i.e. "Faculty Minimum Met" and no "Hold" status) would be following the successful completion of a reinstatement program as outlined below. The student's time limit for the completion of all degree requirements will be extended by the time lost while on suspension but in any case not to exceed 12 months for any and all suspensions. Courses taken while in the reinstatement program will be applied to a student's Asper degree.

While on the term of suspension, a student may choose to exit the Asper School of Business and apply to another Faculty or University; admission would be at the discretion of that unit. If a student chose to do this and then wanted to come back to the Asper School of Business, they would have to re-apply for admission to the Asper School of Business and if re-admitted, any courses taken on the term of suspension would not be transferred to the student's program.

CONDITIONS FOR REINSTATEMENT

1.   Students who are suspended for exceeding 15 credit hours of failures or for falling below a 2.00 degree GPA are not permitted to register for courses in or that contribute to the Bachelor of Commerce (Honours) degree for one term (i.e. one Fall, Winter, or Summer Term) immediately following a suspension assessment. After one term of suspension, the following conditions apply for reinstatement:

   a.   During the first term of reinstatement, the student will be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.
   b.   If the student successfully completes the first term of reinstatement, during the second

term of reinstatement the student will be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.

    c. The courses permitted during these two reinstatement terms must apply to the student's B.Comm.(Hons.) degree program and will be applied to and contribute to the B.Comm.(Hons.)degree.

    d. All registrations for students in the reinstatement program must be processed through the Undergraduate Program Office.

2.   Every student in the reinstatement program will be assigned a "Faculty Advisor" to assist the student with the selection of courses, and with mentoring through the program including advice or referrals to other services as required.

    a. Faculty advisors will meet regularly with assigned students to discuss their academic progress.

    b. A signed contract between the student and the Undergraduate Program Manager or designate will be created. This contract may include restrictions such as mandatory visits to the Program Manager and/or the Faculty Advisor and release of information to the Faculty Advisor and the Undergraduate Program Office including permission to access current professors and past professors to determine performance in classes both past and present.

    c. As part of the contracting process, a student-signed "Academic Needs Self-Assessment" will be completed and discussed with the Faculty Advisor. This will assist the student in becoming more self-aware of potential obstacles to their academic success.

    d. During the course of the reinstatement program, the Program Manager and/or Faculty Advisor will require a signed statement or email from each professor as to the student's performance on course work completed prior to the VW deadline.

    e. Failure of a student in the reinstatement program to comply with contract conditions would result in a withdrawal from all courses at the student's own financial risk, unless the student presented valid medical or compassionate documentation as grounds for an appeal to continue his/her course(s).

3.   Students who fail to meet the prescribed minimum academic standard of the reinstatement program (failure of a course or failure to attain the minimum required Term GPA of 2.00 in any reinstatement term) will be required to re-enter the reinstatement program, starting with a one-term suspension from all courses contributing to the B.Comm. (Hons.) degree as stated in item 1.

4.   If, within a second reinstatement program, a student fails any course or fails to attain the minimum required Term GPA of 2.00, s/he will have failed the second attempt at reinstatement. If the student still wants to enter another reinstatement program, s/he will have to appeal to the Undergraduate Program Committee for permission to enter a third reinstatement program. If the appeal is granted, the conditions for reinstatement remain as specified in this policy, with the possibility of additional requirements. Only documented medical or compassionate grounds will be considered valid reasons to appeal for a third reinstatement attempt.

5.   Students who are suspended following their expected graduating term may appeal to the Undergraduate Program Manager to proceed with items 1a and 1b without the suspension of one term. The requirement for a minimum 2.00 Term GPA, with no failures, on all course work attempted while in the reinstatement program will apply (as per point 1). If the

Undergraduate Program Manager denies the appeal, then the student may take the appeal to the Undergraduate Program Committee.

6. Courses previously taken successfully may not be repeated as part of the reinstatement program.

7. Students are permitted to voluntarily withdraw from courses taken as part of the reinstatement program, provided they withdraw by the published voluntary withdrawal deadline date. Any registration changes would be processed through the Undergraduate Program Office.

8. Upon successful completion of these conditions, and upon request, the student will be formally reinstated and eligible to continue in the Asper School of Business with a regular student status.

9. Once reinstated, any further failures and/or NP's or an assessment of a degree GPA of less than 2.00 will result in the student being placed on a new academic suspension, and the conditions for reinstatement remain as specified in this policy.

10. The above reinstatement program is the only way a student who has been placed on academic suspension may be reinstated.

NOTES AND INTERPRETATION

1. Students suspended in January will be allowed to continue in any Winter Term or spanned courses (i.e. courses that span both the Fall and Winter Terms) offered by other Faculties/Schools. Each such course will comprise 3 or 6 credit hours of the reinstatement program, provided that it is needed for the B.Comm. (Hons.) degree. Therefore, the grade received in the course(s) will count in the requirement of a 2.00 Term GPA.

2. Students who are suspended because their degree grade point average is less than 2.00 are required to complete the reinstatement program described above. With the pre-approval of the Undergraduate Program Manager, any course work completed after or beyond the minimum number of hours required for reinstatement can later be used to substitute for courses being used in the degree requirements. With the approval of the Undergraduate Program Manager, these substitutions may be granted even if the student has no substitution/repeat attempts left. In that manner, the degree grade point average can be raised to the 2.00 required.

FC March 27, 1998
FC Revised April 6, 2001
FC Revised Dec 11, 2009

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Report of the Senate Committee on Instruction and Evaluation RE: Revisions to the Passing Grade and Progression degree GPA, Teacher Education Programs, Faculty of Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

2. The Committee met on the above date to consider a proposal from the Faculty of Education to modify the passing grade and progression DGPA for the B.Ed programs including the After-Degree program, the Bachelor of Music/Education integrated program, and any other initial teacher education programs.

Observations:

1. The Faculty indicated that the current passing grade of "D" and DGPA of 2.00 for progression was not adequate for a professional program of this nature.

2. The Faculty proposes to increase the passing grade from a "D" to a "C" on all courses in the program.

3. The Faculty proposes to increase the degree GPA for progression from the current 2.00 to 2.50. This will align the Faculty of Education B.Ed. program's minimum degree point average with most other professional faculties on campus and across the country.

4. The Faculty proposes that the above modifications become effective for students entering the program September 2010.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

> **THAT Senate approve the modification to the Initial Teacher Education and Preparation programs in the Faculty of Education to increase the passing grade of courses to "C" and increase the degree grade point average for progression to 2.50 effective for the September 2010 entry.**

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

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