

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, May 14, 2014
1:30 p.m.

A G E N D A

- I **CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES – MAY 2014** Page 6

- II **REPORT ON MEDALS AND PRIZES
TO BE AWARDED AT THE SPRING CONVOCATION**

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

- III **MATTERS TO BE CONSIDERED IN CLOSED SESSION**

1. **Report of the Senate Committee on Honorary Degrees
[May 7, 2014]**

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

- IV **ELECTION OF SENATE REPRESENTATIVES**

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[March 27, 2014]** Page 137

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**4. Strategic Enrolment Management Goals: Assessment
After One Year – Spring 2014**

VIII 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.

**IX CONSIDERATION OF THE MINUTES
OF THE MEETING OF APRIL 2, 2014**

X BUSINESS ARISING FROM THE MINUTES - none

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

1. **Report of the Senate Executive Committee** Page 245

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

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b) **RE: a Proposal for the Department of Human Nutritional
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- d) RE: Proposal for Field Instruction Policy, School of Social Work, Université de Saint-Boniface Page 393
8. **Reports of the Senate Committee on Rules and Procedures**
- a) RE: Revisions to the Faculty of Graduate Studies Council Bylaws Page 399
- b) RE: Clarification to the Senate Rules with respect to Designates/Proxies at Senate and the Eligibility of Those in Acting Roles Page 403

9. **Report of the Senate Committee on University Research
RE: Periodic Review of Research Centres and Institutes:
Institute of Cardiovascular Sciences** Page 405

10. **Report of the Senate Committee on Nominations**

This report will be distributed to members of Senate at the meeting.

XIII ADDITIONAL BUSINESS

1. **Request from President for Senate to Nominate Karen Adams
to Public Library Advisory Board** Page 409

XIV ADJOURNMENT

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

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. **Degrees Notwithstanding a Deficiency**

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

Deans and Directors should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

2. **Report of the Senate Committee on Appeals**

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

3. **List of Graduands**

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to May 16, 2014.

Election of Senate Representatives to the Board of Governors

1. General

- (a) The procedures to be followed for the election of members of Senate to the Board of Governors can be found on the web at:

http://umanitoba.ca/admin/governance/governing_documents/governance/senate_rules/524.htm

- (b) Among the more important procedures are the procedures governing nominations, the means of balloting, and the procedures to be followed in the event of a tie vote;
- (c) Special attention is directed to Point 3, which reads in part "... If the person nominated is not present, the nominator must state that the person nominated has consented to the nomination."

2. Election of Senate Representatives to the Board of Governors

- (a) The following resolution was approved by Senate on June 4, 1997: "*That Senate rescind its resolution of March 9, 1976 reserving one of its seats on the Board of Governors for a student Senator.*"
- (b) The following resolution was approved by Senate on June 4, 1997: "*That in the future, as openings occur, Senate assure itself that at least one of the three individuals who represent it on the Board of Governors has no administrative responsibilities greater than those of department head at the time of election.*"
- (c) Members-at-Large

According to Section 27(4) of *The University of Manitoba Act* (the "Act"), a member of Senate elected by a faculty or school council, who has been subsequently elected by Senate to the Board and whose term of office on Senate expires before his or her term of office on the Board, shall be appointed by Senate to be a member-at-large of Senate for the remainder of his or her term on the Board unless re-elected to Senate.

- (d) Students and *Ex-Officio* Members

Students and *ex-officio* members who are elected to represent Senate on the Board of Governors, but whose membership on Senate expires prior to their membership on the Board, are dealt with under the terms of the Act (Section 10(2)).

Pursuant to Section 10(2) of the Act, the Senate Executive Committee shall bring to Senate a motion to grant assessor status on Senate for a student or *ex-officio* member of Senate who was elected to represent Senate on the Board of Governors and whose term on Senate has expired prior to the person's term on the Board. Should such a motion fail, a motion to terminate the membership on the Board of Governors as a Senate representative shall be adopted.

3. (a) One member of Senate is to be elected by Senate to the Board of Governors for a three-year term (June 1, 2014 to May 31, 2017) to replace Dean Mark Whitmore, whose term on the Board of Governors expires on May 31, 2014;
- (b) Present Senate representatives on the Board of Governors are:

Dean Mark Whitmore (Science)	2014
Dr. Joanne Embree (Medicine)	2015
Dean Norm Halden (Environment, Earth & Resources)	2016
- (c) Not eligible for election are the Chancellor, the President, and the Board of Governors representatives on Senate.

4. Procedures

- (a) Nominations for the position shall be received from the floor;
- (b) Senators shall vote for no more than one candidate on the ballot provided;
- (c) The candidate receiving the largest number of votes shall be declared elected for a three-year term;
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

Election of Senate Representatives to the Senate Executive Committee

1. Subsection 34(1) of *The University of Manitoba Act* provides that:

The senate has general charge of all matters of an academic character; and, without restricting the generality of the foregoing, the senate shall ...

- (y) elect an executive committee, which shall include
 - (i) the president, who shall be chairman of the committee;
 - (ii) the member of the senate designated by the president to be vice-chairman of the committee;
 - (iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;
 - (iv) a member of the board who has been appointed to be a member of the senate;
 - (iv) a member elected by the students to be a member of senate;
 - (v) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. Four Senators elected by faculty/school councils to be elected as follows:

- (a) two Senators for three-year terms (June 1, 2014 to May 31, 2017) to replace Professor Tina Chen and Professor Arlene Young, whose terms on the Senate Executive Committee expire on May 31, 2014;
- (b) one Senator for a two-year term (June 1, 2014 to May 31, 2016) to replace Professor Joanna Asadoorian for the remainder of her term on the Senate Executive Committee, which expires on May 31, 2016;
- (c) one Senator for a one-year term (June 1, 2014 to May 31, 2015) to replace Professor Peter Blunden for the remainder of his term on the Senate Executive Committee, which expires on May 31, 2015;
- (d) Eligible for election are members of Senate elected by faculty/school councils;

(e) Presently serving:

Prof. Tina Chen	(Arts)	2014
<i>(leave replacement for Prof. Mark Gabbert)</i>		
Prof. Arlene Young	(Arts)	2014
Prof. Emily Etcheverry	(Medical Rehabilitation)	2015
Prof. Diana McMillan	(Nursing)	2015
Prof. Mary Brabston	(Management)	2015
Prof. Peter Blunden	(Science)	2015
Prof. John Anderson	(Science)	2016
Prof. Joanna Asadoorian	(Dentistry)	2016

3. (a) One representative is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to be elected for a three-year term (June 1, 2014 - May 31, 2017) to replace Dean Brian Postl. Dean Postl is eligible for re-election;

(b) Eligible for election are:

(i) Vice-Presidents: P. Kochan, J. Kearsley and D. Jayas

(ii) Deans/Directors: M. Trevan, R. Stern, N. Halden, A. Iacopino, D. Mandzuk, J. Beddoes, J. Doering, G. Sevenhuysen, M. Benarroch, D. Brown, L. Turnbull, E. Dawe, B. Postl, B. O'Connell, N. Davies, M. Whitmore, J. Mulvale, K. Matheos

(c) Presently serving:

Dean Brian Postl	(Medicine)	2014
Dean Jeffery Taylor	(Arts)	2015
Prof. Paul Hess	(School of Art)	2016

4. Procedures:

(a) Nominations for the positions shall be received from the floor.

(b) Senators shall vote for no more than four candidates in category 1, and one candidate in category 2 on the ballot provided.

(c) The candidates receiving the largest number of votes shall be elected.

(d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

Election of a Student Senator to the Senate Executive Committee

1. The composition of the Senate Executive Committee makes provision for three student assessors. The Assessors are as follows:
 - (a) President of UMSU (or designate) term: May 1, 2014 - April 30, 2015
 - (b) President of GSA (or designate) term: May 1, 2014 - April 30, 2015
 - (c) Student Senator appointed
by caucus of Student Senators term: May 1, 2014 - April 30, 2015

2. The composition of the Senate Executive Committee makes provision for one elected Student member of Senate. A candidate for this position is nominated by the caucus of Student Senators at Senate. The term for this position is May 1, 2014 - April 30, 2015.

3. Procedures:
 - (a) A nomination for the position shall be provided by the Student Senate Caucus;
 - (b) Senators shall vote by a show of hands.

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

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on March 19, 20, 25 and 27, 2014, and, on April 22 and 29, 2014, participated in electronic polls, to consider curriculum and course changes from Faculties and Schools.

Observations:

1. General

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

2. The committee received, for information, an Audit of Academic Programs, Student Mobility Definitions approved by the Senate Committee on Admissions, and an update on Changes to COPSE Approval Process for New Programs.

3. School of Art

The school is proposing the modification of four (4) courses: **STDO 2740 Open Media (6)**, **STDO 4810 Senior Studio 1 (6)**, **STDO 4870 Production and Professional Practice (3)**, and **STDO 4910 Honours Seminar 1 (3)**.

The school is proposing modifications to the **Diploma in Art** involving the removal of STDO 4810 Senior Studio 1 (6) and STDO 4820 Senior Studio 2 (6) from the courses required in Year 4 of the program. These two courses had been created for use in the BFA (Honours) Studio program. The change would reduce the overall credit hours for the program from 105 to 93 credit hours. The program chart for Year 2 of the program will be revised to indicate that STDO 2400 Photography 1 (6) may be completed as a Fine Arts Elective and to correct an error of omission in documentation provided to Senate in May 2012.

The school is proposing a program modification to the studio requirement in Year 2 of the **Bachelor of Fine Arts (Art History)** and the **Bachelor of Fine Arts (Honours) (Art History)**, to allow students to complete 9 credit hours of any combination of 1000 level studio courses.

The school is proposing a program modification to Years 2 and 3 of the **Bachelor of Fine Arts** and the **Bachelor of Fine Arts (Honours)** degree programs. FAAH 2080 Modern to Contemporary Art (3) will be added to the required courses in Year 2 and the Art History Electives will be reduced from 6 to 3 credit hours. Year 3 will be revised to require FAAH 3202 Contemporary Art History (3) and FAAH 3210 Introduction to the Theory of Art (3), and the Art History Electives will be reduced from 12 to 3 credit hours. The program charts for Year 3 of both programs will be revised to clarify that FA 3440 Field Trip (0) is a required course and to correct an error of omission in documentation provided to Senate in May 2012.

4. **Faculty of Arts**

Faculty of Arts

The faculty is proposing modifications to the requirements for Bachelor of Arts (Honours) degrees, including both Single Honours and Double Honours programs. It is proposing that Single Honours programs would consist of a minimum of 120 credit hours and would include at least 9 credit hours of 4000 level courses and/or courses designated as Honours courses. Double Honours programs would consist of a minimum of 120 credit hours, with at least 6 credit hours of 4000 level courses and/or courses designated as Honours courses. The proposed changes would take effect September 1, 2015.

The faculty is proposing amendments to the Faculty of Arts Honours Program Regulations, to reflect proposed changes to the Single and Double Honours programs.

The faculty is proposing modifications to the requirements for Bachelor of Arts (General) and Bachelor of Arts (Advanced) degree programs, to reflect that Music courses offered through the Faculty of Music could no longer be used by students in these programs to satisfy the Humanities requirement.

Canadian Studies

The program is proposing a program modification involving revisions to the List of Approved Courses in Canadian Studies to include POLS 4070 Advanced Seminar: Canadian Government (H) (3) and POLS 4080 Advanced Seminar: Canadian Democracy (H) (3), and to reflect a modified course title for HIST 2284 Democracy and Dissent in Canada: Social Movements in the 20th Century (C) (3).

Catholic Studies

The program is proposing the modification of two (2) courses, **CATH 2010 Literature and Catholic Culture 1** (3) and **CATH 2020 Literature and Catholic Culture 2** (3).

Central and East European Studies

The program is proposing a program modification involving changes to the List of Approved Courses in Central and East European Studies to include RUSN 3770 Tolstoy (3) and RUSN 3780 Dostoevsky (3).

Classics

The department is proposing the introduction of one (1) course, **CLAS 2210 Women in Ancient Greece and Rome** (3).

Economics

The department is proposing the introduction of two (2) courses, **ECON 3160 Managerial Economics** (3) and **ECON 3692 Economic Determinants of Health** (3).

English, Film, and Theatre

The department is proposing the modification of one (1) course, **ENGL 2960 Drama 1** (3).

German and Slavic Studies

The department is proposing the modification of two (2) courses, **GRMN 1120 Beginning German** (6) and **GRMN 2100 Intermediate German** (6).

History

The department is proposing the modification of two (2) courses, **HIST 2284 Democracy and Dissent: Contesting Canada (C)** (3) and **HIST 4150 The Social History of the Latin American State (1492-2005) (A)** (6).

Judaic Studies

The program is proposing the modification of two (2) courses, **ARA 3000 Advanced Arabic** (6) and **JUD 2650 Field Studies in Biblical Lands** (6).

Labour Studies

The program is proposing a program modification involving changes to the List of Electives to include HIST 2400 History of Human Rights and Social Justice in the Modern World (G, M) (3), and to reflect a modified course title for HIST 2240 Democracy and Dissent in Canada: Social Movements in the 20th Century (C) (3).

Latin American Studies

The program is proposing a program modification involving a change to the List of Courses for Latin American Studies, to reflect a modified course title for HIST 4150 The Social History of the Latin American State (A) (6).

Political Studies

The department is proposing the introduction of three (3) courses, **POLS 3342 Arab-Israeli Conflict** (3), **POLS 4070 Advanced Seminar: Canadian Government** (3), and **POLS 4080 Advanced Seminar: Canadian Democracy** (3).

Psychology

The department is proposing the introduction of two (2) courses, **PSYC 3380 Nature, Nurture and Behaviour** (3) and **PSYC 4370 Brain Plasticity** (3), and the modification of nine (9) courses: **PYSC 2360 Brain and Behaviour** (3), **PSYC 2490 Abnormal Psychology** (3), **PSYC 2530 Psychology of Personality** (3), **PSYC 3150 Behavioural Modification Applications** (3), **PSYC 3310 Adolescent Development** (3), **PSYC 3350 Behavioural Neuroscience** (3), **PSYC 3430 Sensory Processes** (3), **PSYC 3650**

Introduction to Clinical Psychology (3), PSYC 4562 Social Psychology and Health (3).

The department is proposing modifications to the requirements for Years 2, 3, and 4 of the **Double Honours in Psychology**.

Sociology

The department is proposing the modification of one (1) course **SOC 4530 Readings in Sociology (3)**.

Ukrainian Canadian Heritage Studies

The program is proposing a program modification involving changes to List B of courses eligible for the program to include UKRN 2410 Ukrainian Canadian Cultural Experience (3), HIST 2600 Introduction to Ukraine (E) (3), and FAAH 3280 Early Byzantine Art and Architecture (3).

Women's and Gender Studies

The program is proposing a program modification involving changes to List A of courses eligible for the program to include CLAS 2210 Women in Ancient Greece and Rome (3).

Faculty of Arts – Option in Aging

The faculty is proposing a program modification involving changes to the List of Courses for the Option in Aging Concentration to include PSYC 3070 Adult Development (3) and to reflect that PSYC 2370 Developmental Psychology from Adolescence to Old Age (3) is no longer offered.

Faculty of Arts – History of Art

The faculty is proposing a program modification involving changes to List B of courses eligible for the program to include FAAH 3212 Introduction to the Theory of Art (3) and to reflect that FAAH 3210 Introduction to the Theory and Criticism of Art (3) is no longer offered.

5. **Faculty of Dentistry**

The faculty is proposing the deletion of two (2) courses, **DDSS 4112 Oral Diagnosis and Radiology 2 (2)** and **ORLB 3310 Pharmacology and Dental Therapeutics (2)**, and the introduction of two (2) courses, **DENT 3210 Dental Practice Management 3 (1)** and **ORLB 3320 Pharmacology and Therapeutics (3)**.

6. **Faculty of Education**

Educational Administration, Foundations and Psychology

The department is proposing the introduction of one course, **EDUA 5012 Legal and Administrative Aspects of Schools for Clinicians (3)**.

7. **Faculty of Engineering**

Electrical and Computer

The department is proposing the modification of three (3) courses: **ECE 3590 Electromagnetic Theory (4)**, **ECE 4150 Control Systems (4)**, and **ECE 4180 Introduction to Robotics (4)**.

The department is proposing a modification to Year 4 of the Bachelor of Science in Engineering (Computer). ECE 4740 would be removed from the core courses. It would be replaced by a technical elective. ECE 4740 would continue to be offered, but would be offered as an elective course. The overall credit hours required in the program would remain unchanged at 154 – 157, depending on the technical electives completed.

Mechanical Engineering

The department is proposing the modification of four (4) courses: **MECH 2222 Mechanics of Materials (4)**, **MECH 3482 Kinematics and Dynamics (4)**, **MECH 3492 Fluid Mechanics and Applications (4)**, and **MECH 4162 Thesis (6)**.

Faculty of Engineering

The Faculty is proposing the modification of one (1) course, **ENG 1440 Introduction to Statics (4)**.

The faculty is proposing a modification to its regulation concerning the six Minor programs for Engineering students, which include Minors in Arts, Computer Science, Geological Science, Management, Mathematics, and Music. In the Academic Calendar, Section 3.9 **Minors in Engineering** will be revised to specify that no more than 50 percent of the credit hours required for a minor may be common with credit hours that form part of a student's regular Engineering program.

8. **Extended Education Division**

The division is proposing program modifications to the **Aboriginal Community Wellness Diploma** involving changes to the required and elective courses. The name of the program will be changed to First Nation Community Wellness Diploma.

9. **Faculty of Human Ecology**

Interdisciplinary Health Program

The program is proposing modifications to the list of Sciences Orientation Electives and to the list of Social Science Orientation Electives¹.

10. **I.H. Asper School of Business (Faculty of Management)**

Actuarial Studies

The program is proposing the introduction three (3) courses: **ACT 3630 Models for Life Contingencies (6)**, **ACT 4160 Introduction to Property and Casualty Insurance**

¹ The proposed changes were endorsed by the SCCCC at its meeting on November 1, 2013.

Industry (3), ACT 4630 Construction and Evaluation of Actuarial Models (6); and the modification of one (1) course, ACT 4140 Actuarial Modeling Methods 1 (3).

Program modifications are proposed for the **Bachelor of Commerce (Honours) in Actuarial Mathematics**, which involve the introduction of ACT 3630 and ACT 4630 as required courses, in place of ACT 3130, ACT 3230, ACT 4140, and ACT 4340.

Business Administration

The department is proposing the modification of one (1) course, **GMGT 3160 Managerial Economics (3)**.

The department is proposing that the name of the **Bachelor of Commerce (Honours) in Leadership and Organization** be changed to “Bachelor of Commerce (Honours) in Leadership and Organizations”.

Supply Chain Management

The department is proposing the modification of one (1) course, **MSCI 4220 Management Science Models in Business and Industry (3)**.

The department is proposing modifications to the **Bachelor of Commerce (Honours) in Operational Research / Operations Management**, which follows from the deletion of MSCI 4230 and OPM 4630 in 2011.

The department is proposing modifications to the **Bachelor of Commerce (Honours) in Logistics and Supply Chain Management** that follow from the deletion of OPM 4630 in 2011.

11. School of Medical Rehabilitation

The school is proposing the modification of fourteen (14) courses: **RESP 1400 Introduction to Professional Practice (3), RESP 1410 Health Systems and Respiratory Care (3), RESP 1420 Applied Physiology for Respiratory Therapy (6), RESP 1430 Respiratory Therapeutics I (6), RESP 1440 Pharmacology (3), RESP 1450 Principles of Mechanical Ventilation (6), RESP 1460 Basic Fieldwork I (4), RESP 2200 Primary Care in Respiratory Therapy (3), RESP 2210 Pathophysiology (6), RESP 2220 Physical Examination and Health Assessment (3), RESP 2230 Respiratory Therapeutics II (6), RESP 2240 Clinical Mechanical Ventilation (3), RESP 2250 Ventilator Instrumentation (3), RESP 2260 Cardiopulmonary Diagnostics (3).**

12. Faculty of Medicine

The faculty is proposing program modifications to Pre-Clerkship (i.e. Years 1 and 2) of the Undergraduate Medical Education (UGME) program, including the introduction of twenty-seven (27) courses: **Foundations in Medicine, Blood and Immunology Module 1 (BI1), Blood and Immunology 2 (BI2), Cardiovascular Course Module 1 (CV1), Cardiovascular Course Module 2 (CV2), Respiratory Medicine Module 1 (RS1), Respiratory Medicine Module 2 (RS2), Neuroscience Module 1 (NS1), Neuroscience Module 2 (NS2), Musculoskeletal Medicine Module 1 (MSK1), Musculoskeletal Medicine Module 2 (MSK2), Endocrine Module 1 (EN1), Endocrine Module 2 (EN2), Women’s Reproductive Health Module 1 (WRH1), Women’s**

Reproductive Health Module 2 (WRH2), Gastroenterology, Hepatology and Nutrition Module 1 (GIN1), Gastroenterology, Hepatology and Nutrition Module 2 (GIN2), Urinary Tract Module 1 (UT1), Urinary Tract Module 2 (UT2), Infectious Diseases and Therapeutics (ID), Introduction to Oncology (ONC), Clinical Reasoning Longitudinal Course (CR), Clinical Skills Longitudinal Course (CS), Professionalism Longitudinal Course (PF), Public Health, Prevention and Scholarship Longitudinal Course (PHP), Indigenous Health Longitudinal Course (IH), and Consolidation Module (CM).

13. **Faculty of Music**

The faculty is proposing that students graduating with a Bachelor of Music or a Bachelor of Jazz Studies be entitled to declare and complete an official Minor from faculties, schools, departments and interdisciplinary programs in which a minor is offered. The faculty is proposing program modifications to the curriculum for the first year of the **Bachelor of Music** and the **Bachelor of Jazz Studies** programs that follow from the deletion of ENGL 1310 Literary Topics.

14. **Faculty of Science**

Actuarial Mathematics

The program is proposing program modifications to the **Bachelor of Science (Honours) in Actuarial Mathematics**. In Year 3 of the program, ACT 3130, ACT 3230, and ACT 4140 are to be removed from the required courses; ACT 3630 is to be added to the required courses; the number of approved electives will be increased from 9 credit hours to 12 credit hours. In Year 4, ACT 4340 is to be removed from the required courses, ACT 4630 is to be added to the required courses, and the number of approved electives is to be decreased from 15 credit hours to 12 credit hours.

Computer Science

The department is proposing the modification of six (6) courses: **COMP 1010 Introductory Computer Science 1 (3), COMP 1012 Computer Programming for Scientists and Engineers (3), COMP 2130 Discrete Mathematics for Computer Science (3), COMP 3030 Automata Theory and Formal Languages (3), COMP 3490 Computer Graphics 1 (3), and COMP 3820 Introduction to Bioinformatics Algorithms (3).**

Mathematics

The department is proposing the modification of seven (7) courses: **MATH 1200 Elements of Discrete Mathematics (3), MATH 1210 Techniques of Classical Linear Algebra (3), MATH 1300 Vector Geometry and Linear Algebra (3), MATH 1310 Matrices for Management and Social Sciences (3), MATH 2120 Introductory Numerical Methods for Engineers (4), MATH 2130 Engineering Mathematical Analysis 1 (3), and MATH 2132 Engineering Mathematical Analysis 2 (3).**

Statistics

The department is proposing modifications to Years 3 and 4 of the **Bachelor of Science (Honours) in Statistics – Actuarial Mathematics**. In Year 3 of the program, ACT 3130, ACT 3230, and ACT 4140 are to be removed from the required courses; ACT

3630 is to be added to the required courses; the number of approved electives will be increased from 3 credit hours to 6 credit hours. In Year 4, ACT 4340 is to be removed from the required courses; ACT 4630 is to be added to the required courses; and the number of approved electives is to be decreased from 6 credit hours to 3 credit hours.

15. **Université de Saint-Boniface**

Faculty of Arts

English

The department is proposing the modification of four (4) courses: **ENGL 2071 Literature of the Sixteenth Century** (3), **ENGL 2091 Literature of the Seventeenth Century** (3), **ENGL 2161 British Literature since 1900** (3), and **ENGL 2961 Drama 1** (3).

German

The department is proposing the deletion of one (1) course, **GRMN 1121 Introduction à l'allemand** (6); the introduction of two (2) courses: **GRMN 1123 Introduction à l'allemand 1** (3) and **GRMN 1125 Introduction à l'allemand 2** (3); and the modification of one (1) course, **GRMN 2101 Allemand intermédiaire** (6).

Philosophy

The department is proposing the deletion of one (1) course, **PHIL 2531 Morale** (6), and the introduction of four (4) courses: **PHIL 1401 Introduction à l'éthique** (3), **PHIL 2171 Sujets particuliers 1** (3), **PHIL 2781 Musique et comportement humain** (3), **PHIL 3591 Nietzsche** (3).

Psychology

The department is proposing the deletion of four (4) courses: **PSYC 2311 Le développement de l'adolescent** (3), **PSYC 2451 Domaines d'application de la modification du comportement** (3), **PSYC 3451 Psychologie de la personnalité** (3), and **PSYC 3461 Psychologie de l'anormal** (3); the introduction of five (5) courses: **PSYC 2361 Cerveau et comportement** (3), **PSYC 2491 Psychologie de l'anormal** (3), **PSYC 2531 Psychologie de la personnalité** (3), **PSYC 3151 Domaines d'application de la modification du comportement** (3), and **PSYC 3311 Le développement de l'adolescent** (3); and the modification of five (5) courses: **PSYC 3131 Psychologie de la santé** (3), **PSYC 3341 Design et analyse de données en recherche en psychologie** (3), **PSYC 3351 Neurosciences du comportement** (3), **PSYC 3531 Problèmes contemporains 1** (3), **PSYC 3631 Mesure et évaluation en psychologie** (3).

The department is proposing program modifications to the **Psychologie B.A. Général**, to require that students complete 30 credit hours, including one course from four of five Categories (A through E). The proposed changes are consistent with changes proposed by the Faculty of Arts at the University of Manitoba for the Bachelor of Arts (General) in Psychology. Changes are also proposed for the list of courses within each of the five Categories. All 3000 level courses are to be removed from these Categories.

Spanish

The department is proposing modifications to two (2) courses, **SPAN 1191 Introduction à l'espagnol II** (3) and **SPAN 2551 Espagnol: Langue avancée et composition** (3).
School of Business Administration

The school is proposing the introduction of one (1) course, **MKT 3311 Gestion du commerce de détail et du canal de distribution** (3), and the modification of one (1) course, **MGMT 3581 Éthique et responsabilité sociale** (3).

Faculty of Science

Biochemistry / Microbiology

The department is proposing the modification of one (1) course, **MBIO 1011 Microbiologie I** (3).

Computer Science

The department is proposing the introduction of one (1) course, **COMP 1013 Programmation informatique pour scientifiques et ingénieurs** (3), and the modification of two (2) courses, **COMP 1011 Introduction à l'informatique I** (3) and **COMP 1021 Introduction à l'informatique II** (3).

Mathematics

The department is proposing the introduction of one (1) course, **MATH 1211 Techniques d'algèbre classique et linéaire** (3), and the modification of two (2) courses, **MATH 1201 Éléments de mathématiques discrètes** (3) and **MATH 1301 Géométrie vectorielle et algèbre linéaire** (3).

Université de Saint-Boniface

The Université is proposing the introduction of one (1) course, **ENG 1441 Introduction à la statique** (3).

Recommendation

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

School of Art

Faculty of Arts

Faculty of Dentistry

Faculty of Education

Faculty of Engineering

Extended Education Division
Faculty of Human Ecology
I.H. Asper School of Business (Faculty of Management)
School of Medical Rehabilitation
Faculty of Medicine
Marcel A. Desautels Faculty of Music
Faculty of Science
Université de Saint-Boniface

Respectfully submitted,

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

School of Art

Modifications:

STDO 2740 Open Media Cr.Hrs. 6 0.0

This interdisciplinary studio course encourages the research, creation, and presentation of works of a diverse nature. Prerequisites: Successful completion of 21 credit hours at 1000-level STDO courses.

STDO 4810 Senior Studio 1 Cr.Hrs. 6 0.0

Students develop and complete a self-directed program of Studio work. Regular peer and faculty review of Studio program work. Taught by individual faculty or two-faculty teams. May not hold with STDO 4880 or 54.488. Open only to students in fourth year Honours. Prerequisite: 15 credit hours of 3000 level Studio courses. Co-requisite: STDO 4910.

STDO 4870 Production and Professional Practice Cr.Hrs. 3 0.0

(Formerly 054.487) An examination of the technologies and techniques of visual communication production with a focus on the concepts of business and production management. This studio course is a part of the graphic design area sequence. Prerequisite: STDO 3920 (or STDO 3930, or 054.393), STDO 3910 (or STDO 3940, or 054.394), and STDO 3950 (or 054.395).

STDO 4910 Honours Seminar 1 Cr.Hrs. 3 0.0

This Seminar is taken in the fourth year of the Bachelor of Fine Arts Honours Degree as the first of two Honours Seminar courses and taken co-currently with Senior Studio 1 and Senior Studio 2. Issues of professional practice are examined against contemporary art theory. Students document their work and create artist statements and interact with visiting artists. May not be held with STDO 4890 or 54.489. Prerequisites: 15 credit hours of 3000 level Studio courses. Co-requisite: STDO 4810.

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications to the programs listed below are outlined on the pages that follow:

Diploma in Art

Bachelor of Fine Arts (Art History)

Bachelor of Fine Arts (Honours) (Art History)

Bachelor of Fine Arts, Bachelor of Fine Arts (Honours)

BFA General Degree (93 credit hours)

Year 1 (33 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
Written English Requirement		3
Mathematics Requirement		3
		33

Year 2 (30 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	18
N/A	Art History Electives	6
N/A	Academic Electives	6
		30

Year 3 (30 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	12
N/A	Art History Electives	12
N/A	Academic Electives	6
		30

BFA General Degree (revised, 93 credit hours)

Year 1 (33 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
Written English Requirement		3
Mathematics Requirement		3
		33

Year 2 (30 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	15
FAAH 2080	Modern to Contemporary Art**	3
N/A	Art History Electives	6
N/A	Academic Electives	6
		30

Year 3 (30 credit hours)

Course Number		Credit Hours
FA 3440*	Field Trip	0
N/A	Fine Arts Studio Electives	15
FAAH 3202	Contemporary Art History	3
FAAH 3212*	Introduction to the Theory of Art	3
N/A	Art History Electives	3
N/A	Academic Electives	6
		30

* These were former requirements that were excluded in error from 2012 submission of significant program changes.

BFA Honours Degree (123 credit hours)

Year 1 (33 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
Written English Requirement		3
Mathematics Requirement		3
		33

Year 2 (33 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	21
N/A	Art History Electives	6
N/A	Academic Electives	6
		33

Year 3 (33 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	15
N/A	Art History Electives	12
N/A	Academic Electives	6
		33

BFA Honours Degree (revised, 123 credit hours)

Year 1 (33 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
Written English Requirement		3
Mathematics Requirement		3
		33

Year 2 (30 credit hours)

Course Number		Credit Hours
N/A	Fine Arts Studio Electives	15
FAAH 2080	Modern to Contemporary Art**	3
N/A	Art History Electives	6
N/A	Academic Electives	6
		30

Year 3 (30 credit hours)

Course Number		Credit Hours
FA 3440*	Field Trip	0
N/A	Fine Arts Studio Electives	15
FAAH 3202	Contemporary Art History	3
FAAH 3212*	Introduction to the Theory of Art	3
N/A	Art History Electives	3
N/A	Academic Electives	6
		30

BFA Honours Degree (123 credit hours)**Year 4 (24 credit hours)**

Course Number		Credit Hours
STDO 4810	Senior Studio 1	6
STDO 4820	Senior Studio 2	6
STDO 4910	Honours Seminar 1	3
STDO 4920	Honours Seminar 2	3
N/A	Academic Electives	6
		24

BFA Honours Degree (revised, 123 credit hours)**Year 4 (30 credit hours)**

Course Number		Credit Hours
STDO 4810	Senior Studio 1	6
STDO 4820	Senior Studio 2	6
STDO 4910	Honours Seminar 1	3
STDO 4920	Honours Seminar 2	3
N/A	Fine Arts Studio Electives	6
N/A	Academic Electives	6
		30

* These were former requirements that were excluded in error from the 2012 submission of significant program changes.

** These changes were meant to be included in the 2012 submission of significant program changes.

Diploma in Art (105 credit hours)

Year 1 (27 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
		27

Year 2 (27 credit hours)

Course Number		Credit Hours
Fine Arts Electives		3
	Choose 24 credit hours from the following:	24
STDO 2220	Painting 1 (6 cr hrs)	
STDO 2210	Sculpture 1 (6 cr hrs)	
STDO 2230	Ceramics (6 cr hrs)	
STDO 2250	Drawing 1 (6 cr hrs)	
STDO 2500	Intaglio A (3 cr hrs)	
STDO 2502	Intaglio B (3 cr hrs)	
STDO 2510	Silkscreen A (3 cr hrs)	
STDO 2512	Silkscreen B (3 cr hrs)	
STDO 2520	Lithography A (3 cr hrs)	
STDO 2522	Lithography B (3 cr hrs)	
STDO 2610	Video 1 (6 cr hrs) (3 cr hrs)	
STDO 2630	Design Studio 1 (3 cr hrs)	
STDO 2640	Design Studio 2 (3 cr hrs)	
		27

Diploma in Art (revised, 93 credit hours)

Year 1 (27 credit hours)

Course Number		Credit Hours
STDO 1210	Drawing: Studio 1	3
STDO 1240	Figure Study 1	3
STDO 1410	Visual Language	3
STDO 1510	Art Now	3
FA 1990	First Year Field Trip	0
FAAH 1030	Introduction to Art 1A	3
STDO 1250	Drawing: Studio 2	3
STDO 1450	Open Studio 1	3
STDO 1470	Materials Studio	3
FAAH 1040	Introduction to Art 2A	3
		27

Year 2 (27 credit hours)

Course Number		Credit Hours
Fine Arts Electives		3
	Choose 24 credit hours from the following:	24
STDO 2220	Painting 1 (6 cr hrs)	
STDO 2210	Sculpture 1 (6 cr hrs)	
STDO 2230	Ceramics (6 cr hrs)	
STDO 2250	Drawing 1 (6 cr hrs)	
STDO 2400	Photography 1 (6 cr hrs)*	
STDO 2500	Intaglio A (3 cr hrs)	
STDO 2502	Intaglio B (3 cr hrs)	
STDO 2510	Silkscreen A (3 cr hrs)	
STDO 2512	Silkscreen B (3 cr hrs)	
STDO 2520	Lithography A (3 cr hrs)	
STDO 2522	Lithography B (3 cr hrs)	
STDO 2610	Video 1 (6 cr hrs) (3 cr hrs)	
STDO 2630	Design Studio 1 (3 cr hrs)	
STDO 2640	Design Studio 2 (3 cr hrs)	
		27

Diploma in Art (105 credit hours)

Year 3 (27 credit hours)

Course Number		Credit Hours
FA 3440	Third Year Field Trip	0
School of Art Electives		3
	<u>Choose 24 credit hours from the following:</u>	24
STDO 3330	Advanced Drawing 2 (6 cr hrs)	
STDO 3370	Advanced Ceramics (6 cr hrs)	
STDO 3420	Advanced Painting (6 cr hrs)	
STDO 3460	Advanced Sculpture (6 cr hrs)	
STDO 3480	Advanced Photography (6 cr hrs)	
STDO 3830	Advanced Printmaking A (3 cr hrs)	
STDO 3840	Advanced Printmaking B (3 cr hrs)	
		27

Year 4 (24 credit hours)

Course Number		Credit Hours
STDO 4810	Senior Studio 1	6
STDO 4820	Senior Studio 2	6
	<u>Choose 12 credit hours from the following:</u>	12
STDO 4450	Advanced Drawing 3 (6 cr hrs)	
STDO 4520	Advanced Ceramics 2 (6 cr hrs)	
STDO 4530	Advanced Painting 2 (6 cr hrs)	
STDO 4550	Advanced Sculpture 2 (6 cr hrs)	
STDO 4700	Advanced Photography 2 (6 cr hrs)	
		24

Diploma in Art (revised, 93 credit hours)

Year 3 (27 credit hours)

Course Number		Credit Hours
FA 3440	Third Year Field Trip	0
School of Art Electives		3
	<u>Choose 24 credit hours from the following:</u>	24
STDO 3330	Advanced Drawing 2 (6 cr hrs)	
STDO 3370	Advanced Ceramics (6 cr hrs)	
STDO 3420	Advanced Painting (6 cr hrs)	
STDO 3460	Advanced Sculpture (6 cr hrs)	
STDO 3480	Advanced Photography (6 cr hrs)	
STDO 3830	Advanced Printmaking A (3 cr hrs)	
STDO 3840	Advanced Printmaking B (3 cr hrs)	
		27

Year 4 (24 credit hours)

Course Number		Credit Hours
STDO 4810	Senior Studio 1	6
STDO 4820	Senior Studio 2	6
	<u>Choose 12 credit hours from the following:</u>	12
STDO 4450	Advanced Drawing 3 (6 cr hrs)	
STDO 4520	Advanced Ceramics 2 (6 cr hrs)	
STDO 4530	Advanced Painting 2 (6 cr hrs)	
STDO 4550	Advanced Sculpture 2 (6 cr hrs)	
STDO 4700	Advanced Photography 2 (6 cr hrs)	
		12

* Error of omission in submission of Diploma Program revision that occurred in 2012.

BFA Art History General Degree (90 credit hours)

Year 1 (30 credit hours)

Course Number		Credit Hours
FAAH 1030	Introduction to Art 1A	3
FAAH 1040	Introduction to Art 2A	3
	English Literature Requirement	3
	Mathematics Requirement	3
	Language Elective (French, German, or Italian recommended)	6
	Social Science or Science Electives	6
	Choose 6 credit hours from the following:	6
HIST 1200	History of Western Civilization	
PHIL 1200	Introduction to Philosophy	
ASIA 1420/ ASIA 1430	Asian Civilizations to 1500 (3 cr hrs) / Asian Civilization from 1500 (3 cr hrs)	
		30

Year 2 (30 Credit Hours)

Course Number		Credit Hours
	Academic or Studio Elective	6
FA 1990	First Year Field Trip	0
	Required Studio Courses (choose 9 cr hrs from the following)	9
STDO 1410	Visual Language (3 cr hrs)	
STDO 1210	Drawing: Studio 1 (3 cr hrs)	
STDO 1230	Drawing: Figure Study 1 (1.5 cr hrs)*	
STDO 1250	Drawing: Studio 2 (3 cr hrs)	
	Choose 15 credit hours from the following:	15
CLAS 2670	Greek Art and Archaeology (3 cr hrs)	
CLAS 2680	Roman Art and Archaeology (3 cr hrs)	
FAAH 1100	Survey of Asian Art (3 cr hrs)	
FAAH 2060	Medieval to Early Renaissance Art and Architecture (3 cr hrs)	
FAAH 2070	Renaissance to Baroque Art and Architecture (3 cr hrs)	
FAAH 2080	Modern to Contemporary Art (3 cr hrs)	
FAAH 2090	Art of North American Aboriginal Peoples (3 cr hrs)	
FAAH 2110	Women and Art (3 cr hrs)	
RLGN 2570	Indian Religious Art and Architecture (3 cr hrs)*	
TXSC 2420	History of Textiles (3 cr hrs)*	
		30

BFA Art History General Degree (revised, 90 credit hours)

Year 1 (30 credit hours)

Course Number		Credit Hours
FAAH 1030	Introduction to Art 1A	3
FAAH 1040	Introduction to Art 2A	3
	English Literature Requirement	3
	Mathematics Requirement	3
	Language Elective (French, German, or Italian recommended)	6
	Social Science or Science Electives	6
	Choose 6 credit hours from the following:	6
HIST 1200	History of Western Civilization (6 cr hrs)	
PHIL 1200	Introduction to Philosophy (6 cr hrs)	
ASIA 1420/ ASIA 1430	Asian Civilizations to 1500 (3 cr hrs) / Asian Civilization from 1500 (3 cr hrs)	
		30

Year 2 (30 Credit Hours)

Course Number		Credit Hours
	Academic or Studio Elective	6
FA 1990	First Year Field Trip	0
	Required Studio Courses	9
9 credit hours of any combination of 1000 level studio courses**		
	Choose 15 credit hours from the following:	15
CLAS 2670	Greek Art and Archaeology (3 cr hrs)	
CLAS 2680	Roman Art and Archaeology (3 cr hrs)	
FAAH 1100	Survey of Asian Art (3 cr hrs)	
FAAH 2060	Medieval to Early Renaissance Art and Architecture (3 cr hrs)	
FAAH 2070	Renaissance to Baroque Art and Architecture (3 cr hrs)	
FAAH 2080	Modern to Contemporary Art (3 cr hrs)	
FAAH 2090	Art of North American Aboriginal Peoples (3 cr hrs)	
FAAH 2110	Women and Art (3 cr hrs)	
		30

BFA Art History General Degree (90 credit hours)

Year 3 (30 credit hours)

Course Number		Credit Hours
FAAH 3212	Introduction to the Theory of Art	3
FA 3440	Third Year Field Trip	0
Studio Electives (9 cr hrs at 1000lvl or 6 cr hrs at 2000lvl)		9 or 6
Art History Electives		15 or 18
Choose one of the Following:		
FAAH 3260	Canadian Art and Architecture to World War II	3
FAAH 3270	Canadian Art Since World War II	3
		30

BFA Art History General Degree (revised, 90 credit hours)

Year 3 (30 credit hours)

Course Number		Credit Hours
FAAH 3212	Introduction to the Theory of Art	3
FA 3440	Third Year Field Trip	0
Studio Electives (9 cr hrs at 1000lvl or 6 cr hrs at 2000lvl)		9 or 6
Art History Electives		15 or 18
Choose one of the Following:		3
FAAH 3260	Canadian Art and Architecture to World War II (3cr hrs)	
FAAH 3270	Canadian Art Since World War II (3 cr hrs)	
		30

* These courses were included in the Fall 2013 submission in error, they have never been and should not be part of this list.

** This amendment simplifies the terminology but does not change the intentions of this requirement.

BFA Art History Honours Degree (revised, 120 credit hours)

Year 1 (30 credit hours)

Course Number		Credit Hours
FAAH 1030	Introduction to Art 1A	3
FAAH 1040	Introduction to Art 2A	3
English Literature Requirement		3
Mathematics Requirement		3
Language Elective (French, German, or Italian recommended)		6
Social Science or Science Electives		6
Choose 6 credit hours from the following:		6
HIST 1200	History of Western Civilization (6 cr hrs)	
PHIL 1200	Introduction to Philosophy (6 cr hrs)	
ASIA 1420/ ASIA 1430	Asian Civilizations to 1500 (3 cr hrs) / Asian Civilization from 1500 (3 cr hrs)	
		30

Year 2 (30 Credit Hours)

Course Number		Credit Hours
Academic or Studio Elective		6
FA 1990	First Year Field Trip	0
Required Studio Courses (choose 9 cr hrs from the following)		9
STDO 1410	Visual Language (3 cr hrs)	
STDO 1210	Drawing: Studio 1 (3 cr hrs)	
STDO 1230	Drawing: Figure Study 1 (1.5 cr hrs)*	
STDO 1250	Drawing: Studio 2 (3 cr hrs)	
Choose 15 credit hours from the following:		15
CLAS 2670	Greek Art and Archaeology (3 cr hrs)	
CLAS 2680	Roman Art and Archaeology (3 cr hrs)	
FAAH 1100	Survey of Asian Art (3 cr hrs)	
FAAH 2060	Medieval to Early Renaissance Art and Architecture (3 cr hrs)	
FAAH 2070	Renaissance to Baroque Art and Architecture (3 cr hrs)	
FAAH 2080	Modern to Contemporary Art (3 cr hrs)	
FAAH 2090	Art of North American Aboriginal Peoples (3 cr hrs)	
FAAH 2110	Women and Art (3 cr hrs)	
RLGN 2570	Indian Religious Art and Architecture (3 cr hrs)*	
TXSC 2420	History of Textiles (3 cr hrs)*	
		30

BFA Art History Honours Degree (revised, 120 credit hours)

Year 1 (30 credit hours)

Course Number		Credit Hours
FAAH 1030	Introduction to Art 1A	3
FAAH 1040	Introduction to Art 2A	3
English Literature Requirement		3
Mathematics Requirement		3
Language Elective (French, German, or Italian recommended)		6
Social Science or Science Electives		6
Choose 6 credit hours from the following:		6
HIST 1200	History of Western Civilization (6 cr hrs)	
PHIL 1200	Introduction to Philosophy (6 cr hrs)	
ASIA 1420/ ASIA 1430	Asian Civilizations to 1500 (3 cr hrs) / Asian Civilization from 1500 (3 cr hrs)	
		30

Year 2 (30 Credit Hours)

Course Number		Credit Hours
Academic or Studio Elective		6
FA 1990	First Year Field Trip	0
Required Studio Courses		9
9 credit hours in total of any combination of 1000 level studio courses**		
Choose 15 credit hours from the following:		15
CLAS 2670	Greek Art and Archaeology (3 cr hrs)	
CLAS 2680	Roman Art and Archaeology (3 cr hrs)	
FAAH 1100	Survey of Asian Art (3 cr hrs)	
FAAH 2060	Medieval to Early Renaissance Art and Architecture (3 cr hrs)	
FAAH 2070	Renaissance to Baroque Art and Architecture (3 cr hrs)	
FAAH 2080	Modern to Contemporary Art (3 cr hrs)	
FAAH 2090	Art of North American Aboriginal Peoples (3 cr hrs)	
FAAH 2110	Women and Art (3 cr hrs)	
		30

Faculty of Arts

The faculty is proposing modifications to the requirements for **Bachelor of Arts (Honours) degrees**, including both Single Honours and Double Honours programs. It is proposing that Single Honours programs would consist of a minimum of 120 credit hours and would include at least 9 credit hours of 4000 level courses and/or courses designated as Honours courses. Double Honours programs would consist of a minimum of 120 credit hours, with at least 6 credit hours of 4000 level courses and/or courses designated as Honours courses. The proposed changes would take effect September 1, 2015.

The faculty is proposing amendments to the **Faculty of Arts Honours Program Regulations**, to reflect proposed changes to the Single and Double Honours programs.

The faculty is proposing modifications to the requirements for **Bachelor of Arts (General) and Bachelor of Arts (Advanced) degrees**, to reflect that Music courses offered through the Faculty of Music could no longer be used by students in these programs to satisfy the Humanities requirement.

Proposed changes to the programs and to the Faculty of Arts Honours Program Regulations are detailed on the pages that follow.

2. **Proposal from the Dean's Office to #1 Modify Honours Program regulations with respect to the number of credit hours required in a Single Honours and Double Honours Program and #2 Establish a policy with respect to the number of honours courses required in an honours degree program.**

Background:

The current honours regulations for the Faculty of Arts were approved in 1996 and have had few modifications since then. In December 2010, Barry Ferguson, Associate Dean to Arts and Co-Chair of the Faculty of Arts Ad Hoc OARS Committee, sent a memo to Heads of Arts Departments which offer an Honours Program requesting they complete a survey regarding Honours regulations. The purpose of the survey was to gather information on inefficiencies and/or redundancies in Arts regulations and processes.

The results of the survey were compiled and in addition data was gathered on the number of honours courses required in each of the Honours programs, specifically the number of 4000 level courses and the number of honours courses at the 2000 to 4000 levels. See Appendix I.

The Dean's Office also did a comparison of General, Advanced and Honours degree requirements at various Canadian institutions. See Appendix II.

Observations:

Upon reviewing the data, the Dean's Office was particularly interested in the fact that most Honours degree programs at other Canadian Institutions consist of a minimum of 120 credit hours. While a comparison of American institutions was not conducted, the Dean's Office is also aware that most American institutions only offer four-year degrees i.e., a minimum of 120 credit hours. In the Faculty of Arts, the Single Honours programs in Anthropology, English, Psychology, and Sociology are the only ones that are currently 120 credit hours. All other Single Honours programs range from 108 to 114 credit hours. All Double Honours programs are 108 credit hours except for Sociology, which is 111 credit hours.

Many students ask why some of our Honours programs have fewer credit hours than our Advanced degree programs, which are all 120 credit hours. For some graduates of our honours program, their degree has not been recognized as a four-year degree because it required less than the national standard of 120 credit hours. In fact, two graduates of our honours degrees have appealed to the Dean's Office for confirmation that their degree was an honours degree despite it not being 120 credit hours. One of the students was denied admission to a graduate program because the degree was not 120 credit hours and therefore it was not considered a four-year degree. The other student's pay scale was affected because the Department of Education did not consider the degree to be a four-year degree.

The Dean's Office believed there was also a need to establish criteria for an honours program that would distinguish an Honours degree from an Advanced degree. Specifically, there should be a specified number of 4000 level courses and/or courses designated honours courses within every honours program in the Faculty of Arts. As no regulation exists, the Dean's Office would like to codify some minimum course level requirements for future honours programs.

It was unanimously RECOMMENDED that:

- 1) Effective September 2015 a Single Honours Program in the Faculty of Arts shall be a minimum of 120 credit hours.
- 2) Each department/program offering a Single Honours Program be required to modify their program by May 1, 2014 to include 120 credit hours.

- 3) Effective September 15, 2015 a Double Honours Program in the Faculty of Arts shall be 120 credit hours and since most Double Honours Programs are 108 credit hours, the additional 12 credit hours will be made up by including 6 hours of free options in year 3 and in year 4 of the program.
- 4) Effective September 1, 2014 any new Single Honours Program must have a minimum of 9 credit hours of 4000 level courses and/or courses designated honours courses.
- 5) Effective September 1, 2014 all new Double Honours Programs must have a minimum of 6 credit hours of 4000 level courses and/or courses designated honours courses.
- 6) That the Faculty of Arts Honours Regulations as well as current Dean's Office practices be amended to reflect the above changes where appropriate. See Appendix III.

I. “New” Honours Program Regulations

In September 1997 the Faculty of Arts implemented changes to the “new” Honours program which allows a student to complete the program on a part-time basis.

Prior to 1997 the ~~The full-time Honours program (“old” program) is described in II. The “Old” Honours Program Regulations did not normally allow for part-time study and was referred to as the “Old Honours Program. The “old” Honours program was offered for the last time for the 1997-98 Regular Session. Students admitted to the “old” program for September 1997 were permitted to complete their Honors program in accordance with those regulations as described under II “Old” Honours Program Regulations.~~

NOTE: ALL REGULATIONS HIGHLIGHTED IN BOLD ITALIC AND SHADED PRINT ARE FOR INTERNAL USE ONLY.

Definitions:

The first thirty hours of credit is designated as year I; the next thirty hours of credit is designated as Year IIIH. The succeeding years are designated as Year IIIH and Year IVH.

All courses taken beyond the first 30 hours of credit in Departments other than the Honours department(s) are designated as ancillaries. Unless the ancillaries are clearly obvious, the student's program approving authority must designate them.

A student electing an Honours program will normally begin Honours work after successful completion of the first 30 credit hours providing they have met the entrance requirement as set out below.

Students are permitted to complete a B.A. (Hons.) Degree on either a full-time or part-time basis and at each point of assessment must meet the minimum performance requirement.

The total number of credit hours required of a candidate in single Honours may not be less than ~~108 and not more than~~ 120 credit hours with this total to include a minimum of 24 credit hours in ancillary subjects beyond the first 30 hours of credit. The total number of credit hours required of a candidate in double Honours may not be less than ~~108~~ 120. The normal distribution will be 30 credit hours in each of Year I, ~~and Year IIIH IIIH, and 24 credit hours in~~ Year IIIH and IVH. ~~However, a student may, with the agreement of the departments concerned, take up to 30 credit hours in each of Years IIIH and IVH, the distribution of which is to be agreed upon by both Departments.~~

Residency Requirement

A student seeking the Honours degree must take and successfully complete the hours of course work offered by the University of Manitoba as noted below:

“New” Honours Program Regulations

- in Honours programs requiring 108 credit hours, 48 hours of credit must be from acceptable courses offered by the University of Manitoba.
- in Honours programs requiring 114 credit hours, 54 hours of credit must be from acceptable courses offered by the University of Manitoba.
- in Honours programs requiring 120 credit hours, 60 hours of credit must be from acceptable courses offered by the University of Manitoba.

In order to satisfy the residency requirement cited above, students transferring from St. Boniface College to the Main Campus who enter an Honours program will be expected to complete the following number of credit hours in the English language.

- a. *24 credit hours in an Honours program requiring a total of 108 credit hours.*
- b. *24 credit hours in an Honours program requiring a total of 114 credit hours*
- c. *30 credit hours in an Honours program requiring a total of 120 credit hours.*

Entrance to Honours

To enter an Honours program, a student must hold a minimum of 6 hours of credit in each of four different subject fields. In addition, a grade of “B” or 3.0 (3.25 or better in Psychology course(s)) or better is required in the intended Honours subject or subjects, with a cumulative grade point average of 3.0 or better (3.25 or better for entry into Psychology) in all courses acceptable for credit in Arts. [Effective September 1999, students in Honours Psychology must have a minimum cumulative grade point average of 3.25 on all courses acceptable for credit in Arts and a grade point average of 3.25 on all Psychology courses. Prior to September 1999, these averages were 3.0]

Military students are required to comply with existing regulations regarding admission to and continuation in Honours. In determining admission to Honours, neither grades awarded for military course work nor the credit hours granted for rank will be used. Admission will require a minimum of 24 credit hours of university level course work. Once admitted, the credit granted for military course work (not rank) may be used as part of the Honours program.

Double honours programs are available as specified under the department headings.

Application forms for entry into Honours are available from the General Office of the Faculty. The deadline date to apply for Honours is the end of the registration revision period in 1st term.

Continuation in Honours

To continue in Honours, a student must maintain a ~~degree~~ **cumulative** grade point average of 3.0 or better at each point of assessment (3.25 for Psychology) and must meet any additional departmental

“New” Honours Program Regulations

requirements there may be. [Effective September 1999 and thereafter, the continuation requirements changed for those students who entered the Psychology Honours Program. Such students must maintain a **degree cumulative** grade point average of 3.25 at each point of assessment. However, in the student’s graduating year, the Psychology Honours student will be required to have a cumulative grade point average of 3.00. Prior to September 1999, these averages were 3.0.]

Departments may designate courses within the Honours program in which students are required to obtain specified minimum grades. (Departments are required to designate in the department section in the **Undergraduate Calendar** any or all course(s) which require minimum grades. It is the Department’s responsibility to check if a student has met this requirement and is eligible to continue.)

All students entering an Honours program will be required to fulfill the humanities/social science/science requirement during the course of their degree program.

Including among the courses presented for graduation there is to be a least 1 full-course equivalent from each of 5 different subject fields. A subject field may also satisfy the requirement for a humanity or social science or science.

By the time they complete ten full-course equivalents (*i.e.*, 60 hours of credit), all students must have successfully completed a minimum of a course of a least 3 credit hours with significant content in written English (~~see Section 8 below of courses marked with a “W” in the departments/areas of Asian Studies, Classics, English, German & Slavic Studies, Linguistics, Native Studies, Philosophy, Political Studies, Psychology, Women’s Studies~~) and a minimum of a course of at least 3 credit hours with significant content in mathematics. ~~chosen from any course offered by the departments of Statistics, Applied Mathematics & Mathematics & Astronomy (with the exception of astronomy courses) or other designated mathematics courses marked with an “M” in the Faculty of Science section of this Calendar or Psychology courses 17.226 or 17.230 or Sociology 77.229. This requirement must be satisfied by all students admitted to the Faculty commencing the 1997-98 Regular Session.~~

Honours students choosing to revert to the General program must fulfill all academic requirements for the General degree.

Honours students who are required to withdraw from Honours will be automatically placed in the General program and will have the following assessment recorded on their transcripts – required to withdraw from the Honours program.

All registrations in Honours programs are subject to review and approval by the Dean’s Office to ensure the regulations are being applied.

First Class Honours

Students graduating with a B.A. Honours will have their degree granted with “First Class Honours” if they have a minimum **degree cumulative** grade point average of 3.80 on all courses taken at the

'New' Honours Program Regulations

University of Manitoba which are acceptable for credit in the Faculty of Arts. This distinction will be noted on the parchment and on the student's transcript. (In order to be eligible, students must have completed a minimum of 78 hours of credit of acceptable course work at the University of Manitoba in a 108 credit hours honours program; 84 hours of credit of acceptable course work at the University of Manitoba in a 114 credit hour honours program; 90 hours of credit acceptable course work at the University of Manitoba in a 120 credit hour honours program.)

Course Work in Excess of a Normal Load

A Department may approve a program which exceeds the full course load as defined by the Department.

Where a student is granted permission by a Department to take up to a maximum of 6 credit hours of course work in excess of a normal load (unless the Department indicates that the course in question is not be considered part of the Honours program) the student will be expected to maintain a 3.0 cumulative grade point average (3.25 in Psychology). ~~Where an extra course is not to be part of the Honours program, the Department must clearly indicate and identify the course on the Honours form (or by written notification to the Dean's office). In such cases the student will be required to take the course as a Special Student and will not be permitted to subsequently use the course for credit towards the Honours degree.~~

Transfer Credits & Permission to Take Courses Elsewhere

a) Entrance to Honours

If a student seeks admission to an Honours program on the basis of advanced standing from work done at other institutions, all grades earned at the other institution will be used to determine eligibility to enter Honours except for a military course work (see Entrance to Honours, page 2)

b) Continuation in Honours

A student is expected to do all Honours course work at the University of Manitoba. In exceptional cases, students may request to take courses at another institution. Prior to making such a request to the Dean's Office, the student must present a written recommendation from the student's Honours department(s).

Students who are granted a Letter of Permission will have the grades earned (or attempts) recorded on the U of M record and used in determining the degree cumulative grade point average for continuation in Honours.

Second Degree (Honours)

- 1) A student will be allowed between 0 and 60 credit hours of transfer credit from his/her first degree¹.

~~‘New’~~ Honours Program Regulations

Courses taken in a qualifying program for entry to the first degree will be considered as part of the first degree. Students will also be allowed to select for transfer credit between 0 and ‘N’ credit hours with regard to those courses which are extra to the first degree, so long as they are acceptable for credit in Arts and do not exceed the 10 year limitation (external second degree only).

- 2) All students must meet all requirements as specified by the Department.

(Approved by the Academic Regulations Policy Committee – November 3, 1977 and Arts Executive Committee – November 30th, 1977).

Significantly revised by the Academic Regulations Policy Committee – December 13, 1996.

Approved by Arts Executive Committee – December 18, 1996.

Approved by Arts Faculty Council – [Report sent to AFC on January 22, 1997. As there was no quorum, the approval by Arts Executive on December 18, 1996 stands.]

Report also submitted to Senate Secretariat who advised it did not require Senate approval. [Attached are the 1997-98 Calendar entries which describes the transition process regulations.]

¹ The effect on second degree (honours) arises from a general policy regarding second degrees effective September 2002 as approved by the Academic Regulations Policy Committee on May 2, 2001 and by Arts Faculty Council on November 13, 2001.



UNIVERSITY
OF MANITOBA

Faculty of Arts

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DATE: November 13, 2013
TO: J. Taylor, Dean, Faculty of Arts
FROM: A. Osborne, Chair, Faculty of Arts Academic Regulations Policy Committee
SUBJECT: Report of the Faculty of Arts Academic Regulations Policy Committee

PREAMBLE

The terms of reference of the above Committee stipulate that it shall recommend to Faculty Council, through the Arts Executive Committee, with respect to undergraduate regulations relating to admission, General, Advanced and Honours degree programs, examinations, grading system, required performance levels and all requirements for receiving degrees. At its meeting of November 6, 2013, the Committee discussed the following item.

Proposal from the Dean's Office to remove Music courses from being designated as Arts/Humanities courses.

Background:

Faculty of Arts degree regulation 3.1.4 section 8 in the Undergraduate Calendar states that students must take at least 60 hours of courses offered within this Faculty toward the 90 hours required to complete the B.A. General Degree, and must take 81 such hours toward the 120-hour B.A. Advanced Degree. Twenty-four of these required hours (or 36 for the Advanced Degree) may be taken in Math, Music and certain Art History courses. Certain Music courses can also be used to satisfy the Faculty's Humanities requirement. The ability to use Music courses to help satisfy these requirements was reasonable given that students were completing programs offered by the Faculty of Arts. Students taking the Advanced Major and the Minor in Music were required to complete specific courses suitable for Arts/Humanities credit.

In 2011, the Marcel A. Desautels Faculty of Music cancelled the Advanced Major in Music and made significant changes to the Minor which resulted in a Minor program that was no longer specific to an Arts degree. The list of courses that can be used for credit in the Minor was expanded to include performance, theory and history of music and the Minor was made available to students in all Faculties that allow for one. As a result of these changes, the Advanced Major in Music and the Minor in music programs were removed from the Arts section of the Undergraduate Calendar. *Nonetheless Arts students are still permitted to declare a Music Minor or complete Music courses to satisfy the elective component of their degree program.*

Observations:

With the cancellation of Advanced Major in Music, and the Minor in Music no longer a program offered specifically to the Faculty of Arts students, it is no longer practical to have music courses satisfy the Arts/Humanity requirement.

The Faculty of the Environment was created in part by transferring Geography and Geological Sciences. With Geography removed from the Faculty of Arts, its courses were no longer deemed to be Humanities courses, or courses that could be taken as part of the minimum numbers mentioned above.

With this precedent in mind, it is recommended that Music courses no longer count as courses taken in Arts and no longer satisfy the Humanities requirement.

Recommendations:

1. That the Undergraduate Calendar, Section 3.1.4, Ten Faculty Requirements for Graduating with a B.A. General Degree, regulation #8, for the B.A. General degree be amended as follows: [strikeout indicates deletions]

- 1) A student must successfully complete 90 credit hours of courses acceptable for credit in the Faculty of Arts (see Section 5.2) with a minimum grade point average of 2.00 (i.e. "C" or better) on these 90 credit hours.

The 90 credit hours of passed coursework must include the remaining nine faculty requirements.

- 2) There must be at least six credit hours from subject fields designated Humanities and at least six credit hours from subject fields designated Social Science, and at least six credit hours from subject fields offered by the Faculty of Science (see Section 5.1.1).

- 3) There must be at least six credit hours completed in each of five different subject fields (as listed in Section 5.1.1). In addition, a subject field may also satisfy other Bachelor of Arts Degree requirements such as Humanities, or Social Sciences, or Sciences, or Mathematics, or Written English.

- 4) Major: There must be 30 credit hours which constitute a **Major** in one of the subject fields approved by the Faculty of Arts (see Section 5.1.1). The student must also have a cumulative grade point average of 2.00 (i.e. "C") or better in courses where a final grade is recorded and that are used toward the Major including only the last grade of any course that has been repeated and excluding any failed course(s). A student who declares only one Major must also complete a Minor. A student who declares a Double Major will not be required or allowed to complete a Minor, but must complete five full course equivalents as specified by the Major department (i.e. 30 hours of credit in each subject field). *Students who have questions about a Major in a particular subject are strongly urged to consult an instructor in the appropriate department.* A Major may be declared once the prerequisite is satisfied.

Students who declare and complete a Major in Global Political Economy **will not be** required nor allowed to complete a separate field for a Minor for purposes of satisfying the degree requirements.

5) Minor: There must be 18 credit hours which are in a subject field that is different from that of the declared Major, and which constitute a **Minor** in one of the subject fields approved by the Faculty of Arts (see Section 5.1.1). A student who declares only one Major must also complete a Minor. A student who declares a Double Major will not be required nor allowed to complete a Minor. A Minor may be declared once the prerequisite has been satisfied. A student who has 18 credit hours in more than one subject field can declare only one of them as a Minor (that is, it is not possible to declare a "Double Minor"). No course can be used to satisfy both the Major(s) and the Minor requirement. A Minor may be declared once the prerequisite is satisfied.

6) There must be at least 30 credit hours of coursework taken and successfully completed outside the Major(s) and Minor subject fields. In addition, there must be at least 12 credit hours of coursework taken and successfully completed in any subject acceptable for credit in the Faculty of Arts including courses in the Major(s) and Minor. Note: Students who complete a Double Major will satisfy this 12 credit hour requirement within their Double Major.

7) Normally, a student's Major and Minor cannot be from the same department. (For details on these six exceptions, see the departmental listings in Section 8 for Classics; English, Film, and Theatre; French, Spanish and Italian; German and Slavic Studies; Judaic Studies; and Native Studies.)

8) There must be at least 60 credit hours that have been taught by the Faculty of Arts (may include up to 24 credit hours from the Department of Mathematics, ~~Marcel A. Desautels Faculty of Music List A~~ or Art History courses considered as Humanities, see Section 5.1.1), or which have been accepted on transfer as equivalent to courses taught by the Faculty of Arts.

9) There must be at least 30 credit hours numbered at or above the 2000 level.

10) Residency Requirement: A student in the B.A. General Degree Program must complete University of Manitoba residency requirements (see Section 5.3 for details).

2. That the Undergraduate Calendar, Section 3.2.4, Ten Faculty Requirements for Graduating with a B.A. Advanced Degree, regulation #8, for the B.A. Advanced degree be amended as follows: [strikeout indicates deletions]

1) A student must successfully complete 120 credit hours from among the courses acceptable for credit in the Faculty of Arts (see Section 5.2), with a minimum grade point average of 2.00 (i.e. "C" or better) on these 120 credit hours. (Students who choose to complete a Double Advanced Major will be required to complete more than 120 credit hours.)

The 120 credit hours of passed coursework must include the remaining nine faculty requirements.

2) There must be at least six credit hours in Humanities subject fields and at least six credit hours in Social Science subject fields, and at least six credit hours in courses taught by the Faculty of Science (see Section 5.1.1).

3) There must be at least six credit hours completed in each of five different subject fields (as listed in Section 5.1.1). In addition, a subject field may also satisfy other Bachelor of Arts requirements such as Humanities, or Social Sciences, or Sciences, or Mathematics, or Written English.

4) **Single Advanced Major:** There must be at least 48 credit hours which constitute a **Single Advanced Major** in one of the subject fields approved by the Faculty of Arts (see Section 5.1.1). The student must have a grade point average of 2.00 (i.e. "C") or better in courses where a final grade is recorded that are used toward the Major including only the last grade of any course that has been repeated and excluding any failed course(s). A student who declares a Single Advanced Major must also complete a Minor with the exception of students whose Major is Global Political Economy. Students with an Advanced Major in Global Political Economy **will not** be required nor allowed to complete a Minor for purposes of satisfying the degree requirements.

Double Advanced Major: There must be at least 42 credit hours which constitute a **Double Advanced Major** in each of two subject fields approved by the Faculty of Arts (see Section 5.1.1). The student must have a grade point average of 2.00 (i.e. "C") or better in courses where a final grade is recorded that are used toward each Major including only the last grade of any course that has been repeated and excluding any failed course(s). A student who declares a Double Advanced Major will not be required nor allowed to complete a Minor, but must complete the Double Advanced Major in accordance with the requirements as specified by the Major department. A Major may be declared once the prerequisite has been satisfied.

Note: No course can be used to satisfy both the Single Advanced Major and Minor requirement. Similarly no course can be used to satisfy both Double Advanced Majors. Not every department offers a Single or Double Advanced Major. See the departmental listings in Sections 8 and 9 for information.

5) **Minor:** There must be 18 credit hours in a field that is different from the Single Advanced Major, and which constitute a **Minor** in one of the subject fields approved by the Faculty of Arts (see Section 5.1.1). A student who declares a Single Advanced Major must also complete a Minor. A student who declares a Double Advanced Major will not be required nor allowed to complete a Minor. No course can be used to satisfy both the Advanced Major(s) and the Minor requirement. A student having 18 credit hours in more than one subject field can declare only one of them as his/her Minor. A Minor may be declared once the prerequisite has been satisfied.

6) A student who declares a Single Advanced Major with a Minor must have at least 42 credit hours in subjects other than those used towards the Single Advanced Major and Minor subject fields. In addition, students in a Single Advanced Major must successfully complete 12 credit hours of coursework in any subject acceptable for credit in the Faculty of Arts including courses in the Major and Minor.

A student who declares a Double Advanced Major must have at least 36 credit hours in subjects other than those used towards their Double Advanced Major subject fields.

7) Normally, a student's Single or Double Advanced Major and Minor cannot be from the same department. (For exceptions, see the departmental listings, in Section 8, for Classics; English, Film and Theatre; French, Spanish and Italian; German and Slavic Studies; Judaic Studies; and Native Studies.)

8) There must be at least 81 credit hours that have been taught by the Faculty of Arts (may include up to 36 credit hours from the Department of Mathematics, ~~Marcel A. Desautels Faculty of Music List A~~ or Art History courses considered as Humanities, see Section 5.1.1), or which have been accepted on transfer as equivalent to courses taught by the Faculty of Arts.

9) There must be at least 42 credit hours numbered at or above the 2000 level.

10) Residency Requirement: A student in the B.A. Advanced Degree Program must complete University of Manitoba residency requirements (see Section 5.3 for details).

3. That the Undergraduate Calendar, Section 5.1.1 Five Subject Fields and Humanity/Social Science/Science Requirement be amended as follows: [strikeout indicates deletions]
 - 1) course subjects offered by other units which can be used towards the Humanities requirements – ~~Music~~ (i.e., ~~except ensemble courses~~) and History of Art (i.e., all courses listed with courses prefix FAAH)

Canadian Studies

Modifications to the program are outlined on the pages that follow.

NET CHANGE IN CREDIT HOURS: 0.0

Canadian Studies

- Modification of List of Approved Courses in Canadian Studies

Added material

~~Deleted material~~

List of Approved Courses in Canadian Studies

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

* In the list below indicates courses no longer offered.

Faculty of Arts			004.377*	Canadian Poetry	6
Canadian Studies			004.378*	The Canadian Novel	6
CDN 1130	Introduction to Canadian Studies	6	004.388*	Studies in Canadian Literature	6
CDN 3730	Canadian Identity: An Interdisciplinary Approach	3	FILM 2430	The Canadian Film	3
CDN 4410	Seminar in Canadian Studies (H)	6		Français (USB)	
Anthropology			FRAN 2831	L'individu et le pays (USB)	3
ANTH 2040	Native North America: A Sociocultural Survey (B)	3	FRAN 2881	Civilisation canadienne-française (USB)	3
ANTH 2041	Les Amérindiens de l'Amérique du nord: une étude socioculturelle (B) (USB)	3	FRAN 3531	Le théâtre québécois (USB)	3
ANTH 2640	Manitoba Prehistory	3	FRAN 3541	Le théâtre de l'Ouest (USB)	3
ANTH 3460*	Native North American Ethnology (B)	3	FRAN 3831	L'époque de la contestation (USB)	3
ANTH 3461	Ethnologie des Amérindiens de l'Amérique du Nord (B) (USB)	3	FRAN 3841	La révolution tranquille et le roman (USB)	3
ANTH 3500	Peoples of the Arctic (B)	3	FRAN 3851	Le théâtre de l'Ouest: poésie, nouvelles (USB)	3
ANTH 3501	Peuples de l'Arctique (B) (USB)	3	FRAN 3861	Le théâtre de l'Ouest: romans (USB)	3
ANTH 3550	Canadian Subcultures	3	FRAN 4831	Littérature de l'Acadie et des Cajuns (USB)	3
ANTH 3551	Sous-cultures canadiennes (USB)	3		French, Spanish and Italian	
ANTH 3910	Archaeological Field Training (D,E)	6	FREN 2700	Poésie et théâtre canadiens-français (B)	3
Economics			FREN 3140	Roman canadien-français (B)	3
ECON 1210	Introduction to Canadian Economic Issues and Policies	3	FREN 3850	Civilisation canadienne-française (C)	3
ECON 1211	Introduction aux politiques et aux problèmes économiques canadiens (USB)	3	044.247*	French-Canadian Literature in Translation	6
ECON 2280*	Social Welfare and Human Resources	6	044.348*	Littérature canadienne-française (H)	3
ECON 2310	Canadian Economic Problems	6	044.353*	Littérature canadienne-française (B)	3
ECON 2311	Les problèmes économiques du Canada (USB)	6		History	
ECON 2350	Community Economic Development	3	HIST 1390	History of Colonial Canada: 1500-1885 (C)	3
ECON 2360*	Women in the Canadian Economy	6	HIST 1400	History of the Canadian Nation Since 1867 (C)	3
ECON 2362	Economics of Gender	3	HIST 1440	History of Canada (C)	6
ECON 3300	Canadian Economic History	6	HIST 1441	Histoire du Canada (USB)	6
ECON 3301	Histoire économique du Canada (USB)	6	HIST 2191	Histoire économique et sociale canadienne du XIXe siècle (USB)	6
ECON 3510	Industrial Relations (Cross-listed with Labour Studies LABR 3510)	6	HIST 2280	Aboriginal History of Canada (C)	6
ECON 3690	Economic Issues of Health Policy	3	HIST 2282	Inventing Canada (C)	3
ECON 3720	Urban and Regional Economics and Policies	3	HIST 2284	Democracy and Dissent in Canada: Contesting Canada Social Movements in the 20 th Century (C)	3
018.352*	Introductory Regional Economics	3	HIST 2286	Modern Canada (C)	3
018.353*	Intermediate Regional Economics	3	HIST 2950*	Early Canada: from the Earliest Settlement to 1867 (C)	6
018.357*	Health Economics	3	HIST 2951*	Les origines du Canada: depuis la première colonie jusqu'en 1867 (USB)	6
018.360*	Workshop in the Economy of Canada	6	HIST 2960*	The New Dominion: 1867 to 1921 (C)	6
English, Film, and Theatre			HIST 2961*	Le nouveau Dominion: de 1867 à 1921 (USB)	6
ENGL 2270	Canadian Literature	6	HIST 2970*	Modern Canada: 1921 to the Present (C)	6
ENGL 3270	Studies in Canadian Literature	3	HIST 2971	Le Canada moderne: de 1921 à nos jours (USB)	6
ENGL 3271	Studies in Canadian Literature	3	HIST 3050	Canada since 1945 (C)	6
004.275*	Canadian Literature (H)	6	HIST 3052	Canada since the 1960s (C)	3
004.288*	Canadian Literature to 1967	3	HIST 3054	Canada and the United States (C)	3
004.289*	Canadian Literature after 1967	3	HIST 3220*	The History of Canadian-American Relations (A,C)	6
			HIST 3250	Canada and the World, 1867 to the Present	6

	(C)		NATV 2420	Inuit Literature in Translation	3
HIST 3442	Race, Ethnicity, Immigration, and Nation in Canadian History (C)	3	NATV 2450	Images of Indians in North American Society	3
HIST 3572	The History of Women, Gender, and Sexuality in Canada (C)	6	NATV 3000	Selected Topics	3
HIST 3690	History of Northern Canada (C)	6	NATV 3240	Native Medicine and Health	3
HIST 3721	Histoire du Manitoba (C) (USB)	6	NATV 3270	The Métis Nation	3
HIST 3730	A History of Western Canada (C)	6	NATV 3280	Aboriginal Peoples and the Canadian Justice System	3
HIST 3780	Studies in Canadian History 1 (C)	3	NATV 3300	Native Language Planning and Development	3
HIST 3781	Études choisies en histoire du Canada 1 (USB)	3	NATV 3310	Canadian Law and Aboriginal Peoples	3
HIST 3790	Studies in Canadian History 2 (C)	3	NATV 3320*	Aboriginal Organizations	3
HIST 3791	Études choisies en histoire du Canada 2 (USB)	3	NATV 3340*	Circumpolar Cultures and Lifestyles	3
HIST 3910	The Ukrainians in Canada (C)	3	NATV 3370	Political Development in the North	3
HIST 4060	Gender History in Canada (C) (H)	6	NATV 3380	Cultural Constructions of Gender in Canadian Aboriginal Societies	3
HIST 4280	Topics in the Cultural History of Canada (C) (H)	6	NATV 4200	First Nations Government	3
HIST 4340	Introduction to Archival Science (G) (H)	6	NATV 4210	Seminar in Contemporary and Historical Métis Issues	3
HIST 4390*	The History of White Attitudes and Policies towards Native Peoples in North America (C) (H)	6	NATV 4220	Environment, Economy and Aboriginal People	3
HIST 4680	Social History of Health and Disease in Modern Canada (C) (H)	6	NATV 4230	Traditional Knowledge and Native Studies Research	3
HIST 4700*	Canada, 1896 to the Present (C) (H)	6	NATV 4240	Arctic Lifestyles	3
HIST 4720*	History of Manitoba (C) (H)	6	NATV 4250	Topics on Aboriginal Identities	3
HIST 4890	Canadian Social History (C) (H)	6	NATV 4260*	Sacred Lands and Sacred Spaces of Indigenous Peoples	3
HIST 4900*	The Hudson's Bay Company and British North America (C) (H)	6	NATV 4280	Missionaries, Colonialism and Aboriginal Peoples	3
HIST 4950*	History of Quebec (C) (H)	6	032.090*	Introductory Cree	6
011.133*	History of Canada from 1534 (C)	6	032.091*	Introductory Ojibway	6
011.133F*	Histoire du Canada (USB)	6	032.121*	Intermediate Ojibway	6
011.254*	North American Indian (A,C,S)	6	032.130*	Intermediate Cree	6
011.324*	Protestantism and the Development of the Canadian Community, 1749-1970 (C,S)	6	032.205*	Coastal Indians of Canada	3
011.438*	Intellectual History of Canada (C) (H)	3	032.220*	Native Societies and the Political Process	3
011.449*	The New Canada, 1867-96 (S) (H)	6	032.321*	The Native Identity	6
Icelandic			032.323*	Native Peoples and the Law 2	3
ICEL 2230	Contemporary Icelandic-Canadian Literature	3	032.325*	Native Peoples and the Law 1	6
ICEL 2300*	Icelandic-Canadian Literature (H)	6	032.373*	Art of the North American Native Peoples	3
ICEL 3460*	Laura Goodman Salverson	3	Political Studies		
ICEL 4440	The Icelanders in Canada (H)	3	POLS 1070	Law, Politics and Power in Canada	3
012.445*	Stephan G. Stephansson (H)	3	POLS 2070	Introduction to Canadian Government	6
Labour Studies			POLS 2071	Introduction au système gouvernemental Canadien (USB)	6
LABR 3510	Industrial Relations (Cross-listed with Economics ECON 3510)	6	POLS 2561	Questions d'actualité en politique Canadienne (USB)	6
Linguistics			POLS 2570*	Introduction to Public Administration	6
LING 1360	Languages of Canada	3	POLS 2571	Initiation à l'administration publique (USB)	6
Native Studies			POLS 3100	Gender and Politics in Canada	3
NATV 1200	The Native Peoples of Canada	6	POLS 3170	The Canadian Charter of Rights and Freedoms	3
NATV 1220	The Native Peoples of Canada, Part 1	3	POLS 3470	Canadian Public Management	3
NATV 1240	The Native Peoples of Canada, Part 2	3	POLS 3520	Canadian Foreign and Defence Policy	6
NATV 1250	Introductory Cree 1	3	POLS 3561	Politique étrangère Canadienne (USB)	6
NATV 1260	Introductory Cree 2	3	POLS 3670	Canadian Political Parties	3
NATV 1270	Introductory Ojibway 1	3	POLS 3860	Canadian Federalism	3
NATV 1280	Introductory Ojibway 2	3	POLS 3960	Canadian Politics	6
NATV 1290	Introductory Inuktitut	3	<u>POLS 4070</u>	<u>Advanced Seminar: Canadian Government (H)</u>	<u>3</u>
NATV 2020	The Métis of Canada	3	<u>POLS 4080</u>	<u>Advanced Seminar: Canadian Democracy (H)</u>	<u>3</u>
NATV 2040	Native Peoples of the Northern Plains	3	POLS 4140	Canadian Political Ideas (H)	3
NATV 2060	The Native Peoples of the Eastern Woodlands	3	POLS 4150	Indigenous Governance (H)	3
NATV 2070	The Native Peoples of the Subarctic	3	POLS 4180	Provincial Politics in Canada (H)	3
NATV 2080	Inuit Society and Culture	3	POLS 4190	Manitoba Politics and Government (H)	3
NATV 2220	Native Societies and the Political Process	3	POLS 4660	The State in the Economy (H)	6
NATV 2250	Intermediate Cree	6	POLS 4860	The Canadian Policy Process (H)	6
NATV 2270*	Intermediate Ojibway	6	019.156*	Introduction to Canadian Government	6
NATV 2272	Intermediate Ojibway 1	3	019.156F*	Introduction au système gouvernemental Canadienne (USB)	6
NATV 2274	Intermediate Ojibway 2	3	019.206*	Urban and Local Politics	6
NATV 2300	Cree Literature	3	019.256*	Issues of Canadian Politics	6
NATV 2320	Structure of the Cree Language	3	019.266*	Human Rights and Civil Liberties	6
NATV 2410	Canadian Native Literature	3	019.286*	Canadian Political Parties	6
			019.356*	Canadian Foreign Policy	6
			019.366*	Quebec and the Canadian Political System (H)	3

019.368*	Canadian Defense Policy	3	Ukrainian Canadian Heritage Studies	
019.476*	Manitoba Politics and Voting Behaviour	6	UCHS 3100 The Ukrainian Arts in Canada	3
019.487*	Government and Public Sector Unionism (H)	6	School of Art	
	Religion		FAAH 3260 Canadian Art and Architecture to World War II	3
RLGN 2410*	Religion in Canada (C)	6	FAAH 3270 Canadian Art Since World War II	3
RLGN 2411*	Les religions au Canada (USB)	6	FAAH 3430 Inuit Art	3
RLGN 2590	Religion and Social Issues (C)	3	054.358*	Inuit Culture and Art 3
RLGN 2591	La religion et les problèmes sociaux (USB)	3	054.375*	Canadian Art 1 3
020.272*	Dimensions of Religiosity in Contemporary Canadian Literature	6	054.376*	Canadian Art 2 3
	Slavic Studies		Clayton H. Riddell Faculty of Environment, Earth, and Resources	
UKRN 2410	Ukrainian Canadian Cultural Experience	3	Geography	
UKRN 2420*	Ukrainian Canadian Literature	3	GEOG 2450* The Making of the Prairie Landscape (A)	6
UKRN 2430*	Ukrainian Canadian Folklore	3	GEOG 2570 Geography of Canada (A)	3
	Sociology		GEOG 2900 Geography of Canadian Prairie Landscapes (A)	3
SOC 2320	Canadian Society and Culture	3	GEOG 3431 Géographie du Canada (USB)	3
SOC 2321	La société Canadienne et sa culture (USB)	3	GEOG 3480 Canadian Problems	3
SOC 2370	Ethnic Relations	3	GEOG 3481 Particularités de la géographie du Canada (USB)	3
SOC 2371	Rapports ethniques (USB)	3	GEOG 3700* Canada: The Making of the Human Landscape (A)	6
SOC 2531	Sociologie du Manitoba (USB)	6	GEOG 3701 Canada: évolution de l'écoumène (USB)	6
SOC 2610	Sociology of Criminal Justice and Corrections	3	GEOG 3900 Geography of Manitoba (A)	3
SOC 2620	The Sociology of Aging	3	053.369*	Historical Geography of Indian Peoples in the Canadian Fur Trade 6
SOC 3380	Power, Politics and the Welfare State	3	053.378*	Historical Geography of Canadian Indians (A) 6
SOC 3470*	Political Sociology	3	053.470*	Historical Geography of the Ojibway Indians (H) 3
SOC 3471	Sociologie politique (USB)	3		
SOC 3700	Sociology of Law	3		

* Indicates course no longer offered

Catholic Studies

Modifications:

CATH 2010 Literature and Catholic Culture 1 Cr.Hrs. 3 0.0

The course will focus on the portrayals of Catholic Culture in literature of the 20th Century prior to Vatican II Council. Students will also study the formal features of poetry, drama, and prose focusing on the Catholic Tradition. Prerequisite: [a grade of "C" or better in CATH 1190 (160.119) or ENGL 1200 (004.120) or ENGL 1201 (004.120) or ENGL 1300 (004.130) or ENGL 1301 (004.130)] or [a grade of "C" or better in each of ENGL 1400 (the former ENGL 1310 (004.131)) and ENGL 1340 (004.134)] or written consent of instructor.

CATH 2020 Literature and Catholic Culture 2 Cr.Hrs. 3 0.0

The course will focus on the portrayals of Catholic Culture in literature of the 20th and 21st Centuries following Vatican II Council. Students will also study the formal features of poetry, drama, and prose involving the Catholic Tradition. Prerequisite: [a grade of "C" or better in CATH 1190 (160.119) or ENGL 1200 (004.120) or ENGL 1201 (004.120) or ENGL 1300 (004.130) or ENGL 1301 (004.130)] or [a grade of "C" or better in each of ENGL 1400 (the former ENGL 1310 (004.131)) and ENGL 1340 (004.134)] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Central and East European Studies

Modifications to the program are outlined on the pages that follow.

NET CHANGE IN CREDIT HOURS: 0.0

School of Art		
FAAH 3160	Topics in 20th Century Art (only when topic focuses on Central and Eastern Europe)	3
FAAH 3280	Early Byzantine Art and Architecture	3
FAAH 3290	Later Byzantine Art and Architecture	3
FAAH 4070	Seminar in Art History 1 (when its focus is on Central and Eastern Europe)	3
FAAH 4080*	Seminar in Art History 2 (when its focus is on Central and Eastern Europe)	3

Clayton H. Riddell Faculty of Environment, Earth, and Resources
 Geography
 GEOG 3600* Geography of Ukraine 3
 * Indicates course no longer offered.

Classics

Introduction:

CLAS 2210 Women in Ancient Greece and Rome Cr.Hrs. 3 +3.0
This course analyzes the changing roles of women in ancient Greek and Roman society (roughly 800 BCE to 400 CE). Using ancient texts, inscriptions, artworks, and archaeological remains, students will examine women's roles in family life, marriage practices, religion, politics, and the economy. Although the majority of ancient evidence about women is created by men and concerns the upper classes, the course will also seek evidence of female viewpoints and the lives of lower-class women.

NET CHANGE IN CREDIT HOURS: +3.0

Economics

Introductions:

ECON 3160 Managerial Economics Cr.Hrs. 3 +3.0
An introduction to the economic foundations of managerial decision making, which includes pricing strategies, boundaries of the firm, investment in human capital, and incentive contract design. Also offered by Management as GMGT 3160 (027.316). May not be held with GMGT 3160 (027.316). Prerequisite: [a grade of "C" or better in both ECON 1010 (or ECON 1011) and ECON 1020 (or ECON 1021), or the former ECON 1200 (018.120), or the former ECON 1201 (018.120)] and [a grade of "C" or better in MATH 1500 (or MATH 1501 or the former 136.150) or MATH 1510 (136.151) or MATH 1520 (136.152) or ECON 2530 (018.253)].

ECON 3692 Economic Determinants of Health Cr.Hrs. 3 +3.0
The objective of this course is to provide an economics perspective on the epidemiological transition from infectious to chronic disease. This course will contrast the biomedical, consumer choice and political economy approaches and their policy implications. Prerequisite: a grade of "C" or better in ECON 1010 or ECON 1011 or ECON 1210 (018.121) or ECON 1211 (018.121) or the former ECON 1200 (018.120) or the former ECON 1201 (018.120).

NET CHANGE IN CREDIT HOURS: +6.0

English, Film, and Theatre

Modification:

ENGL 2960 Drama 1 Cr.Hrs. 3 0.0
(Formerly 004.296) An introduction to dramatic forms and conventions. Students may not hold credit for both ENGL 2960 (004.296) and ENGL 2961 (004.296). Prerequisite: [a grade of "C" or better in ENGL 1200 (004.120) or ENGL 1201 (004.120) or ENGL 1300 (004.130) or ENGL 1301 (004.130)] or [a grade of "C" or better in each of ENGL 1400 (the former ENGL 1310 (004.131)) and ENGL 1340 (004.134)].

NET CHANGE IN CREDIT HOURS: 0.0

German and Slavic Studies

Modifications:

GRMN 1120 Beginning German Cr.Hrs. 6 0.0
(Formerly 008.112) (Lab required) Three hours of lectures, plus one hour of language lab or conversation class per week. The course is intended for students with little or no previous knowledge of German. Basic grammar is included, but emphasis is placed on the development of broad reading and speaking skills. Satisfactory completion of this course enables students to proceed to GRMN 2100 or GRMN 2101. Students may not hold credit for GRMN 1120 (008.112) and any of GRMN 1123 or GRMN 1125 or the former GRMN 1121 (008.112). Students with Grade 12 German or its equivalent may not normally take the course for credit. Not open to students who have previously obtained credit for GRMN 2100 (008.210) or GRMN 2101 (008.210).

GRMN 2100 Intermediate German Cr.Hrs. 6 0.00
(Formerly 008.210) Grammar review, exercises, development of practical oral skills, conversation and modern usage. Introduction to German poetry and prose. Students may not hold credit for both GRMN 2100 (008.210) and GRMN 2101 (008.210). Prerequisite: [German 40S] or [a grade of "C" or better in GRMN 1120 (008.112) or GRMN 1125 or the former GRMN 1121 (008.112)] or written consent of department head.

NET CHANGE IN CREDIT HOURS: 0.0

History

Modifications:

HIST 2284 Democracy and Dissent in Canada: Social Movements in the 20th Century (C) Cr.Hrs. 3 0.0

This course examines how Canadian democracy (in its broadest meaning) has been contested, debated, and challenged. The history of dissent and citizen engagement is key to the democratic evolution of Canada. The course will evaluate the impact of dissenting voices in Canadian society, such as those of workers, the poor, women, indigenous peoples, and racial and ethnic minorities.

HIST 4150 The Social History of the Latin American State (A) Cr.Hrs. 6 0.0
Readings on the history of Latin America since colonial times, focused on the dynamic relationship between different social groups and the state. Based on an interdisciplinary theoretical framework, this historical overview will cover different geographical areas, issues, and social factors. Prerequisite: written consent of department head.

NET CHANGE IN CREDIT HOURS: 0.0

Judaic Studies

Modifications:

ARA 3000 Advanced Arabic Cr.Hrs. 6 0.0
Students who have already mastered beginning and intermediate vocabulary and grammar will learn to use the language in a broader cultural context, developing their skills in reading and writing Arabic. The course utilizes communication-based activities and interactive learning techniques. Prerequisite: [a grade of "C" or better in ARA 2000] or written consent of instructor.

JUD 2650 Field Studies in Biblical Lands Cr.Hrs. 6 0.0
(Formerly 055.265) Offered as a Travel/Study course, the course consists of an on-campus orientation session followed by a period of travel while visiting and studying at some major sites and points of interest. Prerequisite: Written consent of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Labour Studies

Modifications to the program are outlined on the pages that follow.

NET CHANGE IN CREDIT HOURS: 0.0

Labour Studies

- Modification of List of Electives

Added material

~~Deleted material~~

List of Electives

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

Faculty of Arts		HIST 3700	History of Working People and Labour Movements 1700 to the Present (G) (same as Labour Studies LABR 3700)	6	
Economics		HIST 3730	A History of Western Canada (C)	6	
ECON 2280*	Social Welfare and Human Resources	6	HIST 3800	History of Winnipeg from 1870-2000 (C)	3
ECON 2350	Community Economic Development	3	HIST 4030*	The History of Communism and Socialism since 1945 (M) (H)	6
ECON 2360*	Women in the Canadian Economy	6	Native Studies		
ECON 2362	Economics of Gender	3	NATV 3320*	Aboriginal Organizations	3
ECON 2500*	Labour and Technology (same as former Labour Studies LABR 2450)	3	Philosophy		
ECON 2540	Political Economy 1: Production and Distribution	3	PHIL 2290	Ethics and Society	6
ECON 2550	Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment	3	PHIL 2830	Business Ethics	3
ECON 3170	Introduction to Quantitative Methods in Economics	3	PHIL 3710*	Critiques of Contemporary Society	6
ECON 3300	Canadian Economic History	6	Political Studies		
ECON 3360*	Labour Economics	6	POLS 3470	Canadian Public Management	3
ECON 3362	Labour Economics 1	3	POLS 3570	Administrative Theory in the Public Sector	3
ECON 3364	Labour Economics 2	3	POLS 3810	Introduction to Marxism	3
ECON 3510	Industrial Relations (same as Labour Studies LABR 3510)	6	POLS 4370	Comparative Public Administration (H)	3
ECON 3660	Economic Ideas and Social Institutions	6	POLS 4570*	Public Organizational Management (H)	6
History			POLS 4660	The State in the Economy (H)	6
HIST 2282	Inventing Canada (C)	3	019.487*	Government and Public Sector Unionism (H)	3
HIST 2284	Democracy and Dissent in Canada: Contesting Canada Social Movements in the 20 th Century (C)	3	Psychology		
HIST 2286	Modern Canada (C)	3	PSYC 3510*	Organizational Psychology	3
<u>HIST 2400</u>	<u>History of Human Rights and Social Justice in the Modern World (G,M)</u>	3	PSYC 3600*	Environmental Psychology	3
HIST 2670	History of Capitalism (M)	3	Sociology		
HIST 2671	Histoire du capitalisme (M)	3	SOC 2290	Introduction to Research Methods	6
HIST 2680	A History of Socialism from the French Revolution to the Present (M)	3	SOC 3370	Sociology of Work	3
HIST 2690*	The Common People in Industrial Society (G)	6	SOC 3371	Sociologie du travail (CUSB)	3
HIST 2710*	Women in History (G)	6	SOC 3380	Power, Politics and the Welfare State	3
HIST 2720	The World Since 1945 (G,M)	6	SOC 3470*	Political Sociology	3
HIST 2970*	Modern Canada: 1921 to the Present (C)	6	SOC 3471	Sociologie politique (CUSB)	3
HIST 2971	Le Canada moderne: de 1921 à nos jours (C) (CUSB)	6	SOC 3820	Qualitative and Historical Methods in Sociology	3
HIST 3050	Canada since 1945 (C)	6	SOC 3870*	Social Inequality	3
HIST 3210	The History of Popular Radicalism in the Twentieth Century (M)	6	SOC 3871	Inégalités sociales (CUSB)	3
HIST 3212	Global Sweatshops, Global Struggles (M)	3	SOC 3890	Power and Inequality in Comparative Perspective	3
HIST 3570*	History of Women in Canada (C)	6	Women's and Gender Studies		
HIST 3572	The History of Women, Gender, and Sexuality in Canada (C)	6	WOMN 2500	Race, Class and Sexuality	3
			WOMN 3550	Feminist Community Organizing: Theories and Practices	3
			I.H. Asper School of Business (Faculty of Management)		
			Business Administration		
			GMGT 2030*	Administrative Theory	3
			GMGT 2060	Management and Organizational Theory	3
			GMGT 2070	Introduction to Organizational Behaviour	3
			GMGT 2080*	Introduction to Management and	3

	Organization Theory	
GMGT 3030	Contemporary Social Issues in Business	3
GMGT 4210	Seminar in Management and Capitalism	3
HRIR 2440	Human Resource Management	3
HRIR 3430	Selected Topics in Industrial Relations	3
HRIR 3450	Labour and Employment Relations (or the former 027.341)	3
HRIR 4420	Compensation	3
HRIR 4480	Collective Bargaining and Administration	3
HRIR 4520	Comparative Industrial Relations and Human Resource Management	3
	Interdepartmental Courses	
IDM 3000*	Aboriginal Business Context: Influences and Impacts	3
IDM 4090*	Aboriginal Business Leadership	3

* Indicates course no longer offered.

For course descriptions, see departmental listings.

Latin American Studies

Modifications to the program are outlined on the next page.

NET CHANGE IN CREDIT HOURS: 0.0

Latin American Studies

- Modification of List of Courses for Latin American Studies

Added material

~~Deleted material~~

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

Faculty of Arts		HIST 3020	South America Since 1945 (A)	3
Anthropology		HIST 3040	Mexico, Central America, and Cuba Since 1945 (A)	3
ANTH 2690	Peoples and Cultures of Contemporary Latin America	3		
French, Spanish and Italian		HIST 3110	Topics in History 1 (G) (Acceptable for credit only when course content is on Latin American studies) ¹	3
SPAN 2200	Spanish American Culture and Civilization	3		
SPAN 2210	Voices and Images of Latin America	3		
SPAN 2540	Spanish-American Literature 2	3	HIST 3120	Topics in History 2 (G) (Acceptable for credit only when course content is on Latin American studies) ¹
SPAN 2570	Special Studies (Acceptable for credit only when course content is on Latin American studies) ¹	3		
SPAN 3080	Contemporary Latin American Novel	3	HIST 3740	Topics in Latin American History (A)
SPAN 3270	Special Studies (Acceptable for credit only when course content is on Latin American studies) ¹	3	HIST 3750	Indigenous Peoples in Modern Latin America (A)
SPAN 3300	Cinema and Literature	3	HIST 4000	Topics in History (G) (Acceptable for credit only when course content is on Latin American studies) ¹
SPAN 3320	Testimony and Human Rights in Latin America	3	HIST 4150	The Social History of the Latin American State (1492-2005)-(A)
SPAN 3780	Short Fiction in Spanish	3	HIST 4870	Contemporary Latin America (A)
SPAN 3790	Latin American Cinema and Society	3		
History			NOTE:	
HIST 2140	Colonial Latin America (A)	3		
HIST 2150	Independent Latin America (A)	3		
HIST 2900	Topics in Social History (G) (Acceptable for credit only when course content is on Latin American studies) ¹	6		¹ Written consent of program coordinator required to use course in the Minor (Concentration).

For entry to the Minor (Concentration) in Latin American Studies, the prerequisite is a grade of "C" or better in six credit hours from the approved list.

For entry, continuation and graduation requirements for the General Degree, Advanced Degree and Honours Degree, see [Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.](#)

For course descriptions, see departmental listings.

Political Studies

Introductions:

POLS 3342 Arab-Israeli Conflict Cr.Hrs. 3 +3.0
An examination of the history and politics of the longstanding conflict between Israel and the Arab world with particular focus on the Israel-Palestinian context. Students may not hold credit for both POLS 3342 and POLS 3140 (019.314) when offered with the topic "Arab-Israeli Conflict."

POLS 4070 Advanced Seminar: Canadian Government Cr.Hrs. 3 +3.0
Examines the core institutions of Canadian government and politics including parliamentary government, federalism, the Constitution and the Charter of Rights and Freedoms. Prerequisite: written consent of instructor or department head.

POLS 4080 Advanced Seminar: Canadian Democracy Cr.Hrs. 3 +3.0
Examines the core institutions and processes of Canadian democracy including political parties, elections, social movements and interest groups, representation and public opinion. Students may not hold credit for both POLS 4080 and POLS 4160 (019.416) when offered with the topic "Canadian Democracy." Prerequisite: written consent of instructor or department head.

NET CHANGE IN CREDIT HOURS: +9.0

Psychology

Introductions:

PSYC 3380 Nature, Nurture and Behaviour Cr.Hrs. 3 +3.0
This course provides an overview of behavioural genetics. It will introduce students to the basic principles of Mendelian, population, and quantitative genetics, as well as how they are used for the study of neuro-behavioural phenotypes, characteristics and traits in human, animal and insect systems, and how genes contribute to behaviour. Societal and ethical implications of the results of behavioural genetics are considered. Students may not hold credit for both PSYC 3380 and PSYC 3530 (017.353) when titled "Nature, Nurture, and Behaviour." Prerequisite: [a grade of "C" or better in PSYC 2360 (017.236) or PSYC 2361] or written consent of department head.

PSYC 4370 Brain Plasticity Cr.Hrs. 3 +3.0
The course will feature the relationship between the brain and experience. Brain plasticity refers to the ability of the brain to change its structure and function. Experience, which includes development, learning, and damage, is a major cause of plasticity in all organisms. Students will be exposed to theories on how much plasticity is possible, how it can be measured, how it can be used, and whether it can be enhanced. Students may not hold credit for both PSYC 4370 and PSYC 4540 (017.454) when titled "Brain Plasticity." Prerequisite: [a grade of "C" or better in PSYC 2360 (017.236) or PSYC 2361] or written consent of department head.

Modifications:

PSYC 2360 Brain and Behaviour Cr.Hrs. 3 0.0
(Formerly 017.236) This course explores the relationship between brain and behaviour. The student will first learn about the fundamental elements of the nervous system. Lectures will integrate these elements into discussions of systems responsible for sensation, motor control, emotion, sleep, learning and memory. Clinical scenarios will be used to illuminate function.

Students may not hold credit for PSYC 2360 (017.236) and any of: PSYC 2361, or PSYC 3530 (017.353) or PSYC 3531 (017.353) or PSYC 3540 (017.354) or PSYC 3541 (017.354) or the former PSYC 3541 (017.354) when titled Brain and Behaviour. Prerequisite: [a grade of "C" or better in PSYC 1200 (017.120) or the former PSYC 1201 (017.120)] or [a grade of "C" or better in both PSYC 1211 (017.121) and PSYC 1221 (017.122)] or written consent of department head

PSYC 2490 Abnormal Psychology Cr.Hrs. 3 0.0
The study of theory and research on abnormal human behaviour. The major forms of psychological disturbance are discussed. An introduction to the prevention and treatment of psychological disturbances is given. Students may not hold credit for PSYC 2490 and any of: PSYC 2491 or the former PSYC 3460 (017.346) or the former PSYC 3461 (017.346). Prerequisite: [a grade of "C" or better in PSYC 1200 (017.120) or the former PSYC 1201 (017.120)] or [a grade of "C" or better in both PSYC 1211 (017.121) and PSYC 1221 (017.122)] or written consent of department head.

PSYC 2530 Psychology of Personality Cr.Hrs. 3 0.0
The study of theory and research on the principles affecting personality development and structure. Students may not hold credit for PSYC 2530 and any of: PSYC 2531 or the former PSYC 3450 (017.345) or the former PSYC 3451 (017.345). Prerequisite: [a grade of "C" or better in PSYC 1200 (017.120) or the former PSYC 1201 (017.120)] or [a grade of "C" or better in both PSYC 1211 (017.121) and PSYC 1221 (017.122)] or written consent of department head.

PSYC 3150 Behavioural Modification Applications Cr.Hrs. 3 0.0
Guidelines for designing, implementing, and evaluating behavior modification applications are described in detail. Students may also conduct supervised projects in applied areas or in basic behavioural research. Students may not hold credit for PSCY 3150 and any of: PSYC 3151 or the former PSYC 2450 (017.245) or the former PSYC 2451 (017.245). Prerequisite: [a grade of "C" or better in PSYC 2440 (017.244) or PSYC 2441 (017.244)] or written consent of department head.

PSYC 3310 Adolescent Development Cr.Hrs. 3 0.0
This course deals with normal psychological development from puberty until adulthood. Results of scientific research are emphasized. Students may not hold credit for PSYC 3310 and any of: PSYC 3311 or the former PSYC 2310 (017.231) or the former PSYC 2311 (017.231). Prerequisite: [a grade of "C" or better in PSYC 2290 (017.229) or PSYC 2291 (017.229)] or written consent of department head.

PSYC 3350 Behavioural Neuroscience Cr.Hrs. 3 0.0
This course presents the fundamentals of the neurobiology of behaviour. Special importance is placed on the information-processing properties of the nervous system in order to provide a uniform framework for the understanding of such topics as perception, attention, sleep and wakefulness, motivation, and learning. Students may not hold credit for PSYC 3350 and any of: PSYC 3351 or the former PSYC 3330 (017.333) or the former PSYC 3331 (017.333). Prerequisite: [a grade of "C" or better in PSYC 2360 (017.236) or PSYC 2361] or written consent of department head.

PSYC 3430 Sensory Processes Cr.Hrs. 3 0.0
(Formerly 017.343) A review of the structure and function of biological receptor systems and how they mediate information about the environment. It includes such topics as receptor transduction, neural correlates of sensation, and neural models of sensory discrimination. Prerequisite: [a grade of "C" or better in PSYC 2360 (017.236) or PSYC 2361] or written consent of department head.

PSYC 3650 Introduction to Clinical Psychology Cr.Hrs. 3 0.0
(Formerly 017.365) Clinical psychology is presented as both a scientific and an applied discipline. Such topics as assessment, intervention, research, and professional issues are covered. Prerequisite: [a grade of "C" or better in PSYC 2490 or PSYC 2491 or the former PSYC 3460 (017.346) or PSYC 3461 (017.346)] or written consent of department head.

PSYC 4562 Social Psychology and Health Cr.Hrs. 3 0.0
This course uses theories and concepts from social/personality psychology to gain a better appreciation of what health is and how to achieve it, at the individual and population levels. Students may not hold credit for both PSYC 4562 and PSYC 4540 (017.454) with the topic "Social Psychology and Health." Prerequisite: [a grade of "C" or better in one of: PSYC 2410 (017.241) or PSYC 2411 (017.241) or PSYC 2420 (017.242) or PSYC 2421 (017.242) or PSYC 3130 or PSYC 3131 or PSYC 2530 or PSYC 2531 or the former PSYC 3450 (017.345) or the former PSYC 3451 (017.345)] and written consent of department head.

NET CHANGE IN CREDIT HOURS: +6.0

Program modifications:

Proposed modifications to the **Double Honours in Psychology** are detailed on the next page.

Psychology

- Modification of Double Honours Program

Added material

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YEAR 1	YEAR 2	YEAR 3	YEAR 4
DOUBLE HONOURS⁴			
PSYC 1200 or PSYC 1211 and PSYC 1221	<ul style="list-style-type: none"> • PSYC 2250 and PSYC 2260 • 6 credit hours in Psychology courses numbered at the 2000 or 3000 level: (3 hours from each of two different lettered menu categories)¹ • 12 credit hours in other Honours field • 6 credit hours in an ancillary option² 	<ul style="list-style-type: none"> • 3 credit hours from PSYC 3340 or PSYC 3630 • <u>PSYC 3200 and PSYC 3340 and PSYC 3630</u> • <u>3 6-credit hours in Psychology courses numbered at the 2000 level: (3 hours from each one of the remaining different two different lettered menu categories not already taken in Year 2)</u> • 12 credit hours in other Honours field • <u>6 credit hours in free options³</u> 	<ul style="list-style-type: none"> • PSYC 4520 • 6 credit hours in Psychology courses numbered at the 4000 level • 12 credit hours in other Honours field • <u>6 credit hours in free options^{3,5}</u>

NOTES:

¹ Lettered menu categories are as follows:

Category A: Personality/Social PSYC 2410, PSYC 2420, PSYC 2490, PSYC 2530

Category B: Developmental PSYC 2290

Category C: Learning PSYC 2440, PSYC 2470

Category D: Cognitive PSYC 2480

Category E: Biological PSYC 2360

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

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

⁴ Honours courses: PSYC 3340 and all 4000 level courses.

⁵ Students hoping to pursue graduate studies should also consider adding an additional 4000 level course, or PSYC 3520 or PSYC 3560 or PSYC 3590 as a free option in Year 4.

Sociology

Modification:

SOC 4530 Readings in Sociology Cr.Hrs. 3

0.0

(Formerly 077.453) A reading course for undergraduates and pre-Master's in sociology.

Prerequisite: written consent of department head. As the course content will vary from term to term, students may take this course more than once for credit.

NET CHANGE IN CREDIT HOURS: 0.0

Ukrainian Canadian Heritage Studies

Proposed modifications to the program are detailed on the next page.

NET CHANGE IN CREDIT HOURS: 0.0

Women's and Gender Studies

Proposed modifications to the program are detailed on the next page.

NET CHANGE IN CREDIT HOURS: 0.0

Women's and Gender Studies

- Modification of List A

Added material

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List A

Faculty of Arts

Anthropology

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

Classics

CLAS 2210	Women in Ancient Greece and Rome	3
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Economics

ECON 2360*	Women in the Canadian Economy	6
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ECON 2362	Economics of Gender	3
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French, Spanish and Italian

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

GRMN 1310	Love in German Culture in English Translation	3
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GRMN 3280	Sex, Gender and Cultural Politics in the German-Speaking World	3
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GRMN 3282	Sex, Gender and Cultural Politics in the German-Speaking World in English Translation	3
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History

HIST 2400	History of Human Rights and Social Justice in the Modern World (G,M)	3
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HIST 2710*	Women in History (G)	6
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HIST 3570*	History of Women in Canada (C)	6
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HIST 3572	The History of Women, Gender, and Sexuality in Canada (C)	6
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HIST 3760	Problems in American History 1	3
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Acceptable for credit only when the topic is "Gender and Sexuality in 20th Century America."

HIST 3810*	The Family, Love and Marriage in Western Society, 1500-1800 (E)	6
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HIST 3811	Famille, amour et mariage dans la société occidentale, 1500-1800 (E)	6
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HIST 3820*	The Women's Movement, 1850 to the Present (G)	6
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HIST 4060	Gender History in Canada (C)	6
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Native Studies

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

PHIL 3220	Feminist Philosophy	3
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Political Studies

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

PSYC 2390	Psychology of Women	3
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PSYC 2400	The Psychology of Sex Differences	3
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Religion

RLGN 2680	Women and Religion 1	3
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RLGN 2690	Women and Religion 2	3
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Slavic Studies

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

SOC 2460	The Family	3
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SOC 2461	La famille (USB)	3
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SOC 2470	Courtship and Marriage	3
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SOC 2471*	Les fréquentations et le mariage (USB)	3
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SOC 3770	Women, Health and Medicine	3
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SOC 3790	Women, Crime and Social Justice	3
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SOC 3810	Sociological Perspectives on Gender and Sexuality	3
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SOC 3811	Sociologie de la sexualité et des rôles sexuels (USB)	3
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School of Art

FAAH 2110	Women and Art	3
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FAAH 4090	Seminar on Contemporary Issues in Art	3
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Acceptable for credit only when the topic is "Women Artists."

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

GEOG 4280	Gender and the Human Environment	3
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Marcel A. Desautels Faculty of Music

MUSC 4130	History of Women in Music	3
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Faculty of Nursing

NURS 3330	Women and Health	3
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* Indicates course no longer offered.

Faculty of Arts – Option in Aging

Proposed modifications to the program are detailed on the next page.

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Arts - Option in Aging

- Modification to List of Courses for Concentration

Added material

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The Interfaculty Option in Aging Concentration is available to students in all B.A. degree programs.

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

Faculty of Arts

English, Film, and Theatre

FILM 3420	Film Theory	3
Psychology		
PSYC 2360	Brain and Behaviour	3
PSYC 2370*	Developmental Psychology from Adolescence to Old Age	3
<u>PSYC 3070</u>	<u>Adult Development</u>	<u>3</u>
PSYC 3350	Behavioural Neuroscience	3
PSYC 3460	Abnormal Psychology	3
PSYC 3490	Individual Differences	3
PSYC 3610	Memory	3
PSYC 4420	Neuroimaging: Imaging and Thoughts	3
PSYC 4430	Vision: Perception and Action	3
PSYC 4566	Psychology of Health and Aging	3
Religion		
RLGN 1410	Death and Concepts of the Future (C)	3
Sociology		
SOC 2490	Sociology of Health and Illness	3
SOC 2620	Sociology of Aging	3
SOC 3510*	Population Dynamics and Change	3
SOC 3540	The Sociology of Health Care Systems	3

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

Geography

GEOG 4710*	Geography of the Elderly and Aging	3
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* Indicates course no longer offered.

Upon completion of these requirements, the Option in Aging will be recorded as a concentration on the student's official transcript. For information concerning the option, interested students are directed to faculty general offices.

Faculty of Arts – History of Art

Proposed modifications to the program are detailed on the next page.

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Arts - History of Art

- Modification of List B

Added material

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List B

School of Art

FA 2620*	Writing About Art	3
FAAH 2910	Field Studies in Art History 1	3
FAAH 2920	Field Studies in Art History 2	6
FAAH 2930	Writing about Art	3
FAAH 3130	Topics in Medieval Art and Architecture	3
FAAH 3140	Topics in Renaissance and Baroque Art and Architecture	3
FAAH 3150	Topics in 18th and 19th Century Art	3
FAAH 3160	Topics in 20th Century Art	3
FAAH 3170*	Contemporary Art	3
FAAH 3180	History of Photography	3
FAAH 3190	History of Ceramics	3
FAAH 3200	Art in New Media	3
FAAH 3202	Contemporary Art History	3
FAAH 3210*	Introduction to the Theory and Criticism of Art	3
<u>FAAH 3212</u>	<u>Introduction to the Theory of Art</u>	<u>3</u>
FAAH 3220	Topics in Aboriginal Art	3
FAAH 3230	Chinese Art and Architecture	3
FAAH 3240	Japanese Art and Architecture	3
FAAH 3250	Topics in Art History	3
FAAH 3260	Canadian Art and Architecture to World War II	3
FAAH 3270	Canadian Art Since World War II	3
FAAH 3280	Early Byzantine Art and Architecture	3
FAAH 3290	Later Byzantine Art and Architecture	3
FAAH 3430	Inuit Art	3
FAAH 3590	Islamic Art and Architecture	3
FAAH 3780	Twentieth Century American Art Until 1950	3
FAAH 3910*	Field Studies in Art History 3	3
FAAH 3920*	Field Studies in Art History 4	3
FAAH 4060	Seminar on the Theory and Criticism of Art	3
FAAH 4070	Seminar in Art History 1	3
FAAH 4080*	Seminar in Art History 2	3
FAAH 4090	Seminar on Contemporary Issues in Art	3
FAAH 4710	Directed Study 1	3
FAAH 4720	Directed Study 2	3

* Indicates course no longer offered.

Faculty of Dentistry

Deletions:

DDSS 4112 Oral Diagnostics and Radiology 2 Cr.Hrs. 2	-2.0
ORLB 3310 Pharmacology and Dental Therapeutics Cr.Hrs. 2	-2.0

Introductions:

DENT 3210 Dental Practice Management 3 Cr.Hrs. 1	+1.0
--------------------------------------------------	------

This course is the third in a series of Dental Practice Management courses distributed throughout the four-year program. It comprises the modules on managerial decision-making and negotiations; operations management; self-assessment in practice; and effective management of patients and employees.

ORLB 3320 Pharmacology and Therapeutics Cr.Hrs. 3	+3.0
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A discussion of the basic pharmacodynamics, pharmacokinetics, mechanisms of actions, doses and adverse effects of therapeutic agents prescribed and administered by dentists. This will include antibiotics, analgesics, anxiolytics, anti-viral and anti-fungal agents. Subsequently drugs used in the management of systemic diseases will be discussed including mechanisms of actions and adverse effects, with particular focus on those which are dentally-related. May not be held with ORLB 3060 or ORLB 3310.

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Education

Educational Administration, Foundations and Psychology

Introductions:

EDUA 5012 Legal and Administrative Aspects of Schools for Clinicians Cr.Hrs. 3	+3.0
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This course will involve an examination of the form, functioning and organizational aspects of schooling through the lenses of legislation, policy, and public expectations. Students will gain an understanding of The Public Schools Act and The Education Administration Act (and associated Regulations), as well as other pertinent statutes, and their individual and collective application to, and impact upon, the work of school personnel in Manitoba. May not be held for credit with EDUA 5080 where title is "Legal and Administrative Aspects of Schools for Clinicians".

NET CHANGE IN CREDIT HOURS: +3.0

Faculty of Engineering

Electrical and Computer

Modifications:

ECE 3590 Electromagnetic Theory Cr.Hrs. 4	0.0
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Maxwell's equations; plane electromagnetic waves; transmission line theory; electromagnetic radiation and introduction to antennas. Prerequisite: ECE 3580 (or former ECE 2130).

ECE 4150 Control Systems Cr.Hrs. 4	0.0
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Principal methods of analysis and design for feedback control systems. Prerequisite: ECE 2160 and ECE 3780.

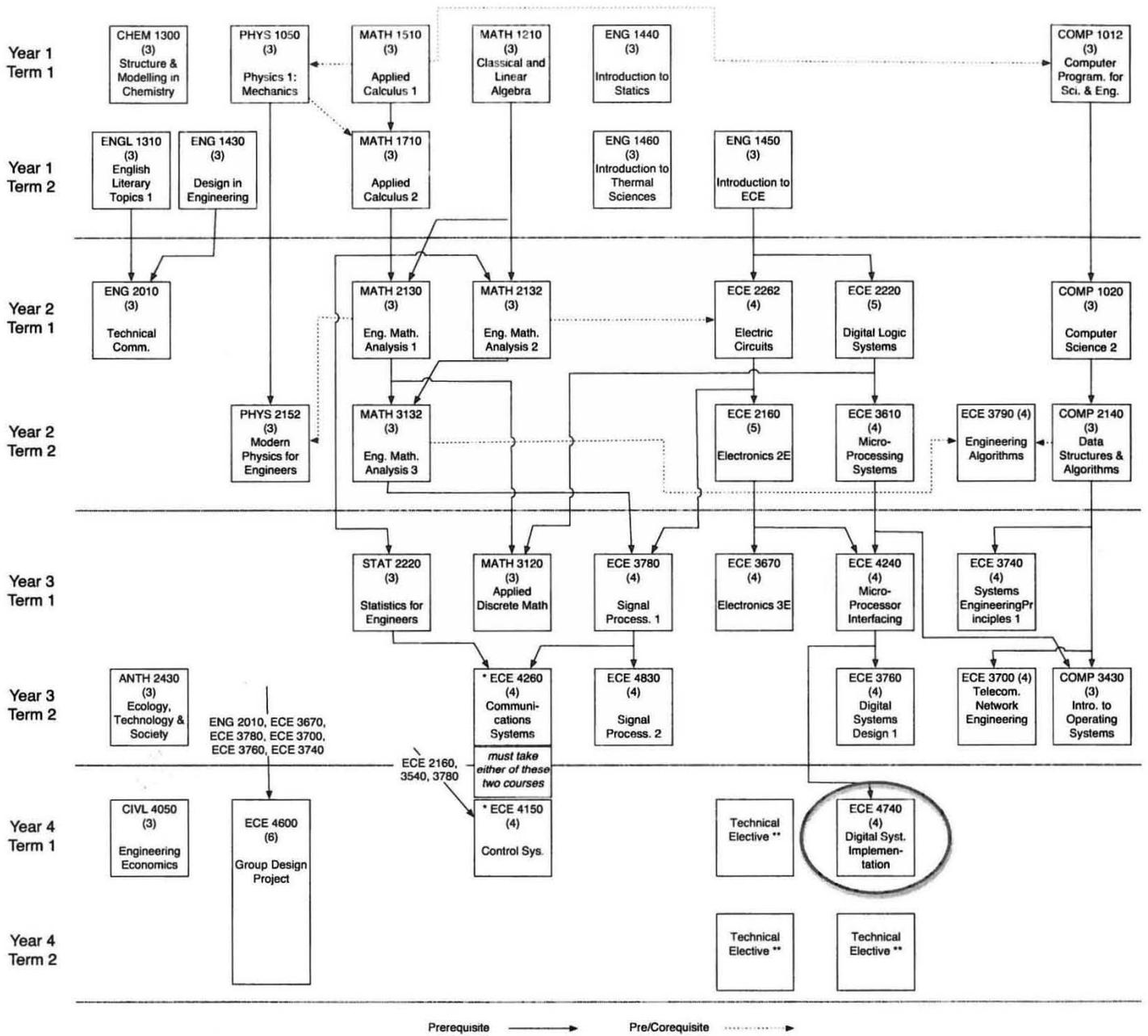
ECE 4180 Introduction to Robotics Cr.Hrs. 4 0.0

This course provides fundamental concepts of robotics, including robot classification and applications, robot kinematics, sensor and actuators, sensor interfacing, motor control, trajectory planning, and robot programming. Prerequisites: ECE 4150 and (ECE 4240 or ECE 3730).

NET CHANGE IN CREDIT HOURS: 0.0

Proposed modifications to the **Bachelor of Science in Engineering (Computer)** are detailed on the following pages.

2013-2014 Computer Engineering Course Flow Chart Example 4 year program



Additional required elective courses which can be taken any term.

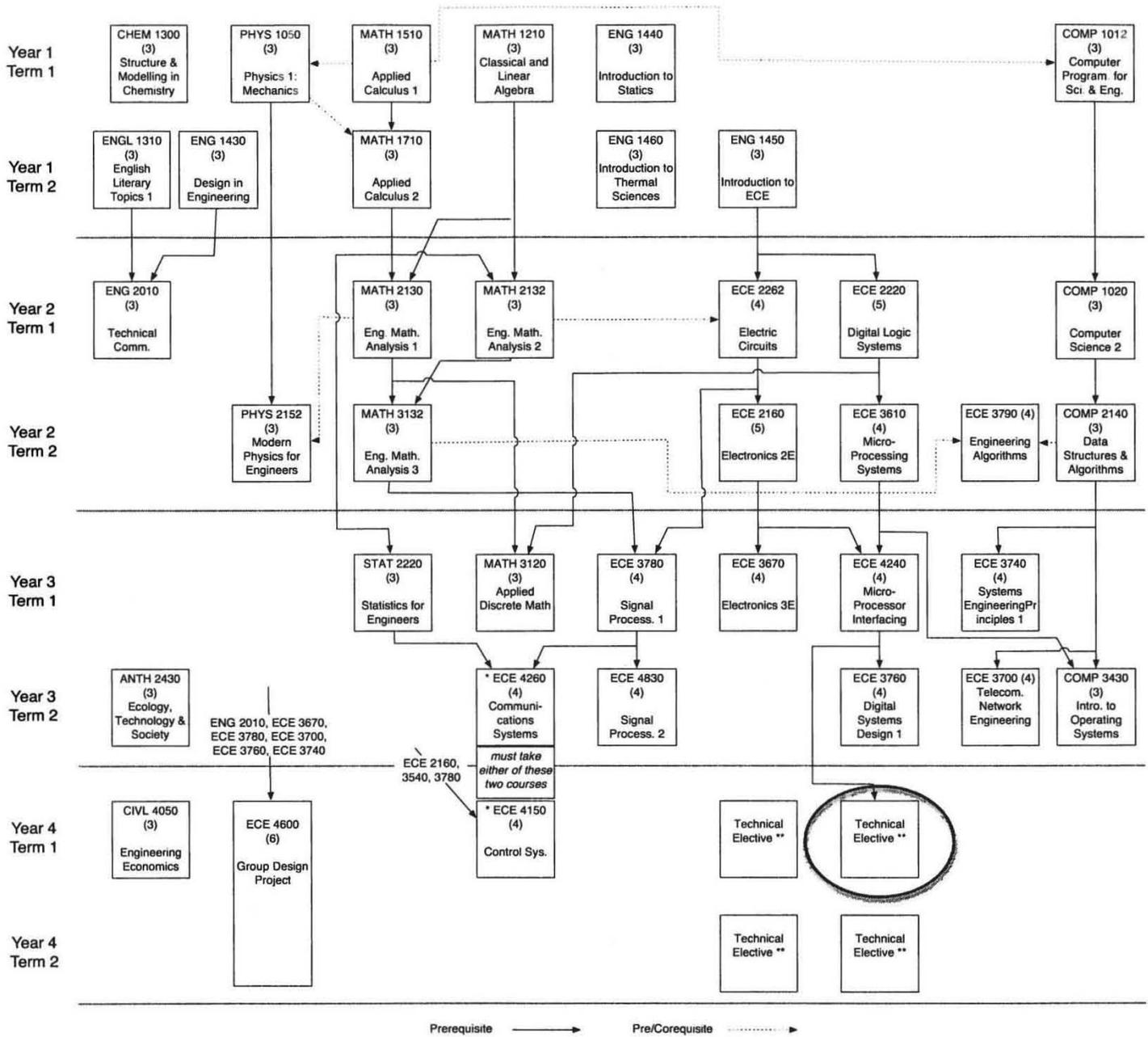


* Students must take either ECE 4260 Communication Systems or ECE 4150 Control Systems.

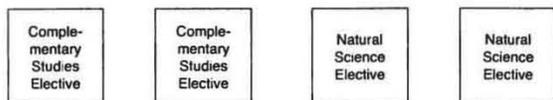
- ** Technical Electives:
- Technical electives must be selected from the above list of approved courses.
 - At most one (1) Electrical Engineering course may be selected.

This flow chart is a guideline, and only applies for the current calendar year. It should not be used as a guideline for subsequent years. Errors may be present in this document. Students should reference information in the *University Calendar*.

2014-2015 Computer Engineering Course Flow Chart Proposed 4 year program



Additional required elective courses which can be taken any term.



* Students must take either ECE 4260 Communication Systems or ECE 4150 Control Systems.

- ** Technical Electives:
- Technical electives must be selected from the above list of approved courses.
 - At most one (1) Electrical Engineering course may be selected.

This flow chart is a guideline, and only applies for the current calendar year. It should not be used as a guideline for subsequent years. Errors may be present in this document. Students should reference information in the *University Calendar*.

Computer Engineering Electives (Fall Term)

ECE 4540 (4) Wireless Networks (ECE 3700, ECE 3780)
ECE 4740 (4) Digital Systems Implementation (ECE 4240)

Computer Science Electives (Fall Term)

COMP 2160 (3) Programming Practices (COMP 1020)
COMP 3020 (3) Human Computer Interaction 1 (COMP 2140)
COMP 3190 (3) Intro. Artificial Intelligence (COMP 2140)
COMP 3290 (3) Intro. Compiler Construction 1 (ECE 3610, COMP 2140)
COMP 3380 (3) Database Concepts & Usage (COMP 2140)
COMP 3490 (3) Computer Graphics 1 (COMP 2140 / Completion of 3rd year)

Allowed Electrical Engineering Courses (Fall Term)

ECE 3580 (4) Foundations of Electromagnetics (MATH 3132, PHYS 2152)
ECE 3720 (4) Electric Power & Machines (ECE 2262)
ECE 4390 (4) Engineering Computations 4E (MATH 3132)
ECE 4610 (4) Biomedical Instrumentation & Signal Processing (ECE 3780, ECE 2160)

Not Offered 2013 - 2014

ECE 4530 (4) Parallel Processing (COMP 2140, ECE 3760)
ECE 4850 (4) Performance Evaluation for Communications and Computer Eng. (STAT 2220)

Computer Engineering Electives (Winter Term)

ECE 4250 (4) Digital Communications (ECE 4830, ECE 4260)
ECE 4440 (4) Computer Vision (ECE 3780)
ECE 4520 (4) Simulation & Modelling (COMP 2140, STAT 2220)

Computer Science Electives (Winter Term)

COMP 2150 (3) Object Orientation (COMP 2160, COMP 2140)
COMP 3010 (3) Distributed Computing (COMP 2140, COMP 2150)
COMP 4020 (3) Human Computer Interaction 2 (COMP 3020)

Allowed Electrical Engineering Courses (Winter Term)

ECE 3540 (4) Advanced Circuit Analysis and Design (ECE 2262, MATH 3132)
ECE 3600 (4) Physical Electronics (PHYS 2152, MATH 3132, ECE 3670)
ECE 4100 (4) Microelectronic Fabrication (ECE 3670)
ECE 4160 (4) Control Engineering (ECE 4150)
ECE 4260 (4) Communication Systems (ECE 3780, STAT 2220)

Not Offered 2013 - 2014

ECE 3750 (4) System Engineering Principles 2 (ECE 3740)
ECE 3770 (4) Digital Systems Design 2 (ECE 4240, MATH 3120)
ECE 4420 (4) Digital Control (ECE 4830, ECE 4150)

Mechanical Engineering

Modifications:

MECH 2222 Mechanics of Materials Cr.Hrs. 4 0.0

Topics covered in this course include: axial and torsional loading, stress-strain and deformation in statically determinate/indeterminate systems, thermally induced stress, and stresses in beams (including reinforced beams) under pure bending and bending with shear. The mechanical properties of materials under various loading modes will be addressed.

Prerequisites: [PHYS 1050 (or 016.105)] and [ENG 1440 (ENG 1350 or 130.135) or ENG 1441] and COMP 1012 and [MATH 1710 (136.171) or MATH 1700 (136.170)].

MECH 3482 Kinematics and Dynamics Cr.Hrs. 4 0.0

Fundamentals of 2D and 3D rigid body motions (kinematics) and the forces/moments (kinetics) needed to produce such motions. Applications will emphasize elements of machine design.

Prerequisites: PHYS 1050 (016.105) and [ENG 1440 or ENG 1441] and COMP 1012 and [MATH 1710 (136.171) or MATH 1700 (136.170)]. Not to be held for credit with MECH 2120 (or 025.212) or MECH 3480 (or 025.348).

MECH 3492 Fluid Mechanics and Applications Cr.Hrs. 4 0.0

The angular momentum principle, introduction to differential analysis of fluid motion, internal and external incompressible viscous flow, fluid machinery and multiple-path systems, fluid coupling and torque couplings and torque converters. Prerequisite: PHYS 1050 (016.105), [ENG 1440 or ENG 1441], COMP 1012, and [(MATH 1710 or 136.171) or MATH 1700 (136.170)] and [MECH 2262 (MECH 2260 or 025.226)]. Not to be held for credit with MECH 3490 (or 025.349).

MECH 4162 Thesis Cr.Hrs. 6 0.0

The course will give students the opportunity to gain a research or design experience in their area of interest. Thesis topics must be approved by the head of the department or designate. This course is restricted to students in Year 4 Mechanical Engineering. Prerequisites: ENG 2010 (or 130.201) and eligible to graduate. Not to be held for credit with MECH 4160 (formerly 025.416).

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Engineering

Modification:

ENG 1440 Introduction to Statics Cr.Hrs. 4 0.0

Statics of particles; rigid bodies, equilibrium of rigid bodies; analysis of structures; distributed forces. Not to be held with the former 130.135. Prerequisites: A minimum grade of 60% in pre-calculus Mathematics 40S, or the former Mathematics 40S, Physics 40S, and Chemistry 40S.

Not to be held with ENG 1441.

NET CHANGE IN CREDIT HOURS: 0.0

Program modification: **Minors Available to Engineering Students**

A proposal to revise the Faculty of Engineering regulation, **Minors in Engineering**, is detailed on the next page.



UNIVERSITY
OF MANITOBA

Academic Regulations and
Curriculum Committee

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Memo

To: Nariman Sepheri, Associate Dean (Undergraduate)

From: Dean K. McNeill, Chair

Date: 6 January 2014

RE: Establishing a General Regulation Governing Minors

The Faculty of Engineering has established six recognized minors in cooperation with other faculties within the University. These minors are Arts, Computer Science, Geological Science, Management, Mathematics, and Music. Each minor, as describes in Section 3.9 of the *Engineering* section of the *University Calendar*, identifies the basic requirements which an Engineering student must meet in order to obtain the respective minor.

In some situations, courses taken as part of a student's regular Engineering program may be closely aligned with the requirements set-out in the minor. At the present time, there is no regulation in place that limits a student's ability to have courses count both toward their regular Engineering program and a minor. While it may be reasonable for a student to draw partial credit for a minor from qualifying courses in their regular Engineering program, it is also recognized that a minor should represent a reasonable additional body of coursework beyond that required for an Engineering degree.

To that end, it is proposed that the following general regulation for minors be added to Section 3.9 and apply as a blanket requirement.

3.9 Minors in Engineering

In meeting the specific requirements for any minors available to Engineering students, no more than 50% of the credit hours required for a minor may be common with those forming part of a student's regular Engineering program.

Extended Education Division

Aboriginal Community Wellness Diploma – Program modifications

Proposed program modifications to the Aboriginal Community Wellness Diploma, which include a proposal to change the name of the program to **First Nation Community Wellness Diploma**, are detailed on the pages that follow.

First Nation Community Wellness Diploma

Core courses (33 degree credit hours) as per Minor Revisions approved by Extended Education Council, Fall 2013, specifically the replacement of NATV 1240 *The Native Peoples of Canada, Part 2* (3) with NATV 3240 *Native Medicine and Health* (3).

ARTS 1110 *Introduction to University* (3)

A course designed to assist students in entering a University environment. Emphasis is on writing, study skills and library research.

SWRK 2080 *Interpersonal Communication Skills* (3)

A basic core of interpersonal skills for communicating effectively and for establishing and maintaining relationships in one-to-one and group situations. Emphasis is on experiential learning using a variety of techniques.

NATV 1220 *The Native Peoples of Canada Part 1* (3).

A survey of the political, social and economic situations of contemporary Indian, Métis, and Inuit peoples of Canada from pre-contact to 1945.

~~NATV 1240 *The Native Peoples of Canada, Part 2* (3).~~

~~A survey of the political, social and economic situations of contemporary Indian, Métis, and Inuit peoples of Canada from 1945 to the present. To be replaced by :~~

NATV 3240 *Native Medicine and Health* (3).

The health, disease, and medical practices of North American Native peoples. A survey of the health and health care of North American Native people from pre-contact to modern times will be explored. Special attention will be paid to traditional concepts of health and healing practices.

NURS 3350 *Counselling Skills for Nurses* (3)

Builds on the significance of interpersonal skills in nursing practice in health and illness. Examines theoretical basis and practical application of a counselling approach with clients. Students will have the opportunity for experiential learning.

NATV 2100 *Aboriginal Spirituality* (3)

This course allows students to work with Aboriginal elders or traditional teachers, exposing them to cultural and spiritual concepts. Emphasis is on Anishinabe or Cree teachings, though other First Nations approaches may be offered. This course may include a field trip component. Students may not hold credit for both NATV 2100 and NATV 3000 when titled "Aboriginal Wisdom and Spirituality".

PSYC 1200 *Introduction to Psychology* (6)

Basic concepts and principles of individual behaviour are examined, particularly those of human development, normal and abnormal behaviour, social psychology, learning, perception, and psychological measurement. Prerequisite for all other courses in Psychology.

HNSC 1210 Nutrition for Health and Changing Lifestyles (3)

This course addresses the relationship between nutrition and health. The focus is on healthy eating and on strategies for modifying food patterns within the context of lifestyle and culture. Not be held with the former 30.117

PERS 1200 Physical Activity, Health and Wellness (3)

An examination of the importance of physical activity for health and wellness, theories and determinants of health promoting behaviours, and strategies for promoting health behaviours.

SWRK 4070 Addictions (Select Topics in Social Work) (3)*

In-depth study of the problem area, exploration of the ways other disciplines relate to the problem, and interventive abilities of students.

*This course will be replaced with a lower level course in *Addictions* being developed by the Faculty of Social Work. When this new course becomes part of the core, the SWRK 4070 *Addictions (Select Topics in Social Work)* (3) will be one of the electives in the program.

Plus 27 credit hours of elective courses

PERS 1400 Concepts of Recreation and Leisure (3) (Faculty of Kinesiology and Recreation Management)

The nature and scope of recreation and leisure, the past influences and implications for the future. An overview of the types and roles of various components of the leisure service delivery system. May not be held for credit with REC 1400

HNSC 2130 Nutrition through the Life Cycle (3) (Faculty of Human Ecology - Dept of Human Nutritional Sciences)

Examination of nutritional needs throughout the life cycle, the nutritional concerns of different age groups and the development of healthy eating practices. Not to be held with the former 30.304, Prerequisite: HNSC 1210.

HNSC 1200 Food: Facts & Fallacies (3) (Faculty of Human Ecology - Dept of Human Nutritional Sciences)

This course will present facts and fallacies about food from harvest to market forms. Emphasis will be placed on technological development, consumer concerns and factors affecting nutritional quality. Current issues related to food safety and nutritional trends will also be discussed. Not to be held with the former 30.119.

FMLY 1020 Family Issues Across the Lifespan (3) (Faculty of Human Ecology - Dept of Family Social Studies)

Introduction to contemporary issues involving families across the lifespan. Topics include mate selection, marriage, parenthood, divorce, lone-parent families, work-family balance, family violence, families and older persons, and poverty in families. Not to be held with the former 62.114.

FMLY 1012 Introduction to Social Development (3) (Faculty of Human Ecology - Dept of Family Social Studies)

This course is an introduction to Social Development with a particular emphasis on families and communities. Social development is concerned with the advancement of the common good, the effective management of social problems, the meeting of human needs, and the equitable distribution of society's resources. As such, this course explores the social factors and conditions that promote or hinder social development and how this

affects the well-being of individual, families, and communities in contemporary societies. Not to be held with 062.172 or FMLY 1900

FMLY 2012 Development, Conflict and Displacement (3) (Faculty of Human Ecology - Dept of Family Social Studies)

The course is an introduction to development, conflict, and displacement as they affect individuals, families and communities. Specifically, this course examines the current phenomenon of induced displacement due to social conflicts, natural disasters, or uneven development in developing countries. Students will examine concepts and issues arising from induced displacement and explore community based responses to this problem. Not be held with FMLY 2900. Prerequisite: 1012 or consent of the instructor.

SWRK 4050 Community Management and Evaluation (Select Topic in SW) (3) (Faculty of Social Work)

Deals with concepts such as conflict and power. These are applied to the dynamics within and between communities and organizations.

SWRK 2050 Community and Organizational Theory (3) (Faculty of Social Work)

Deals with concepts such as conflict and power which relate social work practice to the nature of secondary human relationships. These are applied to the dynamics within and between communities and organizations. Prerequisite: first half of SWRK 2090.

SWRK 3100 Systematic Inquiry in Social Work (3) (Faculty of Social Work)

Relates systematic methods of scientific inquiry to social work practice; information collection,, descriptive data for decision-making, understanding technical research material, introduction to issues of research design.

~~**PSYC 3460 Abnormal Psychology (3)** (Faculty of Arts – Department of Psychology)~~

~~The study of theory and research on abnormal human behaviour. The major forms of psychological disturbance are discussed. An introduction to the prevention and treatment of psychological disturbances is given. Prerequisite: a grade of "C" or better in PSYC 1200 or PSYC 1201 or a grade of "C" or better in both PSYC 1211 and PSYC 1221 or written consent of department head. Replaced with:~~

PSYC 2490 Abnormal Psychology (3) (Faculty of Arts – Department of Psychology)

The study of theory and research on abnormal human behaviour. The major forms of psychological disturbance are discussed. An introduction to the prevention and treatment of psychological disturbances is given. Students may not hold credit for PSYC 2490 and any of: PSYC 3461 (017.346) or the former PSYC 3460 (017.346). Prerequisite: [a grade of "C" or better in PSYC 1200 (017.120) or the former PSYC 1201 (017.120)] or [a grade of "C" or better in both PSYC 1211 (017.121) and PSYC 1221 (017.122)] or written consent of department head.

NATV 3100 Aboriginal Healing Ways (3) (Faculty of Arts – Dept. of Native Studies)

This course allows students to work with Aboriginal elders or traditional teachers on concepts of healing and wellness. This course may include a field trip component.

~~NATV 3240 Native Medicine and Health (3)~~ (Faculty of Arts—Dept of Native Studies)

~~The health, disease and medical practices of North American Aboriginal peoples. A survey of the health and health care of North American Native people from pre contact to modern times. Special attention will be paid to traditional concepts of health and healing practices. Prerequisite: a grade of 'C' or better in NATV 1200, or better in both NATV 1220 and NATV 1240, or written consent of department head. Replaced with:~~

NATV 1240 *The Native Peoples of Canada, Part 2* (3) (Faculty of Arts - Dept of Native Studies)

A survey of the political, social and economic situations of contemporary Indian, Métis, and Inuit peoples of Canada from 1945 to the present.

NATV 4250 Topics on Aboriginal Identities (3) (Faculty of Arts - Dept of Native Studies)

An interdisciplinary study of Aboriginal values, cultures and contemporary identities with emphasis on the impact of colonization. Prerequisite: a grade of "C+" or better in NATV 1200 or C+ or better in both NATV 1200 and NATV 1240 and a grade of C+ or better in 6 credit hours in Native Studies or written consent of instructor.

~~NURS 1260 Human Growth and Development (3)~~ (Faculty of Nursing)

~~Study of the normal growth and development across the lifespan, with consideration of current physiological and psychological knowledge. Replaced with:~~

FMLY1010 Human Development in the Family (3) (Faculty of Human Ecology)

Introductory survey of key aspects of human development processes within the family context from a life span perspective. Not to be held with NURS 1260 (049.126).

NURS 3340 Providing Care in a Culturally Diverse Society (3) (Faculty of Nursing)

This course fosters skills in recognizing and understanding the impact of culture on health related values, beliefs and practices. A culture-general approach is used to develop skills in the provision of nursing care within a culturally diverse society

PHED 3770 Aboriginal Games and Activities (3) (Faculty of Kinesiology and Recreation Management)

This course will provide Aboriginal and non-Aboriginal students with a unique opportunity to explore, in theory and practice, traditional and contemporary worldviews related to historical, cultural and environmental approaches to Aboriginal games and activities.

PERS 2200 Program Planning Principles (3) (Faculty of Kinesiology and Recreation Management)

While contexts in practice may vary, program planning is an essential competency for all professionals in recreation, kinesiology, and physical education. To ensure the requisite skill set is acquired, the emphasis in this course will be on principles and processes in effective program planning, implementation, and evaluation. May not hold for credit with PHED 3080 or REC 2530. Prerequisites: PERS 1200 or PHED 1200 or PERS 1500 or PHED 1500 and PERS 1400 or REC 1400.

Faculty of Human Ecology

Program modification:

Proposed program modifications to the **Interdisciplinary Health Program** are detailed on the pages that follow.

REVISION – March 18, 2013

Sciences Orientation Electives

Faculty of Agricultural and Food Sciences

FOOD 4540 Functional Foods and Nutraceuticals

Faculty of Arts

PSYC 2290 Child Development

PSYC 2360 Brain and Behaviour

~~PSYC 3330 Elements of Physiological Psychology~~ **DELETE:** No longer offered/not in Calendar

PSYC 3430 Sensory Process

PSYC 3460 Abnormal Psychology

~~PSYC 4540 Contemporary Issues~~ **DELETE:** Recommendation of Department as 4000 level courses only available to Honours students with 3.25 gpa or higher; space limitations.

~~PSYC 4580 Elements of Behavioural Pharmacology~~ **DELETE (See above)**

~~PSYC 4630 Behavioural Endocrinology~~ **DELETE (see above)**

I H Asper School of Business

MIS 2000 Information Systems for Management

MIS 3500 Database Management Systems

MIS 3510 Systems Analysis and Design

MIS 3520 Data Communications and Knowledge

Clayton H Riddell Faculty of Environment, Earth and Resources

EER 1000 Earth: A User's Guide **ADD:** Suggested addition by Department

ENVR 1000 Environmental Science 1: Concepts

ENVR 3400 Introduction to Environment and Health

ENVR 4400 Advanced Issues in Environment and Health

~~GEOG 1200 Introductory Geography~~ **DELETE:** Course has been deleted by the Department (1280 and 1290 now equal to 1200)

GEOG 1280 Introduction to Human Geography

GEOG 1290 Introduction to Physical Geography

GEOG 3870 Food Geographies (cross-listed with HNSC 3870) **ADD:** Suggested by Department

Faculty of Human Ecology

HMEC 4090 Practicum in Human Ecology

HNSC 2130 Nutrition through the Life Cycle

HNSC 2140 Basic Principles of Human Nutrition

HNSC 3300 Vitamins and Minerals in Human Health

HNSC 3310 Macronutrients and Human Health

HNSC 3320 Nutrition Education and Dietary Change
HNSC 3342 Management for Food and Nutrition Professionals
HNSC 3870 Food Geographies (cross-listed with GEOG 3870) ADD: Suggested by Department
HNSC 4290 Food, Nutrition and Health Policies
HNSC 4300 Community Nutrition Intervention
HNSC 4310 Nutrition and the Elderly
HNSC 4340 Maternal and Child Nutrition
HNSC 4350 Nutrition in Exercise and Sport
HNSC 4540 Functional Foods and Nutraceuticals

TXSC 3500 Textiles for the Healthcare Sector
TXSC 4500 Advanced Textiles for the Healthcare Sector

Faculty of Kinesiology and Recreation Management

KIN 2610 Health and Physical Aspects of Aging
~~PHED 2320~~ KIN 2320 Human Anatomy (number was entered incorrectly)

Faculty of Medicine (no response)

BGEN 3020 Introduction to Human Genetics

Faculty of Nursing

NURS 2610 Health and Physical Aspects of Aging

Faculty of Science

~~BIOL 1110 Health and Health Professions~~ DELETE: Course no longer offered; replaced by HEAL 1600

BIOL 2300 Principles of Ecology
BIOL 2410 Human Physiology 1
BIOL 2420 Human Physiology 2
BIOL 2500 Genetics 1
BIOL 2520 Cell Biology
BIOL 2380 Introductory Toxicology
BIOL 2390 Introduction Ecology
BIOL 2540 Developmental Biology
BIOL 3240 Medicinal and Hallucinogenic Plants
BIOL 3560 Comparative Animal Histology
BIOL 3270 Introduction to Parasitology
BIOL 3470 Environmental Physiology of Animals 1
BIOL 3500 Genetics 2
BIOL 3540 Advanced Developmental and Cellular Biology
BIOL 4542 Genes and Development

~~BOTN 2280 Introductory Ecology~~ DELETE: Course no longer exists

CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (NOTE: may not be held with 2210/2220)

CHEM 2210 Introductory Organic Chemistry 1: Structure and Function

CHEM 2220 Introductory Organic Chemistry 2: Reactivity and Synthesis

CHEM 2360 Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy

CHEM 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways

CHEM 2770 Elements of Biochemistry 1

CHEM 2780 Elements of Biochemistry 2

CHEM 3570 Biophysical Chemistry ADD: Suggested addition by Department

CHEM 4360 Signaling and Regulation of Gene Expression

CHEM 4370 Glycobiology and Protein Activation

CHEM 4620 Biochemistry of Nucleic Acids

CHEM 4630 Biochemistry of Proteins

COMP 1260 Introductory Computer Usage 1 ADD: Recommended by Department

COMP 1270 Introductory Computer Usage 2

MATH 1300 M Vector Geometry and Linear Algebra

MATH 1500 M Introduction to Calculus

MATH 2350 Linear Algebra with Applications

MATH 3800 Ordinary Differential Equations with Applications 2

MATH 3810 Partial Differential Equations 1

MATH 3820 Introduction to Mathematical Modelling

MBIO 1010 Microbiology 1

MBIO 1220 Essentials of Microbiology (May not be held with MBIO 1010)

MBIO 2020 Microbiology 2

MBIO 2360 Biochemistry 1: Biomolecules and Introduction to Metabolic Energy

MBIO 2370 Biochemistry 2: Catabolism, Synthesis, and Information Pathways

MBIO 2410 Essentials of Molecular Biology

MBIO 3000 Biosafety ADD: Recommendation by Department

MBIO 3010 Mechanisms of Microbial Disease

MBIO 3030 Microbiology 3

MBIO 3430 Molecular Evolution

~~MBIO 3440 Microbial Physiology~~ DELETE: Deleted by Department

MBIO 3450 Regulation of Biochemical Processes

MBIO 3460 Membrane and Cellular Biochemistry

MBIO 3470 Microbial Systematics

MBIO 3480 Microbial Diversity

MBIO 4020 Immunology

MBIO 4410 Virology ADD: Recommended by Department

MBIO 4440 Systems Microbiology **ADD:** Recommended by Department (replaces MBIO 3440)
MBIO 4480 Microbes in our Environment

PHYS 1020 General Physics 1 or **PHYS 1050 Physics 1: Mechanics** **ADD:** Recommended
by Department

PHYS 1030 General Physics 2 or **PHYS 1070 Physics 2: Waves and Modern Physics** **ADD:**
Recommended by Department

PHYS 4360 Medical Radiation Physics **ADD:** Recommended by Department

PHYS 4400 Medical Imaging **ADD:** Recommended by Department

PHYS 4560 Applied Nuclear Science **ADD:** Recommended by Department

STAT 2000 Basic Statistical Analysis 2

STAT 3000 Applied Linear Statistical Models **ADD:** Recommended by Department

~~STAT 3120 Topics of Regression Analysis~~ **DELETE:** Recommended by Department

~~STAT 3130 Statistical Analysis of Designed Experiments~~ **DELETE:** Recommended by Department

STAT 3170 Statistical Quality Control **ADD:** Recommended by Department

STAT 3380 An Introduction to Nonparametric Statistics

REVISION – March 18, 2013

Social Science Orientation Electives

Faculty of Agricultural and Food Sciences

ABIZ 1010 Economics of World Food Issues and Policies
ABIZ 3550 Environmental Policy
SOIL 3520 Pesticides: Environment, Economics and Ethics

Faculty of Arts

ANTH 2020 Relatedness in a Globalizing World **ADD:** Department has suggested this addition

ANTH 2040 Native North America: A Sociocultural Survey

ANTH 2240 Plagues and People

ANTH 2300 Anthropology of Childhood **ADD:** Department has suggested this addition

ANTH 2500 Culture, Environment and Technology **ADD:** Department has suggested this addition

ANTH 2510 Anthropology of Economic Systems

ANTH 2550 Culture and the Individual

ANTH 2560 Anthropology of Illness

ANTH 2820 Human Osteology

ANTH 2860 Evolution and Human Diversity

ANTH 2880 Human Evolution

ANTH 2890 Human Population Biology

ANTH 3200 Anthropology of Food **ADD:** Department has suggested this addition

ANTH 3320 Women in Cross-Cultural Perspective

ANTH 3330 Sex and Sexualities **ADD:** Reintroduced by Department to replace ANTH 3380

~~ANTH 3460 Native North American Ethnology~~ **DELETE:** No longer offered/not in Calendar

ANTH 3500 Peoples of the Arctic

ANTH 3550 Canadian Subcultures

ANTH 3740 Human Growth and Variation

ANTH 3750 Anthropological Perspectives on Globalization and the World-System

~~ANTH 3380 The Anthropology of Sex and Sexuality~~ **DELETE:** Course has been deleted

~~ANTH 4750 The Anthropology of Aging~~ **DELETE:** Course has been deleted

ANTH 4860 Special Topics in Biological Anthropology

~~ECON 2280 Social Welfare and Human Resources~~ **DELETE:** Course has been deleted

ECON 2310 Canadian Economic Problems

ECON 2350 Community Economic Development

~~ECON 2360 Women in Canadian Economy~~ **DELETE:** Course has been deleted

ECON 2362 Economics of Gender **ADD:** Replacement course for ECON 2360; Department recommendation

~~ECON 2420 Economics of the Labour Process and Labour Relations~~ **DELETE:** No longer offered

ECON 2410 The Manitoba Economy
ECON 3690 Economic Issues of Health Policy

ENGL 2000 W Intermediate Writing and Research

HIST 2280 W Aboriginal History of Canada
HIST 3690 History of Northern Canada
HIST 3730 A History Western Canada

~~LABR 1270 Introduction to the Political Economy of Labour~~ **DELETE:** No longer offered/not in Calendar
~~LABR 1280 Introduction to Labour Institutions and Problems~~ **DELETE:** No longer offered/not in Calendar
LAB 1260 Working for a Living **ADD:** Course "replaces" LABR 1270 and/or 12780
LABR 3060 Workplace Health and Safety
LABR 3070 Labour Relations and Occupational Health and Safety Law

NATV 1220 The Native Peoples of Canada, Part 1
NATV 1240 The Native Peoples of Canada, Part 2
NATV 1250 Introductory Cree **ADD:** Recommended by Department
NATV 1270 Introductory Ojibway **ADD:** Recommended by Department
NATV 2020 The Metis of Canada
NATV 2040 The Native People of the Northern Plains
NATV 2060 The Native People of the Eastern Woodlands
NATV 2070 The Native People of the Subarctic
NATV 2080 Inuit Society and Culture
NATV 2100 Aboriginal Spirituality
NATV 3100 Aboriginal Healing Ways
NATV 3150 Residential School Literature **ADD:** Recommended by Department
NATV 3240 Native Medicine and Health
NATV 3330 Aboriginal People, Science and the Environment
~~NATV 3340 Circumpolar Cultures and Lifestyles~~ **DELETE:** No longer offered/not in Calendar
~~NATV 3380 Cultural Constructions of Gender in Canadian Aboriginal Societies~~ **DELETED:** Deleted by Department

PHIL 1200 Introduction to Philosophy
PHIL 2150 W Mind and Body
PHIL 2290 Ethics and Society
PHIL 2750 Ethics and the Environment

POLS 2070 W Introduction to Canadian Government
~~POLS 2570 Introduction to Public Administration~~ **DELETE:** No longer offered/not in Calendar
POLS 3860 Canadian Federalism
POLS 3960 Canadian Politics

POLS 4190 Manitoba Politics and Government

~~POLS 4570 Public Organizational Management~~ **DELETE:** No longer offered/not in Calendar

POLS 4860 The Canadian Policy Process

PSYC 2250 Introduction to Psychological Research

PSYC 2260 Introduction to Research Methods in Psychology

PSYC 2290 Child Development

PSYC 2310 Adolescent Development

~~PSYC 2320 Motivation~~ **DELETE:** No longer offered/not in Calendar

~~PSYC 2330 Emotion~~ **DELETE:** No longer offered/not in Calendar

PSYC 2390 Psychology of Women

PSYC 2370 Developmental Psychology from Adolescence to Old Age

PSYC 2400 Psychology of Sex Differences

PSYC 2410 Social Psychology 1

PSYC 2420 Social Psychology 2

PSYC 2440 Behaviour Modification Principles

PSYC 2450 Behaviour Modifications Applications

PSYC 2470 Learning Foundations of Psychology

PSYC 2480 Cognitive Processes

PSYC 3130 Introduction to Health Psychology

PSYC 3390 Thinking

PSYC 3160 Perception and Attention

PSYC 3450 Psychology of Personality

PSYC 3460 Abnormal Psychology

~~PSYC 3480 Social Learning and Psychopathology~~ **DELETE:** No longer offered/not in Calendar

PSYC 3490 Individual Differences

PSYC 3580 Language and Thought

~~PSYC 3600 Environmental Psychology~~ **DELETE:** No longer offered/not in Calendar

~~PSYC 3620 Community Mental Health~~ **DELETE:** No longer offered/not in Calendar

PSYC 3630 Psychological Measurement and Assess

~~PSYC 4540 Contemporary Issues I~~ **DELETE:** Recommendation of Department as course only available to Honours students with 3.25 gpa or higher; space limitations.

RLGN 1320 W Introduction to World Religions

RLGN 1410 Death and Concepts of the Future

RLGN 1420 W Ethics in World Religions

RLGN 1430 Food: Religious Concepts and Practices

~~RLGN 2540 Modern Movements in World Religions~~ **DELETE:** Not offered

RLGN 2590 W Religion and Social Issues

~~SOC 2270 Urban Sociology~~ **DELETE:** No longer offered/not in Calendar

SOC 2320 Canadian Society and Culture

SOC 2330 Social Psychology in Sociological Perspectives
 SOC 2360 Small Group Interaction
 SOC 2370 Ethnic Relations
 SOC 2390 Social Organization
 SOC 2460 The Family
 SOC 2470 Courtship and Marriage
 SOC 2490 Sociology of Health and Illness
 SOC 2510 Criminology
 SOC 2610 Sociology of Criminal Justice and Corrections
 SOC 2620 The Sociology of Aging
 SOC 2630 Social Change
 SOC 3370 Sociology of Work
~~SOC 3470 Political Science~~ **DELETE:** No longer offered/not in Calendar
 SOC 3540 The Sociology of Health Care Systems
 SOC 3640 Families in Societal Crisis
 SOC 3660 Sociology of Mental Disorder
 SOC 3730 Society and Education
 SOC 3770 Women, Health and Medicine
 SOC 3810 Sociological Perspectives on Gender and Sexuality
 SOC 3820 Qualitative and Historical Methods in Sociology
 SOC 3830 Youth, Crime and Society
 SOC 3840 Community and Social Reconstruction
~~SOC 3870 Social Inequality~~ **DELETE:** No longer offered/not in Calendar

WOMN 1600 Introduction to Women's & Gender Studies in the Social Sciences
 WOMN 2000 Feminist Thought
 WOMN 2500 Race, Class and Sexuality
 WOMN 2560 Women, Science and Technology

WOMN 3000 Interdisciplinary Research in Women's and Gender Studies

ADD:

Recommended by Department

WOMN 3560 Feminist Perspectives on Violence Against Women

~~WOMN 3570 Feminist Cultural Studies~~ **DELETE:** Course no longer offered

~~WOMN 3580 Feminist Approaches to Research~~ **DELETE:** Course no longer offered

~~WOMN 4120 Practicum in Feminist Organizing~~ **DELETE:** Course no longer offered

I H Asper School of Business

ACC 1100 Introduction to Financial Accounting

ACC 1110 Introduction to Managerial Accounting

~~GMGT 2000 Introduction to Communications~~ **DELETED by Asper**

~~GMGT 2030 Administrative Theory~~ **DELETED by Asper**

GMGT 2060 Management and Organization Theory **ADDED by Asper** as replacement for GMGT 2080

~~GMGT 2080 Introduction to Management and Organization theory~~ **DELETED by Asper**

~~GMGT 2120 Business/Government Relations~~ – will eventually be phased out of program: **DELETE**

~~GMGT 2440 Human Resource Management~~—Typo: **Correct Course number is HRIR 2440**

HRIR 2440 Human Resource Management

HRIR 3450 Labour and Employment Relations

HRIR 4410 Staffing and Management Development

HRIR 4420 Compensation

Faculty of Education

EDUA 1500 Aboriginal Education

ADD: Recommendation by Department

EDUA 1540 Cross-Cultural Education

Clayton H Riddell Faculty of the Environment, Earth and Resources

GEOG 1280 Introduction to Human Geography

GEOG 2330 Place, Populations and Mobility: Geographic Perspectives **ADD:** Replaces GEOG 2480;
Department suggestion

GEOG 2640 Geography of Culture and inequality

~~GEOG 2480 Population Geography~~ **DELETE:** Course has been deleted by Department

~~GEOG 4710 Geography of the Elderly and Aging~~ **DELETE:** Course has been deleted by Department

Faculty of Human Ecology

FMLY 1010 Human Development in the Family

FMLY 1012 Introduction to Social Development

FMLY 1020 Family Issues Across the Lifespan

FMLY 1420 Family Management Principles

FMLY 2012 Development, Conflict and Displacement

FMLY 2350 Multicultural Family Issues

FMLY 2400 Family Financial Health

FMLY 2600 Foundations of Childhood Developmental Health

FMLY 2800 Family Violence

FMLY 3012 Theories of Social Development

ADD: Recommended by Department

FMLY 3220 Death and the Family

FMLY 3240 Families in the Later Years

FMLY 3330 Parenting and Developmental Health

FMLY 3400 Families as Consumers

ADD: Recommended by Department

FMLY 3470 Selected Studies in the Family I

ADD: Recommended by Department

FMLY 3600 Adolescents in Families and Society

~~FMLY 3610 Developmental Health of Children and Youth~~

DELETE: Recommended by Department

FMLY 3780 Introduction to the Development of Programs for Children and Families **ADD:**

Recommended by Department

FMLY 3790 Introduction to the Evaluation of Programs for Children and Families **ADD:**
 Recommended by Department
 FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence **ADD:** Recommended by Department
FMLY 3806 Children, Violence and Rights **ADD:** Recommended by Department
 FMLY 4012 Social Development Policies
FMLY 4220 Aging and Risk in a Global Context **ADD:** Recommended by Department
 FMLY 4330 Management of Family Stress
 FMLY 4400 Family Economics: Poverty and Wealth
FMLY 4470 Selected Studies in the Family II **ADD:** Recommended by Department
 FMLY 4480 Work and Family Issues
FMLY 4500 Senior Thesis **ADD:** Recommended by Department
FMLY 4602 Family Relationships, Health and Well-Being **Add:** Recommended by Department
FMLY 4604 Children in Adversity **ADD:** Recommended by Department
FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health **ADD:**
 Recommended by Department (still on its way to being approved by Senate)
FMLY 4802 Family Violence Prevention **ADD:** Recommended by Department

HMEC 2650 The Social Aspects of Aging
 HMEC 4090 Practicum in Human Ecology

HNSC 1200 Food, Facts and Fallacies
HNSC 2130 Nutrition through the Life Cycle **ADD:** Recommended by Department
 HNSC 3350 Cultural and Food Patterns

Faculty of Kinesiology and Recreation Management

KIN 2610 Health and Physical Aspects of Aging
 PERS 1200 Physical Activity, Health and Wellness
 REC 2650 The Social Aspects of Aging

Faculty of Nursing

NURS 1260 Human Growth and Development
 NURS 3330 Women and Health
 NURS 3400 Men's Health: Concerns, Issues and Myths

Faculty of Social Work

SWRK 1310 Introduction to Social Welfare Policy Analysis
 SWRK 2080 Interpersonal Communication Skills
 SWRK 2650 The Social Aspects of Aging
 SWRK 2130 Comparative Social Welfare Systems
 SWRK 3130 Contemporary Canadian Social Welfare

NOTE: Non-Social Work students are limited to completion of nine credit hours of SWRK courses in addition to SWRK 1310 and SWRK 2080.

I.H. Asper School of Business (Faculty of Management)

Actuarial Studies

Introductions:

ACT 3630 Models for Life Contingencies Cr.Hrs. 6 +6.0
Knowledge of the theoretical basis of contingent payment models and the application of those models to insurance and other financial risks. Not to be held with ACT 3130 (former 010.347) and ACT 3230 (former 010.348). Prerequisite or corequisite: ACT 2120 (formerly 010.212) (C+) and STAT 3400 (formerly STAT 3500 or 005.350) (C).

ACT 4160 Introduction to Property and Casualty Insurance Industry Cr.Hrs. 3 +3.0
The introduction to the Property and Casualty Insurance industry and the discussion of relevant topics. Prerequisite or corequisite: ACT 3230 (formerly 010.323) (C+) or consent of instructor.

ACT 4630 Construction and Evaluation of Actuarial Models Cr.Hrs. 6 +6.0
Advanced concepts respecting frequency and severity models and their application in insurance. Not to be held with ACT 4140 (former 010.414) and ACT 4340 (former 010.434). Prerequisite: STAT 3400 (STAT 3500 or 005.350) (C).

Modification:

ACT 4140 Actuarial Modeling Methods 1 Cr.Hrs. 3 0.0
Estimation and fitting of survival models. May not hold credit with the former 010.448 Topic Survival Models. Prerequisite: STAT 3400 (or the former STAT 3500 or 005.350) (D).

NET CHANGE IN CREDIT HOURS: +15.0

Program modification:

Proposed program modifications to the **Bachelor of Commerce (Honours) in Actuarial Mathematics**, are detailed on the pages that follow.

I.H. ASPER SCHOOL OF BUSINESS MAJOR PROGRAM MODIFICATION PROPOSAL

ACTUARIAL MATHEMATICS PROGRAM MODIFICATIONS EFFECTIVE 2014 FALL TERM

Current Actuarial Mathematics Major:

The Major consists of any 12 hours from ACT 2020, ACT 2120, ACT 3130, ACT 3230, ACT 3340, ACT 3530, ACT 4140 and ACT 4340.

Prior to registration, all students interested in or enrolled in Actuarial Mathematics should consult the Director or an Undergraduate Program Advisor for program planning advice.

To facilitate entry into and understanding of material covered in some advanced Actuarial courses, students entering the second year of the four-year program are advised to take the following courses: MATH 2720 plus MATH 2730 or MATH 2750 (which satisfies the elective requirement). Students declaring Actuarial Mathematics as their first major may take these course as either Business Options or non-Business Electives.

Students admitted in Fall 2006 and thereafter are required to attain a minimum grade of "C+" in all Actuarial courses in order to graduate with an Actuarial Mathematics Major.

Student interested in the Actuarial Mathematics major are encouraged to take MATH 1300 and MATH 1700 as Track 1/Foundation courses or alternately as electives in Year 1.

Proposed Actuarial Mathematics Major:

The Major consists of any 12 hours from ACT 2020, ACT 2120, ACT 3340, ACT 3530, ACT 3630, ACT 4630.

Prior to registration, all students interested in or enrolled in Actuarial Mathematics should consult the Director or an Undergraduate Program Advisor for program planning advice.

To facilitate entry into and understanding of material covered in some advanced Actuarial courses, students entering the second year of the four-year program are advised to take the following courses: MATH 2720 plus MATH 2730 or MATH 2750 (which satisfies the elective requirement). Students declaring Actuarial Mathematics as their first major may take these course as either Business Options or non-Business Electives.

Students admitted in Fall 2006 and thereafter are required to attain a minimum grade of "C+" in all Actuarial courses in order to graduate with an Actuarial Mathematics Major.

Student interested in the Actuarial Mathematics major are encouraged to take MATH 1300 and MATH 1700 as Track 1/Foundation courses or alternately as electives in Year 1.

Summary:

1. Remove ACT 3130 (3 cr hrs) and ACT 3230 (3 cr hrs) from required courses.
Replace ACT 3130 (3 cr hrs) and 3230 (3 cr hrs) with ACT 3630 (6 cr hrs).
2. Remove ACT 4140 (3 cr hrs) and ACT 4340 (3 cr hrs) from required courses.
Replace ACT 4140 (3 cr hrs) and 4340 (3 cr hrs) with ACT 4630 (6 cr hrs).

Rationale: The Warren Centre is introducing two 6-credit courses to reflect the needs of the Actuarial students under the Faculty of Science and the Asper School of Business, and the Actuarial Co-op students enrolled in the Asper School of Business. The ACT 3630 is introduced to provide a combination and continuity of the current ACT 3130 and ACT 3230, and the ACT 4630 is introduced for the same purpose for the current ACT 4140 and ACT 4340. The new 6 credit hour courses will each be taught in one term.

Business Administration

Modification:

GMGT 3160 Managerial Economics Cr.Hrs. 3 0.0
An introduction to the economic foundations of managerial decision making, which includes pricing strategies, boundaries of the firm, investment in human capital and incentive contract design. Also offered as ECON 3160 Managerial Economics by the Department of Economics in the Faculty of Arts. May not be held with ECON 3160. Prerequisite: [a grade of "C" or better in both ECON 1010 (or ECON 1011) and ECON 1020 (or ECON 1021), or the former ECON 1200 (018.120), or the former ECON 1201 (018.120)] and [a grade of "C" or better in MATH 1500 (or MATH 1501 or the former 136.150) or MATH 1510 (136.151) or MATH 1520 (136.152) or ECON 2530 (018.253), MATH 1520 or ECON 2530].

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

The department is proposing that the name of the **Bachelor of Commerce (Honours) in Leadership and Organization** be changed to "Bachelor of Commerce (Honours) in Leadership and Organizations".

Supply Chain Management

Modifications:

MSCI 4220 Management Science Models in Business and Industry Cr.Hrs. 3 0.0
An applied course providing practical experience in modeling and solving business and industrial problems. Emphasis to be placed upon analysis, formulation, solution and implementation. May not hold with former 027.422 or the former 164.422. Prerequisite or corequisite: MSCI 3400 (or 164.340 or 027.340) (D) or MSCI 4200 (or 164.420 or 027.420) (D).

NET CHANGE IN CREDIT HOURS: 0.0

Program modifications:

Proposed program modifications to the **Bachelor of Commerce (Honours) in Operational Research / Operations Management** and the **Bachelor of Commerce (Honours) in Logistics and Supply Chain Management** are detailed on the following pages.

University of Manitoba

November 25, 2013

Memorandum

To: Laura Bean
Undergraduate Program Manager

From: Ron McLachlin
Head, Department of Supply Chain Management

Subject: Operations Research / operations Management

As a result of allowing courses MSCI 4230 and OPM 4630 to become lapsed courses, we need to change the requirements for the Operational Research / Operations Management Major to reflect this.

By omitting these two courses, the Major now becomes any 12 credit hours from:

MSCI 3400, OPM 3650, OPM 3660, OPM 3670, MSCI 4220, and OPM 4620.

Also, please remove MSCI 4230 as a "Prerequisite or Concurrent Requirement" for course MSCI 4220. (Course OPM 4630 was not a prerequisite for any other course.)

University of Manitoba

November 25, 2013

Memorandum

To: Laura Bean
Undergraduate Program Manager

From: Ron McLachlin
Head, Department of Supply Chain Management

Subject: **Major in Logistics and Supply Chain Management**

As a result of allowing course OPM 4630 to become a lapsed course, we need to change the requirements for the Logistics and Supply Chain Management Major to reflect this.

By omitting this course, the **elective** requirement for the Major now becomes one of:

Selected Topics in Logistics and Transportation (SCM 2220, topics will vary)
Purchasing and Supply Chain Management (SCM 2240)
Global Supply Chains (SCM 3230)
Advanced Issues in Supply Chain Management (SCM 4250)

(The **required** courses for the Major remain the same.)

School of Medical Rehabilitation

RESP 1400 Introduction to Professional Practice Cr.Hrs. 3 0.0

This course provides an introduction to the profession of Respiratory Therapy and the roles and responsibilities of a Respiratory Therapist as a member of the health care team. Emphasis is placed on professional conduct, communication and decision-making around issues affecting client-centered care. The course also introduces the safety aspects of delivering respiratory therapy according to the Canadian Standards Association, as well as workplace safety and health. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1410 Health Systems and Respiratory Care Cr.Hrs. 3 0.0

Building on RESP 1400, Introduction to Professional Practice, this course further explores the role of the Respiratory Therapist as a regulated health care professional in Canada and the function of regulatory and professional advocacy organizations. Students will learn concepts of patient safety and quality and how human, materiel, and financial resource management is accomplished in the Canadian health care system. Emphasis is placed on the integration of professional practice knowledge, skills and attitudes. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1420 Applied Physiology for Respiratory Therapy Cr.Hrs. 6 0.0

The course is designed to provide students with a basic understanding of the function and regulation of the systems and major organs of the human body as they relate to clinical respiratory sciences. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1430 Respiratory Therapeutics I Cr.Hrs. 6 0.0

A lecture and laboratory course which introduces basic therapeutic concepts, technologies and techniques employed in respiratory therapy including medical gases, humidity and aerosol therapy, and bronchopulmonary hygiene. It also introduces the principles of gas physics, and the physical and chemical properties of medical gases used in respiratory care. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1440 Pharmacology Cr.Hrs. 3 0.0

This course will introduce the principles of pharmacology, those factors modifying drug effects, and individual pharmacologic agents including: ANS drugs, CNS drugs, cardiovascular medications, respiratory medications, antibiotics, and other drugs relevant to Respiratory Therapy. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1450 Principles of Mechanical Ventilation Cr.Hrs. 6 0.0

The course will focus on the fundamental physical and physiologic principles involved with mechanical ventilation under normal and abnormal respiratory conditions. Various forms and application strategies of positive pressure ventilation will be introduced and explained as to their effects on the physiological systems. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

RESP 1460 Basic Fieldwork I Cr.Hrs. 4 0.0

This course is comprised of 160 hours of clinical fieldwork experiences in respiratory therapy, provided under the supervision of registered respiratory therapists at one or more approved clinical sites. This course is restricted to students registered in year one of the Bachelor of Medical Rehabilitation in Respiratory Therapy program.

- RESP 2200 Primary Care in Respiratory Therapy Cr.Hrs. 3 0.0
This course provides an understanding of primary care in Respiratory Therapy practice as a method of supporting individuals and populations with respiratory disease. Students will learn the principles of health promotion and disease prevention, as well as chronic disease management and self-management strategies. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2210 Pathophysiology Cr.Hrs. 6 0.0
This course will introduce the pathogenesis of primary diseases of the cardio-respiratory, peripheral vascular, central and peripheral nervous systems. Specific disorders of the renal, metabolic, and immune systems, as well as infectious diseases with particular relevance to respiratory therapy will be introduced. The course will also introduce the differential diagnosis and current strategies employed in the management of these diseases. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2220 Physical Examination and Health Assessment Cr.Hrs. 3 0.0
This course focuses on the development of the patient/client history and physical examination skills essential to health assessment. Students will apply the findings of health assessments in the determination of differential diagnoses and in the development of respiratory care plans. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2230 Respiratory Therapeutics II Cr.Hrs. 6 0.0
This lecture and laboratory based course introduces advanced respiratory therapeutics including airway management, anaesthesia, invasive hemodynamic techniques, blood sample procurement and analysis, and others commonly employed in respiratory therapy. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2240 Clinical Mechanical Ventilation Cr.Hrs. 3 0.0
This course will discuss the initiation and management of all types of mechanical ventilation, both conventional and advanced, with intra and inter-facility patient transport. Interpretation of detailed pulmonary mechanics will be discussed to allow for assessment of ventilated patients. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2250 Ventilator Instrumentation Cr.Hrs. 3 0.0
This is a comprehensive course in the function, operation, and application of specified neonatal, pediatric and adult ventilators. Illustration of the necessary skills to set up, monitor and troubleshoot the ventilator will be examined in the classroom as well as in simulated patient case scenarios. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.
- RESP 2260 Cardiopulmonary Diagnostics Cr.Hrs. 3 0.0
This course will introduce the principles of cardiac and pulmonary function diagnostics including: static and dynamic measures, determination of volumes and capacities, exercise physiology.

Cardiopulmonary function changes relative to common diseases and abnormal physiologic states will be evaluated. This course is restricted to students registered in year two of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all of the required courses for year one of the program.

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Medicine

Introductions:

Foundations in Medicine

This course will begin with an overview of how science is the foundation of modern medicine and will provide an explanation for transitions from a healthy state to a diseased state. This course will also include a discussion of how science provides the rationale for treatment and management of diseases.

The first part of the course will focus on normal structure and function of molecules, cells and tissues and how homeostasis is maintained at these levels. The second part of the course will focus on how cells respond to perturbations in homeostasis and some of the possible consequences. Emphasis will be placed on major mechanisms that underlie the development of disease. This will include a review of cellular adaptation, injury or death, inflammation, and neoplasia. Included will be an introduction to how the human body is sampled and imaged.

The third part of the course will focus on exogenous factors that threaten health, such as pathogens and toxins. This will include an overview of natural mechanisms of resistance, as well as an overview of innate and acquired immunity and an introduction to pharmacology. This course will transition into the organ and system modules by reviewing human development.

Prerequisite: Entry to M.D. program. The Faculty of Medicine relies upon a pass/fail system.

Blood and Immunology Module 1 (BI1) and Blood and Immunology Module 2 (BI2)

Representing clinical disciplines with strong laboratory and basic science components, it is fitting for the Blood and Immunology course to follow on as the first organ system-based course after the introductory Foundation of Medicine (M0) module.

The Module One (M1) course covers the normal Immune system, Hematopoiesis, and Hemostasis and Coagulation. The Module Two (M2) course covers abnormalities of the above including Anemia's, Bleeding and Thrombotic abnormalities and malignancies of the Hematopoietic system.

BI1 Prerequisite: Entry to M.D. program. BI2 Prerequisite: BI1. The Faculty of Medicine relies upon a pass/fail system.

Cardiovascular Course Module 1 (CV1) and
Cardiovascular Course Module 2 (CV2)

The Cardiovascular course will cover basic Cardiovascular Anatomy, Physiology, Pathophysiology, and Pharmacology, including the burden of Cardiovascular disease in our community highlighting the importance of primary prevention.

The CV2 course will cover various common cardiovascular diseases, including the clinical presentations, investigative tools, and treatment options, and an approach to the cardiovascular patient including obtaining a pertinent history and physical examination. At the end of the CV2 the student should have the knowledge base and skills that provides the foundation for students to later develop the analytical and cognitive skills necessary for successful transition to care for patients with heart disease.

CV1 Prerequisite: Entry to M.D. program. CV2 Prerequisite: CV1. The Faculty of Medicine relies upon a pass/fail system.

Respiratory Medicine Module 1 (RS1) and
Respiratory Medicine Module 2 (RS2)

The goals of the M1 Respiratory course are to develop an understanding of the anatomy, histology and physiology of the respiratory system including nose and throat. The goals of the M2 Respiratory course is develop an understanding of pathophysiology, clinical presentation, diagnosis, management, follow up and prognosis of various diseases of the upper and lower respiratory tract.

RS1 Prerequisite: Entry to M.D. program. RS2 Prerequisite: RS1. The Faculty of Medicine relies upon a pass/fail system.

Neuroscience Module 1 (NS1) and
Neuroscience Module 2 (NS2)

The Module 1 course will describe the normal anatomy and physiology of the nervous system including the eye, and the normal human development from infancy to the elderly.

The Module 2 course is designed to educate undergraduate medical students regarding illnesses within the domain of Neurosciences, including psychiatric, neurologic, and ophthalmologic illnesses.

NS1 Prerequisite: Entry to M.D. program. NS2 Prerequisite: NS1. The Faculty of Medicine relies upon a pass/fail system.

Musculoskeletal Medicine Module 1 (MSK1) and
Musculoskeletal Medicine Module 2 (MSK2)

The MSK1 course is designed to provide students with an understanding of the basic structures which comprise the musculoskeletal system; how they develop; how they function; and from a medical imaging standpoint – how they can be viewed.

The course will focus on 3 specific regions:

- Upper extremity
- Lower extremity and,
- Spine.

The goal of this course is to develop a basic understanding of the important structures and functions of the MSK system, and provide a foundation upon which the student can begin to build a clinical approach to assessment and management of common musculoskeletal conditions.

The MSK2 course is designed to provide students with a clear understanding of what they need to know in order to evaluate and manage common conditions of the MSK system. It reviews

normal anatomy and functions of the MSK system, MSK imaging modalities; traumatic and chronic injuries of muscle, ligament and tendon; development and remodeling of bone, metabolic bone disease, bone tumors, fractures; and muscle and connective tissue diseases. The rheumatology component of this course includes arthritis, autoimmune disorders, genetic influences on joint disease, septic arthritis and the basic science of joint inflammation. The diagnosis and management of MSK conditions is taught from both a medical and surgical perspective, providing students with critical point of care guidance for decision making and interventions related to the MSK system and enable the student to explore common aspects of musculoskeletal dysfunction in a contextual and focused manner.

The goal of this course is to develop a clinical approach to musculoskeletal conditions which includes differential diagnosis, investigations, management options (pharmacologic, conservative - i.e. physiotherapy and alternative/complimentary approaches, and surgical), and burden of illness.

MSK1 Prerequisite: Entry to M.D. program. MSK2 Prerequisite: MSK1. The Faculty of Medicine relies upon a pass/fail system.

Endocrine Module 1 (EN1) and Endocrine Module 2 (EN2)

EN1 consists of the basic science foundation of the endocrine system and introduces students to glucose metabolism and metabolic disorders. This foundation will enable a sound background in Endocrinology and Metabolism to allow for exploration of disorders/disease processes in M2. The M1 course will be delivered in collaboration with Women's Reproductive Health.

EN2 will expose students to clinical aspects of endocrinology, diabetes, and lipids. The first half of the course will focus on the pituitary, adrenal, and thyroid glands and reproductive endocrinology. The second half will focus on bone/calcium, diabetes and lipids.

EN1 Prerequisite: Entry to M.D. program. EN2 Prerequisite: EN1. The Faculty of Medicine relies upon a pass/fail system.

Women's Reproductive Health Module 1 (WRH1) and Women's Reproductive Health Module 2 (WRH2)

Module 1 consists of the basic science foundation (anatomy, histology, pharmacology, embryology, genetics, and physiology) followed by a clinical introduction to Women's Health preventative care, family planning and prenatal care. This foundation will enable a sound background in normal women's reproductive health to allow disease processes to be explored in M2 Women's Reproductive Health Issues.

The Module 1 (WRH1) course will be delivered in collaboration with endocrinology. The course will be delivered in a way to promote team learning and active student participation in order to lay a strong foundation for clinical work in women's reproductive health in clinical clerkship and residency training.

WRH1 Prerequisite: Entry to M.D. program. WRH2 Prerequisite: WRH1. The Faculty of Medicine relies upon a pass/fail system.

Gastroenterology, Hepatology and Nutrition Module 1 (GIN1)

Gastroenterology, Hepatology and Nutrition Module 2 (GIN2)

The goal of the GIN1 course is to teach students normal gastrointestinal anatomy and physiology in the context of common gastrointestinal symptoms and disorders. The focus will be on integrating normal anatomy and concepts of basic science with clinical relevant topics in gastroenterology and nutrition. Anatomy sessions will integrate normal radiology, cross sectional imaging and endoscopy. Gastrointestinal physiology will be taught in the context of testing GI function and pathophysiology of common GI disorders. An introduction to clinical nutrition will focus on the diets and normal digestion and absorption of macro and micronutrients.

This GIN2 course will build on the principals of anatomy, histology and physiology developed in GIN1 course. Students will be expected to utilize the principles and knowledge base developed in M1 to understand the presentation, investigation and management of common gastrointestinal disorders. This course will integrate important aspects of pathology, clinical health psychology, genetics, pain management and ethics relevant to gastrointestinal and nutritional disorders.

GIN1 Prerequisite: Entry to M.D. program. GIN2 Prerequisite: GIN1. The Faculty of Medicine relies upon a pass/fail system.

Urinary Tract Module 1 (UT1)

Urinary Tract Module 2 (UT2)

The Module 1 course (UT1) covers the normal urinary tract and male sexual anatomy and function. The Module 2 course (UT2) covers abnormalities that are either Urology (anatomical abnormalities of the urinary tract and male genitalia) or Nephrology (abnormalities of kidney parenchymal function). The course is taught via a series of integrated assigned studies and small group tutorials with whole group sessions for introduction, integrated topics or review.

UT1 Prerequisite: Entry to M.D. program. UT2 Prerequisite: UT1. The Faculty of Medicine relies upon a pass/fail system.

Infectious Diseases and Therapeutics (ID)

The ID course will cover the common bacteria, fungi, viruses and parasites causing infectious diseases, and the principles of antimicrobial stewardship. It will also cover the practice of infection control and prevention in medical settings, immunization practices, and the principles and practice of therapeutics.

Prerequisite: Completion of Year 1 of the M.D. program. The Faculty of Medicine relies upon a pass/fail system.

Introduction to Oncology (ONC)

The intent of the ONC course is to offer students insight into the basic principles and practice of clinical oncology. A primary goal is to ensure that students understand the Generalists role in the multidisciplinary "team-based" approach to cancer.

Prerequisite: Completion of Year 1 of the M.D. program. The Faculty of Medicine relies upon a pass/fail system.

Clinical Reasoning Longitudinal Course (CR)

Using case based learning students will develop their clinical reasoning skills in preparation for clinical care. Students will develop basic diagnostic frameworks including schemata that apply to common clinical problems. These frameworks will be specific to the type of presenting problems. Cases will be selected to emphasize the importance of application of physiology/epidemiology.

Throughout the CR course there will be an emphasis on cardinal features (history and physical exam, labs) on common diseases. As the course progresses the cases will become more complex and will cross many specialties. The presentation may initially be non-specific (i.e. fatigue). Students will be challenged to compare and contrast between competing possible diagnoses. Cases may represent atypical presentations of common diseases, and typical presentations of more rare conditions.

Students will also become aware of their own cognitive bias and suggest possible solutions to prevent error. Initially the students will have minimal clinical knowledge. Each case will have a set of objectives that will form the basis of the tutor's guidance. Initially the students will use hypothetical deductive reasoning. Towards the end of the course (M2) they may also have some instance scripts.

Prerequisite: Entry to the M.D. program. For Year 2, students must have successfully completed the Year 1 CR course. The Faculty of Medicine relies upon a pass/fail system.

Clinical Skills Longitudinal Course (CS)

This course (CS) teaches all of the clinical skills found in the clinical skill inventory. The course spans years one and two of the M.D. program. Individual sessions will be designed and taught by various Physician and non-physician groups, as appropriate to the skills taught in the session. Clinical skills learning is experiential and involves several teaching methodologies, including standardized patient, high fidelity simulation, full and partial task trainers and actual clinical exposure.

Prerequisite: Entry to the M.D. program. For Year 2, students must have successfully completed the Year 1 CS course. The Faculty of Medicine relies upon a pass/fail system.

Professionalism Longitudinal Course (PF)

By the end of the four year curriculum learners will be able to understand and demonstrate the need for professionalism in the practice of medicine, and how to act as professionals throughout their medical careers.

PF Module 1 Prerequisite: Entry to the M.D. program. PF Module 2 Prerequisite: PF Module 1. PF Module 3 and Module 4 Prerequisite: PF Module 2. The Faculty of Medicine relies upon a pass/fail system.

Public Health, Prevention and Scholarship Longitudinal Course (PHP)

This course introduces the main elements to the understanding of any disease or health problem including definitions of life, health, disease and death; burden of illness or size of the problem; causes or risk factors; the natural history and outcomes; prevention and control; all based on the principles of emphasizing the concept of evidence-based medicine. This course will provide the core concepts of statistical methods in the health sciences, research methods, critical appraisal of the medical literature, and the framework for the determinants of health, an understanding of the role of stress in health and disease, the conceptual basis for making a diagnosis, including treatment, occupational and environmental health and health policy. Special attention is focused on preventing illness at both the individual and population level, including health topics that are unique to certain populations. Students will learn the concept of the physician as a member of an interdisciplinary health team both in the hospital and in the community.

This course's goal is to articulate a wide spread of concepts including: health systems programs, biostatistics and statistical models, research design, epidemiology, health promotion, disease prevention, health protection, determinants of health, health policy and administration, global health, environmental and occupational health, applied public health, quality improvement, critical appraisal and health of special populations.

Prerequisite: Entry to the M.D. program. Year 1 must be passed in order to proceed to Year 2. The Faculty of Medicine relies upon a pass/fail system.

Indigenous Health Longitudinal Course (IH)

The goal of the Indigenous Health Longitudinal Course is to train physicians who will contribute to the improvement of health outcomes for Manitoba's First Nations, Metis and Inuit communities. The purpose of this course is to implement the Indigenous Physicians Association – Association of Faculties of Medicine of Canada *First Nations, Inuit and Metis Health Core Competencies*, a curricular framework that was unanimously approved by the AFMC Council of Deans in 2005. The framework utilizes the CanMEDS format to outline the thematic domains around Indigenous health knowledge, skills and attitudes to be included in undergraduate medical education to facilitate the development of graduate physicians who can competently engage in patient- and community-centred approaches to health care delivery with Indigenous peoples. Consistent with the IPAC-AFMC document, the framework integrated within the Indigenous Health course has been adapted to reflect local Indigenous values and priorities.

The Indigenous Health course employs an anti-racist pedagogical approach that will foster critical analysis of the historical and contemporary processes and systems that underlie the development and perpetuation of health disparities among Canada's First Nations, Metis and Inuit peoples. Through teaching methods that incorporate facilitated dialogue, community engagement and critical self-reflection, undergraduate medical students are guided through content and issues of increasing complexity in the realm of Indigenous health.

Prerequisite: Entry to the M.D. program. The Faculty of Medicine relies upon a pass/fail system.

Consolidation Module (CM)

As the final pre-clerkship module, the goal of the CM course is to ensure that all the content from the previous modules are fully integrated and applied to patient care in a complex health care environment at a defined level of competence.

The CM course will also ensure that approximately one hundred thirty (130) Composite Clinical Presentations (CP4s) have been covered at an appropriate level to support the students' transition to Clerkship. The CM course will include approaches to single symptom conditions with broad differential diagnosis (e.g. management of a patient presenting with shortness of breath), Multisystem Diseases – e.g. complicated diabetes within a complex patient context, Systemic diseases – e.g. HIV or SLE.

The CM course will also include topics that cross system boundaries, such as pain management, and dermatology, and address diseases and conditions across the lifespan.

Prerequisite: Successful completion of all Module 2 requirements which include all system based courses and Foundations of Medicine (FM). The Faculty of Medicine relies upon a pass/fail system.

Program modification:

Proposed program modifications to the **Undergraduate Medical Education (UGME)** program, are detailed on the pages that follow.



UNIVERSITY
OF MANITOBA

February 12, 2014

Mr. Jeff Leclerc
Secretary, Board of Directors, University of Manitoba

Professor G. Smith
Acting Chair, Senate Committee for Curriculum and Course Changes (CCCC), University of
Manitoba

Re: Summary of Changes - UGME Program Curriculum, Faculty of Medicine

Dear Mr. Leclerc and Professor Smith,

As requested at the 05 November, 2012 CCC meeting, please find attached a summary of changes designed to improve the methodology by which the Undergraduate Medical Education (UGME) program is delivered for review.

The changes outlined in the attached enclosures, approved in principle by the CCCC for the 2013/2014 academic year, were contingent on the submission of revised syllabi for the courses in which there were proposed changes. Since achieving approval in principle, the Faculty of Medicine has continued with the development of course's/clerkships' syllabi for submission. Last year, Clinical Clerkships (Years Three and Four) were approved and were implemented in the fall of 2013. Proposed changes to the Pre-Clerkship curriculum (Years One and Two) are attached in this document for approval and implementation in the 2014/2015 academic year.

Changes outlined in the attached syllabi represent improvements in all aspects of the Pre-Clerkship curricular content, delivery, performance and evaluation. Amendments proposed continue to maintain the required curricular content to meet standards of accreditation and student certification exams and also addresses student and accreditation concerns including logical sequencing and integration of the curriculum within and across the academic periods of study.

The changes implemented within this submission continue to address recommendations for change to medical education outlined by the Association of Faculties of Medicine of Canada, in their 2010 report, *Future of Medical Education in Canada*. As noted in our report to CCCC in November 2012, the Faculty of Medicine will require no additional resources from the University to implement curriculum renewal.

Please contact me at any time should you have any questions or concerns.

Thank you for your support.

Yours Truly,



Brian Postl, MD, FRCPC
Dean, Faculty of Medicine

Distribution List

Dr. Ira Ripstein, Associate Dean, UGME
Dr. Keevin Bernstein, Director, UGME Curriculum Renewal
Dr. Dianne Moddemann, Director, UGME Curriculum
Ms. Joanne Hamilton, Director of Educational Development, Faculty of Medicine

ABBREVIATIONS and ACRONYMS

ACLS	Advanced Cardiac Life Support course	IT	Information Technology
AE	Anesthesia	ITC	Introduction to Clerkship
AFMC	Association of Faculties of Medicine of Canada	ITER	In Training Evaluation Report
AN	Anatomy	KD	Kidney/Nephrology course
BC	Biochemistry	JC	Junior Clerk
BI	Blood and Immunology course	LCME	Liaison Committee on Medical Education
CACMS	Committee on Accreditation of Canadian Medical Schools	M0-M7	Modules 0 to Module 7
CaRMS	Canadian Resident Matching Service	MCAT	Medical College Admissions Test
CBL	Case based learning	MCCQE	Medical Council of Canada Qualifying Exam
CGQ	AAMC-AFMC Medical School Canadian Graduate Questionnaire	MD	Medicine Degree Program
CH	Community Health	MH	Medical Humanities Course
CHP	Clinical Health Psychology	MITER	Mid-In-Training Evaluation
CHS	Community Health Sciences	MM	Medical Microbiology
CIS	Curriculum Information System	MMSA	Manitoba Medical Students Association
CLSF	Clinical Learning and Simulation Facility	MSK	Musculoskeletal course
COE	Committee on Evaluation	MSR	Multiple Specialty Rotation
CMS	Curriculum Management System	NBME	National Board of Medical Examiners
CP4	Composite Clinical Presentations (four categories over 4 years, Med I to Med IV)	NS	Neurosciences course
CR	Clinical Reasoning	OB/GYN	Obstetrics/Gynecology
CS	Clinical Skills	OP	Ophthalmology
CuRe	Curriculum renewal	OPAL	Online Portal for Advanced Learning (Curriculum Management System)
CV	Cardiovascular course	OSCEs	Objective Structured Clinical Examinations
DM	Dermatology course	PA	Pathology
EM	Endocrine and Metabolism course	PC	Pharmacology
ER	Emergency Medicine	PCC	Pre-Clerkship Committee
ET/ENT	Ear, Nose and Throat course	PD	Pediatrics
FEC	Faculty Executive Council	PF	Professionalism
FITER	Final In Training Evaluation Report	PH	Population Health course
FM	Family Medicine	PS	Psychiatry
FMEC	Future of Medical Education in Canada, 2010 report of the Association of Faculties of Medicine of Canada	PY	Physiology
FOM	Faculty of Medicine	RD	Radiology
FM	Foundation of Medicine (M0)course	RS	Respiratory course
GI	Gastrointestinal/Hepatology/Nutrition course	SC	Senior Clerk
GIM	General Internal Medicine	SF	Structure and Function course
GN	Genetics	SG	Surgery
HD	Human Development	ST	Survival Tactics course
IDT	Introduction to Infectious Disease and Therapeutics course	TBL	Team based-learning
IM	Immunology	TTC	Transition to Clerkship
IN	Internal Medicine	TTR	Transition to Residency
IO	Introduction to Oncology course	UGME	Undergraduate Medical Education
IST	Information Services and Technology	UofM	University of Manitoba
		UT	Urinary Tract Course
		WRH	Woman's Reproductive Health course
		WRHA	Winnipeg Regional Health Authority

Executive Summary

In the fall of 2012, the Senate Committee on Course and Curriculum Changes (CCCC) changes to the M.D. program were approved in principle for the 2013/2014 academic year. These changes were contingent on the submission of revised syllabi for the courses in which changes were proposed. Since that approval, the Faculty of Medicine has continued with the development of Pre-Clerkship courses/Clerkships syllabi for submission. Last year, CCCC approved the revisions to the Clinical Clerkships (Years Three and Four) which were implemented in August, 2013. This submission includes proposed changes to the Pre-Clerkship curriculum (Years One and Two) to be implemented commencing with the 2014/2015 academic year.

Changes proposed in the Pre-Clerkship phase of the Undergraduate M.D. academic program include substantial changes to the sequencing of the curriculum to improve both horizontal and vertical integration of curricular topics, and to ensure that learning is appropriately scaffolded for the students. Additionally, significant changes are being made to our examination practices, which in the past consisted of mainly of high stakes exams. Although the Undergraduate program will still rely on current testing procedures (objective structured clinical exams, lab practical exams, multiple choice exams, and assignments), testing will now be more frequent with each curricular unit (module) having a distinct assessment (usually in the form of a mid-term and final exam). This more frequent testing will allow for students to receive more timely feedback on their progress and allow the faculty to identify students at risk sooner.

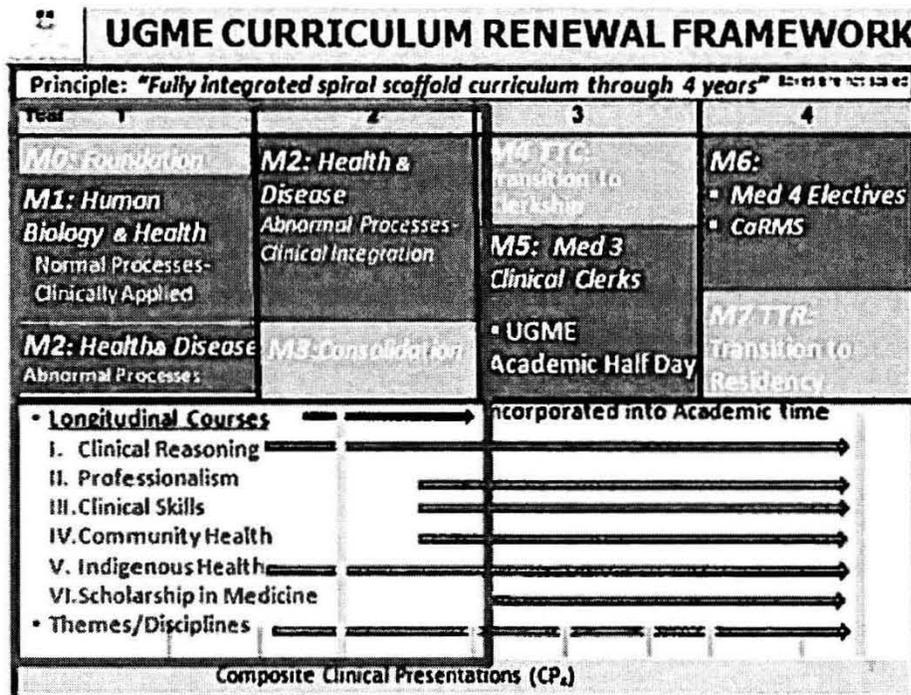


Figure One – UGME Curriculum Renewal Framework

[Secretary's note: Please see a revised Figure One following the Executive Summary.]

SUMMARY OF CHANGES - RENEWED UGME PROGRAM CURRICULUM - FEBRUARY 2014

As outlined at Figure One, the UGME curriculum covers four (4) years with each year constituting a "course" for the University of Manitoba Calendar purposes. The curriculum comprises eight (8) modules and five (5) longitudinal courses.

As further described at Figure Two, the first four (4) modules (M0, M1, M2, and M3) are system based courses in Pre-Clerkship delivered predominantly in morning sessions with Longitudinal courses traversing all four (4) years and during the Pre-Clerkship phase predominantly included within afternoon sessions. Within these first two years, the principle change is to content sequencing.

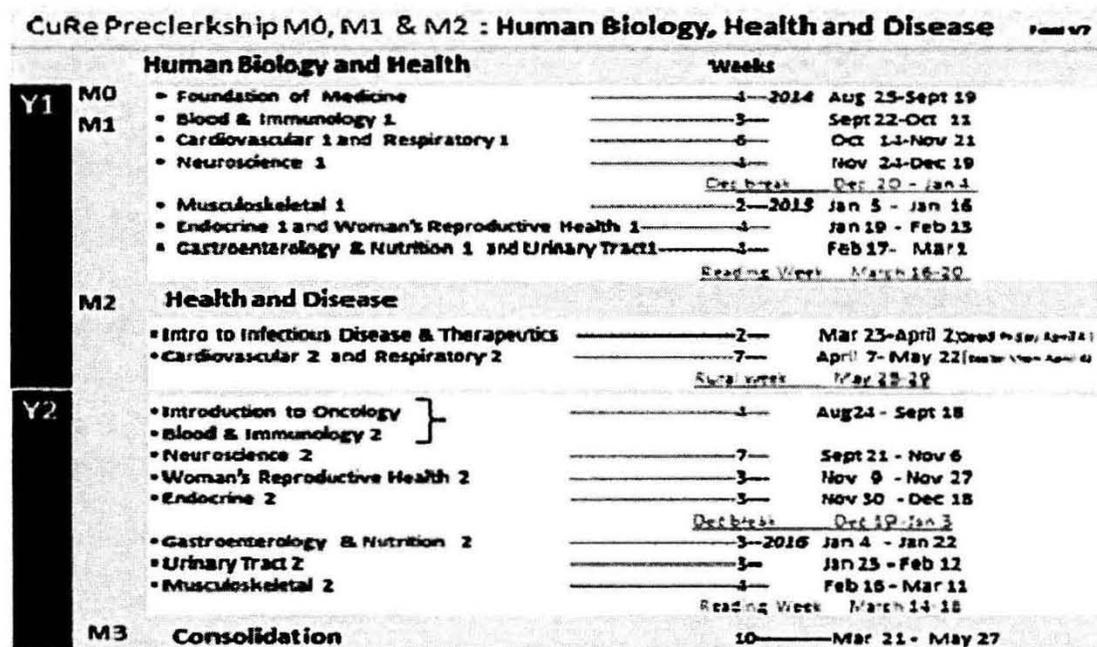


Figure Two - Structure of the UGME Pre-Clerkship Curriculum Version Seven (7)

[Secretary's note: Please see Figure Two, with larger font, at the end of the Executive Summary.]

Enclosed within this submission are Course (Pre-Clerkship) descriptions for each of these curricular components. Proposed changes are summarized in the following table:

Original Component	Change	Discussion
Structure and Function of the Human Body	Foundations of Medicine	This course has been reorganized to focus only on those topics that students will need for all subsequent courses. Immunology has been moved to Blood and Immunology.
System based courses	System based modules Re-sequenced to allow for scaffolding, with each system broken into two units: Module One focusing on Human Biology and Health, and Module Two	This re-sequencing will allow for scaffolding of information between the years and allow students to learn the normal operation of the human body, and

UNIVERSITY OF MANITOBA – FACULTY OF MEDICINE

SUMMARY OF CHANGES - RENEWED UGME PROGRAM CURRICULUM - FEBRUARY 2014

Original Component	Change	Discussion
	focusing on Health and Disease.	be able to understand how perturbations in one system affect multi-systems.
No previous curricular component	Consolidation Module added. This ten (10) week Module at the end of the Pre-Clerkship years (end of year 2) is intended as a integration component of the curriculum, which will bring learning from all system based courses together in complex patient case presentations to explicitly teach clinical and diagnostic reasoning.	This is a new curricular component which is considered innovative in Undergraduate Medicine programs. It will use a problem and case based approach.
Longitudinal courses (Modules) <ul style="list-style-type: none"> • Medical Ethics and Humanities • Clinical Skills • Medicine Special (includes Administrative meetings and Orientation) • Problem Solving 	Longitudinal courses (Modules) <ul style="list-style-type: none"> • Professionalism (formally Medical Ethics and Humanities)* • Clinical Skills • Community Health Sciences** • Indigenous Health** • Clinical Reasoning* <p>* revised module ** new module</p>	The expansion of Ethics and Humanities to Professionalism, and the addition of Community Health Sciences and Indigenous Health as longitudinal courses have moved certain components of the curriculum out of system based modules, into their own modules, thus making the content more visible to the student, and more accessible.
	Themes (see Appendix C for complete list) <ul style="list-style-type: none"> • Generalism • Genetics • Geriatrics • Health Psychology • Information Science • Patient safety and quality and IPE • Palliative Care • Pain Management • Pediatrics 	Themes have been added to the curricular governance structure around a variety of topics to allow for governance of these topics, and to prevent curricular drift. Theme leaders have been appointed in the governance structure. Topics identified as themes are to be taught in all appropriate courses and highlighted in the consolidation module

Impact on Students already registered and attending within the Program:

Students currently in the Pre-clerkship component (Class of 2017) of the program will continue with the existing model of learning, but will start the renewed Clerkship in 2015. Students entering Clerkship in fall of 2014 (Class of 2018) will begin the new Pre-Clerkship curriculum.

Students have been actively involved and integral to the planning of the renewed Pre-Clerkship curriculum. Students primarily view the proposed changes as positive. Proposed changes were presented to the Class of 2015 with positive results although some concern exists with respect to the

decreased assessment interval. The Faculty is working through a range of options for assessment to address student concerns as well as support the planning for remediation.

Assessment:

Assessment in the new Pre-Clerkship curriculum will migrate from the current six (6) high stakes exams conducted over the two year Pre-Clerkship curriculum, to a system of a minimum of a mid-term and final exam for each course within the distinct modules. Given the nature of the curriculum, some Modules may have different assessment strategies based on their assessment needs including elements such as reflection activities within the Professionalism Module, written assignments in the Community Health Sciences module etc. This modification will result in more frequent and timelier feedback to students within each course. Shorter courses such as Musculoskeletal One are two (2) weeks in duration and may use an Instructional test as opposed to a Mid-term, due to the time length of the unit (see attached course outlines).

Appendices:

Appendix A - UGME Curriculum Renewal Framework

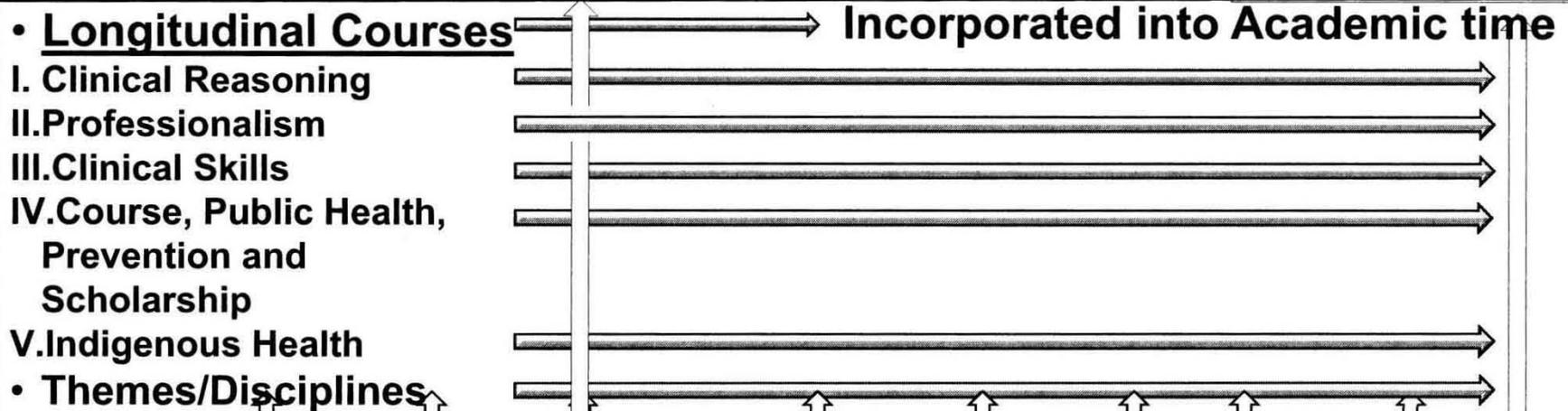
Appendix B – Structure of the Pre-Clerkship Curriculum Version 7

Appendix C – Curriculum Renewal Leadership including Pre-Clerkship Course Leadership and Themes

UGME CURRICULUM RENEWAL FRAMEWORK

Principle: *“Fully integrated spiral scaffold curriculum through 4 years”* Boxes are not scaled

Year	1	2	3	4
M0: Foundation				
M1: Human Biology & Health Normal Processes-		M2: Health & Disease Abnormal Processes- Clinical Integratio	M4 TTC: Transition to Clerkship	M6: ▪ Med 4 Electives ▪ CaRMS
M2: Health & Disease Abnormal Processes		M3: Consolidation	M5: Med 3 Clinical Clerks ▪ UGME Academic Half Day	M7 TTR: Transition to Residency



Composite Clinical Presentations (CP_n)

CuRe Preclerkship M0, M1 & M2 : Human Biology, Health and Disease

Final V7

Human Biology and Health		Weeks		
Y1	M0	<ul style="list-style-type: none"> ▪ Foundation of Medicine -----4---2014 Aug 25 - Sept 19 		
	M1	<ul style="list-style-type: none"> ▪ Blood & Immunology 1 -----3--- Sept 22 - Oct 11 ▪ Cardiovascular 1 and Respiratory 1 -----6--- Oct 14 - Nov 21 ▪ Neuroscience 1 -----4--- Nov 24 - Dec 19 December Break Dec 20 - Jan 4 ▪ Musculoskeletal 1 -----2---2015 Jan 5 - Jan 16 ▪ Endocrine 1 and Woman's Reproductive Health 1 -----4--- Jan 19 - Feb 13 ▪ Gastroenterology & Nutrition 1 and Urinary Tract 1 -----4--- Feb 17 - Mar 1 		
		Reading Week March 16 - 20		
		M2	<p>Health and Disease</p> <ul style="list-style-type: none"> ▪ Intro to Infectious Disease & Therapeutics -----2--- Mar 23 - April 2 (Good Fri April 4) ▪ Cardiovascular 2 and Respiratory 2 -----7--- April 7- May 22 (Easter Mon April 6) 	
		Rural week May 25 - 29		
		Y2	M2	<ul style="list-style-type: none"> ▪ Introduction to Oncology } -----4--- Aug 24 - Sept 18 ▪ Blood & Immunology 2 } ▪ Neuroscience 2 -----7--- Sept 21 - Nov 6 ▪ Woman's Reproductive Health 2 -----3--- Nov 9 - Nov 27 ▪ Endocrine 2 -----3--- Nov 30 - Dec 18 December Break Dec 19 - Jan 3 ▪ Gastroenterology & Nutrition 2 -----3---2016 Jan 4 - Jan 22 ▪ Urinary Tract 2 -----3--- Jan 25 - Feb 12 ▪ Musculoskeletal 2 -----4--- Feb 16 - Mar 11
				Reading Week March 14 - 18
				M3

Faculty of Music

Bachelor of Music, Bachelor of Jazz Studies – Program modifications

Undergraduate Course Calendar, Section 5.7: Voluntary

Minors: The Faculty of Music wishes to recognize declared minors in other disciplines and recommends that the following be added to the Course Calendar:

All undergraduate Faculty of Music students may declare and complete a minor from faculties, schools, departments and interdisciplinary programs in which a minor is offered, provided the minor constitutes a minimum of 18 credit hours. Please contact a Faculty Advisor for more information and program planning.

Proposed changes to the Year 1 curricula of the **Bachelor of Music** and the **Bachelor of Jazz Studies** programs are detailed on the next page.

Bachelor of Jazz Studies			Bachelor of Music: General		
Year 1: Marcel A. Desautels Faculty of Music			Year 1: Marcel A. Desautels Faculty of Music		
MUSC 1110	Music Theory 1	3	MUSC 1004	Introduction to Music in History 1	3
MUSC 1120	Music Theory 2	3	MUSC 1014	Introduction to Music in History 2	3
MUSC 1182	Jazz Ensemble 1	2	MUSC 1110	Music Theory 1	3
MUSC 1192	Jazz Rhythm and Performance Techniques	2	MUSC 1120	Music Theory 2	3
MUSC 1004	Introduction to Music in History 1	3	MUSC 1180	Ensemble	3
MUSC 1014	Introduction to Music in History 2	3	MUSC 1190	Ensemble	2
MUSC 1384	Musicianship 1	2	MUSC 1384	Musicianship 1	2
MUSC 1394	Musicianship 2	2	MUSC 1394	Musicianship 2	2
MUSC 1400	Major Practical Study	6	MUSC 1400	Major Practical Study (Composition students take MUSC 1404 Introduction to Composition 1 [3 credit hours] and MUSC 1414 Introduction to Composition 2 [3 credit hours])	2
* MUSC 3230	Acoustics of Music	3	* MUSC 3230	Acoustics of Music	6
**Written English Requirement		3	**Written English Requirement		3
ENGL 1310			ENGL 1310		
Total Credit Hours		32	Total Credit Hours		32
*a 3 credit hour MATH 1xxx or STAT 1XXX may be taken in place of MUSC 3230 Acoustics			* a 3 credit hour MATH 1xxx or STAT 1XXX may be taken in place of MUSC 3230 Acoustics		
** any 3 credit hour course that meets the written English requirement; consult with an advisor before making a selection			** any 3 credit hour course that meets the written English requirement; consult with an advisor before making a selection		

Faculty of Science

Actuarial Mathematics

Proposed modifications to the **Bachelor of Science (Honours) in Actuarial Mathematics** are detailed on the next page.

PROPOSALS

ACTUARIAL MATHEMATICS PROGRAM MODIFICATIONS EFFECTIVE 2014 FALL TERM

Current B.Sc. Honours in Actuarial Mathematics:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS ACTUARIAL 120 CREDIT HOURS			
ECON 1010 ⁵ , ECON 1020 ⁵	ACT 2020, ACT 2120	ACT 3130, ACT 3230, ACT 3340, ACT 4140, GMGT 2010	ACT 4060, ACT 4340
MATH 1500 ¹ , MATH 1700 ¹ , MATH 1300 ¹	STAT 2400, STAT 3400	STAT 3050, STAT 3800	STAT 3470 ⁵ , STAT 3490 ^{3,5}
STAT 1000, STAT 2000	ACC 1100 ^{2,5} , FIN 2200 ^{2,5} , ACT 2210		MSCI 2150
3 credit hour "W" requirement	MATH 2720 ¹ , MATH 2730 ¹		
	MATH 2300 ⁴		
6 credit hours of electives ²		9 credit hours of approved electives ⁶	15 credit hours of approved electives ⁶
30 Hours	30 Hours	30 Hours	30 Hours

Proposed B.Sc. Honours in Actuarial Mathematics:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
HONOURS ACTUARIAL 120 CREDIT HOURS			
ECON 1010 ⁵ , ECON 1020 ⁵	ACT 2020, ACT 2120, ACT 2210	ACT 3630 , ACT 3340	ACT 4630 , ACT 4060
MATH 1500 ¹ , MATH 1700 ¹ , MATH 1300 ¹	STAT 2400, STAT 3400	GMGT 2010	STAT 3470 ⁵ , STAT 3490 ^{3,5}
STAT 1000, STAT 2000	ACC 1100 ^{2,5} , FIN 2200 ^{2,5}	STAT 3050, STAT 3800	MSCI 2150
3 credit hour "W" requirement	MATH 2720 ¹ , MATH 2730 ¹		
	MATH 2300 ⁴		
6 credit hours of electives ²		12 credit hours of approved electives⁶	12 credit hours of approved electives⁶
30 Hours	30 Hours	30 Hours	30 Hours

Summary:

1. Remove ACT 3130 and ACT 3230 from required courses.

Computer Science

Modifications:

COMP 1010 Introductory Computer Science 1 Cr.Hrs. 3 0.0
(Lab Required) (Formerly 074.101) An introduction to computer programming using a procedural high level language. Not to be held with COMP 1011 or COMP 1012 or COMP 1013. Prerequisite: any grade 12 or 40S Mathematics, or equivalent.

COMP 1012 Computer Programming for Scientists and Engineers Cr.Hrs. 3 0.0
(Lab Required) An introduction to computer programming suitable for solving problems in science and engineering. Students will implement algorithms for numerical processing, statistical analysis and matrix operations. Not to be held with COMP 1010 or COMP 1013. Prerequisite: Mathematics 40S or equivalent. Co-requisite: MATH 1500 (or equivalent).

COMP 2130 Discrete Mathematics for Computer Science Cr.Hrs. 3 0.0
(Formerly 074.213) An introduction to the set theory, logic, integers, combinatorics and functions for today's computer scientists. Prerequisites: COMP 1020 or COMP 1021 (C), and a "C" average in one of: MATH 1210, MATH 1211, MATH 1300, MATH 1301 (136.130), MATH 1310 (136.131); and one of: MATH 1500, MATH 1501 (136.150), MATH 1510 (136.151), MATH 1520 (136.152), the former 136.153, or MATH 1690 (136.169).

COMP 3030 Automata Theory and Formal Languages Cr.Hrs. 3 0.0
(Formerly 074.303) - An introduction to automata theory, grammars and formal languages. Topics include: finite automata, regular expressions and their properties, context-free grammars, pushdown automata and properties of context-free languages, Turing machines and their properties. Prerequisite: COMP 2080 (074.208) (C).

COMP 3490 Computer Graphics 1 Cr.Hrs. 3 0.0
(Formerly 074.349) An introductory course in computer graphics including topics such as raster graphics, two and three dimensional transforms, and simple rendering. Prerequisite: COMP 2140 (C); and COMP 2190 (C) or [MATH 1300 (MATH 1310, MATH 1301, MATH 1210, or MATH 1211) (C) and MATH 1500 (MATH 1501, MATH 1510, or MATH 1520) (C)].

COMP 3820 Introduction to Bioinformatics Algorithms Cr.Hrs. 3
An introduction to problems in molecular biology and computational solutions. Focus on design and analysis of efficient algorithms. Prerequisites: COMP 2080 (074.208) and MBI0 1410 (or the former MBI0 2410) (C); or permission of instructor. Suggested concurrent requirement: COMP 3170.

NET CHANGE IN CREDIT HOURS: 0.0

Mathematics

Modifications:

MATH 1200 Elements of Discrete Mathematics Cr.Hrs. 3 0.0
(Lab Required) (Formerly 136.120) Sequences and series, trigonometry, complex numbers, algebra of polynomials, approximation of zeros of functions, linear difference equations. Not to be held with MATH 1210, MATH 1211, or MATH 1201. Not available to any student holding credit in any Mathematics course numbered 2000 or higher, unless MATH 1200 is a required

course in a student's program. Prerequisite: a minimum grade of 60% in Pre-calculus 40S or the former Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills course taught by Extended Education.

MATH 1210 Techniques of Classical Linear Algebra Cr.Hrs. 3 0.0
(Lab Required) To introduce a variety of practical algebraic concepts and skills necessary for the study of calculus and advanced engineering mathematics. The emphasis of this course is in the development of methodology and algebraic skill necessary for successful completion of subsequent engineering mathematics courses. This course is intended for Engineering and Geophysics students only. Not to be held with MATH 1200 (136.120), MATH 1201, MATH 1211, MATH 1300 (136.130), MATH 1301, or MATH 1310 (136.131). Prerequisites: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills course taught by Extended Education.

MATH 1300 Vector Geometry and Linear Algebra Cr.Hrs. 3 0.0
(Lab Required) (Formerly 136.130) An introduction to vectors, matrices, systems of linear equations and three-dimensional geometry. Not to be held for credit with MATH 1210, MATH 1211, MATH 1310 (136.131), MATH 1301, or the former MATH 1680 (136.168). Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills course taught by Extended Education. NOTE: A minimum grade of 70% in Applied Mathematics 40S may be used as a prerequisite to this course.

MATH 1310 Matrices for Management and Social Sciences Cr.Hrs. 3 0.0
(Lab Required) (Formerly 136.131) Matrix methods with examples relevant to the Management and Social Sciences. Topics include vectors, matrices, systems of linear equations, and determinants; applications include economic models, the simplex method for linear programming, Markov chains, and game theory. Not to be held with MATH 1210, MATH 1211, MATH 1300 (136.130), MATH 1301, or the former MATH 1680 (136.168). Prerequisite: a minimum grade of 60 % in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills course taught by Extended Education. NOTE: A minimum grade of 70% in Applied Mathematics 40S may be used as a prerequisite to this course.

MATH 2120 Introductory Numerical Methods for Engineers Cr.Hrs. 4 0.0
(Lab Required) (Formerly 136.212) Numerical methods applied to problems in engineering; roots of nonlinear equations and systems of linear equations, numerical differentiation and integration, initial-value problems. For Engineering and Geophysics students only. Not to be held with MATH 2600 (136.260) or MATH 2601. Prerequisites: one of COMP 1010, COMP 1011 (074.101), COMP 1012, COMP 1013, the former 074.111, or the former 074.112 (C). Pre- or corequisites: MATH 2132 or the former MATH 2100 (136.210) (C).

MATH 2130 Engineering Mathematical Analysis 1 Cr.Hrs. 3 0.0
(Lab required) Multivariable differential and integral calculus up to and including multiple integrals in cylindrical and spherical coordinates. For Engineering and Geophysics students only. This course may not be held for credit with MATH 2720 (136.272, 136.270), MATH 2750 (136.275), or the former MATH 2110 (136.211). Prerequisites: MATH 1210 or MATH 1211, and MATH 1710 (136.171) (C).

MATH 2132 Engineering Mathematical Analysis 2 Cr.Hrs. 3 0.0
(Lab required) Infinite series, Taylor and Maclaurin Series; ordinary differential equations including Laplace transforms. For Engineering and Geophysics students only. This course may not be held for credit with MATH 2800 (136.280), MATH 2730 (136.273, 136.271), or the former

MATH 2100 (136.210). Prerequisites: MATH 1210 (C) or MATH 1211 (C), and MATH 1710 (136.171) (C).

NET CHANGE IN CREDIT HOURS: 0.0

Statistics

Proposed program modifications to the **Bachelor of Science (Honours) in Statistics – Actuarial Mathematics** are detailed on the next page.

**STATISTICS – ACTUARIAL MATHEMATICS JOINT HONOURS PROGRAM
PROGRAM MODIFICATIONS
EFFECTIVE 2014 FALL TERM**

Current B.Sc. Statistics and Actuarial Mathematics Joint Honours:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
STAT 1000, STAT 2000 (B)	STAT 2400, STAT 3400	STAT 3050, STAT 3480, STAT 3800	STAT 3470 ³ , STAT 3490 ³ , STAT 4100, STAT 4200, STAT 4520, STAT 4530
ECON 1010 ³ , ECON 1020 ³	ACT 2020, ACT 2120	ACT 2210, ACT 3130 , ACT 3230 , ACT 3340, ACT 4140	
MATH 1300 ¹ , MATH 1500 ¹ , MATH 1700 ¹	ACC 1100 ^{2,3} , FIN 2200 ^{2,3}	MSCI 2150	ACT 4060, ACT 4340
3 credit hour "W" course	MATH 2720 ¹ , MATH 2730 ¹		
	MATH 2300 ¹		
6 credit hours of electives	3 credit hours of approved electives	3 credit hours of approved electives	6 credit hours of approved electives
30 Hours	30 Hours	30 Hours	30 Hours

Proposed B.Sc. Statistics and Actuarial Mathematics Joint Honours:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
STAT 1000, STAT 2000 (B)	STAT 2400, STAT 3400	STAT 3050, STAT 3480, STAT 3800	STAT 3470 ³ , STAT 3490 ³ , STAT 4100, STAT 4200, STAT 4520, STAT 4530
ECON 1010 ³ , ECON 1020 ³	ACT 2020, ACT 2120	ACT 3630 , ACT 2210, ACT 3340	
MATH 1300 ¹ , MATH 1500 ¹ , MATH 1700 ¹	ACC 1100 ^{2,3} , FIN 2200 ^{2,3}	MSCI 2150	ACT 4060, ACT 4630
3 credit hour "W" course	MATH 2720 ¹ , MATH 2730 ¹		
	MATH 2300 ¹		
6 credit hours of electives	3 credit hours of approved electives	6 credit hours of approved electives	3 credit hours of approved electives
30 Hours	30 Hours	30 Hours	30 Hours

Université de Saint-Boniface

Faculty of Arts

English

Modifications:

ENGL 2071 Literature of the Sixteenth Century Cr.Hrs. 3 0.0
(Ancien 004.207) A survey of poetry, prose and drama by major and minor writers in historical context. Students may not hold credit for ENGL 2071 and any of ENGL 2070, former 004.210. Prerequisite: a grade of C or better in one of: ENGL 1201, ENGL 1200 (former 004.120), ENGL 1301, ENGL 1300 (former 004.130), the former 004.126, or a grade of C or better in each of ENGL 1400 (or the former ENGL 1310 (004.131)) and ENGL 1340 (former 004.134).

ENGL 2091 Literature of the Seventeenth Century Cr.Hrs. 3 0.0
(Ancien 004.209) A survey of poetry, prose and drama by major and minor writers in historical context. Students may not hold credit for ENGL 2091 and any of ENGL 2090, former 004.215. Prerequisite: a grade of C or better in one of: ENGL 1201, ENGL 1200 (former 004.120), ENGL 1301, ENGL 1300 (former 004.130), the former 004.126, or a grade of C or better in each of ENGL 1400 (or the former ENGL 1310 (004.131)) and ENGL 1340 (former 004.134).

ENGL 2161 British Literature since 1900 Cr.Hrs. 3 0.0
(Ancien 004.216) A survey of poetry, prose and drama by major and minor writers in historical context. Students may not hold credit for ENGL 2161 and any of ENGL 2160, former 004.285. Prerequisite: a grade of C or better in one of: ENGL 1201, ENGL 1200 (former 004.120), ENGL 1301, ENGL 1300 (former 004.130), or a grade of C or better in each of ENGL 1400 (or the former ENGL 1310 (004.131)) and ENGL 1340 (former 004.134).

ENGL 2961 Drama 1 Cr.Hrs. 3 0.0
(Ancien 004.296) An introduction to dramatic forms and conventions. Students may not hold credit for both ENGL 2961 and ENGL 2960. Prerequisite: a grade of C or better in one of: ENGL 1201, ENGL 1200 (former 004.120), ENGL 1301, ENGL 1300 (former 004.130), former 004.126 or a grade of C or better in each of ENGL 1400 (or the former ENGL 1310 (former 004.131)) and ENGL 1340 (former 004.134).

NET CHANGE IN CREDIT HOURS: 0.0

German

Deletion:

GRMN 1121 Introduction à l'allemand Cr.Hrs. 6 -6.0

Introductions:

GRMN 1123 Introduction à l'allemand 1 Cr.Hrs. 3 +3.0
Trois heures de cours plus une heure de laboratoire de langue par semaine. Le cours est destiné aux étudiants et aux étudiantes n'ayant aucune connaissance de l'allemand ou n'en ayant qu'une connaissance minimale. Le cours comporte une initiation à la grammaire fondamentale, mais l'accent est mis sur le développement d'aptitudes à la lecture et à la conversation. On ne peut se faire créditer à la fois GRMN 1123 et l'ancien GRMN 1121 ou

GRMN 1120. On ne peut s'inscrire à ce cours si on a déjà obtenu des crédits pour l'allemand 40S ou GRMN 2100 (008.210) ou GRMN 2101.

GRMN 1125 Introduction à l'allemand 2 Cr.Hrs. 3 +3.0
Trois heures de cours plus une heure de laboratoire de langue par semaine. Le cours est destiné aux étudiants et aux étudiantes n'ayant aucune connaissance de l'allemand ou n'en ayant qu'une connaissance minimale. Le cours comporte une initiation à la grammaire fondamentale, mais l'accent est mis sur le développement d'aptitudes à la lecture et à la conversation. On ne peut se faire créditer à la fois GRMN 1125 et l'ancien GRMN 1121 ou GRMN 1120. On ne peut s'inscrire à ce cours si on a déjà obtenu des crédits pour l'allemand 40S ou GRMN 2100 (008.210) ou GRMN 2101. Préalable: GRMN 1123.

Modification:

GRMN 2101 Allemand intermédiaire Cr.Hrs. 6 0.0
(Ancien 008.210). Trois heures de cours et une heure de conversation par semaine. Révision de la grammaire, exercices, développement des habiletés orales et de conversation. Introduction à la poésie et à la prose allemande. On ne peut se faire créditer GRMN 2101 et GRMN 2100. Préalables: Allemand 40S ou une note minimale de C dans GRMN 1120 (008.112) ou l'ancien GRMN 1121 ou une note minimale de C dans GRMN 1123 et GRMN 1125 ou l'autorisation écrite de la professeure ou du professeur.

NET CHANGE IN CREDIT HOURS: 0.0

Philosophy

Deletion:

PHIL 2531 Morale Cr.Hrs. 6 -6.0

Introductions:

PHIL 1401 Introduction à l'éthique Cr.Hrs. 3 +3.0
Introduction aux notions fondamentales de la morale et de l'éthique et présentation des théories morales occidentales les plus importantes pour notre appréciation de notre condition morale actuelle: la morale des vertus (Aristote), la morale religieuse (le catholicisme), la morale déontologique (Kant) et la morale utilitariste (Bentham et Mill). Études de problèmes moraux contemporains à partir de ces théories. On ne peut se faire créditer PHIL 1401 et aucun de l'ancien PHIL 2530, l'ancien PHIL 2531.

PHIL 2171 Sujets particuliers 1 Cr.Hrs. 3 +3.0
(ancien 015.217) Les sujets traités varient d'année en année. Préalable: une note minimale de C dans 3 crédits de philosophie ou réussite de 30 crédits universitaires. Compte tenu du fait que le contenu varie d'année en année, on peut s'inscrire à ce cours plus d'une fois.

PHIL 2781 Musique et comportement humain Cr.Hrs. 3 +3.0
Examen critique de l'influence de la musique sur le comportement humain à partir des penseurs les plus marquants à ce sujet: Pythagore, Platon, Aristote, Philodème de Gadara, Nietzsche, Adorno et Bloom. Écoute d'extraits musicaux pour ancrer les notions dans la réalité musicale ancienne et contemporaine.

PHIL 3591 Nietzsche Cr.Hrs. 3 +3.0
 À partir de la présentation biographique du philosophe et d'une brève présentation de ses opposants philosophiques (Socrate, Rousseau, le judéo-christianisme, le wagnérisme), le cours permet l'approfondissement des thèses et thèmes les plus importants de la pensée nietzschéenne: volonté de puissance, surhomme, mort de Dieu, nihilisme, *amor fati*, éternel retour du même, etc. Préalable: 30 crédits universitaires.

NET CHANGE IN CREDIT HOURS: +6.0

Psychology

Deletions:

PSYC 2311 Le développement de l'adolescent Cr.Hrs. 3 -3.0
 PSYC 2451 Domaines d'application de la modification du comportement Cr.Hrs. 3 -3.0
 PSYC 3451 Psychologie de la personnalité Cr.Hrs. 3 -3.0
 PSYC 3461 Psychologie de l'anormal Cr.Hrs. 3 -3.0

Introductions:

PSYC 2361 Cerveau et comportement Cr.Hrs. 3 +3.0
 Étude de la relation entre le cerveau et les comportements. Apprentissage des éléments fondamentaux du système nerveux et comment ils s'intègrent pour assumer les sensations, le contrôle moteur, les émotions, le sommeil, l'apprentissage et la mémoire. On ne peut se faire créditer PSYC 2361 et aucun de PSYC 2360, PSYC 3530 (017.353) ou PSYC 3540 (017.354) quand l'intitulé est "Cerveau et comportement". Préalables: une note minimale de C dans PSYC 1200 (017.120) ou dans l'ancien PSYC 1201 ou une note minimale de C dans PSYC 1211 (017.121) et PSYC 1221 (017.122), ou l'autorisation écrite de la professeure ou du professeur.

PSYC 2491 Psychologie de l'anormal Cr.Hrs. 3 +3.0
 Étude de la théorie et de la recherche dans le domaine du comportement anormal de l'être humain. Discussion des formes principales des troubles psychologiques, leur prévention et leur traitement. On ne peut se faire créditer PSYC 2491 et aucun de PSYC 2490, l'ancien PSYC 3460, l'ancien PSYC 3461. Préalables: une note minimale de C dans PSYC 1200 (017.120) ou dans l'ancien PSYC 1201 ou une note minimale de C dans PSYC 1211 (017.121) et PSYC 1221 (017.122), ou l'autorisation écrite de la professeure ou du professeur.

PSYC 2531 Psychologie de la personnalité Cr.Hrs. 3 +3.0
 Étude de la théorie et de la recherche dans les principes qui gouvernent le développement de la personnalité. On ne peut se faire créditer PSYC 2531 et aucun de PSYC 2530, l'ancien PSYC 3451, l'ancien PSYC 3450. Préalables: une note minimale de C dans PSYC 1200 (017.120) ou dans l'ancien PSYC 1201 ou une note minimale de C dans PSYC 1211 (017.121) et PSYC 1221 (017.122), ou l'autorisation écrite de la professeure ou du professeur.

PSYC 3151 Domaines d'application de la modification du comportement Cr.Hrs. 3 +3.0
 Descriptions détaillées des lignes directrices pour le design, la mise en pratique et l'évaluation des méthodes de modification du comportement. Possibilité de réaliser un projet de recherche supervisé dans des domaines d'application spécifique ou de recherche fondamentale sur le comportement. On ne peut se faire créditer PSYC 3151 et aucun de PSYC 3150, l'ancien PSYC 2451, l'ancien PSYC 2450. Préalable: une note minimale de C dans PSYC 2441 ou PSYC 2440 (017.244), ou l'autorisation écrite de la professeure ou du professeur.

PSYC 3311 Le développement de l'adolescent Cr.Hrs. 3 +3.0
Étude du développement psychologique normal de la puberté au stade adulte, à l'aide des résultats de recherches scientifiques. On ne peut se faire créditer PSYC 3311 et aucun de PSYC 3310, l'ancien PSYC 2311, l'ancien PSYC 2310. Préalable: une note minimale de C dans PSYC 2291 ou PSYC 2290 (017.244), ou l'autorisation écrite de la professeure ou du professeur.

Modifications:

PSYC 3131 Psychologie de la santé Cr.Hrs. 3 0.0
Introduction au domaine de la psychologie de la santé. Étude de la contribution des interactions complexes entre des facteurs environnementaux, psychologiques, neurologiques et immunitaires au maintien de la santé et, par conséquent, au développement des maladies. On ne peut se faire créditer PSYC 3131 et PSYC 3130. Préalables: une note minimale de C dans PSYC 2410 ou PSYC 2411 ou PSYC 2420 ou PSYC 2421.

PSYC 3341 Design et analyse de données en recherche en psychologie Cr.Hrs. 3 0.0
Étude des méthodes visant à contrôler la validité interne des études en psychologie. L'échantillonnage aléatoire et stratifié, la distribution aléatoire, la configuration factorielle et les plans à mesures répétées sont discutés. Les méthodes d'analyse descriptive et d'analyse multivariée sont présentées. L'utilisation de logiciels statistiques est illustrée. On ne peut se faire créditer PSYC 3341 et PSYC 3340 ou l'ancien PSYC 4570 (017.457). Préalables: Une note minimale de B dans PSYC 2260 (017.226) ou PSYC 2261 ou l'ancien PSYC 2300 (017.230) ou l'autorisation écrite de la professeure ou du professeur.

PSYC 3351 Neurosciences du comportement Cr.Hrs. 3 0.0
Présentation des fondements de la neurobiologie du comportement. Accent mis sur les propriétés du traitement de l'information du système nerveux de façon à offrir un cadre de référence à la compréhension de thèmes tels la perception, l'attention, le sommeil et la vigilance, la motivation et l'apprentissage. On ne peut se faire créditer PSYC 3351 et aucun de PSYC 3350, l'ancien PSYC 3331 ou l'ancien PSYC 3330 (017.333). Préalables: une note minimale de C dans PSYC 2360 (017.236) ou PSYC 2361, ou l'autorisation écrite de la professeure ou du professeur.

PSYC 3531 Problèmes contemporains 1 Cr.Hrs. 3 0.0
Contenu variable d'année en année, mais traitant généralement d'un sujet d'actualité concernant la psychologie ou l'analyse psychologique d'un problème d'intérêt public. On ne peut se faire créditer PSYC 3531 et PSYC 3530 quand le sujet est le même. Le contenu varie d'année en année, il est donc possible de se faire créditer ce cours plus d'une fois. Préalables: [une note minimale de C dans PSYC 1200 (017.120) ou l'ancien PSYC 1201] ou [une note minimale de C dans PSYC 1211 (017.121) et PSYC 1221 (017.122)], et l'autorisation écrite de la professeure ou du professeur.

PSYC 3631 Mesure et évaluation en psychologie Cr.Hrs. 3 0.0
Étude et application des principes de la mesure dans divers domaines psychologiques. Étude des concepts de validité, de constance, d'échelonnage, et de variance. Introduction à la construction et à l'utilisation de différents tests psychologiques. On ne peut se faire créditer PSYC 3631 et PSYC 3630 (017.363). Préalables: une note minimale de B dans PSYC 2261 ou PSYC 2260 (017.226) ou l'ancien PSYC 2300 (017.230), et l'autorisation écrite de la professeure ou du professeur.

NET CHANGE IN CREDIT HOURS: +3.0

Proposed changes to the **Bachelor of Arts (General) in Psychology** offered at the Université de Saint-Boniface, are detailed on the next pages.



Restructuring of General Major Program in Psychology

Following an external review, The Department of Psychology at University of Manitoba is proposing to revise the Psychology B.A. General (major – 30 credit-hours) so that students complete one course from four of five categories¹. Université de Saint-Boniface is modifying the *Psychologie B.A. Général (majeure – 30 crédits)* accordingly.

Current requirements - Exigences actuelles
Année 1 : PSYC 1200/1201 (6) ou [PSYC 1211 (3) et PSYC 1221 (3)]
Année 2 : PSYC 2250/2251 (3) et PSYC2260/ 2261 (3)
Année 3 : 18 crédits de niveau 2000 et 3000
Proposed requirements - Nouvelles exigences
Année 1 : PSYC 1200/1201 (6) ou [PSYC 1211 (3) et PSYC 1221 (3)]
Année 2 : PSYC 2250/ 2251 (3) et PSYC 2260/2261 (3) + 6 crédits de psychologie de niveau 2000 (3 crédits dans chacune de deux catégories de cours)
Année 3 : 12 crédits de psychologie de niveau 2000 ou 3000 (3 crédits dans chacune de deux catégories de cours non choisies précédemment)

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¹ Category A (Personality / Social); Category B (Developmental); Category C (Learning); Category D (Cognitive); Category E (Biological)



Change to the Courses within Menu Categories in Psychology

Following an external review, The Department of Psychology at University of Manitoba is proposing to revise the list of courses within each of the five categories. All 3000 level courses are removed from these five categories. Université de Saint-Boniface is proposing similar changes.

Current courses under each menu category Liste de cours présentement dans chaque catégorie
Catégorie A (Personnalité / sociale) : PSYC 2410/2411, PSYC 2420/2421, PSYC 3450/3451, PSYC 3460/3461 Catégorie B (Développement) : PSYC 2290/2291, PSYC 2310/2311, PSYC 2370 Catégorie C (Apprentissage) : PSYC 2440/2441, PSYC 2470/2471 Catégorie D (Cognition) : PSYC 2480/2481, PSYC 3160, PSYC 3170, PSYC 3441, PSYC 3580, PSYC 3610 Catégorie E (Biologique) : PSYC 2360, PSYC 3350/3351, PSYC 3430
Proposed courses under each menu category Liste de cours proposée dans chaque catégorie
Catégorie A (Personnalité / sociale) : PSYC 2410/2411, PSYC 2420/2421, PSYC 2530/2531, PSYC 2490/2491 Catégorie B (Développement) : PSYC 2290/2291 Catégorie C (Apprentissage) : PSYC 2440/2441, PSYC 2470/2471 Catégorie D (Cognition) : PSYC 2480/2481 Catégorie E (Biologique) : PSYC 2360/2361

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asamson@ustboniface.ca

Spanish

Modifications:

SPAN 1191 Introduction à l'espagnol II Cr.Hrs. 3 0.0
(Laboratoire requis) Cours destiné aux étudiants et étudiantes connaissant déjà l'alphabet et le système de sons espagnols, ayant une compréhension élémentaire de la langue et maîtrisant les bases de la communication et de l'écriture équivalentes à celles qui seraient obtenues à SPAN 1171. On ne peut se faire créditer SPAN 1191 et SPAN 1190, l'ancien SPAN 1181 (TRAD 1181 ou 122.118) ou SPAN 1180 (044.118). Cours non accessible aux étudiants et étudiantes qui ont déjà obtenu des crédits pour l'ancien SPAN 1260 (044.126), l'ancien SPAN 1261 (TRAD 1261 ou 122.126), SPAN 1262, SPAN 1263, SPAN 1270 (044.127), l'ancien SPAN 1271 (TRAD 1271 ou 122.127), SPAN 1272, SPAN 1273, SPAN 1280, SPAN 1290. Préalable: une note minimale de C dans SPAN 1171, ou l'autorisation écrite du professeur ou de la professeure.

SPAN 2551 Espagnol: Langue avancée et composition Cr.Hrs. 3 0.0
(Ancien 044.255) Le but de ce cours, destiné aux étudiantes et aux étudiants qui ont atteint une maîtrise de niveau intermédiaire de l'espagnol, est d'améliorer leur niveau de langue et l'habileté de leur expression écrite. On ne peut se faire créditer SPAN 2551 et SPAN 2550. Préalable: Une note minimale de C dans un de SPAN 1262, SPAN 1263, l'ancien SPAN 1281, SPAN 1280, SPAN 1290, l'ancien SPAN 1260 (TRAD 1260 (044.126)), l'ancien SPAN 1261 (TRAD 1261 (122.126)) ou l'autorisation écrite du professeur ou de la professeure.

NET CHANGE IN CREDIT HOURS: 0.0

School of Business Administration

Introduction:

MKT 3311 Gestion du commerce de détail et du canal de distribution Cr.Hrs. 3 +3.0
(Ancien 118.331) Étude des fonctions réalisées par les distributeurs traditionnels et de l'e-commerce. Discussion portant sur la localisation et l'analyse concurrentielle, la promotion, le merchandising, l'achat, le design, la sélection et le développement historique des points de vente. On ne peut se faire créditer MKT 3311 et MKT 3310 (118.331). Préalable: MKT 2211 ou MKT 2210 (118.221).

Modification:

GMGT 3581 Éthique et responsabilité sociale Cr.Hrs. 3 0.0
(Ancien 027.358) Le rôle social de l'entreprise. L'environnement interne et externe de l'entreprise; les problèmes sociaux et les activités de responsabilité sociale; l'éthique professionnelle du gestionnaire contemporain, la comptabilité sociale; les groupes défavorisés, etc. On ne peut se faire créditer GMGT 3581 et GMGT 3580 (027.358). Préalables: GMGT 2071, GMGT 2070 ou (027.207) et GMGT 1011 ou GMGT 1010.

NET CHANGE IN CREDIT HOURS: +3.0

Faculty of Science

Biochemistry / Microbiology

Modification:

MBIO 1011 Microbiologie I Cr.Hrs. 3 0.0
(laboratoire requis) Définition et historique de la microbiologie, des concepts pratiques de la microbiologie, de la structure des cellules procaryotes, de l'expression des gènes spécifiques aux procaryotes, du transfert de l'information génétique, du rôle des microbes dans l'environnement incluant le corps humain, ainsi que des applications de la microbiologie dans la production des aliments et dans la biotechnologie. On ne peut se faire créditer MBIO 1011 et aucun de MBIO 1010, MBIO 2101, MBIO 2100 (060.210), MBIO 2111, ou MBIO 2110 (060.211). Préalable: BIOL 1021 ou BIOL 1020.

NET CHANGE IN CREDIT HOURS: 0.0

Computer Science

Introduction:

COMP 1013 Programmation informatique pour scientifiques et ingénieurs Cr.Hrs. 3 +3.0
(Laboratoire requis) Une introduction à la programmation informatique propre à la résolution de problèmes en science et en génie. Les étudiants développent des algorithmes pour le traitement numérique, l'analyse statistique et les opérations sur des matrices. On ne peut se faire créditer COMP 1013 et aucun de COMP 1012, COMP 1010, COMP 1011. Préalables: Mathématiques 40S (précalcul) ou l'ancien Mathématiques 40S (300). Concomitant: MATH 1500 ou MATH 1501 (ou équivalent).

Modification:

COMP 1011 Introduction à l'informatique I Cr.Hrs. 3 0.0
(Ancien 074.101) Introduction à la programmation par un langage procédural évolué. On ne peut se faire créditer COMP 1011 et aucun de COMP 1010, COMP 1012 et COMP 1013, 074.112, 074.121, 074.123, 074.125. Préalable: n'importe quel cours de mathématiques de 12^e année ou de niveau 40S, ou l'équivalent.

COMP 1021 Introduction à l'informatique II Cr.Hrs. 3 0.0
(Ancien 074.102) Introduction à la programmation orientée objet, aux structures de données informatiques et à l'algorithmique. On ne peut se faire créditer COMP 1021 et COMP 1020. Préalable: COMP 1011 ou COMP 1010 (074.101), ou COMP 1012 ou COMP 1013 ou Informatique 40S (avec une note minimale de 75 %) et Mathématiques (précalcul) 40S.

NET CHANGE IN CREDIT HOURS: +3.0

Mathematics

Introduction:

MATH 1211 Techniques d'algèbre classique et linéaire Cr.Hrs. 3 +3.0
(Laboratoire requis) Introduire une variété de concepts algébriques pratiques et d'outils nécessaires pour l'étude du calcul et des mathématiques avancées de l'ingénieur. L'emphase est mise sur le développement d'une méthodologie et d'outils algébriques nécessaires pour la réussite d'études plus avancées dans les mathématiques de l'ingénieur. Ce cours s'adresse uniquement aux étudiants en génie et en géophysique. On ne peut se faire créditer MATH 1211 et aucun de MATH 1210, MATH 1200 (136.120), MATH 1201, MATH 1300 (136.130), MATH 1301, MATH 1310 (136.131). Préalables: Une note minimale de 60% dans Mathématiques 40S (précalcul) ou l'ancien Mathématiques 40S (300) ou une note minimale de 60% dans le cours Mathematical Skills offert par la Extended Education Division de l'Université du Manitoba ou le cours MATH 0401 Habiletés mathématiques offert à l'Université de St-Boniface.

Modification:

MATH 1201 Éléments de mathématiques discrètes Cr.Hrs. 3 0.0
(Ancien 136.120) Suites et séries, trigonométrie, nombres complexes, algèbre de polynômes, approximation des zéros de fonctions, équations aux différences. On ne peut se faire créditer MATH 1201 et aucun de MATH 1200, MATH 1210, MATH 1211. Inscription interdite à toute personne ayant obtenu des crédits de niveau 2000 ou plus en mathématiques, à moins que le cours MATH 1201 soit obligatoire dans le programme de la personne. Préalable: Une note minimale de 60% dans Mathématiques 40S (précalcul) ou l'ancien Mathématiques 40S (300), ou une note minimale de 60% dans Mathematical Skills offert par la Extended Education Division de l'Université du Manitoba, ou MATH 0401 Habiletés mathématiques offert à l'Université de Saint-Boniface.

MATH 1301 Géométrie vectorielle et algèbre linéaire Cr.Hrs. 3 0.0
(Ancien 136.130) Introduction aux vecteurs, aux matrices, aux systèmes d'équations linéaires et à la géométrie à trois dimensions. On ne peut se faire créditer MATH 1301 et aucun de MATH 1300, MATH 1210 (136.121), MATH 1211, MATH 1310 (136.131), l'ancien MATH 1680 (136.168). Préalable: Une note minimale de 60 % dans Mathématiques 40S (précalcul) au l'ancien Mathématiques 40S (300) au une note minimale de 60% dans Mathematical Skills offert par la Extended Education Division de l'Université du Manitoba, au MATH 0401 Habiletés mathématiques offert à l'Université de Saint-Boniface.

NET CHANGE IN CREDIT HOURS: +3.0

Université de Saint-Boniface (common courses)

Introduction:

ENG 1441 Introduction à la statique Cr.Hrs. 3 +3.0
(Laboratoire requis) Statique des particules, corps rigides, équilibre des corps rigides, analyse de structures, forces réparties. On ne peut se faire créditer ENG 1441 et aucun de ENG 1440 ou l'ancien 130.135. Préalable: Une note minimale de 60% dans Mathématiques 40S (précalcul) ou l'ancien Mathématiques 40S (300), Physique 40S et Chimie 40S.

NET CHANGE IN CREDIT HOURS: +3.0

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 proposals from the Dept. of Educational Administration, Foundations & Psychology (Education), Dept. of Human Anatomy & Cell Science (Medicine), Dept. of Biochemistry & Medical Genetics (Medicine), Dept. of Political Studies (Arts), Dept. of Psychology (Arts), and Dept. of Sociology (Arts).

Observations

1. The **Dept. of Educational Administration, Foundations & Psychology** proposes the introduction of two (2) courses and the modification of one (1) course. EDUA 7560 is being introduced to reflect changes in the field of counselling and to provide a course in this area as none is currently available to counselling students. EDUA 7712 is being introduced as a permanent course, as it has been offered as a “topics” course since 2006/07. The course was developed as one of the Education course requirements for the School Psychology Graduate Program offered in the Dept. of Psychology. The course modification entails a revision to the course’s pre-requisites and also allows for students from other faculties to take the course.

Course Introductions

EDUA 7560 Cross-Cultural and Diversity Counselling +3

A study of the influences of multiculturalism and diversity on counselling as a professional activity, addressing counsellor self awareness, identity, beliefs and skills. Pre-requisites: EDUA 5500 and EDUA 5480. Not to be held with EDUA 7740 titled Cross Cultural Counselling or EDUA 7561.

EDUA 7712 Working with Family, School and Community Systems +3

Examining the effective development and implementation of support teams in school settings to establish collaborative and respectful partnerships between families, schools, and specialists. Not to be held with EDUA 7740 titled Working with Family, School & Community Systems.

Course Modification (no change in credit hours)

EDUA 7760 Interview Techniques with Children and Adolescents **3**
Focuses on the principles/processes of interviewing and counselling children, adolescents, parents, and school personnel by integrating theory and practice. Pre- or co-requisites can be one of the following: EDUA 7550, PSYC 7030, PSYC 7070, PSYC 7022, PSYC 7080, SWRK 6050, SWRK 7290, SWRK 7310.

NET CREDIT HOUR CHANGE **+6**

2. The **Dept. of Human Anatomy & Cell Science** proposes the introduction of one (1) course introduction, one (1) course deletion, and one (1) course modification. The course being deleted, Methodology of Research, is being re-introduced under an interdisciplinary course number (IMED) to allow for refinements of content and organization, to allow for greater numbers, and to promote partnerships with five other departments in the Faculty of Medicine, their labs, etc. The course modification entails an updated course description to better describe the modern techniques applied.

Course Introduction

IMED 7410 Biomedical Trainee Skills **+3**
A course of theoretical and practical instruction in scientific investigation, including research ethics, research design, data evaluation and presentation, as well as critical reviewing and preparation of applications for research funding.

Course Deletion

ANAT 7090 Methodology of Research **-3**

Course Modification (no change in credit hours)

ANAT 7400 Morphological Techniques **3**
Designed to develop advanced morphological techniques such as immunohistochemistry and cell culture.

NET CREDIT HOUR CHANGE **0**

3. The **Dept. of Biochemistry & Medical Genetics** proposes the modification of one (1) course to reflect more closely to the course content, to attract students who are interested in gene mapping of monogenic and complex diseases, and to fit with the restructuring of the graduate program in the Dept. of Biochemistry & Medical Genetics.

Course Modification (no change in credit hours)

BGEN 7130 Genetic Epidemiology of Human Populations **3**
Lectures, tutorials, and assignments on key concepts, principles, and their applications in mapping the genetic loci/variants for monogenic and complex human diseases/traits. Pre-requisite: BGEN 7090 or consent of instructor.

NET CREDIT HOUR CHANGE **0**

4. The **Dept. of Political Studies** proposes the deletion of one (1) course and the introduction of one (1) course. The introduction replaces the deleted course, a 6 CH course, which has not been taught in many years. The introduction, a 3 CH version, has been taught as a specific topics course since 2008/09.

Course Deletion

POLS 7720 Comparative Politics **-6**

Course Introduction

POLS 7230 Comparative Politics of Advanced Industrial States **+3**
An introduction to the field of comparative politics through an examination of the key political issues facing advanced industrial states and how different political systems fare in dealing with them. Students may not hold credit for both POLS 7230 and the former POLS 7720.

NET CREDIT HOUR CHANGE **-3**

5. The **Dept. of Psychology** proposes the modification of one (1) course to update the course pre-requisites. PSYC 8420 was previously deleted and replaced by PSYC 7210.

Course Modification (no change in credit hours)

PSYC 7420 Multivariate Methods in Psychology **3**
Designing and analyzing behavioural science experiments containing multiple dependent (criterion) and independent (predictor) variables is discussed. The use of statistical packages is illustrated. Pre-requisite: PSYC 7210 or the former PSYC 8420 or permission of instructor.

NET CREDIT HOUR CHANGE **0**

6. The **Dept. of Sociology** proposes the deletion of one (1) course and the modification of two (2) courses. The department offers SOC 7350 *Advanced Reading and Research 1* which is being modified to be offered as a “topics” course, which can be taken more than once. This modification will make SOC 7360 redundant. SOC 7400 is being modified to update its pre-requisites.

Course Deletion

SOC 7360 Advanced Reading and Research 2 **-3**

Course Modifications (no change in credit hours)

SOC 7350 Advanced Reading and Research 1 **3**
 Directed study of a selected area within the general field of sociology. As the course content will vary from term to term, students may take this course more than once for credit.

SOC 7400 Advanced Quantitative Research Methods **3**
 This course emphasizes the understanding and the application of advanced quantitative data analysis techniques to sociological research problems. Issues in regression decomposition, path analysis, log-linear analysis, discriminant function analysis, principal components and factor analysis, as well as non-parametric statistical tests are covered as they relate to sociological research concerns. Statistical packages are used to illustrate sociological examples. Pre-requisite SOC 4570 or the former SOC 4480 or written consent of department head.

NET CREDIT HOUR CHANGE **-3**

Recommendations

The Executive Committee recommends **THAT: the course change from the unit listed below be approved by Senate:**

Dept. of Educational Administration, Foundations & Psychology (Education)

Dept. of Human Anatomy & Cell Science (Medicine)

Dept. of Biochemistry & Medical Genetics (Medicine)

Dept. of Political Studies (Arts)

Dept. of Psychology (Arts)

Dept. of Sociology (Arts)

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

Respectfully submitted,

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

/ak

Senate Membership 2014-2015

(as of June 1, 2014)

President

David T. Barnard 2008.07.01

Chancellor

Harvey Secter 2010.01.01

Vice-Presidents

Vice-President (Academic) and Provost	Joanne Keselman	1997.01.09
Vice-President (Administration)	Paul Kochan	2012.09.17
Vice-President (External)	John Kearsey	2010.07.13
Vice-President (Research and International)	Digvir Jayas	2009.04.28

Deans of Faculties

Agricultural & Food Sciences	Michael Trevan	2004.07.01
Architecture	Ralph Stern	2010.09.02
Arts	Jeffery Taylor	2011.09.01
Clayton H. Riddell Faculty of Environment, Earth, and Resources	Norm Halden	2013.07.01
Dentistry	Anthony Iacopino	2007.07.01
Education	David Mandzuk	2013.08.01
Engineering	Jonathan Beddoes	2011.07.01
Graduate Studies	Jay Doering	2005.07.01
Human Ecology	Gustaaf Sevenhuysen	2005.07.01
I.H. Asper School of Business	Michael Benarroch	2011.11.15
Kinesiology and Recreation Management	Douglas Brown	2013.09.01
Law	Lorna Turnbull	2010.05.01
Marcel A. Desautels Faculty of Music	Edmund Dawe	2007.07.01
Medicine	Brian Postl	2010.07.01
Nursing	Beverly O'Connell	2012.10.15
Pharmacy	Neal Davies	2011.07.01
Science	Mark Whitmore	2004.07.01
Social Work	James Mulvale	2013.07.01
Director, School of Art	Paul Hess	2008.07.01
Dean, Extended Education	Kathleen Matheos*	2014.01.01
University Librarian	Karen Adams	2008.07.01
Vice-Provost (Students)	Susan Gottheil	2010.08.15

Heads of Constituent or Member Colleges

St. John's College	Christopher Trott	2011.07.01
St. Paul's College	Christopher Adams	2012.07.01
University College	Jeffery Taylor*	2011.09.01

Appointed by the Board of Governors

TBA
TBA

Members-at-large

N/A

President of UMSU

Al Turnbull 2013.05.01 - 2015.04.30

Appointed by Alumni Association

Peri Venkatesh 2011.06.01 - 2014.05.31
Ryan Buchanan 2012.06.01 - 2014.05.31

Elected by Faculty and School Councils

Agricultural & Food Sciences	Annemieke Farenhorst Derek Brewin Jared Carlberg	2012.06.01 – 2015.05.31 2013.06.01 – 2016.05.31 2013.06.01 – 2017.05.31
Architecture	Mohamad Araji Lisa Landrum	2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31
Art, School of	Oliver Botar	2014.06.01 – 2017.05.31
Arts	Mark Gabbert <i>(/r Ken MacKendrick)</i> Julie Guard Tammy Ivanco Ellen Judd <i>(/r Richard Lobdell)</i> Alan MacDonell <i>(/r Alison Calder)</i> Judith Owens Shawn Jordan Arlene Young Brenda Austin-Smith Alison Calder Tina Chen	2003.06.01 – 2015.05.31 2014.01.01 – 2014.12.31 2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31 2009.06.01 – 2015.05.31 2013.07.01 – 2014.06.30 2012.06.01 – 2015.05.31 2013.07.01 – 2014.06.30 2003.06.01 – 2015.05.31 2013.12.12 – 2015.05.31 2003.06.01 – 2015.05.31 2014.06.01 – 2017.05.31 2014.06.01 – 2017.05.31 2011.06.01 – 2017.05.31
Clayton H. Riddell Faculty of Environment, Earth and Resources	Nancy Chow Michael Campbell	2012.06.01 – 2015.05.31 2013.06.01 – 2016.05.31
Dentistry	James Gilchrist Archie McNicol	2010.06.01 – 2016.05.31 2014.06.01 – 2017.05.31
Education	Richard Hechter Thomas Falkenberg	2010.06.01 – 2016.05.31 2014.06.01 – 2017.05.31
Engineering	Witold Kinsner Dimos Polyzois Bing Chen Wang	2008.06.01 – 2017.05.31 2005.06.01 – 2017.05.31 2014.06.01 – 2017.05.31

Extended Education	Cheikh Ould Moulaye	2014.06.01 – 2017.05.31
Human Ecology	Harold Aukema	2013.06.01 – 2016.05.31
I.H. Asper School of Business	Mary Brabston Namita Bhatnagar Robert Biscontri	2004.06.01 – 2016.05.31 2014.06.01 – 2017.05.31 2014.06.01 – 2017.05.31
Kinesiology and Recreation Management	Colleen Plumton Gordon Giesbrecht	2014.06.01 – 2016.05.31 2014.06.01 – 2017.05.31
Law	Darcy MacPherson	2013.06.01 – 2016.05.31
Libraries	Vera Keown Emma Popowich (//r Katherine Penner)	2012.06.01 – 2015.05.31 2013.06.01 – 2016.05.31 2014.04.01 – 2015.03.31
Marcel A. Desautels Faculty of Music	Gordon Fitzell	2014.06.01 – 2017.05.31
Medicine	Aaron Chiu Joanne Embree Joel Kettner Fiona Parkinson Robert Tate Helmut Unruh Debrah Wirtzfeld Peter Cattini Brenda Elias Emily Etcheverry Duane Funk Alan Menkis Donald Smyth	2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31 2007.12.01 – 2015.05.31 2012.06.01 – 2015.05.31 2009.06.01 – 2015.05.31 2013.06.01 – 2016.05.31 2010.06.01 – 2016.05.31 2004.06.01 – 2016.05.31 2013.06.01 – 2016.05.31 2013.06.01 – 2016.05.31 2004.06.01 – 2016.05.31
Nursing	Diana McMillan Susan McClement	2008.06.01 – 2017.05.31 2014.06.01 – 2017.05.31
Pharmacy	Frank Burczynski	2013.07.01 – 2017.05.31
Science	Gary Anderson Liquan Wang Thomas Booth John Anderson Judith Anderson Philip Hultin Joan McConnell	2012.06.01 – 2015.05.31 2012.06.01 – 2015.05.31 2010.06.01 – 2016.05.31 2008.06.01 – 2017.05.31 2014.06.01 – 2017.05.31 2011.06.01 – 2017.05.31 2014.06.01 – 2017.05.31
Social Work	Cathy Rocke Judith Hughes	2013.06.01 – 2016.05.31 2011.06.01 – 2017.05.31
Student Affairs	Jim Honeyford	2014.06.01 – 2017.05.31

Heads of Affiliated Institutions

St. Andrew's College	Roman Bozyk*	2003.05.01
Université de Saint-Boniface	Raymonde Gagne	2003.09.01

Deputy Minister of Education

Deputy Minister of Advanced Education (or designate) Gerald Farthing
Meg Brolley (designate)

Elected by the Students (2014.04.01 – 2015.03.31)

Agricultural & Food Sciences	Eric Loewen
Architecture	TBA
Art, School of	TBA
Arts	Benjamin Bawdon, Evangel Ekine, Martin Michalak
Clayton H. Riddell Faculty of Environment, Earth and Resources	Astitwa Thapa
Dentistry/Dental Hygiene	Justin Diamond
Education	Tyson Gross, Orysa Stein
Engineering	Florence Lee
Graduate Studies	Richard From, Chido Uchime, Diba Vafabakhsh
Human Ecology	Justin Danyluk
I.H. Asper School of Business	Ashton Dewar, Geoff Westdal
Kinesiology and Recreation Management	TBA
Law	Tyrone Krawetz
Marcel A Desautels Faculty of Music	Alanna Roscoe
Medical Rehabilitation	Robyn Taylor
Medicine	Erika Isabey
Nursing	Brittany Silverstein
Pharmacy	Taylor McVannel
Science	Tanner Burton, Pamela England, Billal Kohistani
Social Work	Bhupinder Sidhu

Assessors

Vice-Provost (Academic Affairs)	Janice Ristock
Vice-Provost (Integrated Planning and Academic Programs)	David Collins
Associate Vice-President (Research)	Gary Glavin
Associate Vice-President (Partnerships)	James Blatz
Associate Dean of Graduate Studies	Brenda Hann
Associate Dean of Extended Education	Stephanie Olson*
Chair SPPC	Ada Ducas
UMFA Representative	Thomas Kucera
Université de Saint-Boniface	Gabor Csepregi
Executive Director of Enrolment Services	Jeffrey Adams
Registrar	Neil Marnoch
Executive Director of Student Support	Don Stewart
Chair SCCCC	Greg Smith*
Vice-President UMSU	TBA
President GSA	Laura Rempel
Director U1	Bonnie Hallman
Director of CATL	Mark Torchia
U1 Students	Imreet Kaur, Constance Amadi, Mawo Mommoh
Executive Lead, Indigenous Achievement	Deborah Young

* = acting

l/r = leave replacement

updated May 6, 2014

SCHEDULE OF MEETINGS AND AGENDA AVAILABILITY
SENATE AND SENATE EXECUTIVE COMMITTEE

Date for Items to the Secretary	Agenda to the Executive Committee	Executive Committee Meetings	Agenda available to Senate Members	Senate Meetings
May 28, 2014	June 4, 2014	June 11, 2014	June 18, 2014	June 25, 2014
August 6, 2014	August 13, 2014	August 20, 2014	August 27, 2014	September 3, 2014
September 3, 2014	September 10, 2014	September 17, 2014	September 24, 2014	October 1, 2014
October 8, 2014	October 15, 2014	October 22, 2014*	October 29, 2014	November 5, 2014
November 5, 2014	November 12, 2014	November 19, 2014	November 26, 2014	December 3, 2014
November 26, 2014	December 3, 2014	December 10, 2014	December 17, 2014	January 7, 2015
January 7, 2015	January 14, 2015	January 21, 2015	January 28, 2015	February 4, 2015
January 28, 2015	February 4, 2015	February 11, 2015	February 25, 2015	March 4, 2015
March 4, 2015	March 11, 2015	March 18, 2015	March 25, 2015	April 1, 2015
April 15, 2015	April 22, 2015	April 29, 2015	May 6, 2015	May 13, 2015
May 27, 2015**	June 3, 2015	June 10, 2015	June 17, 2015	June 24, 2015
August 12, 2015	August 19, 2015	August 26, 2015	September 2, 2015	September 9, 2015
September 9, 2015	September 16, 2015	September 23, 2015	September 30, 2015	October 7, 2015
October 7, 2015	October 14, 2015	October 21, 2015*	October 28, 2015	November 4, 2015
November 4, 2015	November 12, 2015	November 18, 2015	November 25, 2015	December 2, 2015

1. Senate meets the end of June so that a meeting in July is not required.
2. Senate meets the third Wednesday in May to consider the list of graduands for Senate approval.
3. Senate meetings are held in the Senate Chambers, Room E3-262 EITC at 1:30 p.m.
4. Senate Executive meetings are held the Alan A. Borger Sr. Executive Conference Room, E1-270 EITC at 1:30 p.m.
5. *Senate Executive will meet at 9:00 am on October 22, 2014 and October 21, 2015 due to Fall Convocation.
6. ** Latest date by which to submit items for June Senate agenda, where approval is required in time for the subsequent academic session.

Annual Report of the Senate Committee on Academic Computing

Preamble

The current terms of reference for the Senate Committee on Academic Computing are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/485.html

Observations

1. Members of the Committee for 2013-2014 were:

Dr. Mark Torchia (Centre for the Advancement of Teaching and Learning), Chair, Ms. Karen Adams (University Librarian), Prof. Greg Bak (Arts), Dr. James Blatz (Associate Vice-President, Partnerships), Prof. Mary Brabston (Management), Mr. Sol Chu (Centre for the Advancement of Teaching and Learning), Dr. Jay Doering (Graduate Studies), Prof. Lawrence Elliott (Medicine), Ms. Tania Gottschalk (Libraries), Mr. Michael Langedock (Information Services and Technology), Prof. Karen Smith (Education), Dean Ralph Stern (Architecture), Prof. James Young (Science), Ms. Marta Dabros (student, Graduate Studies), Mr. Armin Hamta (student, Graduate Studies), Ms. Can Liu (student, Extended Education), Ms. Veronica Marriott (student, Engineering), Mr. Gilbert Detillieux (technical resource, Computer Science) and Ms. Lynette Phyfe (resource, Distance and Online Education)

2. Six meetings were held during the reporting period:

- Following the mandate of PACITi to make all classrooms technology-enabled, and with funding received under the technical infrastructure renewal program, the Committee has been working with Information Services and Technology to coordinate and prioritize the installation of audio-visual and technology upgrades in classrooms, including a video-conference/thesis defence room
- The Committee received requests to consider:
 - the ePortfolio module for Desire2Learn (D2L)
 - integrating BookStore course materials list into D2L
- The Committee received updates on a number of ongoing matters and projects:
 - Student course registration and delay to CLAIMID
 - Top Hat pilot project
 - D2L Insights (Analytics) project
 - Experimental Classroom project

- The Committee continued collaboration with the President's Advisory Committee on Information Technology and Innovation (PACITi)
- Special presentations were provided to the Committee on:
 - Blended and Online Learning - Dean Jeffery Taylor
 - Desire2Learn - Mr. Jonathan Kennedy
 - BookStore Integration into D2L - Ms Leta Beyak and Mr. Ted Dueck
 - JUMP Upgrade - LMS Status - Dr. Mark Torchia
 - Technology in Association of Research Libraries Members - Ms Karen Adams

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Academic Computing

Annual Report of the Senate Committee on Academic Dress

Preamble

Terms of Reference for the Senate Committee on Academic Dress can be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html

Observations

1. Committee members (2013-2014):

Prof. Paul Hess (School of Art), Chair, Prof. Lynn Chalmers (Architecture), Mr. Neil Marnoch (Registrar), Prof. Song Liu (Human Ecology), Ms Jill Bueddefeld (student, Graduate Studies), and Ms Maia Kredentser (student, Graduate Studies).
2. The Committee met twice during the reporting period on June 10, 2013 and January 13, 2014.
3. During this period, the Committee reported to Senate on September 4, 2013 and February 5, 2014.
4. The Committee recommended stole colors for the following diploma programs:
 - Post-Baccalaureate Diploma in Engineering (Faculty of Engineering)
 - Diploma in Labour Studies (Extended Education)
 - Post-Baccalaureate Diploma in Performance (Faculty of Music)

Respectfully submitted,

Professor Paul Hess, Chair
Senate Committee on Academic Dress

Annual Report of the Senate Committee on Academic Freedom

Preamble

The Terms of Reference for the Senate Committee on Academic Freedom can be found on the web at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/488.html.

Observations

1. Committee members 2013-2014:
Professor S. Alward (School of Art), Professor R. Cardwell (Agricultural and Food Sciences), Professor J. Embree (Medicine), Mr. O. Gagne (Graduate Studies), Ms. M. Igweagu (Arts), Professor C. Morrill (Management), and Dean J. Taylor (Arts)
2. The committee did not meet during the reporting period.

Respectfully submitted,
Senate Committee on Academic Freedom

Annual Report of the Senate Committee on Academic Review

Preamble

The Terms of Reference for the Senate Committee on Academic Review can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm

Observations

1. Committee members (2013-2014):
Dr. D. Collins (Vice-Provost, Integrated Planning and Academic Programs), Chair, Prof. J. Anderson (Science), Dean J. Doering (Graduate Studies), Prof. A. MacDiarmid (Medicine), Mr. G. Mejicanos (Graduate Studies), Prof. J. Morrill (Management), Dean J. Taylor (Arts), Mr. A. Thapa (Environment, Earth, and Resources), Prof. L. Wang
2. The Committee met twice during the reporting period, on August 28, 2013 and April 17, 2014.
3. At each meeting, the Committee received a Report on the Status of Current Graduate Program Reviews; a Report on the Status of Current Undergraduate Program Reviews; a Report on the Status of Externally Accredited Programs.
4. The Committee considered Summaries of Graduate Program Reviews for graduate programs in Chemistry, Classics, Disability Studies, Education, Microbiology, Pathology, Physics and Astronomy, and Surgery.
5. The Committee received for its consideration, Summaries of Undergraduate Program Reviews for programs in German and Slavic Studies, Psychology, and Religion.
6. The Committee considered a proposal for a Centre for Engineering Professional Practice and Engineering Education. The Committee will report to Senate on this matter in due course.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

ANNUAL REPORT OF THE SENATE COMMITTEE ON ADMISSIONS (SCADM) FOR THE YEAR FROM MAY 1, 2013 TO APRIL 30, 2014

The terms of reference for the Senate Committee on Admissions (SCADM) are found on the University website at:

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm

The committee membership is as follows:

<u>Incumbent</u>	<u>Position</u>	<u>Composition</u>
Ms. Susan Gottheil	Vice-Provost (Students)	(1) VP (Academic) or designate, Chair
Ms Erin Stone	Director, Admissions	(2) Vice Provost (Student Affairs) or designate
Mr. Jeff Adams	Executive Director, Enrolment Services	(3) Executive Director (Enrolment Services)
Dr. Jason Leboe McGowan	Associate Dean, Faculty of Arts	(4) Dean, Faculty of Arts or designate
Dr. M. Piercey-Normore	Associate Professor, Faculty of Science	(4) Dean, Faculty of Science or designate
Dr. John Perry	Associate Professor, Faculty of Dentistry	(4) Dean, Faculty of Dentistry or Medicine or designate
Dr. Gustaaf Sevenhuysen	Dean, Human Ecology	(5) Senate-appointed dean/director
Dr. Beverly O'Connell	Dean, Faculty of Nursing	(5) Senate-appointed dean/director
Dr. Nancy Chow	Assoc Dean, Environment Earth & Resources	(6) Senate Appointee
Dr. Bonnie Hallman	Executive Director, Student Academic Success	(6) Senate Appointee
Dr. Nariman Sepehri	Associate Dean, Faculty of Engineering	(6) Senate Appointee
Dr. Lori Wallace (<i>until Jan 1, 2014</i>)	Dean, Extended Education	(6) Senate Appointee
Dr. Nick Turner	Professor, IH Asper School of Business	(6) Senate Appointee
Dr. Brian Amiro	Assoc Dean, Fac. of Agricultural and Food Sciences	(6) Senate Appointee
Mr. Dmitri Krassioukov-Enns	Student, Graduate Studies	(7) Student
Ms. Rebecca Kunzman	Student, University 1	(7) Student
Mr. Xian Gui Zhao	Student, Graduate Studies	(7) Student
Vacant (Declined)	Declined	(8) Deputy Minister of Education (or designate)
Mr. Peter Brass	University Adviser, St. John's Ravenscourt	(8) Counsellor from a Manitoba high school

Subsequent to the previous Annual Report, SCADM met on April 30, 2013, June 6, 2013, October 31, 2013, December 19, 2013, January 31, 2014, February 20, 2014, March 20, 2014.

1. Enrolment Services – SCADM reviewed a recommendation to increase the minimum required test score for students who present a Test of English as a Foreign Language (TOEFL) internet based score as a means to demonstrate their English language proficiency from 80 (19 in each section) to 86 (20 in each section), effective September 1, 2013. Approved by the Senate Committee on Admissions on April 30, 2013. Approved by Senate on June 19, 2013.

2. Faculty of Agricultural and Food Sciences – SCADM reviewed a proposal recommending the renewal of the 2+2 Transfer Agreement between the Inner Mongolia Agricultural University and the University of Manitoba, effective September 1, 2013 for a term of five years. Approved by the Senate Committee on Admissions on April 30, 2013. Approved by Senate on June 19, 2013.

3. Enrolment Services – SCADM reviewed a proposal concerning the adoption of a standard definition of Manitoba Resident for undergraduate admission purposes, effective September 1, 2013. Approved by the Senate Committee on Admissions on April 30, 2012. Approved by Senate on June 19, 2013.

4. Enrolment Services - SCADM reviewed a proposal recommending a university-wide tie breaking procedure for admissions, effective September 1, 2015. Approved by the Senate Committee on Admissions on December 19, 2013. Approved by Senate on February 5, 2014.

5. Faculty of Dentistry – SCADM reviewed a proposal regarding the addition of an adult Abuse Registry Check, effective on approval by Senate. Approved by the Senate Committee on Admissions on December 19, 2013. Approved by Senate on February 5, 2014.

6. Faculty of Education – SCADM reviewed a proposal suggesting a modification to the current calendar entry for the Post Baccalaureate Diploma in Education, effective on approval by Senate. Approved by the Senate Committee on Admissions on January 31, 2014. Approved by Senate on April 2, 2014.

7. Faculty of Nursing – SCADM reviewed a proposal recommending modifications to the admission requirements for the Bachelor of Nursing Program, effective September 1, 2015. Approved by the Senate Committee on Admissions on January 31, 2014. *On the agenda for the April 30, 2014 Senate Executive meeting.*

8. Faculty of Arts – SCADM reviewed a proposal recommending revisions to the admission requirements for the B.A. Integrated Studies Program. Approved by the Senate Committee on Admissions on February 20, 2014. Approved by Senate on April 2, 2014.

9. Admission Requirement Groupings Proposal from: Enrolment Services, Faculty of Kinesiology and Recreation Management, school of Dental Hygiene, Faculty of Human Ecology and the Clayton H. Riddell Faculty of Environment, Earth, and Resources. SCADM reviewed the five proposals recommending admission requirement changes. Approved by the Senate Committee on Admissions on February 20, 2014. *On the agenda for the April 30, 2014 Senate Executive meeting.*

Observations:

In the meeting held, January 31, 2014, SCADM passed a proposal from Enrolment Services regarding the establishment of 'student mobility definitions'.

Preamble

1. The terms of reference for the Senate Committee on Admissions Appeals are found at the link:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committes/491.html
2. The Committee is charged to hear and determine appeals from:
 - a) decisions of faculty and school Selection Committees;
 - b) administrative decisions affecting the admission process;
 - c) decisions related to the transfer of credit policy of the faculty/school; and
 - d) the possible granting of advanced standing.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and recommend any changes in admission policies and procedures which should be considered as a result of the appeal.

Observations

1. Members of the Committee for 2013 - 2014 were: Dean D. Mandzuk, Chair (Education), Professor B. Hann, Vice-Chair (Graduate Studies), Professor J. Linklater, (Music), Professor T. Janzen, (Arts), Prof. M. Domaratzki, (Science), Prof. S. Sivaramakrishnan, (I.H. Asper School of Business), Professor L. Guse, (Nursing), Professor E. Milliken, (Social Work), Professor C. Casey (Education), Mr. D. Krassioukov-Enns, (Student member - Graduate Studies), Ms Monica Igweagu, (Student member - Arts), Mr. A. Turnbull (Student member - President of UMSU - Ex Officio), and Ms I. Reece-Tougas, (Director of Admissions - Ex Officio - Non-voting).
2. The Senate Committee on Admissions Appeals reports to Senate on an ongoing basis as appeals are heard. During the period from April 1, 2013 to March 31, 2014 the Committee received 7 appeals which are summarized below:

#	Faculty	Decision
4	Nursing	2 - No grounds 1 - Notice of Withdrawal filed - Appeal settled 1 - Denied
2	Graduate Studies	1 - No grounds 1 - Denied
1	Pharmacy	No grounds

Respectfully submitted,

Dr. D. Mandzuk, Chair
Senate Committee on Admission Appeals

Preamble

1. The terms of reference for the Senate Committee on Appeals are found at the link:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.html
2. The Committee is charged to hear and determine appeals from:
 - a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
 - b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations

1. Members of the Committee for 2013 - 2014 were: Dean L. Turnbull (Law), Dean E. Dawe (Music), Dean B. O'Connell (Nursing), Professor S. Alward (School of Art, Vice-Chair), Professor P. Blunden (Science), Professor C. Enns (Education), Professor V. Swain (Dentistry), Professor D. McMillan (Nursing), Professor M. Scanlon (Agricultural and Food Sciences), Professor L. Fainstein (Law), Mr. R. Saurette (Université de Saint-Boniface), Mr. A. Turnbull (Student - President of UMSU), Mr. N. Audette (Student), Mr. J. Debnath (Student), Mr. O. Ola (Student), Mr. A. Pawlak (Student), Mr. B. Warnakulasooriya (Student) and Professor A. McNicol (Graduate Studies) served as Chair.
2. The Committee reports to Senate on a regular basis and details of these reports are contained in the Senate minutes.

During the reporting period from April 1, 2013 to March 31, 2014 the Committee received 23 appeals which are summarized below:

#	Faculty	Decision
1	Clayton H. Riddell	Denied
6	Graduate Studies	3 - No grounds 2 - Granted 1 - Denied
3	Science	1 - Denied 2 - No grounds
4	Social Work	2 - Returned to Faculty 1 - Granted 1 - Denied
4	Engineering	1 - Denied 2 - No grounds 1 - Pending
1	Extended Education	No grounds
4	Arts	1 - Returned to Faculty 1 - Denied 2 - No grounds

Respectfully submitted,

Dr. A. McNicol, Chair
Senate Committee on Appeals

Annual Report of the Senate Committee on Approved Teaching Centres

Preamble

1. Terms of reference for the Senate Committee on Approved Teaching Centres can be found at: [/http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.html).

Observations

1. Committee members, 2013-2014:
Professor T. Chen (Arts), Professor R. Finnegan (Arts), Ms. R. Gaywish (Extended Education), Professor J. Linden (Arts), Professor J. Montgomery (Arts), Professor L. Renee (Arts), Dean J. Taylor (Arts), Professor I. Whicher (Arts)
2. The Committee participated in one electronic meeting during the reporting period, responding to a poll conducted between May 21 and May 28, 2013.
3. The Committee considered the list of proposed courses and instructors as submitted by Booth University College and the Prairie Theatre Exchange for cross-registration with the University of Manitoba in 2013-2014.
4. The following are Approved Teaching Centres at the University of Manitoba:

Prairie Theatre Exchange
William and Catherine Booth College

Respectfully submitted,

Senate Committee on Approved Teaching Centres



ANNUAL REPORT TO SENATE FROM THE SENATE COMMITTEE ON AWARDS

Number of meetings

The Senate Committee on Awards met 12 times (including three electronic polls) between May 1, 2013 and April 30, 2014.

Terms of Reference

Terms of Reference for the Senate Committee on Awards can be found on the University of Manitoba website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/495.html

Committee Members

Academic Representatives:

Dr. Philip Hultin (Chair / Faculty of Science)
Dr. Laura Loewen (Vice Chair / Faculty of Music)
Dr. David Kuhn (Faculty of Engineering)
Dr. Greg Smith (Faculty of Arts)
Dr. Wanda Chernomas (Faculty of Nursing)
Dr. Jared Carlberg (Faculty of Agricultural and Food Sciences)

Student Representatives:

Mr. Guy Chappellaz (Faculty of Education)
Ms. Reija Karioja (Faculty of Graduate Studies)

Director, Financial Aid and Awards:

Ms. Jane Lastra

Dean, Faculty of Graduate Studies and Vice-Provost (Graduate Students):

Dr. Jay Doering
Ms. Marcia Yoshida (alternate)

Consultants:

Mr. Jeff Adams (Director, Enrolment Services)
Ms. Terésa Klaassen (Awards Assistant, Financial Aid and Awards)
Ms. Lesli Lucas-Aseltine (Awards Selection Coordinator, Financial Aid and Awards)
Ms. Candace Préjet (Recording Secretary / Financial Aid and Awards)
Ms. Heather Long (Recording Secretary / Financial Aid and Awards – until October 25, 2013)
Ms. Adrienne Domingo (Recording Secretary / Financial Aid and Awards – as of March 24, 2014)

Observations

1. In 2013-2014, the Senate Committee on Awards approved the establishment of 59 new awards, amendments to 68 existing awards, and the withdrawal of 29 awards. Of the 59 new awards, 36 are scholarships, prizes, or fellowships, 23 are bursaries.

(Appendix A)

2. The Senate Committee on awards recommended to Senate, for approval, 7 requests to establish awards that appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*. The awards will provide support for Aboriginal students.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

APPENDIX A -

New Awards* Established Between May 1, 2013 and April 30, 2014 (Total = 59)

Undergraduate, Graduate, and Extended Education	Entrance Awards	Renewable Entrance Awards	In-course and Graduating Awards	Total
Undergraduate	2	3	41	46
Graduate	2	1	7	10
Undergraduate or Graduate	-	-	3	3
Outreach	-	-	-	59

New Undergraduate Awards* by Faculty or School, May 1, 2013 - April 30, 2014 and Historical Data for 2009-2010 through 2012-2013

Faculty or School	13-14	12-13	11-12	10-11	09-10
Agricultural & Food Sciences	2	2	1	2	-
Architecture	-	-	-	1	1
Art (Fine Arts)	-	1	-	-	-
Arts	5	3	3	5	3
Asper	13	8	1	10	4
Central [†]	6	6	4	7	5
Dentistry	2	1	3	3	1
Dental Hygiene	-	-	-	-	-
Education	1	-	-	2	2
Engineering	3	7	2	10	6
English Language Centre	1	2	-	-	-
Environment, Earth, & Resources	-	2	1	2	1
Extended Education	-	-	-	-	1
Human Ecology	-	1	-	4	1
Interdisciplinary	-	-	-	1	2
Kinesiology & Recreation Management	-	1	-	1	1
Law	3	1	2	3	4
Medical Rehabilitation	1	-	-	-	-
Medicine	4	11	18	9	8
Music	1	1	4	2	3
Nursing	-	-	-	2	-
Pharmacy	1	1	1	3	1
Science	3	-	3	6	2
Social Work	-	2	-	2	1
University 1	-	-	-	-	-
Totals	46	50	43	75	47

* scholarships, prizes, fellowships, and bursaries; [†] awards open to students in any faculty or school; [°] including Internationally Educated Teachers Program.

APPENDIX A -

New Graduate Awards* by Area of Study, May 1, 2013 - April 30, 2014 and Historical Data for 2009-2010 through 2012-2013

Area of Study	13-14	12-13	11-12	10-11	09-10
Agricultural & Food Sciences	1	-	1	2	1
Architecture	-	1	-	-	7
Art (Fine Arts)	-	1	1	2	2
Arts	-	2	4	5	4
Central [†]	2	1	2	1	2
Dentistry	-	-	-	-	1
Engineering	2	1	-	4	-
Environment, Earth, & Resources	-	2	-	-	1
Human Ecology	-	1	-	-	-
Interdisciplinary	1	-	-	3	-
Law	-	-	-	1	-
Management	-	-	2	-	-
Medical Rehabilitation	-	-	-	-	-
Medicine	2	2	-	1	-
Music	1	-	-	1	1
Nursing	1	-	-	-	1
Science	-	-	1	2	2
Totals	10	11	11	22	22

* scholarships, prizes, fellowships, and bursaries; [†] awards open to students in any faculty or school.

New Awards* Open to Undergraduate and/or Graduate Students or Residents by Area of Study, May 1, 2013 - April 30, 2014 and Historical Data for 2009-2010 through 2012-2013

Area of Study	13-14	12-13	11-12	10-11	09-10
Arts	1	-	-	-	-
Central [†]	-	1	-	2	2
Interdisciplinary	-	-	-	-	1
Kinesiology and Recreation Management	-	1	-	-	-
Medicine – School of Medical Rehabilitation	-	1	-	-	-
Medicine – UGME & MPAS	1	-	-	-	-
Medicine - PGME	-	8	-	-	-
Social Work	1	-	-	-	1
Totals	3	11	0	2	4

* scholarships, prizes, fellowships, and bursaries; [†] awards open to students in any faculty or school.

Annual Report of the Senate Committee on the Calendar

Preamble

1. Terms of reference for the Senate Committee on the Calendar can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/496.html

Observations

1. Committee members, 2013-2014:
Mr. J. Leclerc (University Secretary), Chair, Dean J. Doering (Chair, Senate Committee on Rules and Procedures), Professor B. Hann, (Graduate Studies), Professor P. Hultin (Science), Professor J. Linklater (Music), Mr. N. Marnoch (Registrar), Mr. E. Okeke, Ms. G. Saindon (Calendar Editor)
2. The Committee did not meet during the reporting period.

Respectfully submitted,

Jeff M. Leclerc, Chair
Senate Committee on the Calendar

Annual Report of the Senate Committee Curriculum and Course Changes

Preamble

1. Terms of reference for the Senate Committee on Curriculum and Course Changes can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html

Observations

1. Committee members, 2013-2014:
Prof. G. Smith (Arts), Acting Chair, Prof. C. Ateah (Nursing), Ms. S. Bannatyne (Registrar's Office), Dr. D. Collins (Vice-Provost (Integrated Planning and Academic Programs)), Mr. Z. Courtemanche (Student, Law), Dr. G. Csepregi (Université de Saint-Boniface), Prof. J. Halas (Kinesiology and Recreation Management), Prof. J. Hamilton (Medicine), Prof. R. Hechter (Education), Ms. J. Horner (Libraries), Prof. M. Piercey-Normore (Science), Ms. A. Taylor (Student, Graduate Studies), Mr. M. Vasconcelos (Student, Management), Dean L. Wallace (Extended Education)
2. During the reporting period, the Committee met on nine occasions: April 24, October 23, October 29, October 30, and November 1, 2013, and March 19, March 20, March 25, and March 27, 2014. The committee also participated in an electronic poll conducted between April 17 and April 21, 2014.
3. During this period, the Committee reported to Senate on:
 - proposals for a Bachelor of Arts (Honours) in International Studies, a Bachelor of Arts (Honours) in Political Studies, and a Bachelor of Arts (Advanced) in Political Studies, Université de Saint-Boniface (Senate, May 15, 2013)
 - articulation agreement proposal, University of Manitoba – Bachelor of Science in Agribusiness / Assiniboine Community College – Agribusiness Diploma (Senate, May 15, 2013)
 - proposal for a Community Recreation and Active Living (CRAL) Diploma, Faculty of Kinesiology and Recreation Management (Senate, June 19, 2013)
 - articulation agreement proposal, University of Manitoba, Bachelor of Science Degrees in Agriculture, Agribusiness, Agroecology, and Food Science – Inner Mongolia Agricultural University, Joint Student Transfer Program (Senate, June 19, 2013)
 - course changes totaling less than nine credit hours from departments in various faculties and schools (Senate, May 15, 2013 and December 4, 2013), including proposals for a Minor in Crop Protection, Faculty of Agricultural and Food Sciences, and Double Advanced Majors in Anthropology, French, Linguistics, and Women's and Gender Studies, Faculty of Arts
 - undergraduate course changes beyond nine credit hours RE: Faculty of Social Work, SWRK 3152 (Senate, June 19, 2013)
 - closure of Bachelor of Medical Rehabilitation programs in Occupational Therapy and Physical Therapy (Senate, December 4, 2013)
 - timetable for faculty/school submissions to the Senate Committee on Curriculum and Course Changes, 2014/2015 (Senate, December 4, 2013)

Respectfully submitted,

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

April 2, 2014

Annual Report of the Senate Committee on Honorary Degrees

Preamble

The terms of reference for the Senate Committee on Honorary Degrees are found online at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/501.htm

Observations

1. The membership of the Committee for 2013-2014 included: Dr. David T. Barnard (President), Ms. Heather Reichert (President of Alumni Association), Dr. Annemieke Farenhorst (Agricultural & Food Sciences), Dean Edmund Dawe (Music), Dean Michael Benarroch (Asper School of Business), Dr. Arlene Young (Arts), Mr. Al Turnbull (President of UMSU), Ms. Susan Lewis (community representative), and Dr. Harvey Sector (Chancellor) as Chair.
2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, and the naming of buildings, parts of buildings, roadways and special units.
3. During the period from May 2013 to April 2014, the Committee reported to Senate on six occasions: May 15, 2013, September 4, 2013, October 2, 2013, November 6, 2013, December 4, 2013 and April 2, 2014. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Chancellor Harvey Sector, Chair
Senate Committee on Honorary Degrees

/sf

Annual Report of the Senate Committee on Instruction and Evaluation

Preamble:

The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

Observations:

1. Committee members, 2013-2014:
Dr. J. Ristock, Vice Provost (Academic Affairs), Chair, Ms. S. Ally (Vice-President (Advocacy), UMSU), Mr. S. Anderson (student, Science), Ms. F. Bakhtiari (student, Science), Prof. E. Etcheverry (Medical Rehabilitation), Prof. C. Frank (Arts), Prof. T.-B. Goh (Agricultural and Food Sciences), Prof. D. Hiebert-Murphy (Social Work), Prof. K. Jensen (Music), Prof. M. Lawall (Arts), Mr. R. Lankapalli (student, Graduate Studies), Prof. Z. Lutfiyya (Education), Prof. G. MacLean (Associate Dean, Graduate Studies), Mr. N. Marnoch (Registrar), Prof. T. Mondor (Associate Dean, Graduate Studies), Mr. R. Shpaner (student, Graduate Studies), Prof. E. Smirnova (Science), Dr. L. Smith (Executive Director, Student Services/Student Affairs), Dr. M. Torchia (Director, University Teaching Services), Ms. B. Usick (Director, Student Advocacy and Accessibility).
2. The Committee met seven times during the reporting period on May 16, September 9, October 22, and November 21, 2013, and on January 16, February 13, March 20, and April 24, 2014.
3. During this period, the Committee reported to Senate on the following matters:
 - Amendments to the I.H. Asper School of Business's supplementary regulations concerning courses completed on a Letter of Permission for Transfer Credit (reported to Senate for information, May 15, 2013)
 - Amendments to the Student Assessment Policy, Four-Year Baccalaureate Nursing Program, Faculty of Nursing (Senate, June 19, 2013)
 - Amendments to the Academic Regulations for the Faculty of Engineering concerning Special and Supplemental Examinations (Senate, November 6, 2013);
 - Establishment of policy on Review of Special Students, Clayton H. Riddell Faculty of Environment, Earth, and Resources (Senate, December 4, 2013)
 - Amendments to the Regulations for Academic Evaluation of Undergraduate Student Course Work, Faculty of Arts (Senate, January 8, 2014)
 - Establishment of a Règlement sur l'inaptitude professionnelle pour les étudiants et étudiantes à la Faculté d'éducation, Université de Saint-Boniface (Senate, January 8, 2014)
 - Establishment of Student Academic Standing and Remediation System, Faculty of Dentistry (Senate, March 5, 2014)

May 14, 2014

4. During this period, the Committee participated in a consultation session on blended and online learning at the University.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

April 16, 2014

Annual Report of the Joint Senate Committee on Joint Masters Programs between the University of Manitoba and the University of Winnipeg

As Chair of the Joint Senate, I am pleased to submit the following report providing the current membership and activities of the committee from May 2013 to April 16, 2014.

Membership

Chair	Joan Grace, UW
Jay Doering	Dean, Graduate Studies, UM (Ex-officio) (rep by Associate Dean, George MacLean)
Mavis Reimer	Dean, Graduate Studies, UW (Ex-officio)
Andrea Kailer	Graduate Studies, UM
Zana Lutfiyya	Arts, UM
Mark Libin	Arts, UM
Anne Caudano	History, UW
Sean Byrne	Peace and Conflict Studies, UM
Malcolm Bird	Public Administration, UW
Candida Rifkin	English, UW
Gurinderjit Kaila	Graduate Student, JMP
Vacant	Graduate Student

Committee Activities during the Reporting Period

- Meeting of the Joint Senate Committee held at UW on November 7, 2013
- JMP Religion 2nd Cycle Program Review (site visit by external reviewers took place from January 22 to 24, 2014)
 - o Chair, JSC met with external reviewers at UW on January 23, 2014
 - o Administrative Assistant of JSC Secretariat met with external reviewers at UW on January 23, 2014
 - o Chair, JSC attended the program review debriefing meeting held at UM on January 24, 2014
- Report of External Reviewers on the 2nd Cycle Program Review of JMP in Religion received on February 28, 2014
- Discussion and updating the Joint Senate regulations to integrate University of Winnipeg Graduate Studies regulations

- JSC regulations for individual JMP programs sent to each JMP Chair for review and update

Upcoming Activities

- A meeting of the Joint Senate will take place on April 22, 2014 at UW
- Response to the JSC from Chair and Co-Chair of JMP Religion to External Program Review Report expected May 28, 2014
- The JSC continues to update the Regulations
- Upcoming 2nd cycle JMP program reviews: Peace and Conflict Studies (April 1, 2014), History (December 1, 2014) and MPA (May 1, 2015)

Respectfully submitted by:

Joan Grace
Chair, Joint Senate Committee
Associate Professor
Department of Political Science
University of Winnipeg
j.grace@uwinnipeg.ca

April 23, 2014

Annual Report of the Joint Senate Committee on Master's Programs Appeals

Preamble

The Terms of Reference for the Joint Senate Committee on Master's Programs can be found on the web at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/504.html

Observations

No appeals were referred to the Committee for consideration in 2013/14 nor were any meetings or hearings held during the reporting period. Membership is struck if and when a student in a Joint Master's Program launches an appeal.

Annual Report of the Senate Committee on Libraries

Preamble

1. Terms of reference for the Senate Committee on Libraries can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/505.html

Observations

1. Committee members, 2013-2014:
Dr. J. Ristock (Vice-Provost (Academic Affairs)), Chair, Ms. K. Adams (Libraries), Dr. J. Blatz (Vice-President (Research and International), designate), Prof. T. Booth (Science), Prof. D. Churchill (Arts), Ms. A. Cox (student, Graduate Studies), Prof. B. Hann (Graduate Studies), Ms. N. Kiige (student, Management), Prof. R. McIlwraith (Medicine), Ms. A. Maqsood (student, Education), Ms. J. Rebizant (student, Graduate Studies), Dr. S. Sweeney (Libraries), Ms. L. Valmestad (Libraries), Prof. V. Warne (Arts), Dean L. Wallace (Extended Education), Dean M. Whitmore (Science)
2. The Committee did not meet during the reporting period.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on the Libraries



Faculty of Medicine

Office Academic Affairs
S203 Medical Services Building
750 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0W2
Telephone (204) 977-5647

MEMORANDUM

TO: Mr. Jeff Leclerc
University Secretary
312 Administration Building
Fort Garry Campus

FROM: Dr. Sara Israels, Assistant Dean (Academic)

DATE: April 2, 2014

**RE: ANNUAL REPORT OF THE SENATE COMMITTEE ON MEDICAL QUALIFICATIONS
MAY 2013 – APRIL 2014**

The Senate Committee on Medical Qualifications has not met since May 31, 2012. There have been no applications for medical license under Section 64 of the Manitoba Medical Act.

Members of the SCMQ are:

Dr. Sara Israels, Chair, Designate, Dean of Medicine
Dr. David Collins, Designate, Vice-President (Academic) & Provost
Dr. W. Pope, appointed by the College of Physicians and Surgeons of Manitoba
Dr. Murray Enns, Faculty Member, Faculty of Medicine
Dr. M. Moffatt, Faculty Member, Faculty of Medicine
Dr. E. Cowden, Faculty Member, Faculty of Medicine

/md

May 14, 2014

Annual Report of the Senate Committee on Nominations

Preamble

The Terms of Reference for the Senate Committee on Nominations can be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

Observations

1. Committee members (2013-2014):

Prof. Marie Edwards (Nursing), Chair, Prof. Helen Cameron (Science), Dean Neal Davies (Pharmacy), Dr. Jay Doering (Graduate Studies), Prof. Karen Jensen (Music), Prof. Sandra Kouritzin (Education), Prof. Pam Perkins (Arts), Prof. Malcolm Smith (Management), Prof. Carla Taylor (Human Ecology), Mr. Hooman Derakhshani (student, Graduate Studies), and Mr. Astitwa Thapa (student, Environment, Earth & Resources).

2. The Committee reported to Senate on May 15, 2013, June 19, 2013, September 4, 2013 and January 8, 2014 to consider academic staff nominees for vacancies on standing committees of Senate.
3. Student nominees for standing committees of Senate are prepared by a special sub-committee. Lists of nominees were received from the sub-committee and recommendations were made by the Senate Committee on Nominations to Senate on May 15, 2013, June 19, 2013, and September 4, 2013.

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

Annual Report of the Senate Planning and Priorities Committee

Preamble

1. Terms of reference for the Senate Planning and Priorities Committee (SPPC) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html

Observations

1. Committee members, 2013-2014:
Ms. Ada Ducas (University Libraries), Chair, Ms. S. Ally (Vice-President (Advocacy), UMSU), Prof. M. Bartell (Management), Dr. J. Blatz (Associate Vice-President (Partnerships)), Dr. D. Collins (Vice-Provost (Integrated Planning and Academic Programs)), Prof. J. Dodd (Medicine), Prof. E. Epp (Architecture), Prof. M. Freund (Science), Prof. M. Gabbert (Arts), Ms. S. Gottheil (Vice-Provost (Students)), Dr. J. Keselman (Vice-President (Academic) and Provost), Mr. A. Konowalchuk (Associate Vice-President (Administration)), Prof. D. Kuhn (Engineering), Prof. R. Lobdell (Arts), Ms. J. Nachtigall (student, Management), Prof. J. Owens (Arts), Prof. A. Shalaby (Engineering), Prof. D. Smyth (Medicine), Prof. J. Young (Education), Ms. M. Wetzel (student, Graduate Studies)
2. The work of the Committee is carried out by three sub-committees:
Program and Curriculum Planning – Chair, Prof. M. Gabbert (Fall Term), Prof. R. Lobdell (Winter Term)
Campus Planning – Chair, Prof. E. Epp
Finance Planning – Chair, Ms. A. Ducas
3. The Chair of SPPC and the members of the Finance Planning subcommittee are members of the President's Budget Advisory Committee (BAC). This committee contributes to discussion of the University Budget through a series of meetings scheduled in April 2014.
4. During the reporting period, the Senate Planning and Priorities Committee met on eight occasions: May 27, July 23, August 26, September 30, and November 25, 2013, and February 24, March 24, and April 28, 2014.
5. During this period, the Committee reported to Senate on the following matters:
 - proposal for a Community Recreation and Active Living (CRAL) Diploma, Faculty of Kinesiology and Recreation Management (Senate, June 19, 2013)
 - articulation agreement proposal, University of Manitoba, Bachelor of Science Degrees in Agriculture, Agribusiness, Agroecology, and Food Science – Inner Mongolia Agricultural University, Joint Student Transfer Program (Senate, June 19, 2013)
 - undergraduate course changes beyond nine credit hours RE: Faculty of Social Work, SWRK 3152 (June 19, 2013)
 - graduate course changes beyond nine credit hours RE: Master of Social Work (Senate, June 19, 2013)
 - proposal for a Strategic Enrolment Management Planning Framework, 2013 – 2018 (Senate, June 19, 2013)
 - proposal for a Faculty of Health Sciences (Senate, October 2, 2013)
 - proposal for a Bannatyne Campus Master Plan (Senate, February 5, 2014)

Respectfully submitted,

Ms. A. Ducas, Chair
Senate Planning and Priorities Committee

Annual Report of the Senate Committee on Rules and Procedures

Preamble

Terms of reference for the Senate Committee on Rules and Procedures can be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

Observations

1. Committee members (2013-2014):

Dr. Jay Doering (Vice-Provost (Graduate Education) and Dean, Graduate Studies), Chair, Ms Karen Adams (Libraries), Prof. John Anderson (Science), Prof. Judith Owens (Arts), Mr. Calistus Ekenna (student, Graduate Studies)
2. The Committee met twice during the reporting period on July 24, 2013 and April 8, 2014, and participated in an electronic meeting on May 24, 2013.
3. On June 19, 2013, the Committee reported to Senate on the following:
 - Faculty of Graduate Studies Council Bylaws (from April 30, 2013)
 - Faculty of Nursing Council Bylaws
4. The Committee received the following for its consideration and review:
 - Department of Family Social Sciences Council Bylaws
 - Faculty of Graduate Studies Council Bylaws (from February 11, 2014) (will require Senate approval)

Respectfully submitted,

Dr. Jay Doering, Chair
Senate Committee on Rules and Procedures

Preamble

The terms of reference for the Senate Committee on University Research (SCUR) can be found on the web at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.htm

Observations

The members of the Committee for **May 2013 - April 2014** included:

- Digvir Jayas, Vice-President (Research & International), as Chair;
- David T. Barnard, President and Vice-Chancellor (Ex-Officio);
- Janice Ristock, Vice-Provost (Academic Affairs) (Ex-Officio);
- Gary Glavin, Associate Vice-President (Research) (Ex-Officio);
- James Blatz, Associate Vice-President (Partnerships) (Ex-Officio);
- Jay Doering, Dean, Faculty of Graduate Studies (Ex-Officio);
- Barbara Crutchley, Director, Office of Research Services (Ex-Officio/Non-Voting);
- Anthony Iacopino, Dean, Faculty of Dentistry;
- Mark Whitmore, Dean, Faculty of Science;
- Jonathan Beddoes, Dean, Faculty of Engineering;
- Paul Hess, Director, School of Art;
- Lea Stirling, Professor, Faculty of Arts, Dept. of Classics; (at May 09/13 meeting only)
 - Dr. Robert Hoppa (Leave replacement for Dr. Stirling; to 2016.05.31)
- Karin Wittenberg, Professor, Faculty of Agricultural & Food Sciences, Dept. of Animal Science;
- Roberta Woodgate, Professor, Faculty of Nursing;
- Jim Davie, Professor, Faculty of Medicine, Dept. of Biochemistry and Medical Genetics, (MICB);
- Mostafa Fayek, Professor, Clayton H. Riddell Faculty of Environment, Earth and Resources; Dept. of Geological Sciences
- Patricia Martens, Professor, Faculty of Medicine, Dept. of Community Health Sciences;
- Gordon Fitzell, Associate Dean, Faculty of Music;
- Rick Linden, Professor, Faculty of Arts, Dept. of Sociology;
- Olivier Gagne, Graduate Studies, GSA Student Rep;
- Sem Moreno, Graduate Studies, GSA Student Rep (at May 09/13 meeting only)
 - Anastasia Szykh (Leave replacement for Sem Moreno; to 2014.05.31)

1. The Committee met **four times** during the reporting period on **May 09, 2013; (1 E-VOTE Motion on May 31, 2013); October 01, 2013; December 12, 2013; and March 13, 2014; (1 E-VOTE Motion on April 09, 2014).**

2. The committee reviewed and recommended to Senate for approval of the following Chairs, Professorships, and Centres/Institutes:

- Endowed Professorship in Pharmacy Research (June 19/13; Senate)
- Endowed Professorship in Stem Cell Research (June 19/13; Senate)
- Endowed Professorship in Government (June 19/13; Senate)
- Centre on Aging (CoA); 5-Yr Renewal (Sept 2013-2018)
- Winnipeg Institute of Theoretical Physics (WITP); 5-Yr Renewal (Sept 2013-2018)
- Centre for Defense & Security Studies (CDSS); 5-Yr Renewal (Jan 2014-2019)
- Institute of Cardiovascular Studies (ICS); 5-Yr Renewal (May 2014-2019)
- Spinal Cord Research Centre (SCRC); Centre be renewed for a 1-yr period ending Dec31/2014, with proviso that the Centre submit a new report leaving sufficient time for SCUR to complete review and make recommendations by that date regarding SCRC's continuance
- Disaster Research Institute (DRI); formally Dissolved (Jan 28/14; BOG)

3. The Committee approved the *Membership of the Selection Committees* for:

- The Dr. John M. Bowman Memorial Winnipeg RH Institute Foundation Award, 2013
- The Rh Awards, 2013
- The Dr. John M. Bowman Memorial Winnipeg RH Institute Foundation Award, 2014

4. At its **March 13, 2014 SCUR Meeting**, the Committee participated in a "90-minute Input Session" for the *Strategic Planning Framework* as requested by the Office of the VP (Academic) and Provost.

Respectfully submitted,



Digvir S. Jayas, Ph.D.
Chair, Senate Committee on University Research

/jm

REPORT OF THE SENATE COMMITTEE ON AWARDS - PART A

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

At its meeting of April 8, 2014 the Senate Committee on Awards approved twelve new offers, twenty-one amended offers, and the withdrawal of four awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated April 8, 2014).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve twelve new offers and twenty-one amended offers, and the withdrawal of four awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated April 8, 2014). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A

April 8, 2014

1. NEW OFFERS

Costco Wholesale Canada Ltd. Bursary

Costco Wholesale Canada Ltd. has established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2011. The purpose of the fund is to offer bursaries to students in the I.H. Asper School of Business. Each year, the available annual interest from the fund and any available unspent revenue will be used to offer one bursary to an undergraduate student who:

- (1) is a Canadian citizen;
- (2) has been admitted to the I.H. Asper School of Business under Advanced Entry - Track 1 or Track 2;
- (3) is enrolled full-time (minimum 60% full course load) in Year 2 in the I.H. Asper School of Business in the Bachelor of Commerce (Honours) degree program;
- (4) has achieved a minimum degree grade point average of 2.0;
- (5) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is renewable for a period of up to four years provided the recipient:

- (1) enrolls full-time (minimum 60% course load) in the I.H. Asper School of Business;
- (2) maintains a minimum degree grade point average of 2.0;
- (3) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

Only one student may hold this bursary at any time.

The selection committee will ensure that the bursary recipient meets the renewal criteria every year before the renewal is granted. In the event a current recipient no longer meets the renewal criteria of the bursary, the selection committee will select a new recipient to receive the bursary based on the first set of numbered eligibility criteria above.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate).

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

CSRT / CAREstream Student Excellence Convocation Prize

The Canadian Society of Respiratory Therapists (CSRT) offers an annual convocation prize to a graduate from the Respiratory Therapy program offered by the School of Medical Rehabilitation at the University of Manitoba. This prize is one of many being offered by the Canadian Society of Respiratory Therapists (CSRT) to respiratory therapy graduates across Canada who exhibit a high level of excellence. The CSRT also provides gold, silver and bronze medal awards to the three students who receive the highest marks at the Canadian certification exam in respiratory therapy.

Recipients of the CSRT / CAREstream Student Excellence Convocation Prize will be officially recognized during the President's Banquet at the Canadian Society of Respiratory Therapists' annual education conference. During the ceremony, the recipient will receive a glass trophy, a certificate and a \$500 cash prize. They will also receive complimentary registration to the annual education forum and complimentary membership in the CSRT for one year.

Recipients of this prize will be recognized by the School of Medical Rehabilitation at the Convocation Luncheon, Awards and Pin Ceremony, where they will be presented with a certificate of excellence.

Each year, one prize will be offered to an undergraduate student who:

- (1) has completed all academic and clinical requirements of the Bachelor of Medical Rehabilitation (Respiratory Therapy) [BMR (RT)] at the School of Medical Rehabilitation at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0.

The selection committee will base their selection on the following criteria:

- (1) degree grade point average;
- (2) clinical fieldwork evaluations;
- (3) demonstrated characteristics and behaviours of a professional (i.e., is creative, networks with others, has good communication skills, demonstrates initiative, is a self-manager, actively seeks new opportunities and challenges, contributes to the community, and advocates for the profession).

The selection committee will be the Awards Committee of the Department of Respiratory Therapy.

MMCF – Community Medicine Education and Research Travel Award

Established by the Board of Directors of the Manitoba Medical College Foundation (MMCF), the MMCF – Community Medicine Education and Research Travel Award has been established at The Winnipeg Foundation. The purpose of the fund is to support:

- (1) graduate students in the Department of Community Health Sciences to travel to academic meetings in support of their studies in community health sciences and/or;
- (2) residents in the Public Health and Preventative Medicine (PHPM) Post Graduate Education Program in the Department of Community Health Sciences to travel to educational conferences, meetings and courses consistent with their program.

Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer travel awards to students who:

- (1) are enrolled full-time in either (i) the Faculty of Graduate Studies in a Masters or Doctoral program delivered by the Department of Community Health Sciences, Faculty of Medicine or (ii) the Public Health and Preventative Medicine Postgraduate Medical Education Program, in the Department of Community Health Sciences, Faculty of Medicine, either as a resident or as a fellow;
- (2) will attend a professional meeting or conference in order to present the results of his/her research (poster or oral presentation).

Preference will be given to candidates who will be presenting a paper or a poster at a scientific meeting or conference. Evidence documenting the acceptance of a paper or poster presentation must be included with the request for funding.

Candidates will be required to submit their application letters and any supporting materials electronically. The application letter will need to include a description of conference/meeting/course, its location and dates as well as other sources of funds available to support their travel. For graduate students, applications must be sent electronically to the Director, Graduate Program, Department of Community Health Sciences. Residents in the Public Health and Preventative Medicine (PHPM) Post Graduate Education Program need to submit their applications to the Program Director, Public Health and Preventative Medicine Residency Program.

A maximum of 50% of travel expenses in funding will be made available per student per academic meeting, dependent on available funds.

Graduate students may receive funding from this award up to a maximum of two times. A graduate student may apply no more than once during any two year period in the program, based on the academic year.

Funding support is available for PHPM residents to travel to educational conferences, meetings and courses, consistent with the training objectives of the relevant Royal College of Physicians and Surgeons Residency Program.

Due to limited funds being available, students will be asked if there are other sources of funding available to support their travel (e.g., from grants). As some fellowships include funding support for travel to academic meetings, students receiving these awards may not be approved for funding from the MMCF – Community Medicine Education and Research Travel Award. In such requests, any extenuating circumstances should be detailed in the application letter.

The Dean of the Faculty of Medicine (or designate) and the Dean of the Faculty of Graduate Studies (or designate) will jointly name the selection committee. It shall include the Department Head, Community Health Sciences, Graduate Program Director, Department of Community Health Sciences and the Program Director of the Public Health and Preventative Medicine Residency Program. Any graduate student recipients named to receive the scholarship under category (1)(ii) above will be reported through the Dean of the Faculty of Graduate Studies.

MMCF – Dr. Joseph & Dr. Dorothy Hollenberg Memorial Scholarship in Human Anatomy

Through gifts received from Robert and Joanna, in memory of their parents, Drs. Joseph and Dorothy Hollenberg, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Dr. Joseph and Dr. Dorothy Hollenberg Memorial Scholarship at The Winnipeg Foundation. The fund will be used to support undergraduate students pursuing morphological studies in the Department of Anatomy and Cell Science. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time in any year of study in the Undergraduate Medical Education Program in the Faculty of Medicine and is in good standing;
- (2) is pursuing morphological studies in the Department of Anatomy and Cell Science.

The Head of the Department of Anatomy and Cell Science will oversee the application process.

The Dean of the Faculty of Medicine (or designate) will ask the Head of the Department of Anatomy and Cell Science (or designate) to name the selection committee for this award.

MMCF – Gordon Bell Memorial Bursaries

In honour of Dr. Gordon Bell, a founding member of the Manitoba Medical College, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Gordon Bell Memorial Bursaries at The Winnipeg Foundation. The fund will be used to provide bursaries for students who require financial assistance in order to pursue their studies in the Faculty of Medicine at the University of Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba.

Each year, one half (50%) of the available earnings from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in any year of study in the Undergraduate Medical Education Program in the Faculty of Medicine at the University of Manitoba and is in good standing;

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

Each year, one half (50%) of the available earnings from the fund will be used to offer one bursary to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in any year of study in the Master of Physician Assistant Studies Program (MPAS) at the University of Manitoba;
- (2) has a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for each of these awards will be named by the Dean of the Faculty of Medicine (or designate).

MMCF – Jack Hildes Memorial Convocation Prize

Through gifts received from family, friends, and colleagues of Dr. John Arthur (Jack) Hildes in 1984, and with additional donations received on the occasion of the 30th anniversary of the creation of the Northern Medical Unit, Faculty of Medicine, University of Manitoba, in 2000, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Jack Hildes Memorial Convocation Prize at The Winnipeg Foundation. The fund will be used to provide a convocation prize for a student graduating from the Undergraduate Medical Education program at the University of Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one prize to a student who:

- (1) has successfully completed the requirements for the Doctor of Medicine in the Faculty of Medicine at the University of Manitoba and is in good standing;
- (2) best exemplifies the qualities of humanity, personal discipline, keen curiosity, scientific inquiry, social responsibility, and good citizenship, which enhance a career in Medicine and advance the health of the community.

Nominations will be invited from members of the graduating class who may nominate a classmate or submit a self-nomination. All nominees will be asked to submit a *curriculum vitae*. Self-nominees must submit a letter (maximum 500 words) outlining how they view themselves with reference to those qualities set out in criterion (2). In cases when the candidate is nominated by a classmate the letter of nomination should explain how the nominee meets criterion (2) above.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate) and will include a representative from the Northern Medical Unit, the Associate Dean, Undergraduate Medical Education program and the incoming Senior Stick.

MMCF – Medical Student Travel Awards

The MMCF – Medical Student Travel Awards has been established by the Manitoba Medical College Foundation at The Winnipeg Foundation. The fund was created at the time of the dissolution of the board in 2011 with the aim of supporting undergraduate medical student education in the Faculty of Medicine at the University of Manitoba. The purpose of this travel award is to provide funding to undergraduate medical students to attend conferences that will further the research and education goals of the Faculty of Medicine at the University of Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one or more travel award(s) to undergraduate students who:

- (1) are enrolled full-time in any year of study in the Undergraduate Medical Education Program in the Faculty of Medicine at the University of Manitoba and are in good standing;
- (2) will present at an academic conference within North America on research conducted outside of the B.Sc.(Med.) program.

The selection committee will have the discretion to determine the number and value of awards (not to exceed 50% of travel expenses per student) offered each year based on the available funding.

Recipients must submit receipts for travel, registration and hotel. Expenses will be reimbursed up to the maximum value of the award. Travel must be completed prior to June 30th of the year of graduation from the Undergraduate Medical Education program.

The selection committee will be named by the Dean, Faculty of Medicine (or designate).

Outstanding Seminar Paper in History Prize

In 1998, retired members of the Department of History established an endowment fund called the History Retirement Award fund. The purpose of this fund is to acknowledge a student who has produced an outstanding seminar paper. Beginning in the 2013-2014 academic year, the available annual income from the fund will be used to offer one prize to a student who:

- (1) has achieved a minimum degree grade point average of 3.5 (or equivalent) in the previous 60 credit hours of study;
- (2) has submitted an original essay (not revised, minimum 2,500 words) of 'A' quality or better in any 4000 or 7000 level course offered in the Department of History in the Faculty of Arts at the University of Manitoba.

Only essays completed within the term dates of the course for which the essay was written are eligible for consideration. Essays submitted as outstanding assignments with respect to an "Incomplete" grade will not be eligible.

In years when there are one or more graduate students being considered for this prize the Head of the Department of History (or designate) will consult with the Dean of the Faculty of Graduate Studies (or designate). The selection committee will consist of the Department Head, the Associate Head, and the Graduate Chair (or designates).

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Science and Community Outreach Prize

Past volunteers of the Let's Talk Science Program, a student-led outreach program, have established an annually funded award valued at \$1,000. The purpose of the prize is to provide support to outstanding undergraduate student volunteers with the Let's Talk Science Program. Each year, two prizes valued at \$500 each will be offered to undergraduate students who:

- (1) have achieved a minimum degree grade point average of 3.0 at the University of Manitoba;
- (2) were active volunteers in the Let's Talk Science Program in the previous academic session;
- (3) have demonstrated outstanding enthusiasm, commitment, and dedication as a Let's Talk Science Program volunteer as determined by the coordinators of the Program.

The donor will contact the Financial Aid and Awards office by March 31 in any year this award will not be offered.

The Dean of the Faculty of Science (or designate) will name the selection committee which shall include two Coordinators from the Let's Talk Science Program.

The Brodie - Gunn Memorial Bursary

Friends and colleagues of John Brodie and Barry Gunn have established an endowment fund in 2014 in their memory at the University of Manitoba with an initial gift of over \$31,000. The Manitoba

Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of this bursary is to provide support to students in the Faculty of Science. Beginning in 2015-2016 academic year, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in the Faculty of Science at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any year when there is no eligible recipient, the revenue from the fund will be re-capitalized as per the donor's wishes.

The Dean of the Faculty of Science (or designate) will name the selection committee for this award.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

University of Manitoba Three Minute Thesis (3MT[®]) Competition Prize

The Three Minute Thesis (3MT[®]) Competition is a research communication event that originated at the University of Queensland. Since its inception in 2008, it has gained international recognition with competitions being held around the world. In Canada, competitions are now held at all U15 institutions as well as many others. The competition challenges students to distill their research into a concise presentation, using only one static slide, not to exceed three minutes. In accordance with official 3MT[®] judging criteria, challengers are assessed by a panel of judges with respect to communication, comprehension, and engagement.

The Faculty of Graduate Studies at the University of Manitoba will offer three 3MT[®] competition prizes each year; one first place prize; one second place prize; and one people's choice prize. The prizes will be offered to graduate students at the University of Manitoba who have successfully presented their ideas and research during the annual 3MT[®] Final Competition in accordance with the rules and regulations of the competition. The first place prize is valued at \$5,000; the second place prize is valued at \$3,000; and the people's choice prize is valued at \$1,000. The winners will be selected by a panel of judges as selected by the Dean of the Faculty of Graduate Studies (or designate).

Winnipeg Actuarial Club Scholarship

The Winnipeg Actuarial Club will offer an annual gift of \$1,000 to offer a scholarship in recognition of outstanding academic achievement by students pursuing their studies through the Warren Centre for Actuarial Studies and Research and to promote awareness of the actuarial profession. Beginning in the 2014-2015 academic year, one scholarship valued at \$1,000 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in (i) the I.H. Asper School of Business in a Bachelor of Commerce (Honours) degree with a declared major in Actuarial Mathematics or (ii) the Faculty of Science in a Bachelor of Science (Honours) degree with a declared major in Actuarial Mathematics or Statistics - Actuarial Mathematics;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has successfully completed at least one professional examination set by the Society of Actuaries/Casualty Actuarial Society.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate) and will include the Director of the Warren Centre for Actuarial Studies and Research (or designate).

2. AMENDMENTS

College of Registered Nurses Medal of Excellence

The following amendments have been made to the terms of reference for the College of Registered Nurses Medal of Excellence:

- The name of the award has been revised to the *College of Registered Nurses Medals of Excellence*.
- There are two awards outlined in the terms of reference for the College of Registered Nurses Medal of Excellence; amendments have been made to both of them.
- The award numbers now appear after the award names in the body of the terms of reference.
- The first sentence of the Baccalaureate Program for Registered Nurses and for the Four-Year Baccalaureate Nursing Program now specifies that an undergraduate student will receive each award.
- Under the tie-breaking mechanism section for both awards, '(numbered NURS xxxx)' has been removed from both numbered criteria.
- The name of the selection committee has been changed from Student Promotions and Student Awards Committee of the Faculty of Nursing to the Student Awards Committee of the Faculty of Nursing for both awards.
- The name of the Baccalaureate Program for Registered Nurses (award # 34738) has been revised to the *Baccalaureate of Nursing Program for Registered Nurses*.
- Many revisions have been made to criterion (1) of Baccalaureate of Nursing Program for Registered Nurses award. It now reads: "has successfully completed the degree requirements of the Baccalaureate of Nursing Program for Registered Nurses as either a full-time or part-time student in the Faculty of Nursing at the University of Manitoba;"
- Many revisions have been made to criterion (1) of the Four-Year Baccalaureate Nursing Program award. It now reads: "has successfully completed the degree requirements of the Four-Year Baccalaureate Nursing Program as either a full-time or part-time student in the Faculty of Nursing at the University of Manitoba;"
- Criterion (2) of the Four-Year Baccalaureate Nursing Program award has been changed to read: "has never failed a clinical course;"
- Several editorial changes have been made.

Department of Obstetrics, Gynecology and Reproductive Sciences Scholarship

The following amendments have been made to the terms of reference for the Department of Obstetrics, Gynecology and Reproductive Sciences Scholarship:

- The name of the award has been revised to the *Department of Obstetrics, Gynecology and Reproductive Sciences Convocation Prize*.
- The terms of reference for this award have been re-written to conform to current formatting and standards.
- The preamble now reads:
"Through an annual gift made by the Department of Obstetrics, Gynecology and Reproductive Sciences the Manitoba Medical College Foundation (MMCF) has established the Department of Obstetrics, Gynecology and Reproductive Sciences Convocation Prize at The Winnipeg Foundation. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one prize to a graduating undergraduate student who:"

- The numbered eligibility criteria now read:
 - (1) “has completed the requirements for the Doctor of Medicine (M.D.) degree in the Faculty of Medicine at the University of Manitoba;
 - (2) has the highest academic standing* in the class;
 - (3) has been accepted to post-graduate studies in Obstetrics and Gynaecology at the University of Manitoba for the next academic session.
- The paragraph immediately following the numbered criteria now reads:

“*As the University of Manitoba’s Faculty of Medicine utilises a pass/ fail evaluation system, “highest academic standing” shall be determined based on advice of the Undergraduate Clerkship Leader and the Post-Graduate Program Director in the Department of Obstetrics and Gynecology.”
- The third last paragraph now reads:

“If the graduate with the highest academic standing does not intend to enrol in post-graduate studies in Obstetrics and Gynecology at the University of Manitoba or does not wish to accept this prize for any reason, it shall be awarded to a student of lower standing but who is entering the Obstetrics and Gynecology Residency program.”
- The second-last paragraph now reads:

“Notwithstanding the high standards enunciated for acceptance to post-graduate studies in Obstetrics and Gynecology, the selection committee is not required to recommend that any student receive the prize in a year when no suitable candidates are identified.”
- The selection committee paragraph has been revised and now reads:

“The selection committee shall be appointed by the Dean of the Faculty of Medicine (or designate) and shall include the Undergraduate Program Coordinator and the Post-Graduate Program Director in the Department of Obstetrics and Gynecology.”

Dr. Mark Nickerson Graduate Entrance Studentship in Pharmacology and Therapeutics

The following amendments have been made to the terms of reference for the Dr. Mark Nickerson Graduate Entrance Studentship in Pharmacology and Therapeutics:

- The name of the award has been revised to the *Dr. Mark Nickerson Graduate Entrance Scholarship in Pharmacology and Therapeutics*.
- The terms of reference for this award have been significantly revised to conform to current formatting and standards.
- All of the biographical information that makes up the first half of the preamble has been removed from the terms and included in a separate section to appear after the terms under the heading “Biographical Information”. This section will only appear on the final draft of the terms shared with the department and the donor and is not a part of the terms to be considered for approval.
- The paragraph immediately following the original preamble immediately preceding the numbered eligibility criteria section has been removed.
- The newly revised preamble now reads:

“The Department of Pharmacology and Therapeutics established an endowment fund as a lasting tribute to Dr. Mark Nickerson’s energy and vision in developing the discipline of pharmacology in Canada. Pharmacology encompasses the interactions between drugs and biological systems, and includes pharmacodynamics, pharmacokinetics and pharmacogenomics. Each year, the available annual interest from the fund will be used to offer one or more scholarships to graduate students who:”
- The numbered eligibility criteria have been significantly revised and now read:

- (1) are enrolled full-time in the Faculty of Graduate Studies in a Master’s or doctoral program specializing in pharmacology in the Faculty of Medicine at the University of Manitoba;
- (2) have achieved the highest entering degree grade point average, minimum 3.75 (or equivalent), based on the previous 60 credit hours of study.
- In the paragraph immediately following the numbered criteria, the word ‘calendar’ has been deleted and the word ‘scholarship’ has replaced the word ‘studentship’. The second sentence of that paragraph has been deleted in full.
- The one sentence paragraph that read “The selection committee will be the Graduate Studies Committee of the Department of Pharmacology and Therapeutics’ has been deleted. The selection committee paragraph has been re-written and is now the second last paragraph of the terms of reference.
- The first sentence of the now third last paragraph has been revised and now reads: “Any future amendments to the terms of reference will require approval by 75 percent of the membership of the unit responsible for the delivery of the pharmacology graduate program.” The sentence following this one in this paragraph has been deleted.
- In the paragraph beginning with “Should the Department...”, the word ‘studentship’ has been replaced with the word ‘scholarship’ and the word ‘post’ has been deleted.
- The selection committee paragraph has been re-written and now reads:
“The Dean of the Faculty of Graduate Studies (or designate) will ask the Graduate Studies Committee of the Department of Pharmacology and Therapeutics to name the selection committee for this award.”
- The standard Board of Governors statement has been added to the end of the terms of reference.
- Some editorial changes have been made.

Enid Evans Scholarship in Nursing

The following amendments have been made to the terms of reference of the Enid Evans Scholarship in Nursing:

- There have been significant revisions made throughout the terms of reference for this award so it now conforms to current program requirements and standard formatting.
- The first two paragraphs have been combined into one preamble paragraph.
- The word ‘trust’ has been added in the first sentence of the preamble to describe the type of fund established to support this scholarship.
- The second sentence of the preamble leading into the numbered eligibility criteria has been revised and now reads: “Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:”
- The numbered eligibility criteria have been revised, including the addition of three new criteria. The eligibility criteria now read:
 - (1) has completed a minimum of 30 credit hours following admission to the Faculty of Nursing at the University of Manitoba;
 - (2) is enrolled full-time (minimum 80% course load) in the Four-Year Baccalaureate Nursing Program;
 - (3) has achieved a minimum degree grade point average of 3.5;
 - (4) has achieved a passing grade in all courses;
 - (5) has never failed a clinical course.
- The paragraph immediately following the numbered criteria has been deleted.

- The selection committee has been revised and now reads: “The selection committee for this scholarship will be the Student Awards Committee of the Faculty of Nursing.
- The standard Board of Governors statement has been added to the end of the terms of reference.
- Some editorial changes have been made.

Esther Brina Erenberg Memorial Scholarship

The following amendments have been made to the terms of reference for the Esther Brina Erenberg Memorial Scholarship:

- There have been significant revisions made throughout the terms of reference of this award so it now conforms to current program requirements and standard formatting.
- The first word ‘trust’ replaces the word ‘scholarship’ in the first sentence of the preamble paragraph.
- A second sentence has been added to the preamble paragraph leading into the numbered eligibility criteria which reads: “Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:”
- The numbered eligibility criteria have been revised, including the addition of three new criteria. The eligibility criteria now read:
 - (1) has completed the third year of the Four-Year Baccalaureate Nursing Program in the Faculty of Nursing in the University of Manitoba;
 - (2) is enrolled full-time (minimum 80% course load) in the fourth year of the Four-Year Baccalaureate Nursing Program;
 - (3) has achieved a minimum degree grade point average of 3.5;
 - (4) has achieved a passing grade in all courses;
 - (5) has never failed a clinical course.
- The first sentence of the paragraph immediately following the numbered eligibility criteria has been deleted.
- The paragraph immediately preceding the selection committee paragraph has been deleted.
- The selection committee has been revised and now reads: “The selection committee for this scholarship will be the Student Awards Committee of the Faculty of Nursing.
- The standard Board of Governors statement has been added to the end of the terms of reference.
- Some editorial changes have been made.

Frederick J. Turner, Q.C./ Keith Turner, Q.C. Prize for Conflicts of Laws

The following amendments have been made to the terms of reference for the Frederick J. Turner, Q.C./ Keith Turner, Q.C. Prize for Conflicts of Laws:

- The name of this award has been changed to the *Frederick J. Turner, Q.C./ Keith Turner, Q.C. Prize for Private International Law*.
- The preamble has been revised and now reads: “In memory of Frederick J. Turner Q.C. and his son, Keith Turner Q.C., an endowment fund has been established at the University of Manitoba by family and friends to support an annual prize. Each year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:”
- The course name and number have been revised from Conflicts of Law (45.385) to Private International Law (LAW 3852).
- The numbered eligibility criteria have been broken out of block paragraph format and now read:

- (1) has achieved the highest standing in Private International Law (LAW 3852) in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0.
- New wording describing the tie-breaking mechanism has been added immediately following the eligibility criteria. It reads: “In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.”
- A new sentence describing the selection committee has been added. It reads: “The selection committee shall be named by the Dean of the Faculty of Law (or designate).”
- The standard Board of Governors statement has been added.

Gladys Burns Awards in the Faculty of Nursing

The following amendments have been made to the terms of reference for the Gladys Burns Awards in the Faculty of Nursing:

- There have been significant revisions made throughout the terms of reference of this award so it now conforms to current program requirements and standard formatting.
- Each award has been broken out into its own distinct section as indicated with the award name serving as a sub-heading in the terms with the award number indicated next to the award name.
- Each award section includes its own preamble, numbered criteria, and selection committee.
- The sentence describing the selection committee in each of the four awards outlined throughout the terms of reference has been revised and now reads: “The selection committee for this scholarship will be the Student Awards Committee of the Faculty of Nursing.
- The second paragraph of the terms beginning with ‘Awards from this fund will first...’ has been deleted.
- The first award to appear with its own heading is the ‘Gladys Burns Bursaries (award # 24511)’.
- The preamble of the Gladys Burns Bursaries has been revised and now reads: “Each year, thirty percent (30%) of the available annual interest from the fund will be used to offer the Gladys Burns Bursaries to undergraduate students who:
 - Criterion (1) of the Bursaries has been revised and now reads: “are enrolled full-time (minimum 60% course load) in the Four-Year Baccalaureate Nursing program or the Baccalaureate Program for Registered Nurses in the Faculty of Nursing at the University of Manitoba;”
 - In criterion (2), the word ‘cumulative’ has been replaced with the word ‘degree’.
- A new sentence has been added immediately following the numbered eligibility criteria that reads: “The selection committee will have the discretion to determine the number and value of the bursaries each year based on the individual needs of the applicants.”
- The next paragraph is the sentence describing the selection committee.
- The second award to appear with its own heading is the ‘Gladys Burns Entrance Scholarships (award # 24512)’.
- The preamble of the Gladys Burns Entrance Scholarships has been revised and now reads: “Each year, twenty percent (20%) of the available annual interest from the fund will be used to offer entrance scholarships of equal value to the three undergraduate students who have the highest adjusted GPA entering the Faculty of Nursing. Each year, three scholarships will be offered to undergraduate students who:”
- The new numbered eligibility criteria read:

- (1) are enrolled full-time (minimum 80% course load) in the Four-Year Baccalaureate Nursing program in the Faculty of Nursing at the University of Manitoba;
- (2) have achieved a minimum adjusted grade point average of 3.5.
- The selection committee sentence appears immediately after the numbered eligibility criteria.
- The third award to appear with its own heading is the ‘Gladys Burns BPRN Scholarships (award # 24513)’.
- The preamble of the Gladys Burns BPRN Scholarships has been revised and now reads: “Each year, twenty-five percent (25%) of the available annual interest from the fund will be used to offer three scholarships of equal value to undergraduate students who:”
- The new numbered eligibility criteria read:
 - (1) have achieved the top three degree grade point averages in the Fall Term and Winter terms of the previous academic year;
 - (2) are enrolled full or part-time in the Baccalaureate Program for Registered Nurses in the Faculty of Nursing at the University of Manitoba;
 - (3) have achieved a passing grade in all courses.
- A new paragraph has been added immediately following the numbered eligibility criteria that reads:

“Preference will be given to students who are enrolled in at least 80 percent of a full course load. In any given year that fewer than three students are enrolled in 80 percent of a full course load, the remaining scholarships will be offered to students who are enrolled in at least 60 percent of a full course load.”
- The paragraph that begins with “*In any given year that fewer than...” has been moved from the section that outlines the last award, the Gladys Burns Scholarships, and now appears immediately following the paragraph outlined above and is now the second last paragraph of the ‘Gladys Burns BPRN Scholarships’.
- The next paragraph is the selection committee sentence.
- The fourth and last award to appear with its own heading is the ‘Gladys Burns Scholarships (award # 24514)’.
- The preamble of the Gladys Burns Scholarships has been revised and now reads:

“Each year, twenty-five percent (25%) of the available annual interest from the fund will be used to offer three Gladys Burns Scholarships of equal value. Two scholarships will be offered to the top two undergraduate students entering the third year of the Four-Year Baccalaureate Nursing program in the Faculty of Nursing and the third scholarship will be offered to the top undergraduate student entering the final year of the program. Each year, three scholarships will be offered to undergraduate students who:”
- The new numbered eligibility criteria read:
 - (1) are enrolled full-time (minimum 80% course load) in the Four-Year Baccalaureate Nursing program in the Faculty of Nursing at the University of Manitoba;
 - (2) have achieved a minimum degree grade point average of 3.5;
 - (3) have achieved a passing grade in all courses;
 - (4) have never failed a clinical course.
- The selection committee sentence appears immediately following the numbered criteria.
- The standard Board of Governors statement has been added to the end of the terms of reference.
- Some editorial changes have been made.

Kathleen and Winnifred Ruane Fund

The following amendments have been made to the terms of reference for the Kathleen and Winnifred Ruane Fund:

- The name of the award has been revised to the *Kathleen and Winnifred Ruane Undergraduate Nursing Scholarships*.
- The terms of reference for this award have been significantly revised to conform to current formatting and standards.
- The original terms of reference that have been revised outlined three separate awards: the Kathleen and Winnifred Ruane Nurse Practitioner Scholarships, the Kathleen and Winnifred Ruane Undergraduate Nursing Scholarships, and the Kathleen and Winnifred Ruane Undergraduate Nursing Bursaries. These three awards have now been separated and are being presented to Senate as separate awards with separate terms. The first of these awards to be presented to Senate is the Kathleen and Winnifred Ruane Undergraduate Nursing Scholarship.
- All references and terms of reference for both the Kathleen and Winnifred Ruane Nurse Practitioner Scholarships and the Kathleen and Winnifred Ruane Undergraduate Nursing Bursaries have been fully removed and deleted from the revised terms of reference.
- The revised terms of reference only outline and refer to the Kathleen and Winnifred Ruane Undergraduate Nursing Scholarships.
- There have been two sentences added after the first sentence of the preamble. These two sentences read: “Each year, the annual income from the fund will be used to offer four scholarships, valued at \$1,500 each, to undergraduate students. Two scholarships will be offered to students in the third year of study and two will be offered to students in the fourth year of study, who:”
- The numbered eligibility criteria have been significantly revised and now read:
 - (1) are enrolled full-time (minimum 80% course load) Four-Year Baccalaureate Nursing Program in the Faculty of Nursing at the University of Manitoba;
 - (2) have achieved a grade of Pass in the clinical courses a minimum grade of B+ in the corresponding theory courses;
 - (3) have achieved a passing grade in all courses;
 - (4) have never failed a clinical course.
- The selection committee paragraph that appears immediately following the numbered eligibility criteria has been revised and now reads: “The selection committee for this scholarship will be the Student Awards Committee of the Faculty of Nursing.”
- The paragraph immediately following the selection committee reads: “Successful applicants from any of the above named awards are required to acknowledge financial support from the Kathleen and Winnifred Ruane Fund in all publications and presentations, where appropriate.”
- The standard Board of Governors statement has been added to the end of the terms of reference.
- Some editorial changes have been made.

L.D. Morosnick Prize for Crime, Law and Society

The following amendments have been made to the terms of reference for the L.D. Morosnick Prize for Crime, Law and Society:

- The name of this award has been changed to the *L.D. Morosnick Prize for Sentencing and Penal Policy*.

- The preamble has been revised and now reads: “A trust fund has been established at the University of Manitoba by Mrs. L.D. Morosnick to offer a prize in the Faculty of Law. Each year, one prize valued at \$100 will be offered to an undergraduate student who:”
- The course name and number have been revised from Crime, Law and Society (45.313) to Sentencing and Penal Policy (LAW 3980).
- The numbered eligibility criteria have been broken out of block paragraph format and now read:
 - (1) has achieved the highest standing in Sentencing and Penal Policy (LAW 3980) in the Faculty of Law at the University of Manitoba;
 - (2) has achieved a minimum degree grade point average of 3.0.
- New wording describing the tie-breaking mechanism has been added immediately following the eligibility criteria. It reads: “In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.”
- A new sentence describing the selection committee has been added. It reads: “The selection committee shall be named by the Dean of the Faculty of Law (or designate).”
- The standard Board of Governors statement has been added.

Margaret E. Miller Award in Community Dental Health

The following amendments have been made to the terms of reference for the Margaret E. Miller Award in Community Dental Health:

- The name of this award has been changed to the *Margaret E. Miller Prize in Community Dental Health*.
- The preamble has been revised to offer the prize to either an individual or small group and now reads: “Mrs. Miller offers an annual award of \$300, first available at May Convocation in 1982, to either an undergraduate student or to a small group (2 – 3) of undergraduate students who:”
- A new criterion (1) has been added and states: “have completed the requirements of the Diploma in Dental Hygiene in the School of Dental Hygiene at the University of Manitoba;”
- A new criterion (2) has been added and states: “have achieved a minimum degree grade point average of 3.5;”
- The former criteria (1), (2), and (3) remain the same, but are now criteria (3), (4), and (5).
- A sentence immediately following the numbered eligibility criteria has been added and states: “In years when a small group of students receives this prize, the value of the award will be divided equally among each group member.”
- The selection committee statement now reads: “The selection committee will be named by the Director of the School of Dental Hygiene (or designate) and will include the course coordinator of Community Dental Health (HYGN 2362).”
- Some editorial changes have been made.

Mr. Justice Gerald W.J. Mercier Prize for Highest Standing in Advanced Family Law

The following amendments have been made to the terms of reference for the Mr. Justice Gerald W.J. Mercier Prize for Highest Standing in Advanced Family Law:

- The name of this award has been changed to the *Mr. Justice Gerald W.J. Mercier Prize in Clinical Family Law*.
- The sentence immediately preceding the numbered eligibility criteria now states that the award will be offered to an undergraduate student.

- Criterion (1) now reads: “has achieved the highest standing in Clinical Family Law (LAW 3250)”, changed from “any advanced course in Family Law.”
- New wording describing the tie-breaking mechanism has been added immediately following the eligibility criteria. It reads: “In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.”
- The sentence regarding the selection committee now reads: “The selection committee shall be named by the Dean of the Faculty of Law (or designate).”

Pearson Education Canada Book Awards

The following amendments have been made to the terms of reference for the Pearson Education Canada Book Awards:

- The name of this award has been changed to the *Pearson Education Canada Book Prizes*.
- There are two annual awards outlined in the terms of reference for the Pearson Education Canada Book Prizes, one in-course prize and one convocation prize. Amendments have been made to both prizes.
- The award numbers now appear after the award names in the body of the terms of reference.
- Numbered eligibility criteria have been added to in-course book prize (award #24516):
 - (1) has completed the first year (minimum 24 credit hours) of courses in the Four-Year Baccalaureate Nursing Program offered by the Faculty of Nursing at the University of Manitoba;
 - (2) has achieved a passing grade in all courses;
 - (3) has never failed a clinical course;
 - (4) has achieved a minimum sessional grade point average of 3.75.
- Numbered eligibility criteria have been added to convocation book prize (award #34516):
 - (1) has completed the degree requirements of the Baccalaureate Nursing Program for Registered Nurses in the Faculty of Nursing at the University of Manitoba;
 - (2) has achieved high standing (minimum degree grade point average of 3.75).
- The selection committee sentence now reads: “The selection committee shall be the Student Awards Committee of the Faculty of Nursing.”

Shell Canada Mechanical and Manufacturing Design Competition Award

The following amendments have been made to the terms of reference for the Shell Canada Mechanical and Manufacturing Design Competition Award:

- The name of this award has been changed to the *Shell Canada Mechanical Design Competition Prize*.
- All references to the “Department of Mechanical and Manufacturing Engineering” have been changed to the “Department of Mechanical Engineering.”
- The word “award” in the preamble was replaced with “prize”.
- The second sentence of the preamble states the donor will renew the prize for a second three-year term beginning in the 2013-2014 academic year. This sentence now reads: “The donor has agreed to fund the award for a period of three years, beginning in 2013 – 2014 and ending in the 2015 - 2016 academic session.”
- The second paragraph states the adjudication panel will determine the award winner(s).

- A new paragraph has been added, referencing the prize type. It states: “The prize, when it is won by a graduating student, will be offered as a convocation prize.”

Tire Stewardship Manitoba Scholarship in Environmental Studies

The following amendments have been made to the terms of reference for the Tire Stewardship Manitoba Scholarship in Environmental Studies:

- The name of this award has been changed to the *Tire Stewardship Manitoba – Moe Tresoor Scholarship in Environmental Studies*.
- In criterion (1), “(minimum 80% course load)” has been added after “is enrolled full-time”.

3. WITHDRAWALS

George Robert Donald Campbell Bursary

This award is being withdrawn as it was to be offered in 2013-2014 only as a one-time award.

Merck Entrance Scholarship for Aboriginal Medical Students

This award is being withdrawn from the University of Manitoba’s awards program at the donor’s request.

Merck Scholarship for Aboriginal Nursing Students

This award is being withdrawn from the University of Manitoba’s awards program at the donor’s request.

SMD Graduate Bursary

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

Observation

In an electronic poll conducted between April 10 - 16, 2014, the Senate Committee on Awards approved one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated April 16, 2014).

Recommendation

The Senate Committee on Awards recommends that the Board of Governors approve one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated April 16, 2014). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A April 16, 2014

2. AMENDMENTS

University Gold Medal

The following amendments have been made to the terms of reference for the University Gold Medal:

- The name of the award has been changed to *University Gold Medal – Faculty of Nursing*.
- The subheading ‘Standard (Minimum) Selection Criteria’ has been replaced with ‘University Gold Medal in Nursing’.
- The preamble has been significantly revised and now reads: “The University Gold Medal shall be awarded at the spring convocation to the graduating student who has achieved the highest degree GPA (minimum 3.75) and who has graduated in the preceding October or February, or is eligible to graduate in spring of the applicable academic year and:”
- The numbered eligibility criteria have been significantly revised and now read:
 - (1) has achieved a term grade point average of 3.5 or higher in each of the last six (6) terms of the student’s program;
 - (2) has never failed a clinical course;
 - (3) was enrolled in a minimum 80% course load over two (2) consecutive terms of study twice in the last six (6) terms. When two consecutive terms overlap years 2 and 3 or years 3 and 4, an 80% course load will be the average of the full course load for the respective terms.
- The paragraph immediately following the numbered eligibility criteria has been deleted.
- New wording has been added to the terms immediately following the numbered eligibility criteria which reads:

The Clinical Practicum (NURS 4290) will not be included in calculation of the Gold Medal.

The Faculty of Nursing accepts transfer courses and grades obtained in these courses in the calculation for eligibility for the Gold Medal.

80% of a full-time course load is defined as the following for Years 2 – 4 in the Faculty of Nursing:

Year 2 Full-time 34 credits 80% = 28 credits

Year 3 Full-time 29 credits 80% = 23 credits

Year 4 Full-time 29 credits 80% = 23 credits

- The tie-breaking mechanism section has been significantly revised. It now reads:

Only one recipient is to be named each year. Ties are to be broken using the following criteria in priority of order:

 - (1) highest grade point average in required Nursing courses;
 - (2) the highest number of A+’s in all required Nursing courses in the program.

Report of the Senate Committee on Academic Review RE: Undergraduate and Graduate Program Reviews

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committee/s/489.htm
2. At its meeting on April 17, 2014, the Committee considered the following reports from the Vice-Provost (Integrated Planning and Academic Programs) regarding academic program reviews:
 - Report on the Status of Current Graduate Program Reviews (attached)
 - Report on the Status of Current Undergraduate Program Reviews (attached).
 - Report on the Status of Externally Accredited Programs (attached)The Committee also considered summaries of five graduate program reviews and received a follow-up report on a number of undergraduate program reviews.

Observations:

Graduate Program Reviews

1. The Committee received a Report on the Status of Current Graduate Program Reviews. Twenty reviews are either in progress or have been initiated, as set out in the attached report. Eight reviews that were recently completed are currently under review either in the program or in the Faculty of Graduate Studies.
2. The Committee considered summaries of five graduate program reviews including Disability Studies, Education, Pathology, Physics and Astronomy, and Surgery.

Undergraduate Program Reviews

3. The Committee received for its consideration, a Report on the Status of Current Undergraduate Program Reviews Summaries of Undergraduate Program Reviews. Fifteen reviews are either underway or have been initiated, as set out in the attached report. Three reviews recently concluded are under review in the program and faculty.
4. The Committee observed that all fifteen of the undergraduate program reviews that are underway or initiated are either overdue, have requested that the deadline be extended, or are delayed.

Externally Accredited Programs

5. The Committee received, for consideration, a Report on the Status of Externally Accredited Programs (attached).
6. It was noted that the accreditation period for a number of programs accredited in the Faculty of Agricultural and Food Sciences, which are accredited by the Agricultural Institute of Canada (AIC), has expired. The Committee was informed that the AIC is currently under review by the provincial institutes of agrology and the universities. As such, the AIC is not currently conducting accreditation reviews.
7. The Committee was informed that the office of the Vice-Provost (Integrated Planning and Academic Programs) would be following up with departments that offered externally accredited programs to ensure that they are adhering to the Guidelines on the Communication of Accreditation Reviews, including any program specific protocols.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

**Senate Committee on Academic Review:
 Report on the Status of
 Current Graduate Program Reviews**

Process Stage	Unit	Program	Round	Review Classification
Review Initiated				
	Applied Health Sciences	Ph.D.	1	
	Biochemistry & Medical Genetics	M.Sc., Ph.D.	2	
<i>Extended</i>	Biological Sciences	M.Sc., Ph.D.	2	
	Dental Diagnostic & Surgical Sciences	M.Dent. (Oral & Max. Surgery)	2	
	Dental Diagnostic & Surgical Sciences	M.Dent. (Perio.)	2	
	Design and Planning	Ph.D.	2	
	Education	Ph.D.	2	
	Human Anatomy & Cell Science	M.Sc., Ph.D.	2	
	Individual Interdisciplinary Studies (IIS)	M.A., M.Sc., Ph.D.	1	
	Kinesiology & Recreation Mgmt.	M.A., M.Sc.	2	
	Medical Rehabilitation	M.Sc.	2	
	Peace & Conflict Studies	Ph.D.	1	
	Pharmacology & Therapeutics	M.Sc., Ph.D.	2	
	Preventive Dental Science	M.Sc. (Orthodontics)	2	
	Preventive Dental Science	M.Dent. (Pediatric Dentistry)	2	
External Review in Progress				
	Architecture	M.Arch.	1	
	Entomology	M.Sc., Ph.D.	2	
	Religion	M.A. (JMP)	2	
	Religion	Ph.D.	2	
	Soil Science	M.Sc., Ph.D.	2	
Under Review in Program				
	Agricultural Economics	M.Sc.	2	Minor revisions (2)
	Animal Science	M.Sc., Ph.D.	2	Minor revisions (2)
	Economics	M.A., Ph.D.	2	Minor revisions (2)
	Food Science	M.Sc., Ph.D.	2	Minor revisions (2)
	Pharmacy	M.Sc., Ph.D.	2	Continue as is (1)
	Philosophy	M.A.	2	Continue as is (1)

Process Stage	Unit	Program	Round	Review Classification
	Plant Science	M.Sc., Ph.D.	2	Minor revisions (2)
Under Review in FGS				
	English, Film and Theatre	M.A., Ph.D.	2	Minor revisions (2)
FGS Report to SCAR				
	CTL, EAFP	M.Ed.	2	Minor revisions (2)
	Disability Studies	M.A., M.Sc.	1	Minor revisions (2)
	Pathology	M.Sc.	2	Major revisions (3)
	Physics and Astronomy	M.Sc., Ph.D.	2	Minor revisions (2)
	Surgery	M.Sc.	2	Minor revisions (2)
Review Follow-Up Period				
	Anthropology	M.A., Ph.D.	2	Not provided
	Chemistry	M.Sc., Ph.D.	2	Major revisions (3)
	Classics	M.A.	2	Minor revisions (2)
	French, Spanish & Italian	M.A., Ph.D. (French)	2	Not provided
<i>Overdue</i>	Law	L.L.M.	2	Not provided
	Microbiology	M.Sc., Ph.D.	2	Continue as is (1)
	Social Work	Ph.D.	2	Minor revisions (2)
Follow-up Received				
	Icelandic	M.A.	2	Minor revisions (2)
	Medical Microbiology	M.Sc., Ph.D.	2	Not provided
	Medical Rehabilitation	M.Sc.	1	Major revisions (3)
	Nursing	M.N. (incl. Nurse Practitioner), Ph.D. (Cancer Control)	1	Minor revisions (2)
	Oral Biology	M.Sc., Ph.D.	2	Minor revisions (2)
	Physiology	M.Sc., Ph.D.	2	Continue as is (1)
	Public Administration	MPA (JMP)	1	Major revisions (3)

**Senate Committee on Academic Review:
Report on the Status of
Current Undergraduate Program Reviews**

Review Stage	Unit	Program(s)	Round	Review Classification
Review Initiated				
	Agribusiness & Agricultural Economics	B.Sc. (Agribusiness)	1	
<i>Extended</i>	Agroecology	B.Sc. (Agroecology)	1	
	Environment & Geography	Environmental Sciences, Environmental Studies, Geography and Physical Geography	1	
<i>Overdue</i>	Fine Art	B.F.A. (Honours, General); B.F.A. (Art History) (Honours, General), Diploma; includes Art History and Major of Art History in Arts	1	
<i>Overdue</i>	French, Spanish, and Italian	B.A. (Honours, Advanced, Major); includes French, Italian, Italian Studies and Spanish	1	
	Geological Sciences	B.Sc.G.Sc. (General, Honours, Major); includes Geology and Geophysics	1	
<i>Postponed</i>	Global Political Economy (Interdisciplinary)	B.A. (Advanced, Major)	1	
	Interdisciplinary Health (Health Sciences & Studies)	B.H.Sc., B.H.St.	1	
<i>Delayed</i>	Labour Studies (Interdisciplinary)	B.A. (Advanced, Major)	1	
<i>Extended</i>	Music	B.Mus. (Gen., Perf., Comp., Hist.), B.Jazz, P.B.D. P., B.Mus./B.Ed.	1	
<i>Overdue</i>	Physics & Astronomy	B.Sc. (Honours, Major); (includes Medical & Biological Physics and joint programs in Chemistry, Computer Science and Math)	1	
<i>Postponed</i>	Political Studies	B.A. (Honours, Advanced, Major)	1	
<i>Delayed</i>	Women's & Gender Studies (Interdisciplinary)	B.A. (Honours, Advanced, Major)	1	
External Review in Progress				
<i>Overdue</i>	Architecture	Bachelor of Environmental Design, AMP (1 & 2)	1	
<i>Overdue</i>	Law	Juris Doctor (J.D.)	1	
Under Review in Program				
	Classics	B.A. (Advanced, Major)	1	Not provided.
<i>Overdue</i>	English	B.A. (Honours, Advanced, Major); includes Drama, English, Film Studies & Theatre	1	Not provided.

Review Stage	Unit	Program(s)	Round	Review Classification
<i>Overdue</i>	Sociology	B.A. (Honours, Advanced, Major); includes Criminology	1	Adequate (1)
Vice-Provost Report to SCAR				
<i>Extended</i>	Economics	B.A. (Honours, Advanced, Major); B.Sc. (Honours, Major)	1	Minor Revisions (2)
Review Follow-up Period				
	Education	B.Ed., After Degree	1	Minor Revisions (2)
	Family Social Sciences	B.H.Ecol. (F.S.S.)	1	Minor Revisions (2)
	German and Slavic Studies	B.A. (Honours, Advanced, Major); includes German, Russian, Ukrainian and Central & Eastern European Studies	1	Not provided.
	Psychology	B.A. (Honours, Advanced, Major); B.Sc. (Honours, Major)	1	Minor Revisions (2)
	Religion	B.A. (Honours, Advanced, Major)	1	Not provided.
Follow-up Received				
	Kinesiology & Recreation Management	B.Kin., B.P.E., B.R.M.C.D.	1	Adequate (1)
	Mathematics	B.Sc. (Honours, Honours Co-op, Major); includes joint programs in Computer Science, Economics and Statistics)	1	Inadequate (3)
	Microbiology	B.Sc. (Honours, Honours Co-op, Major, Major Co-op)	1	Adequate (1)
	Statistics	B.Sc. (Honours, Major); includes joint program with Actuarial Science, Economics and Math.	1	Adequate (1)

**Senate Committee on Academic Review:
Report on the Status of
Externally Accredited Programs**

Faculty Program	Accreditation		
	Last Visit	Period	To
Agricultural & Food Sciences			
Communication Protocol: Rec'd			
B.Sc. (Agribusiness) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Agriculture) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Agroecology) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Food Science) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Food Science) Institute for Food Technologists (IFT)	2009	5 years	2014
Architecture			
Communication Protocol: N.A.			
Master of Architecture (M.Arch.) Canadian Architectural Certification Board (CACB)	2009	6 years	2015
Master of City Planning (MCP) Canadian Institute of Planners (CIP); Manitoba Professional Planners Institute (MPPI)	2007	5 years	2012
Master of Interior Design (MID), First Professional Council for Interior Design Accreditation (CID)	2012	6 years	2018
Master of Landscape Architecture (MLA) Canadian Society of Landscape Architecture (CSLA)	2010	5 years	2015
Arts			
Communication Protocol: Rec'd			
Ph.D., Psychology (Clinical) Accreditation Panel for Doctoral Programs and Internships in Professional Psychology, Canadian Psychological Association (CPA)	2010	4 years	2014
Asper School of Business			
Communication Protocol: Rec'd			
B.Com. (Hons.) Association to Advance Collegiate Schools of Business (AACSB)	2009	5 years	2014

Faculty Program	Accreditation		
	Last Visit	Period	To
B.Com. (Hons.) Association to Advance Collegiate Schools of Business (AACSB)	Pending	5 years	
B.Com. (Hons.), Accounting Major The Society of Management Accountants of Canada (CMA)	2012	5 years	2017
B.Com. (Hons.), Co-op Program Canadian Association of Co-operative Education (CAFCE)	2012	6 years	2018
B.Sc.(Hons.), Actuarial Mathematics (joint programs with Mathematics and Statistics) Society of Actuaries (SOA); Canadian Institute of Actuaries (CIA)	2009	5 years	2014

Dentistry

Communication Protocol: Rec'd

Dental Hygiene Diploma; B.Sc., Dental Hygiene Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
Doctor of Dental Medicine (DDM) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
M.Dent. Preventive Dental Sciences (Pediatric Dentistry) Commission on Dental Accreditation of Canada (CDAC) (preliminary)	N/A		2014
M.Dent., DDSS (Oral & Maxillofacial Surgery and Periodontics) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
M.Sc, Preventive Dental Sciences (Orthodontics) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014

Engineering

Communication Protocol: Rec'd

B.Sc. (Biosystems, Civil, Electrical, Computer, Mechanical Engineering) Canadian Engineering Accreditation Board (CEAB)	2013	6 years	2019
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Environment, Earth & Resources

Communication Protocol: Rec'd

B.Env.Sci. Canadian Environmental Accreditation Commission and ECO Canada	2011	5 years	2016
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Human Ecology

Communication Protocol: Rec'd

B.Sc., Human Nutritional Sciences (Dietetics Program) Dietitians of Canada (DC)	2010	7 years	2017
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Faculty Program	Accreditation		
	Last Visit	Period	To
Kinesiology & Recreation Mgmt.			
Communication Protocol: Rec'd			
B.Kin., B.P.E. Canadian Council of Physical Education. & Kinesiology Administrators (CCUPEKA)	2011	7 years	2018
B.Kin., Athletic Therapy Program Canadian Athletic Therapists' Association (CATA)	2010	4 years	2014
Medical Rehab., School of			
Communication Protocol: Rec'd			
B.M.R., Physical Therapy Physiotherapy Education Accreditation Canada (PEAC)	2010	5 years	2015
B.M.R., Respiratory Therapy Council on Accreditation for Respiratory Therapy Education (CoARTE)	2007	5 years	2012
B.M.R., Respiratory Therapy Council on Accreditation for Respiratory Therapy Education (CoARTE)	Pending		
Master of Occupational Therapy (MOT) Canadian Association of Occupational Therapists (CAOT)	2012	7 years	2019
Master of Physical Therapy (MPT) Physiotherapy Education Accreditation Canada (PEAC)	Pending		
Master of Physical Therapy (MPT) Physiotherapy Education Accreditation Canada (PEAC) (pre-accreditation)	Pending		
Medicine			
Communication Protocol: Rec'd			
C.M.E. (Continuing Medical Education) Committee on Accreditation of Continuing Medical Education (CACME)	2011	6 years	2017
M.P.A.S. (Physician Assistant Studies) Canadian Medical Association (CMA)	2011	6 years	2017
Manitoba Department of Clinical Health Psychology Residency Program Canadian Psychological Association Accreditation Panel for Doctoral Programmes and Internships in Professional Psychology	2011	7 years	2017
P.G.M.E. (Post-Graduate Medical Education) Royal College of Physicians and Surgeons of Canada (RCPSC); College of Family Physicians of Canada (CFPC), Family Medicine Program	2008	6 years	2014
UGME (Undergraduate Medical Education) Liaison Committee on Medical Education (LCME); Committee on Accreditation of Canadian Medical Schools (CACMS)	2011	Unspecified	N.A.

Faculty Program	Accreditation		
	Last Visit	Period	To
Nursing			
Communication Protocol: Rec'd			
Bachelor of Nursing (BN) College of Registered Nurses of Manitoba (CRNM)	2014	5 years	2019
Master of Nursing (MN) - Nurse Practitioner Stream College of Registered Nurses of Manitoba (CRNM)	2008	4 years	2012
Master of Nursing (MN). - Nurse Practitioner Stream College of Registered Nurses of Manitoba (CRNM)	Pending		
Pharmacy			
Communication Protocol: Rec'd			
B.Sc., Pharmacy Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	2013	6 years	2019
Science			
Communication Protocol: Pending			
B.Sc. (Hons.), Chemistry/Physics Joint Program Canadian Society of Chemistry (CSC)	2009	5 years	2014
B.Sc. and B.Comp.Sci., Computer Science Programs; (note: additional accreditation for Software Engineering Specialization) Computer Science Accreditation Council (CSAC)	2012	6 years	2018
B.Sc., Biochemistry (joint Chemistry / Microbiology) Programs Canadian Society for Chemistry (CSC)	2009	5 years	2014
B.Sc., Chemistry Programs Canadian Society for Chemistry (CSC)	2009	5 years	2014
B.Sc.(Hons.), Actuarial Mathematics (joint programs with Mathematics and Statistics and Management) Society of Actuaries (SOA); Canadian Institute of Actuaries (CIA)	2009	5 years	2014
M.Sc., Ph.D., Physics (Medical Physics) Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP)	2012	5 years	2017
Social Work			
Communication Protocol: Rec'd			
Bachelor of Social Work (BSW); Master of Social Work (MSW) Canadian Association for Social Work Education (CASWE-ACFTS)	2007	7 years	2014
Bachelor of Social Work (BSW); Master of Social Work (MSW) Canadian Association for Social Work Education (CASWE)	Pending		

UNIVERSITY OF MANITOBA

APR - 2 2014

OFFICE OF THE PRESIDENT

March 28, 2014

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

Dear Dr. Barnard:

At its meeting on March 21, 2014, Council reviewed a Statement of Intent from the University of Manitoba (UM) for a Doctor of Pharmacy Program. I am pleased to report that the UM may proceed to develop a Full Program Proposal for Council's consideration.

Sincerely,



Ray Karasevich
Secretary

c. Dr. Joanne Keselman
Dr. David Collins
Valerie Shantz



UNIVERSITY
OF MANITOBA

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel. (204) 474-9593
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MEMORANDUM

DATE: March 19, 2014
TO: David Barnard, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING –
March 18, 2014***

At its meeting on March 18, 2014, the Board of Governors approved the following motion:

THAT the Board of Governors approve three new offers, one amended offer, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 16, 2013].

THAT the Board of Governors approve three new offers, three amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 21, 2014].

THAT the Board of Governors approve, in principle, the Bannatyne Campus Master Plan [November 7, 2013], as recommended by Senate on February 5, 2014.

Copy: S. Coyston
D. Jayas

JML/sf

PRESIDENT'S REPORT: April 2, 2014

GENERAL

Dr. Joanne Keselman, Vice-President (Academic) and Provost, is leading the process to develop an updated strategic plan for the University for the next five years. A Strategic Planning Committee (SPC) has been formed, comprising representation from across the University, which will be responsible for developing, through a consultative process, an updated plan for consideration by the University of Manitoba's Senate and Board of Governors. So far, 55 consultation sessions have been scheduled, with the consultation phase currently slated to conclude in early April, 2014.

The federal budget announced on February 11, 2014 included an announcement of the Canada First Research Excellence Fund, comprising a \$1.5 billion investment in research and innovation over a 10 year period. This announcement follows a period of sustained advocacy by Canada's universities, which have promoted increased investment in research that would supplement that already available through the federal granting councils and the Canada Foundation for Innovation. The recent provincial budget included a 2.5 per cent increase in operating grants to universities and signaled the provincial government's intention to merge the Council on Post-Secondary Education with the Department of Education and Advanced Learning.

The University has established new Youth in Care Tuition Grants, which will provide youth who are currently in, or who have been in the care of Manitoba's Child and Family Services, the opportunity to receive post-secondary education at the University of Manitoba. These grants will cover the costs of undergraduate tuition up to a maximum of \$5,000 per year for a maximum of four years for each recipient and will be effective as of the 2014 fall intake. At full implementation this will include up to 40 students per year.

The Visionary (re)Generation planning process kicked off February 11th, 2014 and will include significant consultation/engagement events: Engagement Fair, Pop Up Engagement, Design Workshop, Smartpark Vision Workshop, Community Conversations, Neighbourhood Network designed to seek input from both the University community and surrounding neighbourhoods. The 16-month process will run concurrently to align with City of Winnipeg Functional Design process for Phase 2 of the Southwest Rapid Transit Corridor and will culminate with the Campus Master Plan, Area Master Plan and Phase One – Site Plan.

The University and the Alumni Association were proud to announce the recipients of the 2014 Distinguished Alumni Awards in late February, the first year that these awards have been offered in more than one category. The following individuals have been selected as this year's winners:

- Distinguished Alumni Award – David Matas - Nominated for the Nobel Peace Prize but banned from Russia and denounced by China, Mr. Matas' outspoken stance on violations of human rights around the world has made him one of the world's leading scholars and advocates of the oppressed.
- Professional Achievement Award – Scott Cairns – Mr. Cairns' passion for chemistry formed the foundation that resulted in his leading a team of weapons inspectors from a United Nations

watchdog organization that won the Nobel Peace Prize into the heart of Syria, and saw firsthand the effects of a brutal regime upon innocent victims of war.

- Community Leadership Award – Bruce Miller - Throughout his career, Mr. Miller has sought opportunities to build community and to share stories of his culture and traditions with Indigenous students through education and Aboriginal sport programs.
- Alumni Service Award – John Bockstael – Mr. Bockstael’s name is synonymous with construction in Manitoba; in 2008, he helped establish the Friends of Engineering that partners students with industry leaders in the province.
- Young Alumni Award – Chau Pham - Two years in a refugee camp battling tuberculosis was part of the motivation that led Dr. Pham to become a doctor and eventually establish Canadians Helping Kids in Vietnam. She works tirelessly to help children with insufficient medical care.

These recipients were honoured at the Celebration of Excellence on May 1st at the Winnipeg Art Gallery. The event was a night to remember that featured performances by Juno-nominated alumni in honour of our five inspiring award winners.

ACADEMIC MATTERS

- Digvir S. Jayas, Vice-President (Research and International) and distinguished professor in Biosystems Engineering, has been elected as a Foreign Fellow of the National Academy of Sciences, India for his contributions to global grain preservation through research and innovation.
- Cliff Eyland, School of Art, was awarded a \$70,000 commission for a work of art for the new Meadows Library in Edmonton in 2011 by the Edmonton Arts Council. Eyland's work will be installed in May 2014.

In January 2013, Cliff Eyland was awarded a \$430,000 commission by The Halifax Central Library as a result of an international call for proposals. The art work will be installed in September 2014. This is a link to a Chronicle Herald article:

<http://thechronicleherald.ca/artslife/923980-new-library-to-get-5000-tiny-paintings>

- Dr. Mike Sullivan, Dentist of Portage la Prairie was installed as President of the Manitoba Dental Association. The appointment was confirmed at the annual meeting of the Manitoba Dental Association (MDA) which ran in conjunction with the national meeting of the Canadian Dental Association in Winnipeg on January 23 - 25, 2014.
- Dr. Philip Hultin (Chemistry) and Mr. Khosrow Hakimzadeh (Dean’s Office) are responsible for encouraging IST to install Apple TV in the Armes lecture theaters. This allows instructors to play videos or show presentations through the data projector without having to hook up an iPad, iPhone or MacBook with any kind of wiring to the podium. The University of Manitoba is the first university to use this type of technology for classroom presentations. It has been used in the primary education system but those environments are not very complex.

- Jazz guitarist and faculty member Larry Roy, Faculty of Music, and Music alumnus Erin Propp (B. Jazz Studies, 2011) were nominated for a 2014 Juno Award for their recent CD release, *Courage My Love* (Vocal Jazz Album of the Year). The 2014 Juno Awards Celebrations was held in Winnipeg on Sunday March 30, at the MTS Centre.
- Braden Calvert, Diploma in Agriculture student, skipped the Manitoba squad to victory at the Canadian Junior Men's Curling Championship on Sunday in Liverpool, NS. Braden and his teammates will be travelling to Flims, Switzerland next month to represent Canada at the World Junior Curling Championships.
- Married alumni Myron and Jill Krahn have been named the Manitoba Outstanding Young Farmers of the Year. Myron (BScAgric/00) and Jill (BScAgric/01) both graduated with agronomy degrees and today, they operate a family farm near Carman. They started a seed dealership in 2009 which has now expanded into retailing soybeans and cereal seed. They have also recently set up an on-site seed treating system. Jill and Myron will move on to the national Outstanding Young Farmers' competition to be held later this year.
- The T.A. (Stoney) Anderson Gold Medal was awarded to Ms. Josee Lepine as the graduate with the highest academic achievement in the Asper MBA Program.
- In January 2014 a team of 11 students represented the Asper School at the Intercollegiate Business Competition (ICBC) in Kingston, ON. This is a very prestigious international case competition in its 36th year and hosted by the Queen's Business School. We are proud to report that three of our five teams placed at (Intercollegiate Business Competition) ICBC:
 - Business Policy Case Team (2nd Place)
Rebecca Taruc, Neil Suh, & Foster Lyle
 - MIS Case Team (2nd Place)
Heidi Deras & Cameron Teschuck
 - Marketing Case Team (3rd Place)
Jian Lei & Ryan Lucenkiw

Of the 16 schools that had a podium finish, only one other university also had three teams place in the finals. To qualify for the finals of (Intercollegiate Business Competition) ICBC, our students competed in the preliminary round during the fall semester against 29 other Canadian and international universities. Teams in various functional areas wrote a case analysis which was blind-judged at Queen's. If a team's submission was ranked in the top five, they were invited to the final round of the competition.

Twenty-five universities qualified at least one team for the final, but with five teams, the Asper School had the most teams at the finals. In this round, each team received a new case and had 5.5 hours to prepare a presentation for a panel of judges from industry.

- The 30th Political Studies Students' Conference (PSSC) took place January 29th to 31st at the University of Manitoba dedicated to Canada and the Arctic: Challenges and Opportunities.

Organized and run by students, the event hosted 26 expert speakers from around the world and drew in 400 audience members over the 3 days. The conference was multidisciplinary in nature, unpacking issues of concern for the peoples of the Arctic as well as wider geopolitical and domestic concerns. The student organizers were Alison Kimlinger (MA candidate, Political Studies), Elikem Tsamenyi (MA Candidate, Political Studies), and Richard Farthing-Nichol (undergraduate, Political Studies), with assistance from Paul Aseltine (MA Candidate, Political Studies) and Dana Tucker (MPA Candidate, Political Studies) and many University of Manitoba undergraduates. The faculty advisor was Andrea Charron (Deputy-Director, Centre for Defence and Security Studies and Assistant Professor, Department of Political Studies).

- The Legal Help Centre announced that beginning in January 2014, it will be running a monthly Legal Help Clinic at 485 Selkirk Avenue (the William Norrie Centre of the University of Manitoba). This monthly clinic will provide free legal information to community members with family incomes less than \$50,000 a year.

The Legal Help Centre is a not-for-profit law centre set up by community volunteers working together with faculty and students from both the University of Winnipeg and University of Manitoba. It is run by a community board made up of members of the legal profession, the community and the University sector. The Legal Help Centre also serves as an experiential education opportunity for students in the Faculties of Law, Social Work, Criminal Justice and Inner City Studies. Under the supervision of accredited professionals students apply the work they have learned in the classroom to the field.

- On January 9, alumna Andriana Chuchman (B. Music Performance, 2004) made her debut with the Metropolitan Opera in New York City, singing the role of Adina in Donizetti's *L'Elisir d'Amore*. Critics praised Andriana for her electrifying performance.
- The Department of Computer Science has put together the first ever 10 member all-female team that competed in the Computer Science games held in Montreal by *École de Technologie Supérieure* from March 21 to 24. The undergraduate students hope to be role models for future female students to enter and stay in Computer Science.
- Student Life hosted the University of Manitoba's first "Student Leadership Summit" on January 18, 2014. Over 80 students participated in a day full of workshops, panels and presentations. Panelists and presenters included U of M staff, alumni and students. The organizing committee was made up of five student leaders and they were supported by Student Life staff, UMSU, the GSA and the Arts Student Body Council.
- January 2014 was the University of Manitoba's first "Career Month". Over 6,000 students participated in workshops, roundtables, networking opportunities, and the annual Career Fair. The Career Fair attracted over 90 employers and garnered media attention.

RESEARCH MATTERS

- On January 8, 2014 the Canada Foundation for Innovation (CFI) John E. Evans Leaders Fund (JELF) announced support to five University of Manitoba research projects in the amount of \$854,986. The five projects are led by Drs. Genevieve Ali (Geological Sciences) to find strategies for Prairie watershed management systems, Mazdak Khajehpour (Chemistry) to study the cause of aging at the molecular level, Peter Kulchyski (Native Studies) to and the set-up a new performance studies centre, Juliette Mammei (Physics and Astronomy) to seek answers to what makes up the universe, and Barbara Sharanowski and Alejandro Costamagna (Entomology) to find the best insects for natural pest control.
- On February 21, 2014 Federal Health Minister Rona Ambrose and Manitoba Health Minister Erin Selby were joined by Dr. Alain Beaudet, President of the Canadian Institutes of Health Research (CIHR), and Dr. Digvir Jayas, Vice-President (Research and International) at the University of Manitoba to announce \$22.4 million in funding over five years for the [Manitoba SUPPORT Unit](#) for patient-oriented research.

SUPPORT (Support for People and Patient-Oriented Research and Trials) Units are provincial or regional centres that connect patients, researchers, policy makers, funders, and health care professionals to help attract, train, and mentor health care professionals and patient-oriented researchers. Ultimately, the SUPPORT Units are about improving health outcomes for patients. They provide the infrastructure needed to improve health care practices, therapies, and policies. They will ensure new and innovative diagnostic and therapeutic approaches are applied when and where needed, for the benefit of Canadian patients. The SUPPORT Unit will operate through the George and Fay Centre for Healthcare Innovation.

- The University of Manitoba is part of the newly announced Canadian Respiratory Research Network (CRRN) that received more than \$7 million in federal and private funding to help discover why 20 per cent of smokers are diagnosed with chronic obstructive pulmonary disease (COPD) while 80 per cent are not. Dr. Andrew Halayko (Physiology/Internal Medicine/Manitoba Institute of Child Health) was appointed the director of training and mentoring for CRRN. The Emerging Network will receive \$4.2 million from CIHR over the next five years with matching funds of \$2.5 million from industry and not-for-profit organizations such as the Canadian Lung Association. Halayko will lead the discovery platform, a basic research platform that's embedded within the network; which includes researchers from the Universities of Calgary, McGill and McMaster.
- In January, the George and Fay Yee Centre for Healthcare Innovation (CHI) was awarded Silver in the Institute of Public Administration of Canada (IPAC) /Deloitte Public Sector Leadership Awards program for exceptional leadership in Canada's healthcare sector. Organizations are recognized by IPAC/Deloitte Public Sector Leadership Awards for their bold strategic thinking, innovation in public policy and visionary leadership. IPAC/Deloitte stated that CHI won the Silver Award for "its solution to bridging and integrating academic research and practitioner's clinical expertise to create evidence-based decision making and policy and leading-edge approaches to help Manitoba's health system meet the challenge of delivering high quality, cost-effective healthcare." CHI was established in 2008 as a partnership between the University of Manitoba and the Winnipeg Regional Health Authority following a \$2.5M donation by University of Manitoba alumnus George Yee [MD/60].

- On February 3, 2014 Mr. Ry Moran was appointed the Director of the National Research Centre for Truth and Reconciliation at the University of Manitoba. The University is honoured to be chosen by the Truth and Reconciliation Commission of Canada to host the National Research Centre for Truth and Reconciliation; it joined hands with communities across Canada when it signed the historic agreement on June 21, 2013 – National Aboriginal Day. The University is focused on fostering reconciliation, which is why it was the first university to offer an [official apology](#) to Canada’s First Nations, Metis and Inuit peoples, and it is proud to have Mr. Moran further its goal when the Centre formally opens in 2015. The National Research Centre for Truth and Reconciliation will be located on the University of Manitoba campus and will house thousands of video and audio-recorded statements from Survivors and others affected by the schools; millions of archival documents and photographs from the Government of Canada and Canadian church entities; works of art, artifacts and other expressions of reconciliation presented at Truth and Reconciliation Commission events; and research collected and prepared by the Commission.

The Centre will operate within the academic and administrative structure of the University. Moran will report administratively to the Vice-President (Research and International), and he will be responsible in managing the day-to-day operations of the Centre. Since 2010, Moran has been the Director of Statement Gathering with the Truth and Reconciliation Commission of Canada. Prior to this, he owned Yellow Tilt Productions, delivering professional services in a variety of areas including Aboriginal language preservation. Moran, a bi-lingual member of the Metis Nation, is a Masters of Business Administration student, and holds a Bachelor of Arts from the University of Victoria.

- On January 23, 2014 the Asia Pacific Foundation of Canada (APF) visited the University as part of the Manitoba component of the National Conversation on Asia. Dr. David Barnard and Mr. Yuen Pau Woo (APF CEO and President) co-hosted a roundtable discussion titled “Manitoba and Asia: The Way Forward” which gathered senior officials and representatives from APF; the Department of Foreign Affairs, Trade and Development; and Province of Manitoba - Ministry of Education and Advanced Learning; Economic Development Winnipeg Inc.; Manitoba Trade and Investment; The Manitoba Chambers of Commerce; World Trade Centre Winnipeg; Manitoba Immigration and Multiculturalism; Chinese Cultural Centre and the Chinese Chamber of Commerce of Manitoba.

More than 70 faculty members, students and staff attended an afternoon session themed “The Rise of Asia: Are We Ready?” at which David Mulrone shared the highlights of Canada’s Asia Challenge: Creating Competence for the Next Generation of Canadians (a Report of the Asia Competence Task Force, which he co-chairs with Janet De Silva). Representatives of UM Students’ Union, Students Without Borders Vietnam, Asper School of Business/Association of Chinese Professors in Manitoba and Asian Studies Centre (UM Faculty of Arts) provided feedback to the report.

- Money and minds were brought together on January 31st and February 1 in a unique event hosted by the Technology Transfer Office called Vision to Venture. Winnipeg’s top entrepreneurs were on hand to connect with the top scientists and product developers who showcased patent-pending technologies awaiting financial investment to get them to market. The event was a huge success with more than 60 people in attendance both days and at least one start-up is in the works.
- Distinguished Professor Digvir Jayas, Vice-President (Research and International) was appointed as a Council member of the Natural Sciences and Engineering Research Council of Canada (NSERC) on December 17, 2013 for a term of three years. Collectively, NSERC Council members represent the academic research and private sector communities in the natural sciences and engineering.

The Council works to achieve the maximum strategic impact for Canada from the expenditure of public funds and to advance Canada’s research and development agenda. Jayas is a Registered Professional Engineer and a Registered Professional Agrologist. He has authored or co-authored over 800 technical articles in scientific journals, conference proceedings and books. Jayas’ appointment continues the legacy of service by preceding professors at the University of Manitoba, notably Dr. Joanne Keselman (2001 – 2008) and Dr. James Blatz (2009 – 2014).

- On February 21, 2014 more than 175 grade 11 and 12 high school students and teachers from across Manitoba got a taste of research in a day of hands on activities as part of the annual Science, Engineering and Technology (SET) Day hosted by the Office of the Vice-President (Research and International). The students and teachers participated throughout the day in faculty-based and led activities: Clayton H. Riddell Faculty of Environment, Earth, and Resources Arctic Science Day at Fort Whyte Alive (organized by Centre for Earth Observation Science); National Centre for Livestock and the Environment greenhouse gas session; Faculties of Human Ecology and Agricultural and Food Sciences teamed up for Pizza 101; Faculty of Science ‘Heart and Rec’ Biological Sciences lab activity; Faculty of Science Computer Science Robotics session; and Faculty of Kinesiology and Recreation Management ‘Analyzing your Moves’.

A series of three SET Talks were given by Dr. Peter Cattini (Physiology), Ms. Leah Guenther (2013 3MT Winner) and Dr. Steve Whyard (Biological Sciences). WISE Kidnetic provided another hands on session (DNA analysis) for students and teachers. Social media engagement by participants was encouraged and can be seen at <http://www.umanitoba.ca/research/setday/setday2014-storify.html>

- Five new International Agreements were signed and three were renewed:

Partner Institution	Country	Agreement Type	UM Initiating Faculty
Groupe ESC Troyes en Champagne, France	France	SEA Renewal	I H Asper School of Business
Ningbo University	China	Student Transfer Program Renewal	I H Asper School of Business
St. Petersburg University	Russia	Program Service Provider Agreement	Arts – Department of Slavic Studies
El Paso County Department of Human Services	USA	Internship Contract	Faculty of Social Work
Warsaw School of Economics	Poland	MOU	I H Asper School of Business
Warsaw School of Economics	Poland	SEA	I H Asper School of Business
IDRC/AUCC	Kenya	Memorandum of Grant Conditions	Faculty of Medicine
Lviv Polytechnic University	Ukraine	SEA Renewal	Faculty of Social Work

- One international delegation from Yamanshi Gakuin University, Japan visited in December 2013.
- A total of five projects received funding from MITACS and NCE totalling \$145,600 in funding. Those who received more than \$25,000 in funding are:

PI	Sponsor	Title	Awarded
Annakkage, Udaya (Electrical and Computer Engineering)	Mitacs Inc.	Tools for enhancement of power system security	\$80,000
Dixon, Ian (Physiology)	Networks of Centres of Excellence	Matrix and tissue remodeling network (MatriNET) (Proposal development costs)	\$25,000
Kordi, Behzad (Electrical and Computer Engineering)	Mitacs Inc.	A novel passive wireless sensor for the measurement of AC/DC electric field in the vicinity of high voltage apparatus	\$30,000

- Thirty-two research projects led by 28 investigators were awarded \$4,964,497.79. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Ball, Terry (Blake) (Medical Microbiology)	CIHR	Defining the mechanisms of IRF 1 in mediating innate resistance to mucosal HIV acquisition in HIV exposed seronegative (HESN) women	\$606,266
Blydt-Hansen, Tom (Pediatrics and Child Health)	Children's Mercy Hospital	Chronic kidney disease in children (CKiD III)	\$63,804
Booth, Stephanie (Medical Microbiology)	CIHR	MicroRNA-dependent regulation in early prion-related neurodegenerative disease	\$99,758
Booth, Stephanie (Medical Microbiology)	Manitoba Health Research Council	MicroRNA-dependent regulation in early prion-related neurodegenerative disease	\$99,758
Brothwell, Douglas (Dental Diagnostic and Surgical Sciences)	Lawson Foundation (The)	Prepare to quit	\$150,000
Burgener, Adam (Medical Microbiology)	Magee-Womens Research Institute and Foundation	Microbicide safety and acceptability in young men	\$32,317
Clark, Shawn (Civil Engineering)	Manitoba Hydro	Bridge funding to initiate NSERC IRC in river ice engineering program work	\$49,600

Duhamel, Todd (Faculty of Kinesiology and Recreation Management)	Heart and Stroke Foundation of Canada	ENCOURAGEing workplace and employee wellness programs to help more Manitobans to become physically active	\$80,000
Farenhorst, Annemieke (Soil Science)	University of Saskatchewan	Proposal for the NSERC prairie chair for women in science and engineering to be established at the University of Manitoba	\$30,000
Flaten, Donald (Soil Science)	Agrium Inc	Long term management of P fertilizer to maximize yield and minimize cadmium in Manitoba crops	\$30,000
Fowke, Keith (Medical Microbiology)	CIHR	Limiting HIV target cells by inducing immune quiescence in the female genital tract	\$372,438
Graham, Marjory (Anaesthesia)	Children's Hospital Foundation of Manitoba Inc.	Academic performance in healthy young children exposed to general anesthesia	\$32,870
Hitchon, Carol (Internal Medicine)	Association of Universities & Colleges of Canada (AUCC)	Spectrum of pediatric rheumatic disease in East Africa	\$40,000
Kong, Jiming (Human Anatomy and Cell Science)	CIHR	Protecting delayed neuronal death in ischemic stroke by targeting the BNIP3 pathway	\$225,000
Lorway, Robert (Centre for Global Public Health (CGPH))	CIHR	A South to South collaborative project to understand and address the HIV vulnerability of male sex workers in Nairobi, Kenya	\$335,630
McKenna, Sean (Chemistry)	Cancer Research Society, Inc.	Investigating the regulatory role of an RNA-quadruplex helicase, RHAU, on telomerase activation	\$119,500
Miller, Donald (Pharmacology and Therapeutics)	CIHR	Phospholipids receptors as targets for enhancing drug permeability to the brain	\$94,376
Mookherjee, Neeloffer (Internal Medicine)	CIHR	Inhibitory effects and mechanisms of innate defence regulator peptides in inflammatory arthritis	\$100,000
Mookherjee, Neeloffer (Internal Medicine)	Manitoba Health Research Council	Inhibitory effects and mechanisms of innate defence regulator peptides in inflammatory arthritis	\$100,000

Pistorius, Stephen (Physics and Astronomy)	Canadian Breast Cancer Foundation - Prairies/NWT Region	Early stage breast tumor detection using spintronic based microwave imaging sensors	\$435,000
Plummer, Francis (Medical Microbiology)	CIHR	Genetic determinants of HIV-1 acquisition in Kenyan men who have sex with men	\$381,654
Ripat, Jacqueline (Occupational Therapy)	Manitoba Health Research Council	Exploring winter weather issues faced by Manitoba wheeled mobility users	\$87,066
Ritchie, Lesley (Clinical Health Psychology)	Health Sciences Centre Foundation	Functional outcomes following neuropsychological intervention in acquired brain injury outpatients with executive dysfunction	\$50,445
Schroth, Robert (Preventive Dental Sciences)	Dalhousie University	Engaging Aboriginal voices to address oral health disparities network for Canadian oral health research (NCOHR) team building workshop pathway to oral health equity for Aboriginal Canadians: Knowledge exchange workshop	\$25,000
Solbrig, Marylou (Internal Medicine)	Manitoba Health Research Council	Cannabinoids in health and disease	\$100,000
Soussi Gounni, Abdelilah (Immunology)	CIHR	Semaphorin3E as a novel therapeutic target in allergic asthma	\$100,000
Soussi Gounni, Abdelilah (Immunology)	Manitoba Health Research Council	Semaphorin3E as a novel therapeutic target in allergic asthma	\$100,000
Strachan, Shaelyn (Kinesiology and Recreation Management)	Manitoba Health Research Council	Who am I? Examining and targeting physical activity self-perceptions as a means of promoting physical activity adherence	\$99,961
Taback, Shayne (Pediatrics and Child Health)	Canadian Diabetes Association	Can resveratrol improve insulin sensitivity and preserve beta cell function following gestational diabetes?	\$275,000
Woodgate, Roberta (Nursing)	CIHR	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$100,000

Woodgate, Roberta (Nursing)	CIHR	Decision-making across the adult lifespan in the context of breast cancer	\$70,000
Woodgate, Roberta (Nursing)	Manitoba Health Research Council	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$34,527
Woodgate, Roberta (Nursing)	CIHR	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$34,527
Xie, Jiuyong (Physiology)	Manitoba Health Research Council	Control of alternative splicing in cell function and genetic diseases	\$410,000

ADMINISTRATIVE MATTERS

- The University finalized the purchase of 137 Innovation Drive from Cangene Corporation. The University took possession of the building on February 14, 2014.
- Phase II of the Wireless N deployment, 28 buildings has been completed. 12 buildings remain with no wireless network and 38 buildings with the older Wireless B/G technology.
- Phase II of the Emergency Notification System (ENS) deployment is complete with the installation of telephony technology enabling the system to distribute alerts to the phone system and remote speakers.
- IST assisted with the storage upgrade to the Truth and Reconciliation Archive and planning is underway to relocate the hardware to the University Data Centre.

EXTERNAL MATTERS

- At an awards ceremony held as part of the annual CASE District VIII Conference held in Vancouver by the Council for the Advancement and Support of Education (CASE) the Marketing Communications Office was recognized in February with a bronze award for their promotion and supporting collateral materials for the “University of Manitoba’s Homecoming 2013”.
- As of February 21, 2014 the University has raised \$19,067,249.11 in this fiscal year.
- Significant gifts and activities in the last reporting period include:
 - A gift of \$300,000 has been received from the estate of John Gordon Hunter. This gift has been directed to the Helen Mann Fund and the Robert Charles Armatage Fund.
- At the request of the provincial government, Dr. David Barnard, President and Vice-Chancellor and Paul Kochan, Vice-President (Administration) delivered a presentation in January on the experiences and lessons learned in implementing Resource Optimization and Service Enhancement (ROSE) program.

- Minister of Canadian Heritage and Official Languages, Shelly Glover met with President Barnard; John Kearsey, Vice-President (External); Digvir Jayas, Vice-President (Research and International); and Tyler MacAfee, Director of Government and Community Engagement on January 22, 2014. A number of issues were discussed with the senior federal minister from Manitoba including: University of Manitoba's role as an economic driver, the role of graduates in driving Manitoba and Canada's economy, the AUCC/U15 Advantage Canada Research Excellence (ACRE) Fund proposal, opportunities for U of M under the Building Canada Fund, and the Taché Arts Project. Minister Glover's visit also included a tour of the Richardson Centre for Functional Foods and Nutraceuticals (RCFFN) led by Director, Dr. Peter Jones.
- On January 24, 2014, Theresa Oswald, Honourable Minister of Jobs and the Economy met with President Barnard; John Kearsey; Digvir Jayas; Jonathan Beddoes, Dean, Faculty of Engineering; and Tyler MacAfee to cover issues related to the critical role that the University of Manitoba plays in driving the provincial economy and supplying the talent for Manitoba's labour force.
- President Barnard, John Kearsey and Tyler MacAfee met with Manitoba's Finance, Jennifer Howard, on January 28, 2014 to discuss, in advance of the provincial budget, the key role that the University of Manitoba plays in the provincial economy.
- On February 13, 2014, President Barnard and Tyler MacAfee met with Manitoba Minister of Health, Erin Selby, to discuss the Academic Structure Initiative, new nursing facility and the Bannatyne Campus Master Plan, and transformational research breakthrough at the University of Manitoba.
- The fourth Visionary Conversations was held on Wednesday, January 22, 2014 at St. John's College on the Fort Garry Campus. The title of the conversation was "Who Gets Fed First? Global Population Boom: 9 Billion Mouths to Feed". The featured panelists were Dr. Digvir Jayas, Vice-President (Research and International) and Distinguished Professor, Biosystems Engineering; Dr. Karin Wittenberg, Associate Dean (Research) and Professor, Animal Science; and Dr. Vaclav Smil, Distinguished Professor Emeritus, Environment and Geography. We also had a donation bin setup for the University of Manitoba Foodbank. The event was very well attended with 177 confirmed RSVPs and we received several Foodbank donations.
- The call for nominations to the Board of Governors officially closed on February 7th. Alumni Relations received only one application for candidacy therefore no election will be held. The candidate, Rennie Zegalski, met all criteria necessary as required by the approved election policies and procedures.
- The first ever Alumni Forum was held on Monday, March 10th in the Pinnacle Club at Investors Group Field. The Forum provided an opportunity for graduates to engage with other alumni in meaningful discussion on the strategic direction of the University of Manitoba.

PRESIDENT'S REPORT: May 14, 2014

GENERAL

Nearly 60 university presidents participated in the spring membership meeting of the Association of Universities and Colleges of Canada, held in Winnipeg- in part at the University of Manitoba - April 8-9. Discussions focused on how best to ensure graduates' readiness for an increasingly complex and dynamic world, how universities and their graduates can contribute to a diverse, integrated and globally-connected Canada, and the role of universities in preparing students for Canada's changing economy. The membership meetings also included a keynote address from National Chief Atleo regarding the collaboration between universities and First Nations communities and efforts by universities to enhance access and support success for Aboriginal students, and an address by Paul Soubry, president and CEO of New Flyer, about the skills Canada's employers need and the role of universities in driving Canadian and global innovation.

As part of the Public Policy Forum's 2013-14 Lecture Series, the University of Manitoba hosted a public lecture by Mary Simon, Chairperson of the National Committee on Inuit Education, past President of Inuit Tapiriit Kanatami, and Canada's first Ambassador for Circumpolar Affairs, about "Fulfilling National Arctic Interests and Obligations through Education". Ms. Simon's address focused on why the future of Canada's North and our overall economic prosperity lies in education. While at the University, Ms. Simon also offered a seminar for a group of graduate students focused on the concept of education as a form of reconciliation.

The U15 Group of Canadian Research Universities, of which the University of Manitoba is a member, has accepted an invitation to join the Global Network, the pre-eminent international network of leading research universities comprising the Association of American Universities (AAU), League of European Research Universities (LERU), The Russell Group, the China 9 and the Australian Group of Eight. The network was formed to collaborate to respond to challenges facing universities around the world.

Consultations continued throughout the month of March to solicit feedback from the University of Manitoba community as part of the process to update the Strategic Planning Framework for the University. As part of this process, the first ever Alumni Forum was held on March 10th and featured a facilitated discussion hosted by Sandra Woloschuk of Learning & Development services. Participants offered thoughtful and impassioned feedback on the Strategic Direction for the University of Manitoba. Over 60 alumni attend and everyone seemed to be genuinely engaged in the process. We received very positive response both during and after the event.

'Dream Big' was held during the week of March 10th and hosted events including a presentation on (Unidentified Flying Objects) UFOs, artwork interpreting Hubble Telescope images in the Gallery of Student Art, a panel on careers in space, and culminated with the public lecture by Knight Distinguished Visitor Dr. Neil deGrasse Tyson. Dr. Tyson was introduced by General (Retired) Walter Natynczyk, president of the Canadian Space Agency, in front of a capacity crowd of 3,500 at the Investors Group Athletic Centre. The 'Dream Big' week also included the ninth annual Emerging Leaders Dinner on March 13th, 2014, at which 78 students were acknowledged. Students were represented from all faculties, all three Winnipeg campuses, both undergraduate and graduate levels of study, including international, Aboriginal and non-Aboriginal students.

ACADEMIC MATTERS

- Since approval by the Board of Governors of the proposal to create a new Faculty of Health Sciences, transition and implementation work has begun in earnest. This work is guided and supported by an Implementation Steering Committee and the Council of Health Sciences Deans. Nine sub-committees have been struck including: Students /Student Support Services; Human Resources/Finance; Communications; Governance; Indigenous Health; Academic Affairs; Faculty Development; Inter-professional Education; and Research/Graduate Studies. These sub-committees include faculty and support staff representatives from each unit, with other University of Manitoba personnel providing additional support. A new Faculty of Health Sciences website has been created that will provide up-to-date information on transition progress.
- Team Asper MBA (Northern Consulting), comprised of Judy Jayasuriya, Mark Taylor, Brad Tole and Samantha Wong, finished first overall at the National Strategy Consulting Competition (NSCC) which provides a comprehensive opportunity for students across Canada and the United States to learn about strategy consulting and to network with top industry professionals. This event took place February 27th to March 1st and included teams from the University of British Columbia (Sauder School), University of Washington (Foster), University of Alberta, University of Toronto (Rotman), University of York (Schulich), University of Saskatchewan (Edwards), University of Manitoba (Asper) and Simon Fraser University (Beedie).
- The Spur Festival event *Wine & Words* was held on March 20th at the Winnipeg Art Gallery. The event celebrated the written works of Canadian musicians, playwrights, poets, authors and storytellers by having local actors and celebrities present dramatized readings of never-before-published works of local authors to help fundraise for the company's season. Several Faculty of Arts' students (John Stintzi, Jeremy Strong), faculty (David Annandale, Alison Calder), as well as Christine Fellows (musician and recent songwriter-in-residence), Guy Maddin (award-winning filmmaker and distinguished filmmaker-in-residence) and Louise Wallwein (writer-in-residence) participated.
- The Asper School's Reg Litz Teaching Day was held on March 21st to celebrate and advance teaching, whilst honouring one of the Asper School's most accomplished teachers. Twelve experts shared their teaching ideas and strategies to enable faculty to become better teachers and enhance student learning.
- The Faculties of Medicine and Dentistry held their first successful Oral Health Day on February 7th with a remarkable mix of dental and medical care providers. The event attracted more than 200 healthcare providers for a day of lectures, discussions and hands-on workshops focusing on the primary role of oral health in interprofessional healthcare design and delivery. The one-day event was the first of its kind worldwide and marked what could be the beginning of a new era of interprofessional healthcare delivery in this country.
- The Faculty of Education hosted an event with the Canadian Museum of Human Rights and signed a Memorandum of Understanding to offer a Teacher Leadership and Human Rights Education summer institute.

- Let's Talk Science (LTS) hosted 32 outreach activities over Spring Break which included two science fairs; a rural outreach to a Hutterite colony near Gladstone, MB; participation in the University's Info. Days; the first workshop taught at a Chinese School and 26 classroom workshops. As well, the team facilitated workshops in Thompson, MB to over 1000 students in elementary schools, high schools and a Boys and Girls Club. LTS partnered with the Children's Museum to provide a 5-week program for children grades 4-6 that focused on Robotics. The 17 children learned about computer science and how it is used in programming robots. Four rural outreach and one Aboriginal reserve visit reached out to 784 students in Shoal Lake, Crystal City, Sagkeeng Reserve, Boissevain and Minto.
- This year mark the 30th anniversary of the Northern Social Work Program in Thompson, MB and a day of celebration was held on March 14th.
- The University of Manitoba won 'Best Overall Booth' at the 2014 Rotary Career Symposium which took place March 18th and 19th at the Winnipeg Convention Centre.
- Alternative Reading Week Winnipeg saw 26 students go into our community and engage with local agencies during the week of February 17th. Three international Alternative Reading Week programs were also held in El Salvador (seven students), Nicaragua (seven students) and Belize (four students). There were 10 student participants in 2011 compared to 44 in 2014.

RESEARCH MATTERS

- Twelve research projects received support from various sources totaling \$375,240. The projects with more than \$25,000 in support are:

PI	Sponsor	Title	Awarded
Brown, Daniel (Human Nutritional Sciences)	Agriculture and Agri-Food Canada	Lingonberry: Characterization and preserving an emerging bioresource for Canada	\$51,000
Freund, Michael (Chemistry)	Mitacs Inc.	Fabrication, characterization and modeling of novel CMOS-compatible polymer-based redox memory structures	\$47,500
Jayas , Digvir (Biosystems Engineering)	Engage Grant	Stored-gain monitoring solutions	\$25,000
Markham, John (Biological Sciences)	Manitoba Hydro	Sustainable biofuel production	\$30,000
Myrie, Semone (Human Nutritional Sciences)	Oregon Health & Science University	Stair training	\$43,848
Renault, Sylvie (Biological Sciences)	Manitoba Hydro	Physiological responses of trees for managed relocation in Manitoba	\$30,000

Tallman, Ross (Biological Sciences)	Nunavut Offshore Allocations Holder Association	Science for inshore fishery development of Arctic char	\$30,000
Ursel, Jane (RESOLVE (Research & Education for Solutions to Violence))	University of Western Ontario	Experiences of Aboriginal foster parents with children in the fetal alcohol spectrum	\$25,000
Wu, Christine (Mechanical & Manufacturing Engineering)	Engage Grant	Development of effective accelerated durability tests for windrowers	\$25,000

ADMINISTRATIVE MATTERS

- The University has entered into a ten year contract with **ARAMARK Higher Education** to be its food service provider. The contract is effective April 1st, 2014. ARAMARK will be investing millions of dollars into new food concepts and capital improvements, as well as introducing new initiatives in sustainability practice, healthy eating and easily accessible nutritional content.
- Sustainability Office and the Faculty of Architecture hosted an international panel and interactive workshop as part of the **World Winter Cycling Congress** on February 14th. More than fifty students and faculty members, representing many academic streams, collaborated with world-level experts on cold climate active transportation to develop winter cycling tactics for the University; results will be shared into the Visionary Regeneration process and will inform future sustainability initiatives.
- In recognition of the Energy Efficient Lighting installed in the controlled environment facilities of Plant Science, the University of Manitoba recently received a **Power Smart Commercial Lighting Program** incentive cheque of \$187,342.00. The University's participation in a Power Smart for Business program earns the business recognition as an Efficiency Partner.
- **UNIFOR(CAW) Negotiations:** The University and the union representing trades, general services, power engineers, food services and caretakers was able to reach a new three year collective agreement. In the first year of the contract, all members of the union will receive at least a 1% increase, while certain occupations also receive a substantial adjustment to make the compensation more competitive. In the second and third years of the contract, all members of the union will receive at least a 1.5% increase, while the trades receive 2% in order to remain competitive. Food services and caretaking positions will also have new "steps", which provide for a starting rate for new employees below the current rates, and current rates becoming the maximum. The new agreement has been ratified by the union membership.

- **CAUT investigation into Architecture:** CAUT has announced an investigation into the Faculty of Architecture. Non-specific allegations have been made regarding violations of academic freedom and interference with the work of researchers and Department Heads. The President has responded and expressed concern about CAUT's lack of standing, indicating that the matters being reviewed fall within the purview of the University of Manitoba Faculty Association (UMFA) to bring forward to the University administration, and indicating it is the University's practice to work directly with UMFA and the Faculty to address issues such as those CAUT has identified.

EXTERNAL MATTERS

- The Marketing Communications Office recently completed the 2014 **Facts and Figures** publication. This annual publication highlights our accomplishments and achievements in a range of areas and speaks to the positive impact of our university and its ability to serve as a vital economic, social and cultural engine in Manitoba.

As a new component this year, a comprehensive and dynamic online version of the publication was created to supplement the printed piece. This online version provides a greater ability to tell the stories in more depth by incorporating videos, additional features and links.

- As of March 28th, 2014 the University has raised \$25,150,494.90. These results exceed the projection of \$17.1M provided by KCI Philanthropy in the campaign plan. These results also exceed last year's funds raised by more than \$5M.
- Significant gifts and activities in the last reporting period include:
 - A gift of \$659,723.69 has been received from the estate of Professor Jean C. Hay. This brings the total amount received to \$667,637.69 which will be directed to the following funds: Isbister Undergraduate Scholarships, Libraries Acquisitions Endowment, Neil John Maclean Library Acquisitions Fund and the Wiciwawin Bursary.
 - The Alumni Association has added to their 2012/1013 contribution of \$750,000 with an additional gift of \$250,000 for a total commitment of \$1,000,000. The Alumni Association has determined that their contribution will be directed to Graduate Student support and the Active Living Centre and has asked that their gift be used as a matching incentive to help leverage gifts from alumni.
 - A gift of \$1,000,000 has been received from Bayer Inc. which will be directed to a Professorship.
 - The Case for Support is in its final stages and will be shared in the very near future.
- John Kearsey, Vice-President (External), met with James Allum, Minister of Education and Advanced Learning, to discuss the University of Manitoba's comprehensive fundraising campaign and provincial government support.
- David Barnard, President and Vice-Chancellor and John Kearsey, Vice-President (External) attended the Budget Speech: Steady Growth Good Jobs delivered by Minister of Finance, Jennifer Howard, at the Legislature. The President had an opportunity to speak to media and stated his appreciation for the 2.5% increase to operating grants as well as his support for shifting the Council on Post-Secondary Education (COPSE) to the Department of Education and Advanced Learning.

- The fifth Visionary Conversations was held on Wednesday, March 12th, 2014 at St. John's College on the Fort Garry Campus. The title of the conversation was "What Have We Learned from Mandela". The featured panelists were Dr. Diana Brydon, Canada Research Chair in Globalization and Cultural Studies; Dr. Joy Chadya, Assistant Professor, Department of History, and Mr. Ry Moran, Director, National Research Centre for Truth and Reconciliation. The event had approximately 150 attendees.
- The University of Manitoba is pleased to announce that Barbara Axworthy has accepted the role of Director, Alumni Relations effective March 27th, 2014. An alumna of the University of Manitoba, Barbara brings to her new role many years' experience in strategic planning, communications, relationship-management and marketing and leadership.
- The inaugural Distinguished Alumni Awards - Celebration of Excellence was held at the Winnipeg Art Gallery on Thursday, May 1st. The evening was a spectacular success, with a full house, wonderful entertainment, moving tributes and emotional acceptance speeches. The response from those in attendance was extremely positive. This success was the result of an unparalleled effort by the entire team who brought their dedication, commitment, creativity and collaborative spirit to create this memorable evening. A special note of appreciation to the Alumni Board for their support, and in particular to the members of the selection committee.
- Alumni Relations will be hosting a reception in New York to celebrate the Winnipeg Symphony Orchestra's performance at Carnegie Hall for the 'Spring for Music' event on May 8th.

UNIVERSITY OF MANITOBA INTERNATIONAL STRATEGY

MANITOBA'S GATEWAY TO THE WORLD

March 2014

Office of the Vice-President (Research and International)



UNIVERSITY
OF MANITOBA

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1. The University of Manitoba International Context

The international engagement of faculty and students at the University of Manitoba (UM) has been enriching academic experiences for decades. This engagement has been characterized and impacted by a number of important trends and initiatives at the local, national and global scale. Numbers of international students enrolled at the UM have grown exponentially since the 1980s, diversifying our classrooms and campus community. Increasingly, Canadian students are seeking an expanded worldview during their degree programs through a growing variety of international opportunities, including Travel-Study courses, student exchange programs, co-op and practicum placements, co-curricular service learning, amongst others. Faculty members apply their expertise and knowledge to community development and capacity building initiatives in dozens of countries around the world and are developing strong collaborative partnerships with more international colleagues than ever before. The University of Manitoba is also actively engaging with alumni now living and working around the world to establish and maintain strong relationships and collaborations with them as members of our university community. All of these initiatives reflect new priorities and trends in higher education as universities engage the global knowledge-based economy. At the UM, these various and dispersed activities all contribute towards what has been described as the “*internationalization*” of this university.

It is important to appreciate that the University of Manitoba is not engaged internationally in isolation from our local, national or global context. Students who come to our university may choose to make Manitoba their home upon graduation, thereby contributing to the dynamic and diverse population of our province. Likewise, UM alumni may find career opportunities abroad, settling in countries far and wide and forming an international network of UM proponents. Faculty members and staff find their way to our University from many different backgrounds, providing natural bridges to communities outside of Canada. The global reach of the University of Manitoba grows every year and further connects the fabric of our institutional activities to communities around the world.

As these international activities have developed and grown at the UM, institutional supports have been put in place to support and facilitate them. In the 1980s, the International Centre for Students was created, initially to support students coming to Canada through various government scholarships. Services in this Centre have since expanded to fit the needs of students currently coming to Manitoba and also to facilitate Canadian students’ interests in the world. Some faculty units have also created positions to support students’ international interests in their unique academic program areas. In the 1990s, the Office of International Relations was established to support and assist faculty members and their units to develop successful international development programs and partnerships. This unit has also had responsibility for coordinating the development of an increasing number of international partnership agreements and for responding to frequent requests to receive visiting delegations from abroad. Over the past two decades, the UM has gained a significant reputation overseas as an internationally engaged university and our involvement with partners around the world has improved the quality of our academic programs.

The UM encourages the continuation and expansion of our collective international engagement as a valuable contribution to our university's role in today's globalized world. In order to optimize institutional supports, it is necessary that the various international activities become better connected and a better understanding established of our institutional international engagement.

The UM International Strategy is a first attempt within the university to focus and connect existing institutional support structures for international activities, and to communicate a common vision and direction for the next five years. Through this strategy we hope to bring focus to our collective efforts and build on success to date to maximize the University of Manitoba's positive impact in our world.

2. Institutional Strategy Goals

The fundamental goals of the International Strategy are built broadly around the *University of Manitoba Strategic Planning Framework*. The Strategy identifies institutional supports as well as operational processes that will enable international activities within the University to maximize their impact in alignment with the overall strategic direction of the institution. The Strategy is not intended to be prescriptive in its approach but instead provides transparency of the supports made available to enable the strategic direction of the University's international engagement. It is not practical for the institution to attempt to be all things to all people and regions and as such must identify ways to encourage and stimulate activity in selected areas of existing strength at the institutional level. The Strategy does not limit the ability of individuals and units to explore and develop their own priorities according to their own Strategic Resource Plans.

Institutional investments in international engagement will build on existing UM successes in regions around the world where the University has opportunity for having the greatest positive impact. UM units will be invited to participate in various annual missions with an executive team through which the University will build partnerships of institutional significance. A renewed governance structure for UM international activities will include an international advisory body representing academic and administrative units across the campus that will be tasked with defining a plan for the annual missions to identify where and why we need to invest in those regions. The expected outcome of the strategy is that all units will have guidance on the institutional priorities for internationalization along with the specific activities being undertaken so that they can seize opportunities to leverage those supports.

Each of the overarching goals of the International Strategy has a series of outcomes with defined metrics that have corresponding planned activities to be undertaken over the coming five years. These goals and associated outcomes have been established through the review process that has been undertaken over the past eighteen months. The exercise started with the formation of the Internationalization Steering Committee chaired by the Associate Vice-President (Partnerships) and populated by representatives from various administrative units, Deans of several academic units and representation from the student body.

At the outset of the process, an environmental scan was conducted and summarized in the *Internationalization Baseline Survey* that was published on the VPRIO website and circulated for feedback across the campus community. Open consultations were held on both campuses that included presentation on the baseline survey and feedback session to discuss the path forward. The results of these consultations were considered in depth by the Steering Committee and culminated in the final goals and outcomes that have been proposed for the Strategy.

The final components of the Strategy include establishing a governance structure to provide oversight of the plan. Academic unit representatives will form the International Advisory Committee to provide overall direction for the Strategy. Additionally, an Operational Committee consisting of administrative units that are involved in delivering on internationalization activities will be consulted to identify the appropriate units to lead and support the delivery of the activities outlined.

It is important to note that many of the activities outlined in this Strategy are currently in various stages of planning and implementation. The launch of this plan will allow for a more comprehensive review of all UM international activities in light of a consistent, strategic approach to assign appropriate resources that are accountable for specific deliverable objectives.

The following tables outline the institutional goals and associated outcomes and activities.

GOAL #1: Academic enhancement through meaningful and sustainable international partnerships

Expected Outcome 1.1 <i>Sustainable strategic partnerships that support UM academic priorities</i>	Expected Outcome 1.2 <i>Improved institutional supports to enhance the quality of faculty members' international activities</i>	Expected Outcome 1.3 <i>Faculty members engaged internationally through teaching, research and service</i>
Activities:	Activities:	Activities:
<p>1.1.1 Focus on international partnerships that enhance academic quality through demonstrated measures</p> <p>1.1.2 Develop new integrated international exchange opportunities based on an assessment of cross-section of student areas/countries of interest and faculty/degree relevance and existing partnerships</p> <p>1.1.3 Develop and maintain meaningful relationships with UM Alumni around the world to enhance their connection to and support of the institution</p> <p>1.1.4 Create feedback mechanisms for faculty members to inform the internationalization process and that focus and improve international academic programs</p>	<p>1.2.1 Explore funding options for research, development & conference grants, curriculum development grants and community service grants to encourage faculty to develop strategic partnerships with colleagues and institutions internationally</p> <p>1.2.2 Organize a 'user friendly' administrative system of supports for faculty members developing international programs and projects</p> <p>1.2.3 Design and deliver workshops and consultancy services to support faculty international engagement (<i>e.g.</i> curriculum development, project management)</p> <p>1.2.4 Develop a faculty handbook for international engagement</p> <p>1.2.5 Develop intercultural training for staff support units</p> <p>1.2.6 Examine campus housing for visiting scholars</p> <p>1.2.7 Provide language supports & training for faculty members</p>	<p>1.3.1 Support faculties to develop programs and courses with global and cross-cultural perspectives relevant to their subject area, and/or an international experience component</p> <p>1.3.2 Develop peer-to-peer networking and learning opportunities; sharing of best practices on international engagement</p> <p>1.3.3 Establish international exchange opportunities for faculty members</p> <p>1.3.4 Develop unit based international strategies according to discipline priorities, existing faculty linkages and institutional goals</p>

GOAL #2: Exceptional student experience through international and intercultural learning opportunities

Expected Outcome 2.1 <i>Sustainable international education programs based on student interest, academic program objectives, strategic partnerships and funding opportunities</i>	Expected Outcome 2.2 <i>UM policies and practices that support student success internationally (i.e., reduced barriers and enhanced engagement)</i>	Expected Outcome 2.3 <i>Increased intercultural competency among UM students</i>	Expected Outcome 2.4 <i>Safely managed international education programs for students</i>
Activities:	Activities:	Activities:	Activities:
<p>2.1.1 Develop new integrated international education programs based on i) assessment of student areas/countries of interest; ii) faculty/degree relevance; iii) existing student mobility partnerships & programs</p> <p>2.1.2 Student feedback surveys (publicize results and action taken to address feedback)</p>	<p>2.2.1 Improve UM practices such as grade and credit transfer policy for study abroad; international student registration; status of Visiting International Student Research Interns</p> <p>2.2.2 Inform Strategic Enrolment Management targets for international students based on UM priorities and strengths</p> <p>2.2.3 Funding and awards for UM students' international engagement (e.g. open call for international student projects)</p> <p>2.2.4 Provide consistent and quality student support services, data collection and results management related to student mobility</p>	<p>2.3.1 Provide incentives for UM students to gain intercultural competencies as part of their UM degree program; examples include</p> <ul style="list-style-type: none"> • Co-curricular record • Special language recognition • Awards • Flexible degree structure to include study abroad <p>2.3.2 Develop intercultural training workshops and curriculum resources for faculty members to incorporate in courses taught</p> <p>2.3.4 Organize student talks, forums, and projects within UM (i.e. international projects' poster competition and exhibition)</p> <p>2.3.5 Promote participation of UM students in international initiatives (e.g. G20, UNESCO Youth Forum)</p>	<p>2.4.1 Adopt a University international travel risk policy for all students, staff and faculty</p> <p>2.4.2 Develop a risk management implementation plan and training for all student mobility program coordinators</p> <p>2.4.3 Implement a comprehensive data collection and communication system to track all students traveling abroad</p>

GOAL #3: Indigenous achievement through global engagement with indigenous communities

Expected Outcome 3.1 <i>UM an international leader in the area of indigenous research, teaching and knowledge transfer</i>	Expected Outcome 3.2 <i>Opportunities for UM indigenous students to explore goals and interests internationally that contribute to their academic success</i>	Expected Outcome 3.3 <i>UM contributing to global networks of indigenous communities</i>
Activities:	Activities:	Activities:
<p>3.1.1 Establish a UNESCO Chair on indigenous Achievement at UM</p> <p>3.1.2 Engage External Relations to Globally promote UM’s leadership in Indigenous achievement</p> <p>3.1.3 Organize an annual event to valorize UM’s international initiatives related to Indigenous achievement</p>	<p>3.2.1 Develop programs (lectures, talks, forum) for faculty, staff and students on awareness of indigenous peoples around the world</p>	<p>3.3.1 Network with UNESCO and other international organizations that champion indigenous education and related concerns</p> <p>3.3.2 Establish partnerships that support and enhance the Pathways to Indigenous Achievement (UM SPF)</p>

GOAL #4: An outstanding employer that values the international engagement of staff

<p>Expected Outcome 4.1 <i>Incentives and recognition for faculty and staff members' international engagement</i></p>	<p>Expected Outcomes 4.2 <i>International professional development opportunities to increase global and intercultural awareness for UM administrative staff</i></p>
<p>Activities:</p>	<p>Activities:</p>
<p>4.1.1 Create annual Presidential Awards of Excellence to recognize faculty and staff contributions to UM's international reputation</p> <p>4.1.2 Nominate UM community members for international awards and recognition for global engagement</p> <p>4.1.3 Review existing UM policy and practices to address barriers and enhance international engagement</p>	<p>4.2.1 Develop international professional development opportunities within the UM and through external organizations (e.g., Leave for Change of WUSC, EUVP)</p> <p>4.2.2 Pursue staff exchange programs with strategic partners</p> <p>4.2.3 Encourage staff involvement in UM international projects</p> <p>4.2.4 Provide incentives for language training</p>

GOAL #5: An internationally engaged university with local relevance and global impact

Expected Outcome 5.1 <i>UM membership in networks and associations that advance our core values and enhance our global reputation (e.g. Talloires Network, UNAI, IAU and UNESCO)</i>	Expected Outcome 5.2 <i>Partnerships that lead to synergies, innovation, mutual learning and growth</i>	Expected Outcome 5.3 <i>Leveraged UM connections with ethno-cultural communities in Manitoba and worldwide</i>	Expected Outcome 5.4 <i>An active worldwide alumni network engaged with UM international initiatives</i>	Expected Outcome 5.5: Celebration and promotion of UM partnership impact in communities around the world
Activities:	Activities:	Activities:	Activities:	Activities:
<p>5.1.1 Identify new and relevant international partners (NGOs, higher education associations) under the framework of innovation and social responsibility in higher education (UNESCO and GUNI)</p> <p>5.1.2 Establish administrative support that enables institutional participation in international networks, facilitates internal & external communication concerning international programs and enhances program quality</p> <p>5.1.3 Develop programs and activities that increase awareness and celebrate the impact of UM international engagement globally</p>	<p>5.2.1 Seek out partnerships that align with provincial and national government priorities through guidance from Government and Community engagement</p> <p>5.2.2 Monitor global higher education trends and initiatives</p> <p>5.2.3 Develop coordination and reporting mechanisms on UM international activities (yearly survey and meetings) to inform partner associations and local interest groups</p> <p>5.2.4 Seek out programs and initiatives that develop inter-professional and inter-disciplinary cooperation internationally</p>	<p>5.3.1 Seek out opportunities to partner with Manitoba ethno-cultural communities and countries worldwide (i.e. OIR and Extended Education programming ideas for the Philippines)</p> <p>5.3.2 Develop programs that involve ethno-cultural communities as active participants in partnership with Government and Community engagement</p>	<p>5.4.1 Develop data collection and communication system that enables continued engagement with UM international activities beyond graduation</p> <p>5.4.2 Working with External Relations seek out alumni involvement in UM programs and initiatives taking place in their local community or region</p>	<p>5.5.1 Through direction of MCO develop promotional media to highlight community impacts (e.g. web site, social media)</p> <p>5.5.2 Organize events to highlight international partnerships (e.g. UM International Impact Day; international partnerships conferences, etc.)</p>

3. A New UM International

The Office of International Relations will be rebranded *UM International* to describe the broader context of the activities and operations of the Office. In order to deliver on the Strategy, *UM International* will be responsible for undertaking a new operational approach that will facilitate new institutional processes and support major institutional internationalization initiatives. *UM International* will work in cooperation with many other administrative units that lead internationalization efforts in their respective purview.

The major elements of the new operational model will put the ownership of internationalization efforts within the academic units so that individuals can take a leadership role in building partnerships that are a priority to their units. At the same time, the University will articulate institutional level capabilities and strengths internationally, to which individual efforts can contribute in order to expand and build significant strategic partnerships.

The most important element of the plan will be a transparent and clear opportunity for all units to engage in major institutional missions to selected regions of existing strength in order to leverage those strengths into new opportunities. Some of the major operational changes are identified as follows:

3.1 Academic Partnerships

Partnership is the foundation of the *UM International Strategy (UMIS)*. Internationalization is achieved through institutional cooperation, program and project collaboration and, ultimately, people-to-people relationships. Collectively, our international partnerships contribute to the mission of our university by improving the quality and expanding the impact of our teaching, research and service.

Faculty members carry the primary responsibility for furthering the academic objectives of our university. Consequently, they are also key contributors to the university's internationalization process. Faculty members lead students to think critically about our world, to see the topic of their study from multiple perspectives and ultimately to engage in activities and programs that broaden experience beyond our national borders. Through scientific discovery, faculty members are also contributing to global solutions, applying knowledge that is impacting and improving communities across the world.

The *UM International Strategy*, consequently, encourages faculty members to engage internationally through initiatives that not only enhance their teaching, research and service objectives, but also contribute to our collective, institutional engagement in the global community. Specifically, the International Strategy provides a unifying thread of purpose to various international initiatives. It also recommends services and supports to ensure a transparent, 'user friendly' system towards maintaining effective, successful international partnerships.

Finally, the International Strategy envisions communicating and celebrating these partnerships in ways that build synergies between our many areas of involvement, promote awareness broadly across our campus and invite the wider community to engage with us as we link Manitoba to the world.

The Vice-President (Research & International) (VPRI) is the senior lead for developing and managing the *UM International Strategy*. *UM International*, reporting to the VPRI, will be the primary administrative unit to coordinate and communicate the International Strategy. Many other units support and lead internationalization within the University within their defined roles and will continue to play an important role in the delivery of this Strategy based on their existing mandates. As a result, the new *UM International* will have a new mandate to serve institutional clients in coordination with other units serving internationalization directives.

The primary functions and support services of *UM International* will be:

- International agreements & partnerships
- Visiting international delegations
- Preparing University missions abroad
- International mobility
- International development
- International Strategy governance
- Collection and Monitoring of International activities

These areas of responsibility are further described in the sections that follow.

3.2 International Agreements

Faculty members will be expected to take primary responsibility for the success of partnerships they initiate and to report annually on their partnership activities. *UM International* will be the main support and contact unit, working with faculty members, deans and their units to ensure successful partnership development. This support will continue throughout the life cycle of the partnership, enabling faculty to rely on *UM International* for help in addressing concerns as they arise, introducing and connecting other UM administrative units for specific areas of support, and celebrating success achieved. A new partnerships process will be presented on the *UM International* website that clearly identifies the requirements and milestones of partnerships development at each milestone. This will serve to test the success of activities and determine the support levels required based on those outcomes.

When a faculty member or unit approaches *UM International* to establish a new international partnership, staff will provide the following specific supports:

- Contextual awareness of global trends and opportunities in higher education
- Vetting and distribution of partnership requests coming from international institutions
- Advice and support for faculty members and units in identifying appropriate partners, setting partnership objectives and locating necessary resources
- Awareness of risk management considerations
- Review, negotiation and finalization of institutional agreements with international partner universities
- Program and project management advice and support
- Reminders of upcoming milestones, such as agreement renewal, reports due
- Collection of activity data and partnership results through a common reporting template
- Promotion and celebration of partnership achievements

3.3 International Mobility

In our globalized world, UM students, faculty and staff are traveling regularly. In order for the University to ensure a positive and safe experience for our different community members when traveling on University sponsored or sanctioned activities, it is important to ensure adequate information is collected and shared, appropriate program supports are available, and effective administrative systems and protocols are used. Staff and faculty members who travel as part of their University responsibilities have access to travel supports through their units, group insurance coverage, and travel services. When students travel through UM programs or initiatives, the UM has a particular responsibility to protect their safety and support a successful learning experience for them. The *UM International Strategy (UMIS)* prioritizes safely managed international education programs for students, including adoption of a University Travel Risk Policy and good risk management practice for all traveling members of our UM community.

Faculty members who create international learning opportunities for students have many options to explore. They may choose to develop a course offered abroad, set up a student exchange program, plan an international field trip, arrange for a placement to do practicum or research work, or perhaps a combination of the above. Among the many benefits of such programs, intercultural competence is a key learning objective that requires intentional planning and preparation. Faculty members looking to establish international learning opportunities for students will be able to turn to *UM International* as an initial point of support. *UM International* will provide advice and suggestions concerning various program options, help identify appropriate international partners, review risk management concerns and strategies and help faculty members locate available funding and resources. In particular, *UM International* can help link faculty members with the many additional UM supports available through Student Affairs units, Centre for Academic Teaching and Learning, and Extended Education.

Academic mobility for staff and faculty is just as important as student mobility for furthering University internationalization. Such mobility takes place for many different reasons and results in many different outcomes, with the common institutional goal of increasing international engagement and impacting communities around the globe. Research and development projects, partnership conferences, faculty teaching exchanges, and participation in international associations all contribute to our collective international goals. Faculty and staff will find initial advice and support for their international activities from *UM International*, where pre-trip advising will include knowledge of existing partnerships, sources of funding, cultural contexts and possible on-the-ground supports for specific activities.

Understanding the international mobility trends at the UM is a key component to establishing meaningful international strategy targets and objectives. VPRIO has purchased a database software program to help track information regarding international mobility. It offers data management support and training for units using this database system. *UM International* will also continue to collect, synthesize and report on international mobility trends for the UM on an ongoing basis.

3.4 International Development Projects

The University of Manitoba has a long and rich history of translating the knowledge gained through discovery research to its application in improving the lives of individuals and communities. Internationally, UM faculty, staff and students are having a tremendous, positive impact in communities across the globe. Such capacity building work in resource poor regions is an important part of our UM international engagement that we want to continue and increase.

Faculty members are the primary leaders on campus in initiating and implementing international development projects. Students and staff may also have contributing roles in this work, which serves to change our own attitudes and understanding of how our interdependent world works. *UM International* will be the main point of contact for faculty members wishing to explore international development opportunities abroad.

UM International staff will be able to provide interested faculty members and their partners with the following supports for international development projects:

- Knowledge of funding opportunities for international development work, distributed via e-mail through e-subscription and broadly available on the *UM International* web site
- Proposal development support, including detailed knowledge of application process, funder priorities, eligibility criteria, funding requirements, results based management approaches, internal UM resources and procedures, and possible site visit support for second round applications.
- Team building support, including networking with other UM faculty members in various disciplines, partner identification
- Project management support, including negotiation and review of partnership agreements, work plan development, communication, team building and relationship management, intercultural skills training, problem solving advice, monitoring project progress, and project evaluation
- Review and reporting on project activities, including communication with funder, coordination with other units regarding financial oversight and fund management, promoting project awareness and results internally and externally to UM community

3.5 Visiting Delegations

The University of Manitoba is frequently host to visiting international delegations from universities, government offices and agencies, trade and investment corporations and the like. Visitors are always welcome to our University as they increase awareness of the UM overseas and help to expand our knowledge of partnership opportunities abroad. Delegations may come with very specific purposes to advance particular partnership interests, or they may have a more general desire to get to know our University through an initial exploration of potential collaboration.

UM International provides a welcoming first point of contact for visiting delegation inquiries as well as visit hosting supports. Specifically, *UM International* staff will:

- Respond to visit inquiries
- Prepare letters of invitation for visa purposes
- Determine visit priorities and arrange suitable meetings with UM individuals and units; Suggest additional individuals and units relevant to delegation interest and purpose as schedule permits
- Prepare visit itinerary, information packages and hosting gifts (as required)
- Provide briefing notes to UM members hosting the delegation, including existing or historical UM relationship with partner, regional context, institutional background
- Prepare presentation about UM for visiting delegation (as required)
- Provide advice to visitors on local accommodation and logistics
- Follow up on visit outcomes and results
- Track visit information to help inform future communication with the international partner
- Report regularly on all international delegation activity for the University

3.6 UM Missions Abroad

On a regular (likely annual) basis, select University of Manitoba Senior Executives (or designates) will lead a delegation of University faculty and staff on an international mission to enhance partnerships and promote University engagement abroad. The specific purpose of this mission will be determined according to University priorities and interests in the region. The region will be selected based on input from the regional advisory groups and the specific stops in the region will be based on applications from all units to make recommendations for specific site visits. Participating members of the mission will be individuals with significant partnership interests in the destination region and will be called upon to take an active role in planning and delivery of mission objectives.

UM International will be the primary coordinating unit for preparing University missions abroad. Specific *UM International* supports for this activity will include:

- Prepare UM Mission proposal based on review and assessment of UM priorities, partnership activity, regional opportunities, and academic interests
- Submit proposal to the International Advisory Council (IAC) for consideration and approval through consultation with the region sub-councils
- Place a call for participation where units would apply to be part of the mission including stops to specific sites based on existing or proposed partnership opportunities
- Chair a core mission planning team (CMPT) specific to each mission; The CMPT will determine mission goals and expected outcomes from the applications from the units, set mission dates, advise on key mission preparations and submit a mission evaluation and report
- Gather information regarding site of visit from various sources, including a possible site visit in advance of the mission
- Work with MCO to develop a visibility plan for the mission, including preparation and translation of materials, selection of appropriate media and identification of public relations opportunities
- Oversee arrangements regarding logistics, accommodations, meetings and overall mission itinerary
- Prepare briefing materials for UM Mission participants and international partners
- Conduct post-mission debriefing, assessment, reporting and follow up on initiatives

3.7 Governance

The President has delegated responsibility for UM International engagement to the Vice-President (Research & International), who holds the senior central administration position for reporting on international initiatives to the Senate and Board of Governors. The VPRIO is the lead operational unit responsible for the implementation of the *UM International Strategy* in cooperation with the Provost and Vice-President (External) offices. The VPRI has delegated the operational responsibilities of the International Strategy to the Associate Vice-President (Partnerships). *UM International*, reporting to the AVP (Partnerships), is the service unit supporting and guiding the implementation of the *UM International Strategy*.

In order to ensure that all units across campus are engaged as stakeholders, an International Advisory Committee (IAC) will be appointed to provide broad advice and direction to the VPRIO on matters related to the *UM International Strategy (UMIS)*. These include, but are not limited to:

- Propose policy changes to enable initiatives flowing out of the *UM International Strategy*
- Determine strategic international priorities, review and approve UM Mission proposals
- Perform *Annual Progress Review of UM International Strategy* implementation

The IAC membership will be comprised of Senior Administrators (AVPs / Deans / Associate Deans) representing each academic unit. The IAC will be chaired by the VPRI or designate and supported by *UM International*.

The IAC will receive information and advice from a supporting committee of administrative units with key areas of involvement in University international activities. The IAC Operations Committee will be chaired jointly by the AVP (Partnerships) and Vice-Provost (Students) and will report on activities and concerns handled by these units to the IAC on a regular basis.

Sub-Committees may be formed from the IAC membership to address specific international initiatives such as the annual University Mission abroad, decisions on funding and awards assigned to the IAC, or particular policy or procedural questions.

Regional Advisory Groups will be formed for geographical regions of priority interest for the UM and will provide specific regional advice to the IAC on a regular basis or as requested. Regional Advisory Groups will be comprised of UM faculty and staff who have in depth knowledge and expertise in a particular country or region. Several Regional Advisory Groups will be appointed by the IAC initially. Faculty and staff who wish to initiate a Regional Advisory Group not currently represented may do so by submission of a brief proposal to the IAC.

The IAC, supported by *UM International*, will prepare an annual report card of UM international activities as part of its annual review of the *UM International Strategy*. The VPRI approves this report prior to publishing for a wide public audience.

4. Concluding Comments

The next five years offer an opportunity for the University of Manitoba to take a new internationalization path that will build on the tremendous successes to date while recognizing the need to focus our efforts and resources to achieve the greatest outcomes possible. The Strategy does not represent a significant departure from how the University has previously undertaken internationalization initiatives but instead has re-organized ownership to ensure the champions promoting specific partnerships are given the resources necessary to be successful within the constraint of the expected outcomes defined. Delivery of this Strategy is underpinned by a new governance structure that will ensure input and involvement from all units as well as a new focus for the re-branded *UM International* that will be the institutional support for partnership development.

As the *UM International Strategy* implementation process moves forward, the IAC and its Operations Committee will define the detailed delivery plan for the activities outlined under the five major goals. This will be communicated across the University through annual updates on the Strategy implementation. The International Advisory Committee will review progress and update the Strategy as required annually reflecting new opportunities and changing priorities that present themselves along the way. In the fourth year of the plan, a formal review of the entire plan will be undertaken through the VPRIO with support from *UM International* to measure the outcomes at that point and to chart a course for the subsequent five years based on the success to that point.

This Strategy provides a framework for direction of the internationalization process at the University of Manitoba. Its success is dependent on the many individuals within our University community who will reach out beyond Canada's borders to engage our global community, offering their knowledge and ability to positively impact the lives of others, and absorbing new ideas and perspectives in the process. Together, we can build on each other's success and increase the potential of our University to truly be a catalyst for transformative change, not only in Manitoba, but around the world.

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor Paul Hess will be the Speaker for the Executive Committee for the May meeting of Senate.

2. Vacancies on the Senate Committee on Nominations

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (See recommendation below).

One vacancy remains for a representative of Management and Extended Education. A nomination will be brought forward to an upcoming meeting of Senate.

3. Comments of the Executive Committee of Senate

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

Recommendation

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate for three-year terms ending May 31, 2017:

- a) Professor Pam Perkins (re-appointment), representing Arts
- b) Professor Archie McNicol (Senator), representing Medicine and Dentistry

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Report of the Senate Planning and Priorities Committee RE: a Proposal for the Department of Human Nutritional Sciences to join the Faculty of Agricultural and Food Sciences

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html wherein SPPC is charged with making recommendations to Senate regarding any such studies, proposals or reports that it may initiate within itself, have referred to it by Senate, other Councils, Committees or Bodies, formal or otherwise.
2. At its meeting on March 24, 2014, the SPPC considered a proposal from the Faculty of Human Ecology and the Faculty of Agricultural and Food Sciences for the Department of Human Nutritional Sciences, currently in the Faculty of Human Ecology, to join the Faculty of Agricultural and Food Sciences. The Committee met with Dean Sevenhuysen of the Faculty of Human Ecology and Associate Deans Wittenberg and Carlberg of the Faculty of Agricultural and Food Sciences.

Observations:

1. The proposal to establish a Faculty of Health Sciences was developed in response to the President's initiative, launched in January of 2012 to improve the academic structure of Faculties and Schools at the University of Manitoba. The proposal was developed by the Department of Human Nutritional Sciences and the Faculty of Human Ecology after an extensive period of discussions and consultations. The proposal has been recommended by the Department Council of the Department of Human Nutritional Sciences and Faculty Councils of Human Ecology and Agricultural and Food Sciences.
2. Under the proposal, the Department of Human Nutritional Sciences will join the Faculty of Agricultural and Food Sciences as a Department within the Faculty of Agricultural and Food Sciences. Department members and programs offered by the Department (B.Sc. in Human Nutritional Sciences, M.Sc. and Ph.D.) would move, with the Department, to the Faculty of Agriculture and Food Sciences.
3. The Department will be governed by the bylaws and policies of the Faculty of Agricultural and Food Sciences, while retaining its current departmental bylaws and procedures.
4. The proponents contend that in joining the Faculty of Agricultural and Food Sciences, the Department of Human Nutritional Sciences will bring its focus on subject areas "ranging from the roles of food and nutrients at the cellular and molecular levels to interactions with behaviours of the human population ultimately leading to disease prevention and management". The work of the Department and the Faculty Agricultural and Food Sciences, which includes "the production of healthy food, feed, energy, fibre and other bioproducts, the sustainability of Manitoba ecosystems and to rural community stability and economic viability," are related and complementary.
5. Members of the Department and the Faculty of Agricultural and Food Sciences already collaborate in many ways, including the work of the Richardson Centre for Functional Foods and Nutraceuticals.

6. With respect to resources, the proposal outlines that all of the current academic, sessional instructor, administrative support staff and technician positions (15.2 FTE academic staff and 3.4 FTE support staff) will move with the Department to the Faculty of Agricultural and Food Sciences. In addition, central Faculty resources in Human Ecology that are currently used to support programs in Human Nutritional Sciences will be transferred to the Faculty of Agricultural and Food Sciences. With these resources in place, the proponents of the proposal are confident that the Department will be able to continue to deliver its undergraduate, graduate and research programs.
7. The baseline operating budget of the Department of Human Nutritional Sciences, as at October 31, 2013 was \$1.788 million. The total research revenues were \$1.926 million. The baseline operating budget for the Faculty of Agricultural and Food Sciences at the same period was \$14.410 million, with total research revenues of \$17.425 million.
8. The Department of Human Nutritional Sciences student population as reported on November 1, 2012 was 253 undergraduate, 23 M.Sc. and 20 Ph.D students. Those numbers for the Faculty of Agricultural and Food Sciences were 355 undergraduate, 119 M.Sc. and 98 Ph.D. students.
9. With respect to space resources, the proposal notes that the existing space available to the Department in the Human Ecology and Duff Roblin Buildings to support the teaching and research programs of the Department will continue to be available to the Department, and the responsibility for those spaces will be transferred to the Faculty of Agricultural and Food Sciences.

Recommendation:

On the basis of its review of the academic merit and resource requirements of the proposal, the Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the joining of the Department of Human Nutritional Sciences to the Faculty of Agricultural and Food Sciences [as recommended by the Faculty Councils of Human Ecology and Agricultural and Food Sciences].

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

/jml

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



UNIVERSITY
OF MANITOBA

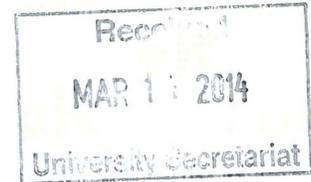
Faculty of
Human Ecology

Office of the Dean
GP Sevenhuysen
Dean

209 Human Ecology
Winnipeg, Manitoba
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Phone: (204) 474-9704
Fax: (204) 474-7592
h_ecology@umanitoba.ca

11-March-2014

Mr. Jeff Leclerc
University Secretary
312 Administration Bldg.
University of Manitoba



Dear Mr. Leclerc,

The Department of Human Nutritional Sciences in the Faculty of Human Ecology has prepared a proposal for academic restructuring. I recommend that the proposal be forwarded to Senate for consideration. Advisory votes were conducted by secret ballot in the departmental and faculty councils, and the faculty councils of both Human Ecology and Agricultural and Food Science recommend the approval of the attached proposal.

The results of the secret ballot advisory vote by department council of Human Nutritional Sciences on the proposal for the Department of Human Nutritional Sciences to join with the Faculty of Agricultural and Food Sciences was 14 in favour, 3 against and 1 abstention. As indicated in the attached email from Dean Michael Trevan, the result of the secret ballot advisory vote of the faculty council of the Faculty of Agricultural and Food Sciences was 52 in favour, 4 against and 0 abstentions. The result of the secret ballot advisory vote of the Faculty of Human Ecology faculty council was 18 in favour, 10 against and 1 abstention.

Please forward the proposal to the appropriate Senate Committees, Senate and the Board of Governors for consideration.

Sincerely,

Gustaaf Sevenhuysen

encl.: Human Nutritional Sciences Proposal
Faculty of Agricultural and Food Sciences Email

cc: J. Keselman
M. Trevan
J. House

Proposal for the
Department of Human Nutritional Sciences from
The Faculty of Human Ecology
to join
The Faculty of Agricultural and Food Sciences

December 04, 2013

I. Background and Introduction

This proposal is advanced as part of an initiative launched by President David Barnard in January of 2012 to improve and simplify the University's current academic structure. In launching this initiative, President Barnard noted the University's large number of free-standing faculties/schools and departments relative to other Canadian medical/doctoral universities of similar size and scope, and expressed concern that this overly elaborate academic structure was impeding the University's academic work in a number of important ways¹. He identified the cluster mechanism as a useful starting point in a plan to simplify and improve the University's academic structure, and asked the Provost to work with deans and directors, through these cluster groups and in consultation with their faculty, staff and students and external stakeholders, to identify viable options for reducing the number of faculties and schools from the current total of 20 to a number closer to the national average of 13 by 2017.

The goal of the overall initiative, hereafter referred to the Academic Structure Initiative (ASI), is to arrive at an academic structure that better reflects the University's size and scope, and enhances progress on its Strategic Planning Framework priorities, in particular, and the University's ability to meet its mandate more generally.

II. Proposal Overview

This is a proposal for the Department of Human Nutritional Sciences, Faculty of Human Ecology to join the Faculty of Agricultural and Food Sciences at the University of Manitoba. By bringing together the Department of Human Nutritional Sciences and the Faculty of Agricultural and Food Sciences, the University of Manitoba will strengthen its leadership role in teaching, research and outreach, thus positioning the human nutritional sciences as link between food and health.. The synergies created by this proposal will better serve the goal of delivering nutritional security to the world's growing population in an environmentally and economically sustainable manner. It will not diminish any existing or planned collaborations with other units within or outside the university, including the opportunities for students in the dietetics stream to fully participate in the University of Manitoba's Interprofessional Education Initiatives.

The University of Manitoba has established "Healthy, safe, secure and sustainable food and bioproducts" as an Academic Enhancement priority area within the Strategic Planning Framework. By bringing together the Department of Human Nutritional Sciences with the Faculty of Agricultural and Food Sciences, the University will enhance its capacity to address this priority area, as the mission statements for the respective units reflect strong complementarity. Within Human Nutritional Sciences, the mission is to excel in promoting human health and quality of life through generation of advanced knowledge and training of tomorrow's leaders in nutrition, through the integration of concepts in metabolism, food and community nutrition. The sciences of human nutrition

¹ January 19, 2012 Communiqué from President David Barnard

include subject areas ranging from the roles of food and nutrients at the cellular and molecular levels to interactions with behaviours of the human population ultimately leading to disease prevention and management. Within the Faculty of Agricultural and Food Sciences, the research programs contribute significantly to the production of healthy food, feed, energy, fibre and other bioproducts; to the sustainability of Manitoba ecosystems, and to rural community stability and economic viability. Therefore, the missions of both Human Nutritional Sciences and the Faculty of Agricultural and Food Sciences are unique, but complementary and interdependent, and both drive the vision for this new partnership. As such, having Human Nutritional Sciences join with the Faculty of Agricultural and Food Sciences will **i) enhance linkages between production-oriented and longer-term multifunctional research and student training, ii) expand the research and training focus beyond the individual producer and consumer to the community, and iii) build interdisciplinary expertise to better address complex issues in the agricultural, food and nutritional sciences for the benefit of all Manitobans.**

III. Context and Rationale

The food environment is evolving rapidly in response to an increasing world population, reductions in land available for agriculture, increasingly extreme variations in climate and global shifts in affordability of an optimum diet. The Earth, its environment and resources, and humanity as a whole face a future of challenges and opportunities.

Bringing together the fields of agriculture and nutrition builds on work that is already underway in Human Nutritional Sciences and the Faculty of Agricultural and Food Sciences: nutritional security; sustainable agriculture; individual, population, community and environmental health; reversion to reliance on biological and renewable physical resources; adaptation to climatic variation; economically viable industries; and much more. Brought together these elements would form a powerful new vision, which has been captured by the Dean of the Faculty of Agricultural and Food Sciences as “Nourishing the world without costing the Earth”.

With the proposed structure, graduates will gain an enhanced understanding of the linkages between food production systems, the nutritional attributes of foods, and the role of food and bioproducts in contributing to the health of individuals, families and communities. Additionally, this new structure will strengthen contributions to Manitoba’s economy, through the development and commercial advancement of functional foods, food bioactives and natural health products from locally-derived resources. An important feature is that this expanded Faculty will enrich its focus on high-quality food production through an enhanced focus on the nutritional implications for the ultimate consumer. As such, it will be one of the few Faculties at the University of Manitoba that will provide teaching, research and outreach activities in support of both a primary economic activity in Manitoba, in this case the agri-food production systems, and the health of Manitoba’s population.

IV. The Process

The process of developing the current proposal began in February 2012 with extensive discussions among staff members within the Department over a five-month period about research and teaching alliances across the University campus.

During these discussions it became clear that the Department of Human Nutritional Sciences recognized more partnerships with units external to the Faculty of Human Ecology than with the Departments within the Faculty.

In August 2012 the staff members used the outcomes of earlier discussions to identify units within the University with whom the Department had partnerships or units that supported research and teaching programs that aligned with the goals of the Department. Department members then began a process of consultation with the respective Deans, Department Heads and academic staff of other units on campus.

Also in the fall of 2012, Department members attended the two Special Faculty meetings that were arranged for all academic staff members of the Faculty to share views and expectations related to the University's Academic Structure Initiative (ASI). Department members also received the written updates on changes and progress in ASI prepared by the Dean's office, as well as the Faculty Council minutes that documented the exchange among academic staff members related to different options for new academic structures.

The Department of Human Nutritional Sciences engaged in multiple discussions, including:

- Those held with the Faculty Kinesiology and Recreation Management
- Those related to the establishment of a Faculty of Health Sciences, including opportunities as
 - Stand-alone department in the College of Medicine
 - Participation in a proposed College of Population Health Sciences
- Those held with the leadership from the Faculty of Agricultural and Food Sciences

Having expressed its preference for not joining the proposed Faculty of Health Sciences as an academic unit, the Department of Human Nutritional Sciences and the Faculty of Agricultural and Food Sciences met on May 22, 2013, to explore opportunities, including the discussion about the possibility of creating a new department within the Faculty of Agricultural and Food Sciences and the associated options. These discussions form the basis of the current proposal. While the current proposal would establish the Department of Human Nutritional Sciences as a stand-alone department in the Faculty of Agricultural and Food Sciences, Human Nutritional Sciences is clear in its desire to establish new partnerships that are exclusive of a governance model, with the Faculty of Health Sciences, as well as other health-oriented faculties, that will enhance the training of our undergraduate and graduate students in the human nutritional sciences. These new opportunities could include such items as enhanced inter-faculty participation in teaching at both the undergraduate and graduate student level.

V. The Proposal

As previously indicated, this is a proposal for the Department of Human Nutritional Sciences, Faculty of Human Ecology to join the Faculty of Agricultural and Food Sciences at the University of Manitoba. In order to maintain the unique health-oriented contribution that Human Nutritional Sciences brings to this proposed structure, the Department of Human Nutritional Sciences will retain department status in the Faculty of Agricultural and Food Sciences. The Department will be governed by the bylaws and policies of the Faculty of Agricultural and Food Sciences, while retaining its current departmental bylaws and procedures (pending review for consistency with units in FAFS).

This transfer will strengthen the University of Manitoba as a leader in teaching, research and outreach activities that position the human nutritional sciences as the link between food and health. The Faculty of Agricultural and Food Science's key strategic areas are: Healthy Food, Healthy Environment, Healthy Bioproducts and Healthy Communities. These areas are fully in line with the directions and vision of the Department of Human Nutritional Sciences.

The Department will contribute tenured and tenure-track positions, sessional instructor positions, administrative support staff and technician positions. This complement of staff will allow Human Nutritional Sciences to deliver its undergraduate programs, graduate program and research programs.

Unit	1 Nov 2012 students			2012-2013 FTE		
	UG	MSc	PhD	Academic	Support	Total
Human Nutritional Sciences	253	23	20 ¹	15.2	3.4	18.6
Faculty of Agricultural and Food Sciences	355	119	98	77.0	83.6	160.6
Totals	608 ²	142	100	92.2	87.0	179.2

¹ Includes 2 PhD students enrolled in the Food and Nutritional Sciences PhD program

² Includes both Degree and Diploma students

The Department of Human Nutritional Sciences will continue to deliver all of its current undergraduate and graduate programs, including the dietetic focus which provides the academic preparation students need to be eligible for entry into a dietetic internship offered by the Winnipeg Regional Health Authority. This program meets the professional competency (accreditation) standards of the Partnership for Dietetic Education and Practice, as recognized by Dietitians of Canada and the College of Dietitians of Manitoba. The maintenance of the professional competency standards, through academic staffing requirements and access to specific resources, is of primary concern for the undergraduate program in Human Nutritional Sciences. In keeping with its role as interface between food and health, Human Nutritional Sciences will continue to

offer “nutrition for health professionals” course content for units within the Faculty of Health Sciences, and continue to contribute to the Bachelor of Health Sciences and the Bachelor of Health Studies program. Further, continued collaboration in health professional training between Human Nutritional Sciences and the Faculty of Health Sciences will occur in the Interprofessional Education program at the University of Manitoba. The Department of Human Nutritional Sciences will also continue to provide, as will other departments from Human Ecology, undergraduate programming in the major area of Human Ecology/Home Economics, as defined by the Department of Education and Advanced Learning, for entry into the education program in the Faculty of Education.

Research and teaching laboratories, teaching space and offices, student meeting and support spaces, and administrative spaces currently occupied or shared by the Department of Human Nutritional Sciences in the Human Ecology and Duff Roblin buildings will be maintained for its teaching, research and outreach functions. The Faculty of Agricultural and Food Sciences will assume responsibility for these spaces. The delivery of undergraduate and graduate learning experiences will take place in teaching spaces primarily located on the Fort Garry campus. Over the medium to longer term, the participating units will examine options to enhancing cohesion and fostering greater interaction.

The resources that currently support the undergraduate and graduate programs and research programs of the Department of Human Nutritional Sciences will be transferred from the Faculty of Human Ecology to the Faculty of Agricultural and Food Sciences. The resources to be transferred represent those needed by the Department of Human Nutritional Sciences to carry out its functions, and include the departmental budgets as well as a percentage of the centralized resources reflecting the level of Human Nutritional Sciences activity within the Faculty of Human Ecology. The transfer of centralized resources must be sufficient to support the student body that will transfer to the Faculty of Agricultural and Food Sciences. The Department of Human Nutritional Sciences will retain the income streams secured through departmental operations.

Unit	Operating Baseline	Research Revenues	Trust and endowment funds
Human Nutritional Sciences	\$1,788,779	\$1,926,740	
Faculty of Agricultural and Food Sciences	\$14,410,957	\$17,425,306	
Totals	\$16,199,736	\$19,352,046	

With the exception of funding to support transition and implementation costs, the establishment of the proposed new Faculty will not call upon any more of the

University's continuing (i.e. baseline) operating funds other than those currently directed to the Faculty of Human Ecology and the Faculty of Agricultural and Food Sciences.

VI. Opportunities

The transfer of the Department of Human Nutritional Sciences to the Faculty of Agricultural and Food Sciences creates the following opportunities:

- The development and enhancement of research, teaching and outreach activities that position the nutritional sciences at the interface between food and health, including enhanced nutrition translation activities,
- The development of nutritional sciences students who are knowledgeable and literate on sustainable food production practices and their implications for nutrition and the promotion of the health and well-being of individuals, families and communities,
- The development of agricultural and food sciences students who are knowledgeable and literate on sustainable food production practices and the impact of these on nutrition and the promotion of the health and well-being of individuals, families and communities,
- The strengthening of the Manitoban economy through the development and commercial advancement of functional foods, food bioactives and natural health products derived from locally-derived resources,
- The enhancement of opportunities in teaching, outreach and research to support nutritional security in Manitoba, Canada and the world.

VII. Implementation Process

Assuming that the Board of Governors approves this proposal, it is envisaged that the Dean of Human Ecology and the Dean of Agricultural and Food Sciences will guide and oversee the transfer of the department. As necessary, change management support would be requested from other University services.

The Deans, together with Department Head of Human Nutritional Sciences, will consider whether, and what number, of committees may need to be established to advise on transition/implementation issues. These committees would include faculty, staff and students. Where actions arise from this process requiring the approval of Senate and/or the Board of Governors, they will be forwarded to these governing bodies for consideration. Further, all actions will respect collective agreements with relevant employee groups.

It will be important that this implementation process be sufficiently flexible to facilitate adjustments, where required, and responsive to input on issues that may arise in both the short and longer terms. It will also be important to acknowledge the considerable time

and energy that will be required of members of the affected units and the University, in general, to address transition issues.

VIII. Conclusion: Expected Goals and Outcomes

The transfer of governance of the Department of Human Nutritional Sciences to the Faculty of Agricultural and Food Sciences fits with the goal of the Academic Structure Initiative and will have a number of important outcomes for the University. This particular step and the resulting academic structure:

- Enhances the University's capacity to deliver on its mandate in relation to teaching, research and outreach,
- Enhances leading-edge, multi-disciplinary research that bridges the spectrum of "food and health" activities,
- Enhances educational experiences for future dietetics professionals, by providing an enriched educational experience that provides greater detail as to the origins of the Canadian food supply
- Enhances research competitiveness for external research support, through the creation of a greater critical mass and enhanced infrastructure in support of strategic research planning, grant facilitation, and research interactivity
- Provides a strong union to build on the "life cycle" of food, from primary production to excellent human nutrition,
- Enhances opportunities to contribute to Manitoba's economy, through the development and commercial advancement of functional foods, food bioactives and natural health products derived from locally-derived resources,
- Enhances outreach activities that position the nutritional sciences as the link between food and health.

From: Michael Trevan <Michael.Trevan@umanitoba.ca>
Subject: Faculty vote
Date: 19 January, 2014 3:05:28 PM CST
To: James House <James.House@umanitoba.ca>, Gustaaf Sevenhuysen
<Gustaaf.Sevenhuysen@umanitoba.ca>

FAFS voted 52:4 to accept the proposal the the governance of HNS be transferred to FAFS. Thank you both for your hard and diligent work putting the proposal together.
Regards
Michael

Michael Trevan Faculty of Agricultural and Food Sciences University of Manitoba

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observation

At its meeting of April 8, 2014, the Senate Committee on Awards reviewed one new offer and one amended offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated April 8, 2014).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards-Part B* (dated April 8, 2014). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

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

SENATE COMMITTEE ON AWARDS

Appendix A April 8, 2014

1. NEW OFFERS

Shell Canada Engineering Access Program Scholarships

Shell Canada provides \$5,000 annually to the University of Manitoba to offer the Shell Canada Engineering Access Program Scholarships. The donor has agreed to fund the award for a period of three years, beginning in 2013-2014 academic year and ending in 2015-2016. Each year, one scholarship will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the Faculty of Engineering in the Engineering Access Program (ENGAP);
- (2) has completed a minimum of seventy credit hours of courses in the Faculty of Engineering;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has demonstrated participation in extra-curricular activities within ENGAP, the Faculty of Engineering, or the broader community.

Candidates will be required to submit an application that will include a statement (maximum 500 words) describing their extra-curricular activities.

The Director, Engineering Access Program (or designate) will recommend the recipient to the selection committee.

The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering.

(Attachment I)

2. AMENDMENTS

Shell Canada ENGAP Scholarship

The following amendments have been made to the terms of reference for the Shell Canada ENGAP Scholarship:

- The second sentence states the donor will renew the scholarship for a second three-year term beginning in the 2013-2014 academic year. The sentence now reads: “The donor has agreed to fund the award for a period of three years, beginning in 2013-2014 and ending 2015-2016, with the right to renew the commitment at the end of the term.”
- Criterion (1) has been revised and now reads: “is enrolled full-time (minimum 80% course load) in the Faculty of Engineering in the Engineering Access Program (ENGAP);”
- A new criterion (2) has been added and reads: “has completed a minimum of seventy credit hours of courses in the Faculty of Engineering”.
- The former criteria (1) and (2) remain the same, but are now criteria (3) and (4).
- The selection committee sentence has been revised to include the option to use a designate. The sentence now reads: “The Director, Engineering Access Program (or designate) will recommend the recipient to the selection committee”.

(Attachment I)



UNIVERSITY OF MANITOBA | Faculty of Engineering
Office of the Dean



E2-290 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone (204) 474-9806/7
Fax (204) 275-3773

March 17, 2014

Dr. Phil Hultin
Chair, Senate Committee on Awards
c/o Candace Préjet
Awards Establishment Coordinator
417 University Centre

Dr. Hultin,

RE: Furthering the Environment Learning Fund (FUEL), Shell Canada Engineering Access Program Scholarships, Shell Canada ENGAP Scholarship

The Faculty of Engineering is committed to the growth of the number of First Nation, Métis, and Inuit students enrolled in engineering education. The *Furthering of the Environment Learning Fund (FUEL)*, the *Shell Canada Engineering Access Program Scholarship*, and the *Shell Canada ENGAP Scholarship* will assist in attracting and retaining top caliber student to Engineering programs.

Data from the Office of Institutional Analysis indicate that during the last five fall terms the percentage of self-declared First Nation, Métis, and Inuit students in Engineering is as follows:

Fall term 2013	5.1%
Fall term 2012	5.4%
Fall term 2011	5.9%
Fall term 2010	3.8%
Fall term 2009	3.4%

It may be that additional First Nation, Métis, and Inuit students are in attendance but do not self-declare. The average over these last five years is 4.7%.

The Faculty of Engineering continues to work to remove any perceived or existing barriers that prevent First Nation, Métis, and Inuit students from entering Faculty of Engineering programs. Furthermore, through ENGAP, the Faculty of Engineering provides broad based support to First Nation, Métis, and Inuit students in engineering programs.

I strongly support the establishment of the *Furthering of the Environment Learning Fund (FUEL)*, the *Shell Canada Engineering Access Program Scholarship*, and the *Shell Canada ENGAP Scholarship*.

Sincerely,

Jonathan Beddoes, Ph.D., P.Eng.
Professor and Dean



Report of the Faculty Council of Graduate Studies on Regulation Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to policy changes and the revising of the FGS Academic Guide. Recommendations for academic changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies voted via email on April 9, 2014 to consider an amendment to **Section 1.4.1 Full-Time and Part-Time Students** of the **Faculty of Graduate Studies Academic Guide**.

Observations:

1. The amendment (denoted as tracked changes) reflects the time to completion of part-time students in the Ph.D. program (7 years).

SECTION 1: Application, Admission, and Registration Policies

1.4 Student Status/Categories of Students

1.4.1 Full-Time and Part-Time Students

Graduate students who are participating in studies on a regular basis in an academic term and/or are registered in the academic year are considered to be full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, such students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.

Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Change of Status" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the unit Head and submitted to the Faculty of Graduate Studies.

Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one month of the start of the Summer term.

For every full year (twelve months) a Master's student is declared as part time they will receive an additional four months in time to complete their program. For every two years (24 months) a Master's student is declared as part time they will receive an

additional year (12 months) in time to complete their program. For every two years (24 months) a Ph.D. student is declared as part time they will receive an additional four months in time to complete their program. Retroactive status changes will not be made.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies on Regulation Changes [dated April 9, 2014] to amend *Section 1.4.1 Full-Time and Part-Time Students* of the Faculty of Graduate Studies Academic Guide.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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



UNIVERSITY
OF MANITOBA

Faculty of Education

**Proposal for a Revised
After-Degree Bachelor of Education (B. Ed.) Program Curriculum**

**Prepared by the Faculty of Education Bachelor of Education (B. Ed.)
Curriculum Revision
Working Group**

Rosanna Caruso
Catherine Casey
Rita Courchaine
Jerome Cranston
Frank Deer
Charlotte Enns
David Mandzuk
Dawn Wallin

For consideration by members of the Senate of the University of Manitoba

February 13, 2014

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

SUMMARY OF THE REVIEW AND REVISION PROCESS:

The current After-Degree Bachelor of Education (B.Ed.) Program is a 60-credit hour program that is designed to be completed in two academic years. The program is comprised of courses in curriculum and pedagogy, courses in the social and administrative foundations, and 24 weeks of in-school practicum distributed over two years. The current program has been in place since the late 1990s with specific implementation dates varying by stream.

In January, 2007, the review of the current B. Ed. program began with the striking of the B. Ed. Review Advisory Committee and the result of the committee's extensive review of the teacher education literature, research conducted by our own faculty members, and feedback we received from students was the Interim Report of the Committee which was released in December, 2008. That document served as a useful starting point for the work that lay ahead as it began by providing an overview of the changing context of teacher education in Manitoba. More specifically, it examined changes in:

- K-12 student demographics;
- teacher demographics;
- teacher candidate demographics;
- faculty demographics;
- policies and directives from Manitoba Education;
- teacher education programs;
- admissions and certification requirements;
- resources for the Faculty of Education;
- inter-provincial collaboration; and
- international education.

It also outlined six characteristics of successful teacher education programs, a review of our current program, and a commentary on our current program with respect to:

- a clearly articulated vision;
- coherent and relevant academic programs;
- strong field relationships;
- knowledgeable and committed faculty;
- talented and committed students; and
- adequate resources.

The report concluded with a set of recommendations and a timeline for continuing the work.

During the next few years, the streams worked on their respective proposals and brought them periodically to dialogue sessions to seek feedback from the Faculty at large.

In March, 2012, under the direction of the late Dean Bob Macmillan, an external review committee comprised of Dr. Janice Wallace (Associate Professor, University of Alberta), Dr. James McNinch (Dean and Professor, University of Regina), and Dr. Kathy Levine (Associate Professor, Faculty of Social Work) visited the Faculty for two days and spoke to students, faculty, staff, and members of external stakeholder groups. The result of the external review was another set of recommendations that were then taken up in earnest by the B. Ed. Taskforce which began its work in mid-September, 2012 and concluded its work in late December of that same year. In carrying out its mandate, the responsibilities of the B. Ed. Taskforce were to:

- refer to and synthesize the previous review work that had been done by faculty and stream members;
- consider the recommendations of the external reviewers;

- maintain some form of program coherence across the streams;
- consider the implications for the Integrated Music/Education program;
- include all of the requirements as mandated by Manitoba Education (e.g. 3 credit hours of Aboriginal Education, 6 credit hours of Special Education/Diversity courses, and 24 weeks of practicum in the schools);
- stay within the program structure of the two-year program with 30 credit hours each year;
- maintain current levels of teacher education Math preparation;
- encourage research at the undergraduate level;
- take into consideration such matters as: student choice, flexibility, and the increasing demographic of part-time and mature students; and
- maintain records of decisions and the rationale for those decisions.

The B. Ed. Taskforce report that was given to Acting Dean, David Mandzuk in December, 2012 included a conceptual map for both years of the program and a plan for moving ahead. The report also included a number of “future considerations” such as: examining the possibility of re-numbering courses in the program to better reflect that they are second degree courses, discussing how the proposed program might impact cohort delivery of courses, and determining pre and co-requisites for the proposed program. A month later, at the January, 2013 Faculty Council meeting, the report was “approved in principle” by faculty members.

Since that time, the B. Ed. Curriculum Revision Working Group comprised of: Rosanna Caruso (Academic Development Officer), Catherine Casey (Acting Department Head, Dept. of Curriculum, Teaching & Learning), Rita Courchaine (Manager, Finance and Administration), Jerome Cranston (Associate Dean, Undergraduate Programs), Frank Deer (Acting Associate Dean, Undergraduate Programs), Charlotte Enns (Acting Associate Dean, Graduate Programs & Research), David Mandzuk (Acting Dean), and Dawn Wallin (Acting Department Head, Educational Administration, Foundations, & Psychology) have worked on each of the stream proposals in turn taking all of the above into consideration.

It is our belief that the proposed After-Degree B. Ed. program for the Early, Middle, and Senior Years streams will improve the Faculty’s ability to prepare the next generation of teachers for teaching in Manitoba, across the country, and around the world and will position the Faculty, once again, as a leading institution for teacher education in Canada.

GUIDING PRINCIPLES:

There are a number of principles upon which the proposed After-Degree B.Ed. program has been developed. Broadly speaking, they include those found in the Association of Canadian Deans of Education's (ACDE's) "Accord on Initial Teacher Education" which was ratified in 2005 and approved by the Faculty of Education's Faculty Council in April of 2006. Briefly, these principles include:

- acknowledging and building upon teacher candidates' prior teaching and learning experiences;
- assisting in the development of teacher candidates' professional teacher identities and teacher agency;
- facilitating the acquisition of the knowledge, skills, and professional dispositions needed in order to be responsive to students;
- providing opportunities for establishing relationships and positive learning communities;
- valuing inclusion and diversity;
- engaging teacher candidates in reflective practice and inquiry;
- providing opportunities for teach candidates to study curricula in both discipline-based and interdisciplinary contexts; and
- helping teacher candidates to develop an awareness of their professional responsibilities in a changing world.

In sum, we believe that the proposed After-Degree B.Ed. program is consistent with the spirit of the Accord in that it involves the development of: a) situated practical knowledge, b) pedagogical knowledge, c) academic content knowledge, and d) an introduction to research and scholarship in education.

RATIONALE FOR KEY CHANGES:

Given the changing educational, democratic and social context in Manitoba, and based on the feedback received from both the internal and external reviews, there were many things that members of the curriculum revision working group were mindful of as they worked on the stream proposals in this final phase of the revision process. In particular, the group was interested in:

- **Stream uniqueness/program coherence:** Preserving the uniqueness of three streams while also providing more opportunities for students to interact professionally in cross-stream settings. The group felt that this was particularly important in a province like Manitoba where teachers are certified to teach from K-12;
- **Student choice:** Moving away from a highly-prescriptive program model to a program that provides more choice for students through electives;
- **Flexibility and responsiveness in program delivery:** Responding to the request of some faculty members to be able to teach their courses in school settings rather than in the Faculty and responding to the increasing number of mature and part-time students, many of who want to study part-time.
- **On-line and blended courses:** Seizing the opportunity to develop a small number of on-line courses in areas that will be delivered across streams (e.g. Canadian School Systems & Their Public Purposes). Given that more students will be taking these courses at the same time, it will be more worthwhile to develop on-line versions in these areas.
- **Practicum courses:** Making the credit hour allotment of practicum courses consistent across streams. In the proposed program, all practicum courses will be weighted at 3 credit hours each;
- **Undergraduate research:** Creating more room for research activity at the undergraduate level by building in space for electives or (depending on stream) designating certain courses as being research/inquiry focused. This is consistent with the University's direction to strengthen the research component of undergraduate programs.
- **Aboriginal Perspectives:** Ensuring that teacher candidates learn about working with Aboriginal students early in the program, regardless of stream either through stand-alone courses or through Aboriginal perspectives infused across curriculum areas;
- **Mathematics preparation:** Taking into consideration the direction from Manitoba Education and the public attention given to this matter, the committee believes that, at the Early and Middle Years levels, the level of Math preparation should not be decreased;
- **Institutional realities:** Taking into account the financial realities facing faculties, the working group believes that along with a Strategic Enrolment Management plan that will need to be developed in the Fall of 2013, this proposal presents opportunities to examine low enrolment courses and to shift some teaching and advising resources to the graduate programs in high-demand and high-potential areas.

RATIONALE FOR CREDIT HOUR CHANGES IN PRACTICUM COURSES AND LINKAGES TO COURSE WORK:

Rationale for the Changes to the Practicum Courses

Manitoba Education is responsible for the certification of teachers in the province and mandates that all teacher education programs provide a minimum of twenty-four weeks of school-based practicum. Currently, the Bachelor of Education at the University of Manitoba achieves this by offering two practicum courses in each year of the program. The practicum spans both terms providing six weeks of school-based practicum in each term.

In the revised B. Ed. program, the practicum courses will become three credit hour courses completed at the end of each term. During practicum, students attend a school placement for approximately 6.0 hours per day, 5 days per week for 6 weeks each term. They are supervised and evaluated by Faculty Advisors who are contracted by the Faculty of Education and charged with mentoring and providing formative and summative evaluations.

The rationale for changing the practicum to four distinct 6-week (3-credit hour) courses include the following considerations:

- Provide students with credit for work they have completed. For example, when students are unable to complete the Term 2 practicum (due for medical or personal circumstances, for example) they “lose” all of the weeks in practicum successfully completed in the first term. In the current B. Ed. Program, when students cannot complete Term 2, they are not given any credit for the first 6 weeks of practicum already completed and so must begin the entire 12 weeks again (even if they have already successfully attended for 11 weeks);
- Provide students the opportunity to continue with course work and commence practicum again in the event they did not complete their first term practicum. This allows students the opportunity to continue in the program and have an opportunity to re-enroll in a practicum course. In the current B. Ed. Program, termination of a term one practicum means that students must withdraw from all co-requisite courses, thus forcing them to attend part-time and not allowing them an opportunity to attempt practicum again until fall of the following year;
- Provide students the opportunity to experience up to four different practicum settings (e.g., rural, Northern, urban, special or alternative school programming) instead of only two. Currently, students are placed in the same practicum site for the entire 12-week practicum course and are supervised by a paid Faculty Advisor. If students were allowed to have credit and complete a six-week practicum in term 1, then they could have the option of a different practicum placement in term 2;
- Eliminate courses that span multiple terms which has proven to be difficult to manage from an administrative and record management perspective.

Linkages to Course Work

Early Years Stream Year One (Practicum 1 and 2)

In the first year of the Early Years Stream where students are preparing to teaching young children in grades kindergarten to grade 4 inclusive, students will take course work and will then experience a practicum at the end of both terms one and two. The central theme for the pre- and co-requisite practicum courses is found in the diversity of young learners, specifically in regards to social-emotional needs, languages and literacies, Aboriginal perspectives and differences in learners' abilities. The pre- and co- requisites therefore reflect the need for students to be adequately prepared to begin to understand the diversity of young learners, their needs and teachers' responsibilities. These themes are also reflected in the Practicum Expectations, specifically in expectations regarding students developing understandings of diverse classroom and school communities, understanding the diversity of the young children, and beginning to see how to engage with and plan for young children who have diverse skills, interests and needs.

In the first year, students are expected to take courses in Aboriginal Education (either *Aboriginal Perspectives (EDUA 3400)* or *Aboriginal Perspectives and the Curriculum (EDUB 3402)* AND *Multi-language Development in Early Years (EDUB 3018)*. Students must take one of each of these courses in each term, thus completing one of each of these courses prior to each of Practicums 1 and 2. Both of these courses provide knowledge about diversity in regards to race, language, development, and ability and provide students with understandings of the diversity they will see reflected in their practicum placements.

In addition, students take *Early Years Mathematics and Quantitative Reasoning for All Learners (EDUB 3012)* and *Classroom Community & Early Years Literacy (EDUB 3010)*. Again, students must take one of each of these courses in each term, thus completing one of each of these courses prior to each of Practicums 1 and 2. Both of these courses deal with the multi-literacies of young children which includes both language literacies and numerical literacies. These courses will provide students with knowledge about the literacies development in young children and will expose students to observing, planning, teaching and assessment of young children.

Early Years Stream Year Two (Practicum 3 and 4)

Prior to Practicum 3 and 4 students must have complete Practicum 2 and 3, respectively. An additional pre-requisite to Practicum 4, in keeping with the theme of diversity, is *Inclusive Education (EDUA 4000)*, in which students will examine concepts and issues related to meeting the diverse needs of students in classrooms and schools, including theories, methods and resources for accommodating student diversity.

The pre- and co- requisites reflect the need for students to be adequately prepared to begin to plan for, prepare and assess the diversity of young learners and their need. The pre- and co-requisite courses will prepare the students to take on a more active role in the classroom, as reflected in the Practicum 3 and 4 expectations, observing, planning for, and assessing young children who have diverse skills, interests and needs.

Middle Years Stream Year One (Practicum 1 and 2)

In the first year of the Middle Years Stream where students are preparing to teach middle years learners in grades 5 to 8 inclusive, students will take courses and will then experience a practicum at the end of both terms one and two. The central theme for the pre- and co-requisite courses in relation to practicum is diversity of middle years learners, specifically in regards to social-emotional needs, languages and literacies, Aboriginal perspectives and differences in learners' abilities. The pre- and co- requisites, therefore, reflect the need for students to be adequately prepared to begin to understand the diversity specific to middle years learners, their needs and teachers' responsibilities. These themes are also reflected in the Practicum Expectations, specifically in expectations regarding students developing understandings of diverse classroom and school communities, understanding the diversity of the young children, and beginning to see how to engage with and plan for young children who have diverse skills, interests and needs.

In the first year and prior to each Practicum students are expected to take 3 credit hours in Aboriginal Education namely either *Aboriginal Perspectives (EDUA 3400)* or *Aboriginal Perspectives and the Curriculum (EDUB 3402)* and one of the Special Education electives (*EDUA 3420* or *EDUB 3426*). Students must take one of each of these courses in each term, thus completing one of each of these courses prior to both Practicum 1 and 2. Both of these courses provide knowledge about diversity in regards to race, language, development, and learners' abilities and provide students with understandings of the diversity they will see reflected in their practicum placements. In addition, prior to Practicum 1, students must successfully complete *Middle Years Learners and Learning (EDUA 3050)* which helps to guide the lesson planning in regards to the ranges of student development and learning across curricula the course work attempts to provide students with knowledge about educational contexts, theories of critical pedagogy. <EDUB

Prior to Practicum 2, in addition to successfully completing Practicum 1, students must complete *Middle Years Teaching for Learning: Developing a Responsive Pedagogy (EDUB 3052)*, in which in which they are exposed to constructing pedagogy that is responsive the diversity of needs of middle years learners.

Middle Years Stream Year Two (Practicum 3 and 4)

Prior to Practicum 3 and 4 students must have completed Practicum 2 and 3, respectively. An additional pre-requisite to Practicum 4, in keeping with the theme of diversity, is *Inclusive Education (EDUA 4000)*, in which students will examine concepts and issues related to meeting the diverse needs of students in classrooms and schools, including theories, methods and resources for accommodating student diversity.

The pre and co- requisites reflect the need for students to be adequately prepared to begin to plan for, prepare and assess the diversity of young learners and their need while in their practicums. The pre and co-requisite courses will prepare the students to take on a more active role, as per the expectations of Practicum 3 and 4, observing, planning for, and assessing young children who have diverse skills, interests and needs.

Senior Years Stream Year One (Practicum 1 & 2)

In the first year of the Senior Years Stream where students are preparing to teach senior years learners in grades 9 to 12 inclusive, students will take courses and will then experience a practicum at the end of both terms one and two. In year one and prior to each Practicum students are expected to take 3 credit hours in Aboriginal Education either *Aboriginal Perspectives (EDUA 3400)* or *Aboriginal Perspectives and the Curriculum (EDUB 3402)* and one of the Special Education electives (*EDUA 3420* or *EDUB 3426*). Students must take one of each of these courses in each term, thus completing one of each of these courses prior to each practicum (1 and 2). These courses provide knowledge about diversity in regards to race, language, development, and ability and provide students with understandings of the diversity they will see reflected in their practicum placements.

In addition, prior to Practicum 1, students must have completed *Senior Years: Principles and Processes for Teaching EDUB 3100*, which focuses on theories and practices in senior years teaching, and includes lesson planning in which student engagement and interdisciplinary approaches is central. Students must also take one 3 credit hour course reflecting their major teaching discipline specifically either *The Arts (EDUB 3110)*, *Languages (EDUB 3120)*, *Social Sciences (EDUB3130)*, or *Sciences (EDUB 3140)*.

Prior to Practicum 2, in addition to successfully completing Practicum 1, students must complete an additional 3 credit hours in Aboriginal Education, that is either *Aboriginal Perspectives (EDUA 3400)* or *Aboriginal Perspectives and the Curriculum (EDUB 3402)* or one of the Special Education electives (*EDUA 3420* or *EDUB 3426*). These courses will prepare students to observe and begin to plan for diverse learning needs of senior years students, as per the Practicum expectations.

Senior Years Stream Year Two (Practicum 3 & 4)

In the first year of the B. Ed. Program, students will again take course work and will then experience a practicum in both terms one and two. Prior to Practicum 3 and 4 students must complete Practicum 2 and 3, respectively.

Prior to Practicum 3, students will take 6 credit hours of curriculum and instruction courses in the subject areas that they have identified as their major and minor, preparing them for the teaching and planning expectations of practicum.

Prior to Practicum 4, students will be required to complete *Inclusive Education (EDUA 4000)*, in which students will examine concepts and issues related to meeting the diverse learning needs of students in classrooms and schools, including theories, methods and resources for accommodating student diversity. These courses will prepare students for the greater demands of Practicum in this final year, taking on a more active role in planning, teaching and assessing senior years students.

CALCULATION OF CREDIT HOURS RELATED TO CONTACT HOURS FOR PRACTICUM AND LECTURE COURSES:

The After-Degree B.Ed. program includes course work and practicum in each term.

- The course work is completed in 9 weeks each term with a total of 36 contact hours scheduled for each 3 credit hour course. Scheduling for this condensed period is difficult but the commitment to 36 contact hours will be maintained.
- The practicum is completed with the equivalent to 6 weeks of practicum each term (some occurring on Mondays and some in a Monday through Friday practicum block) where students are in their schools for approximately 180 hours per 3 credit hour practicum course. Similar to other professional programs, the number of hours during a practicum exceeds contact hours in a classroom. The intention of the practicum is to obtain real-life experience in the profession and the required hours cannot be compared to the contact hours for a lecture course.

IMPACT OF CHANGE ON CURRENTLY ENROLLED STUDENTS:

The faculty is cognizant that students enrolled in the current program should not be disadvantaged when the new B. Ed. program is implemented and that they should know well in advance the program changes that are coming down the road. The course mapping and transition plan which follows this section is a plan that is based on Faculty enrolment data as of November 1, 2013.

Based on this data, the faculty intends to transition current students into the majority of new courses where a direct equivalency exists. In some instances, students will continue to take courses from the current curriculum if; a) a direct equivalency does not exist and, b) the new course is not introduced in the year required by students.

All current students (those registered and those on leaves of absence) will be sent a letter from the Associate Dean (Undergraduate Programs) informing them of the anticipated program changes, and the possible effects on their programs (e.g. their deadline date for program completion, transition dates, how the changes might affect them etc.). The letter will encourage such students to discuss their plans with an Academic Advisor as their earliest convenience. Students will also be expected to return a “sign-off portion of the letter that will be kept on file for a period of 10 years and will indicate that they knew about the imminent program changes.

2015/16 - First Year of New Program										
		Enrollment								
	Introduced	CH	New	Old	Delete Sep 1 2015	CH	Continuing	CH	Enrl	
Cross Stream Courses										
	EDUA 3000	3	245	175	EDUA 2810	3	70 EY + 105 SY Year 2 students (MY take EDUA 2810 in year 1)			
	EDUA 3002	3	245	16	EDUA 1810	3				
	EDUA 3400	3	140	60	EDUA 1500	3				
	EDUB 3402	3	105	30	EDUB 1602	3				
	EDUA 3420	3	120	75	EDUA 1540	3				
	EDUB 3426	3	7	15	EDUB 1830	3				
Enrollments for EDUA 3400/1500, EDUB 3402/1602, EDUA 3420/1540 and EDUB 3426/EDUB 1830 are estimated based on historical enrollments							EDUA 1800	3	15	
							EDUB 1990	3	15	
							EDUA 2800	3	175	
	Introduced	18			Introduced	18	70 EY + 105 SY (MY take EDUA 2800 in year 1)			
	Deleted	18			Continuing	9				
	Net Change	0			CH Offered	27				
Elective Courses										
	EDUA 3500	3			EDUA 1520	3				
	EDUA 3502	3			EDUA 1530	3				
	EDUA 3506	3			EDUA 1510	3				
	EDUA 3508	3			EDUA 1502	3				
	EDUA 3510	3			EDUA 1550	3				
	EDUB 3502	3			EDUB 1840	3				
	EDUB 3504	3			EDUB 1604	3	Introduced	57		
	EDUB 3512	3			EDUB 1710	3	Deleted	54		
	EDUB 3514	3			EDUB 1720	3	Net Change	+3		
	EDUB 3516	3			EDUB 1730	3				
	EDUB 3518	3			EDUB 1740	3	Introduced	57		
	EDUB 3520	3			EDUB 1760	3	Continuing	0		
	EDUB 3522	3			EDUB 1800	3	CH Offered	57		
	EDUB 3524	3			EDUB 1870	3				
	EDUB 3526	3			EDUB 1780	3				
	EDUB 3528	3			EDUB 1680	3				
	EDUB 3530	3								
	EDUB 3532	3			EDUB 1750	3				
	EDUB 4502	3			EDUB 1850	3				
Early Years										
	EDUB 3010	3	70		EDUB 1010	3				
	EDUB 3012	3	70		EDUB 1000	1	EDUB 2030 not deleted because second year 14/15 admits need it			
					EDUB 1050	2				
	EDUB 3014	3	70	4	EDUB 1040	1				
					EDUB 1060	2				
	EDUB 3016	3	70		EDUB 1030	2				
	EDUB 3018	3	70				EDUB 2030	1	70	
							EDUB 2040	2	70	
	Introduced	15			Introduced	15	EDUB 2050	2	70	
	Deleted	11			Continuing	16	EDUB 2060	2	70	
	Net Change	+4			CH Offered	31	EDUB 2000	1	70	
							EDUB 2010	3	70	
							EDUB 2070	1	70	
							EDUB 2080	1	70	
	EDUB 1020 not deleted because replacement (EDUB 4014) is not needed until 2016/17							EDUB 1020	1	4
							EDUB 2020	2	70	

2015/16 - First Year of New Program									
		Enrollment							
Introduced	CH	New	Old	Delete Sep 1 2015	CH	Continuing	CH	Enrl	
Middle Years									
EDUB 3050	3	70							
EDUB 3056	3	70	3	EDUB 1100	3				
EDUB 3052	3	70							
						EDUB 2100	3	70	
EDUB 3054	3	70	4	EDUB 1140	3				
						EDUB 2130	3	70	
Introduced	12			Introduced	12	EDUB 2110	3	70	
Deleted	6			Continuing	21	EDUB 1110	1	4	
Net Change	+6			CH Offered	33	EDUB 2400	2	70	
						EDUB 1120	1	4	
						EDUB 2120	2	70	
						EDUB 1130	1	4	
						EDUB 2150	2	70	
						EDUB 2140	3	70	
EDUB 1110, 1120 & 1130 not deleted because replacements not needed until 16/17									
Senior Years									
Actual number of students in 2013-14 with major in selected cluster									
EDUB 3100	3	105	3	EDUB 1510	3				
EDUB 3102	3	105	105	EDUB 2510	3				
EDUB 3110	3	11	4	EDUB 1200	3				
			1	EDUB 1210	3				
EDUB 3120	3	13	1	EDUB 1280	3				
			1	EDUB 1350	3				
EDUB 3130	3	24	8	EDUB 1230	3				
			4	EDUB 1270	3				
EDUB 3140	3	45	4	EDUB 1240	3				
			4	EDUB 1250	3				
				EDUB 1260	3				
Not deleted despite low enrollment because second year 14/15 admits need it									
						EDUB 1500	3	8	
All C&Is (except alternate-year offerings) will be introduced in first year because scheduling has not been finalized									
						EDUB 2500	3	105	
Number of SY2 students in 2013-14 with major or minor in selected subject									
EDUB 4110	3		5	EDUB 2200	3				
EDUB 4120	3		26	EDUB 2210	3				
EDUB 4130	3		13	EDUB 2220	3				
EDUB 4132	3		29	EDUB 2230	3	Introduced	60		
EDUB 4112	3		2	EDUB 2240	3	Deleted	81		
EDUB 4114	3		3	EDUB 2250	3	Net Change	-21		
EDUB 4140	3		22	EDUB 2260	3				
			11	EDUB 2270	3	Introduced	60		
EDUB 4146	3	105	8	EDUB 2280	3	Continuing	6		
EDUB 4148	3		6	EDUB 2290	3	CH Offered	66		
EDUB 4150	3		10	EDUB 2300	3				
EDUB 4152	3		12	EDUB 2310	3				
EDUB 4154	3		3	EDUB 2320	3				
			1	EDUB 2330	3				
EDUB 4122	3		11	EDUB 2340	3				
			9	EDUB 2350	3				
EDUB 4134	3		3						
Enrollment in these courses will total 105									

2016/17 - Second Year of New Program									
			Enrl						
	Introduced	CH	New	Delete Sep 1 2016	CH	Enrl	Continuing	CH	Enrl
Middle Years									
				EDUB 2100		3			
	EDUB 3058	3	70	EDUB 2130		3			
	EDUB 3060	3	70	EDUB 2110		3	Introduced		18
	EDUB 4050	3	70	EDUB 1110		1	Deleted		21
				EDUB 2400		2	Net Change		-3
	EDUB 3062	3	70	EDUB 1120		1			
				EDUB 2120		2	Introduced		18
	EDUB 3064	3	70	EDUB 1130		1	Intro 15/16		12
				EDUB 2150		2	CH Offered		30
	EDUB 4052	3	70	EDUB 2140		3			
Senior Years									
				EDUB 1500		3			
	EDUB 4102	3	105	EDUB 2500		3			
							Introduced		12
							Deleted		6
							Net Change		6
	EDUB 4142	3					Introduced		12
							Intro 15/16		60
							CH Offered		72
	EDUB 4144	3							
	EDUB 4124	3							

Offered alternate years - not scheduled to be offered 15/16

Offered alternate years - not scheduled to be offered 15/16

Offered alternate years - not scheduled to be offered 15/16

2017/18 - Third Year of New Program						
			Enrl			
Introduced	CH	New		Delete Sep 1 2017	CH	
TOTALS: Cross-Stream, Elective and Stream-Specific Courses						
2017/18						
Introduced		0		Introduced 2017/18		0
Deleted		0		Introduced 2016/17		51
Net Change		0		Introduced 2015/16		162
				Continuing		0
				Final CH Offered		213
OVERALL:						
				Total CH Introduced		213
				Total CH Deleted		222
				Net CH Change		-9
Practicum						
				EDUB 2960	6	Introduced
		0				0
				EDUB 2970	9	Intro 16/17
		21				18
				EDUB 2980	6	Intro 15/16
		-21				18
						Continuing
						0
						CH Offered
						36

ENROLLMENT NUMBERS AND CONSIDERATION OF PART TIME STUDENTS

Current Full-Time Students = 429 (116 Early Yrs, 105 Middle Yrs, 182 Senior Yrs, 25 Other)

Current Part-Time Students = 10 (4 Early Years, 2 Middle Years, 4 Senior Years)

Expected future enrolment numbers = 490

Courses from current curriculum offered in 2015/16 *

Courses from current curriculum required by part-time students:

Course #	Credit Hours	Reason for need to offer
EDUA 1800	3	Course is deleted in revised program - part-time students in current program still require this course
EDUB 1990	3	Course equivalent in the revised program is not required until 2016/17 and some part-time students require this course in 2015/16
EDUB 1020	1	Course is deleted in revised program and part-time students in current program still require this course
EDUB 1110	1	Course is deleted in revised program and part-time students in current program still require this course
EDUB 1120	1	Course is deleted in revised program and part-time students in current program still require this course
EDUB 1130	1	Course is deleted in revised program and part-time students in current program still require this course
EDUB 1500	3	Course is deleted in revised program and part-time students in current program still require this course

Courses from current curriculum required by Year 2 students:

Course #	Credit Hours	Reason for need to offer
EDUB 2800	3	Course equivalent in the revised program is not required until 2016/17 and all current
EDUB 2030	1	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2040	2	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2050	2	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2060	2	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2000	1	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2010	3	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2070	1	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16

Course #	Credit Hours	Reason for need to offer
EDUB 2080	1	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2020	2	Course is deleted in revised program and current Early Years - Year 2 students require this course in 2015/16
EDUB 2100	3	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2130	3	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2110	3	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2400	2	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2120	2	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2150	2	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2140	3	Course is deleted in revised program and current Middle Years - Year 2 students require this course in 2015/16
EDUB 2500	3	Course equivalent in the revised program is not required until 2016/17 and current

* Where there is a direct transfer of a current course to a revised course, students completing the current program will take courses in the revised program.

FINANCIAL EVALUATION OF TRANSITION (RESOURCE IMPLICATIONS):

Available Resources **	Students	Course Credit hours	Cost to offer program *
Current B.Ed. Program Courses	490	222	\$444,000
Current B.Ed. Program Practicum	490	36	\$377,300
			<hr/>
			\$821,300
Cost of Transition	Students	Course Credit hours	Cost to offer program *
2015-2016			
Revised B.Ed. Program Courses	490	214	\$428,000
Revised B.Ed. Program Practicum	490	36	\$377,300
			<hr/>
			\$805,300
Savings re: net course changes during transition 2015-2016			\$16,000
2016-2017			
Revised B.Ed. Program Courses	490	213	\$426,000
Revised B.Ed. Program Practicum	490	36	\$377,300
			<hr/>
			\$803,300
Savings re: net course changes during transition 2016-2017			\$18,000
Cost of Ongoing Program	Students	Course Credit hours	Cost to offer program *
2017-2018			
Revised B.Ed. Program Courses	490	213	\$426,000
Revised B.Ed. Program Practicum	490	36	\$377,300
			<hr/>
			\$803,300
Savings re: net course changes from current to revised program			\$18,000

* All course costs are based on sessional instructor rate plus benefits (i.e. \$6000 per 3 credit hour course)
 All practicum costs are based on faculty advisor rate plus benefits (i.e. \$770 per student per year)

** Available resources, based on current program

Where savings are realized:	Credit Hrs	Cost
Senior Years reduction in C&I's from 27 to 12 CH	-15	-\$30,000
NOTE: Curriculum and Instruction (C&I) courses in the first year of the program reduced from 9 courses to 4 courses. All students in this stream will now take a "cluster" C&I course grouped by similar disciplines (e.g. Languages C&I for students with majors in English, French, Heritage, Aboriginal and World Languages)		
Cross Stream course deleted (EDUA 1800)	-3	-\$6,000
NOTE: Course material from deleted course will be integrated into other course material.		
New Early & Middle courses	6	\$12,000
NOTE: Early & Middle Years specific courses added to replace the deleted cross stream course		
New elective (EDUB 3530)	3	\$6,000
	-9	-\$18,000



Education and Advanced Learning
Deputy Minister
Room 156, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

JAN 14 2014

Dr. David Mandzuk
Dean
Faculty of Education
Room 225, Education Building
University of Manitoba
Winnipeg MB R3T 2N2

Dear Dr. Mandzuk:

On behalf of Manitoba Education and Advanced Learning, I would like to begin by thanking you for providing the Department and other educational partners with the opportunity to discuss the proposed revisions to the After-Degree Bachelor of Education program as well as to share information about educational priorities in Manitoba. Staff have told me that the discussion was valuable and reflective of the consultative approach that the Faculty has taken to ensure that proposed program revisions are founded in effective practice and responsive to the contemporary realities of the public education system.

The proposed revisions to the After-Degree program both align with current Departmental requirements and encompass key educational priority areas in numeracy and literacy. Of particular note is the strength of the program in meeting requirements to include specific courses on Aboriginal and Special Education and to retain mathematics and literacy components founded in effective pedagogy.

In addition to meeting Departmental requirements, the revised program has also demonstrated leadership and a commitment to excellence in pre-service teacher training by:

- Using an integrated literacy approach as well as emphasizing multi-literacies across subject areas in the middle years.
- Incorporating cross stream courses that allow pre-service teachers in early, middle, and senior years to take classes together. This approach will provide pre-service teachers with the opportunity to gain a broader perspective about teaching in different educational contexts and learning environments.
- Ensuring that there is a balance between choice and the ability of pre-service teachers to specialize in a specific area of interest such as English as an Additional Language.

.../2

Dr. David Mandzuk
Page 2

We would appreciate being kept apprised of the status of the program proposal as it wends its way toward approval by the University of Manitoba Senate, and are open to a continuing dialogue around full implementation of the revised After-Degree Bachelor of Education program in September, 2015.

Please do not hesitate to contact me if you would like to discuss this further.

Sincerely,

A handwritten signature in blue ink, appearing to read "G. Farthing".

Gerald Farthing,
Deputy Minister
Education and Advanced Learning



January 13, 2014

Dr. David Mandzuk
Office of the Dean
Faculty of Education
University of Manitoba
230 Education Building
Winnipeg, MB R3T 2N2

Dear Dr. David Mandzuk

On behalf of the Manitoba Association of School Superintendents (MASS), I would like to express appreciation for reaching out to your educational partners regarding proposed changes to the After Degree Bachelor of Education Program at the University of Manitoba.

We support the direction of the changes towards a more responsive, interactive and flexible program of studies for the student and a more responsive practicum structure which will be of benefit to both students and future employers.

The proposed mixing of students from different streams in their elective courses should promote a greater understanding of the seamlessness of the K – 12 public school system and better prepare potential candidates to move more easily between early years and middle years, as one example. This more closely reflects the reality of available positions for beginning teachers, especially in rural or northern settings.



We also appreciate the emphasis on ever greater diversity in the classroom and the need for all students to take courses in each year of the program to better prepare themselves to respond to this in their thinking and practice.

The restructuring of the practicum experience into distinct semesters, with summative evaluation in each, allows for early identification of potential issues in the classroom and early intervention to help develop required strengths. By allowing students to continue their theoretical course work in spite of a difficult practicum assignment, students who experience an unsuccessful practicum early in their studies may be afforded another chance to improve their skills without having to repeat areas in which they have been successful. This is consistent with formative and summative assessment practices that we are expecting from teachers in their own classrooms, once they are employed.

MASS supports your efforts to continually improve pre-service educational experience for our future teachers and appreciates being invited to be part of the process.

Sincerely,

Ken Klassen

Executive Director

Manitoba Association of School Superintendents



LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

February 5, 2014

Dr. David Mandzuk, Dean
Faculty of Education
University of Manitoba
230 Education Building
Winnipeg, MB R3T 2N2

Dear Dr. Mandzuk,

On behalf of the Manitoba School Boards Association provincial Executive, I want to thank you for taking the time to meet with us on February 3, 2014 to talk about the University of Manitoba's revised After-Degree Bachelor of Education program.

In general terms, we are encouraged by your openness to the concerns of school boards regarding teacher preparation issues and the efforts of the Faculty to align its programs to reflect the realities of our public schools across the province. More specifically, we applaud the emphasis in the revised After-Degree Bachelor of Education program on instruction in literacy and numeracy across the K-12 spectrum, on aboriginal education and diversity issues in the classroom, and on creating positive learning environments for all students.

The introduction of cross-stream courses within the program will undoubtedly prove a benefit to graduating students whose teaching assignments may eventually fall outside of their stream or subject area speciality.

The reconfiguration of the practicum experience into discreet semesters and a cohort placement strategy where possible will provide teacher candidates greater flexibility and a collaborative learning opportunity more in line with professional learning communities which exist in many Manitoba schools and school divisions.

In closing, we are confident that the University of Manitoba's revised After-Degree Bachelor of Education program will provide a high quality pre-service education program for future teachers in Manitoba. We wish you and your Faculty colleagues every success for the successful launch of this program pending any final approval processes required by the University of Manitoba.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Duhamel". The signature is written in a cursive, flowing style.

Carolyn Duhamel
Executive Director

CD/ak

cc Manitoba School Boards

January 10, 2014

Dr. David Mandzuk
Dean, Faculty of Education
University of Manitoba
203 Education Building, 71 Curry Place
Winnipeg, MB R3T 2N2

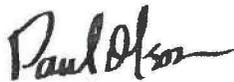
Dear Dr. Mandzuk:

Re: After-Degree Bachelor of Education Program

Thank you for the invitation to the December 11, 2013 meeting regarding the proposed change to the After-Degree Bachelor of Education program at the University of Manitoba. The changes you anticipate with this revision seem congruent with the changing nature of Manitoba classrooms and curricula, and recognize the need for education students in the three main streams (Early Years, Middle Years and Senior Years) to have some opportunities to build awareness of working at all levels and to learn together.

The Manitoba Teachers' Society supports the proposed changes.

Yours truly,



Paul Olson
President

January 15th, 2014

David Mandzuk, Ph.D.
Dean, Faculty of Education
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Mandzuk;

I am writing as a follow-up to the community consultation meeting that you hosted on December 11th, 2013:

Firstly, thank you for the invitation to the Council of School Leaders to offer feedback on the revised Bachelor of Education program. It was very valuable to be able to converse with you and your staff as well as the other important partners in Manitoba's educational community.

Secondly, I am writing to express support for the acceptance of the revised program by the University Senate and its planned implementation for the fall of 2015. The format and content of the program appears to be very comprehensive. It maintains an important core of knowledge and skills while meeting the needs of the three streams in pre-service education: early, middle and senior years. The incorporation of the cross-stream courses is effective while being efficient in delivery. The choice of the content of the cross-stream courses will benefit future teachers at all levels of the system. I was pleased to note that Aboriginal Education retains a special place in the revised program. This body of knowledge is essential if Manitoba educators are going to be effective in helping to move our Aboriginal youth to a place where they have maximum choices in their lives. As well, I note that the ever-growing student body that requires specialized instruction in English as an Additional Language is included in the Special Education/Diversity stream. This is an important skill set for new teachers in our province and will continue to be for the foreseeable future.

In short, I think that your team has done a very effective job of revamping and re-orienting the B. Ed. program for next several decades. I am pleased to endorse these changes and will bring this for formal approval by the COSL Directors at our next meeting scheduled for January 24th and 25th, 2015.

Once again, on behalf of the member of the Council of School Leaders of the Manitoba Teachers' Society, thank you for the opportunity to get a detailed overview of the changes and to offer feedback on the course offerings.

Sincerely,



Spencer Clements, M.Ed.
Chairperson, Council of School Leaders



Education Student Council
Room 320, 71 Curry Place
Winnipeg, MB, R3T 2N2
January 29, 2014

Dr. David Mandzuk ,
Dean, Faculty of Education
University of Manitoba
71 Curry Place
Winnipeg, MB, R3T 2N2

Dear Dr. David Mandzuk ,

After reviewing the information about the revised Bachelor of Education program, we, the Education Student Council, support the changes as laid out by the Dean's Office. We believe that the revisions to the current program will allow for more flexibility for part time students and practicum experiences. We appreciate that the courses will be recognized at a more advanced level, and believe that is an important part of obtaining an after degree. Finally, the Education Student Council has looked over the new calendar, and we believe that it will be beneficial for students to have program days, where they can learn about the research aspect of education.

Please accept this recommendation from the Education Student Council.

Sincerely,

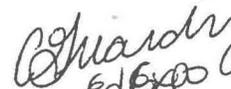

Vice Stick - External

Adam Burnett
UMSU Rep

 Andrew Osipa
Communicators

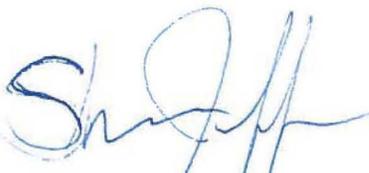

Seniors Years Stream Rep

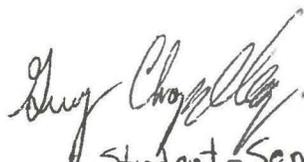

Grad Co-Chair


Ed Expo Co.


Secretary

Education Student Council

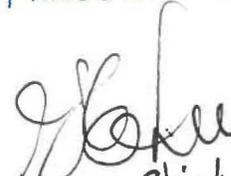

Middle Years Stream Rep.


Student-Senator


Early Years Stream Rep


Treasurer


Senior Staff 293


Vice Stick Internal

Faculty of Education

Educational Administration, Foundation and Psychology

Deletions:

Last term offered – Summer 2015:

EDUA 1500 Aboriginal Education Cr.Hrs. 3	-3.0
EDUA 1502 Measurement and Evaluation Cr.Hrs. 3	-3.0
EDUA 1510 Foundations of Moral and Religious Education Cr.Hrs. 3	-3.0
EDUA 1520 Recent Developments in Educational Administration and Foundations Cr.Hrs. 3	-3.0
EDUA 1530 Recent Developments in Educational Psychology Cr.Hrs. 3	-3.0
EDUA 1540 Cross-Cultural Education Cr.Hrs. 3	-3.0
EDUA 1550 Communications and Interpersonal Relationships in Education Cr.Hrs. 3	-3.0
EDUA 1810 School and Society 1: The Social Foundations of Education Cr.Hrs. 3	-3.0
EDUA 2810 School and Society 2: Administrative Foundations of Education Cr.Hrs. 3	-3.0

Last term offered – Summer 2016:

EDUA 1800 Psychology of Learning and Instruction 1: Theory and Practice Cr.Hrs. 3	-3.0
EDUA 2800 Psychology of Learning and Instruction 2: Inclusive Special Education Cr.Hrs. 3	-3.0

Introductions:

EDUA 3000 Canadian School Systems and Their Public Purpose Cr.Hrs. 3 +3.0
The purpose of the course is to explore with teacher candidates the ways in which schooling and teachers' work is shaped by, and shapes, particular administrative, social, political, economic, historical, legal, organizational, and professional contexts. May not be held with EDUA 2810.

EDUA 3002 Contested Spaces in Education Cr.Hrs. 3 +3.0
An examination of educational ideas and practices that are often contested in the context of a diverse society. The course also focuses on understanding schooling through historical, philosophical, sociological, and cross-cultural perspectives. May not be held with EDUA 1810.

EDUA 3050 Middle Years Learners and Learning Cr.Hrs. 3 +3.0
This course will explore the theoretical concepts of learning and development, both for Middle Years students and teachers as adult professional learners. This is a professional inquiry into practice and learning to observe students to assess their social and emotional, cognitive, and physical development, and how this information impacts learning and classroom dynamics. May not be held with EDUA 1800.

EDUA 3400 Aboriginal Education Cr.Hrs. 3 +3.0
A study of fundamental issues, philosophies, and models of Aboriginal education. Within a multi-modal and interactive setting, cultural, spiritual, social, and political perspectives regarding Aboriginal education will be critically explored. May not be held with EDUA 1500.

EDUA 3420 Cross-Cultural Education Cr.Hrs. 3	+3.0
Theory and practical applications related to understanding the complexities of culture, race, ethnicity, social inequality in classrooms, focusing on Aboriginal groups, immigration, and the needs of students in culturally diverse classrooms. May not be held with EDUA 1540.	
EDUA 3500 Recent Developments in Educational Administration and Foundations Cr.Hrs. 3	+3.0
Topics will vary depending on the needs and interests of students, and will include specialized topics in educational administration and foundations.	
EDUA 3502 Recent Developments in Educational Psychology Cr.Hrs. 3	+3.0
Topics will vary depending on the needs and interests of teacher candidates, and will include specialized topics in educational psychology not studied in regular program courses.	
EDUA 3506 Foundations of Moral and Religious Education Cr.Hrs. 3	+3.0
Examination of the theory and practice of moral and religious education, including curricular and pedagogical issues in both humanistic and religious perspectives. May not be held with EDUA 1510.	
EDUA 3508 Measurement and Evaluation Cr.Hrs. 3	+3.0
Theory and practical applications are stressed in the preparation, use, and interpretation of various approaches to assessing student learning. May not be held with EDUA 1502.	
EDUA 3510 Communication and Interpersonal Relationships in Education Cr.Hrs. 3	+3.0
The purpose of this course is to help teacher candidates increase their awareness, understanding and proficiency in communication and interpersonal relationships. Emphasis in this course is on the integration of theory, research and practice in the areas of communication and interpersonal relationships in schools. May not be held with EDUA 1550.	
EDUA 4000 Inclusive Education Cr.Hrs. 3	+3.0
An examination of concepts and issues related to meeting the diverse needs of all students, including methods and resources that respond to diversity in classrooms and schools. May not be held with EDUA 2800.	

NET CHANGE IN CREDIT HOURS: +0.0

Curriculum, Teaching and Learning

Deletions:

Last term offered – Summer 2015:

EDUB 1000 Early Years Philosophy and Practice 1 Cr.Hrs. 1	-1.0
EDUB 1010 Language and Literacy 1 Cr.Hrs. 3	-3.0
EDUB 1030 Art and Drama 1 Cr.Hrs. 2	-2.0
EDUB 1040 Social Studies 1 Cr.Hrs. 2	-1.0
EDUB 1050 Mathematics 1 Cr.Hrs. 2	-2.0
EDUB 1060 Science and Health 1 Cr.Hrs. 1	-2.0
EDUB 1100 Introduction to Teaching Language Arts in the Middle Years Cr.Hrs. 3	-3.0
EDUB 1140 Introduction to Teaching Mathematics in the Middle Years Cr.Hrs. 3	-3.0

EDUB 1200 Teaching the Arts in Senior Years Cr.Hrs.3	-3.0
EDUB 1210 Teaching English Language Arts in Senior Years 1 Cr.Hrs. 3	-3.0
EDUB 1230 Teaching Social Studies in Senior Years Cr.Hrs. 3	-3.0
EDUB 1240 Teaching Human Ecology in Senior Years 1 Cr.Hrs. 3	-3.0
EDUB 1250 Teaching Mathematics in Senior Years 1 Cr.Hrs. 3	-3.0
EDUB 1260 Teaching Physical Education/Health Education in Senior Years 1 Cr.Hrs. 3	-3.0
EDUB 1270 Teaching Senior Years Science Cr.Hrs. 3	-3.0
EDUB 1280 L'enseignement du français de base au Niveau Secondaire 1 Cr.Hrs.3	-3.0
EDUB 1350 Teaching a Heritage, Aboriginal, or International Language 1 Cr.Hrs. 3	-3.0
EDUB 1510 Principles and Processes of Teaching Cr.Hrs. 3	-3.0
EDUB 1602 Aboriginal Perspectives and the Curriculum Cr.Hrs. 3	-3.0
EDUB 1604 Academic and Professional English for Multilingual Teachers Cr.Hrs.3	-3.0
EDUB 1680 Media Literacy Cr.Hrs. 3	-3.0
EDUB 1710 Literature for Adolescents Cr.Hrs. 3	-3.0
EDUB 1720 Literature for Children Cr.Hrs. 3	-3.0
EDUB 1730 Art Across the Curriculum Cr.Hrs. 3	-3.0
EDUB 1740 Drama Across the Curriculum Cr.Hrs. 3	-3.0
EDUB 1750 Basic Experiences in Movement and Dance Education Cr.Hrs. 3	-3.0
EDUB 1760 Historical Development of Physical Science up to the 20th Century Cr.Hrs. 3	-3.0
EDUB 1780 Integration of Technological Literacy Across the K-12 Curriculum Cr.Hrs. 3	-3.0
EDUB 1800 Recent Developments in Learning and Teaching Senior Years Mathematics Cr.Hrs. 3	-3.0
EDUB 1830 La pedagogie du français de base aux niveaux intermédiaire et de la jeune enfance	-3.0
EDUB 1840 Recent Developments in Curriculum, Teaching and Learning 1 Cr.Hrs. 3	-3.0
EDUB 1850 Recent Developments in Curriculum, Teaching and Learning 2 Cr.Hrs. 3	-3.0
EDUB 1870 Practical Work in School Science Cr.Hrs. 3	-3.0
EDUB 2200 Teaching Art in Senior Years Cr.Hrs. 3	-3.0
EDUB 2210 Teaching English Language Arts in Senior Years 2 Cr.Hrs. 3	-3.0
EDUB 2220 Teaching Geography in Senior Years Cr.Hrs. 3	-3.0
EDUB 2230 Teaching History in Senior Years Cr.Hrs. 3	-3.0
EDUB 2240 Teaching Music in Senior Years Cr.Hrs. 3	-3.0
EDUB 2250 Teaching Drama and Theatre in Senior Years Cr.Hrs. 3	-3.0
EDUB 2260 Teaching Biology in Senior Years Cr.Hrs. 3	-3.0
EDUB 2270 Teaching Chemistry in Senior Years Cr.Hrs. 3	-3.0
EDUB 2280 Teaching General Science in Senior Years Cr.Hrs. 3	-3.0
EDUB 2290 Teaching Human Ecology in Senior Years 2 Cr.Hrs. 3	-3.0
EDUB 2300 Teaching Mathematics in Senior Years 2 Cr.Hrs. 3	-3.0
EDUB 2310 Teaching Physical Education/Health Education in Senior Year 2 Cr.Hrs. 3	-3.0
EDUB 2320 Teaching Physics in Senior Years Cr.Hrs. 3	-3.0
EDUB 2330 Teaching Computer Science in Senior Years Cr.Hrs. 3	-3.0
EDUB 2340 L'enseignement du français de base au Niveau Secondaire 2 Cr.Hrs. 3	-3.0
EDUB 2350 Teaching a Heritage, Aboriginal, or International Language 2 Cr.Hrs. 3	-3.0
EDUB 2510 Language and Literacy Across the Curriculum Cr.Hrs. 3	-3.0
Last term offered – Summer 2016:	
EDUB 1020 Music and Movement 1 Cr.Hrs. 1	-1.0
EDUB 1110 Introduction to Teaching Social Studies in the Middle Year Cr.Hrs. 1	-1.0
EDUB 1120 Teaching Drama in the Middle Years Cr.Hrs. 1	-1.0
EDUB 1130 Introduction to Teaching Science in the Middle Years Cr.Hrs. 1	-1.0
EDUB 1500 Education in the Senior Years Cr.Hrs. 3	-3.0

EDUB 1990 Teacher and Technology Cr.Hrs. 3	-3.0
EDUB 1960 Early Years Practicum 1 Cr.Hrs. 3	-6.0
EDUB 1970 Middle Years Practicum 1 Cr.Hrs. 3	-3.0
EDUB 1980 Senior Years Practicum 1 Cr.Hrs. 3	-6.0
EDUB 2000 Early Years Philosophy and Practice 2 Cr.Hrs. 1	-3.0
EDUB 2010 Early Years Curriculum and Instruction in Language and Literacy 2 Cr.Hrs. 3	-3.0
EDUB 2020 Music and Movement 2 Cr.Hrs. 2	-2.0
EDUB 2030 Art and Drama 2 Cr.Hrs. 1	-1.0
EDUB 2040 Social Studies 2 Cr.Hrs. 2	-2.0
EDUB 2050 Mathematics 2 Cr.Hrs. 2	-2.0
EDUB 2060 Science and Health 2 Cr.Hrs. 2	-2.0
EDUB 2070 Children's Literature Cr.Hrs. 1	-1.0
EDUB 2080 Multi-Language Development Cr.Hrs. 1	-1.0
EDUB 2100 Teaching Language Arts in the Middle Years Cr.Hrs. 3	-3.0
EDUB 2110 Teaching Social Studies in the Middle Years Cr.Hrs. 3	-3.0
EDUB 2120 Teaching Art in the Middle Years Cr.Hrs. 2	-2.0
EDUB 2130 Teaching Science in the Middle Years Cr.Hrs. 3	-3.0
EDUB 2140 Teaching Mathematics in the Middle Years Cr.Hrs. 3	-3.0
EDUB 2150 Teaching Physical Education in the Middle Years Cr.Hrs. 2	-2.0
EDUB 2400 Teaching in the Middle Years Cr.Hrs. 2	-2.0
EDUB 2500 Themes in Senior Years Education Cr.Hrs. 3	-3.0

Last term offered – Summer 2017:

EDUB 2960 Early Years School Experience 2 Cr.Hrs. 6	-6.0
EDUB 2970 Middle Years School Experience 2 Cr.Hrs. 9	-9.0
EDUB 2980 Senior Years School Experience 2 Cr.Hrs. 6	-6.0

Introductions:

EDUB 3010 Classroom Community and Early Years Literacy Cr.Hrs. 3 +3.0
This course is designed to provide an introductory study of English language and literacy in Early Years education and how it relates to development of classroom communities. May not be held with EDUB 1010.

EDUB 3012 Early Years Mathematics and Quantitative Reasoning +3.0
for All Learners Cr.Hrs. 3
This course addresses mathematical sense making, quantitative reasoning, and practical instructional approaches in the context of the Manitoba Early Years mathematics curriculum towards a developing mathematics teacher identity. May not be held with EDUB 1000 or EDUB 1050.

EDUB 3014 Early Years Science and Social Studies: Pedagogy and Curriculum Cr.Hrs. 3 +3.0
Instructional approaches to helping young children construct knowledge about the natural world and the human society they inhabit. Attention is given to planning for learning in science and in social studies represented by current research and provincial outcomes documents. May not be held with EDUB 1040 or EDUB 1060.

- EDUB 3016 Creative Collaboration in the Arts Cr.Hrs. 3 +3.0
An exploration of art, drama, and music. An emphasis will be placed on the value of play in early childhood development, the creative process, aesthetics, constructivism and the emergent curriculum. May not be held with EDUB 1030 or EDUB 2030.
- EDUB 3018 Multi-Language Development in the Early Years Cr.Hrs. 3 +3.0
This course examines English as an Additional Language (EAL) development related to Early Years education. Issues to be addressed include: trends in EAL education, orienting newcomer students and parents to the school context, EAL-inclusive lesson/unit planning, the new EAL curriculum, cooperative learning, and other related issues.
- EDUB 3052 Middle Years: Teaching for Learning – Developing a Responsive Pedagogy Cr.Hrs. 3 +3.0
This course focuses on effective teaching across curriculum areas with emphasis on classroom-based assessment to develop a learner-responsive pedagogy. Strategies for integrating educational technologies into teaching and assessing for learning will be addressed. May not be held with EDUB 2100. Prerequisite EDUB 3050.
- EDUB 3054 Introduction to Teaching Mathematics in Middle Years 1 Cr.Hrs. 3 +3.0
This course introduces Middle Years teacher candidates to pedagogically appropriate teaching in Mathematics. May not be held with EDUB 1140.
- EDUB 3056 Teaching English Language Arts in Middle Years Cr.Hrs. 3 +3.0
A study of curriculum, theories, and instructional approaches and techniques relevant to teaching English Language Arts in the Middle Years. This course will include a focus on teacher candidates' literacy practices and the processes of Middle Year students' literacy learning. May not be held with EDUB 1100.
- EDUB 3058 Teaching Science in Middle Years Cr.Hrs. 3 +3.0
This course facilitates the development of teacher candidates' views of (1) themselves as educators of Science and (2) Science as a learning area. The course focus is on the learning and teaching practices that contribute to engagement and learning for diverse student populations in Middle Years Science. May not be held with EDUB 2130.
- EDUB 3060 Teaching Social Studies in Middle Years Cr.Hrs. 3 +3.0
The course focus is on the learning and teaching practices that contribute to engagement and learning for diverse student populations in Middle Years Social Studies. Contemporary learning, teaching and assessment models and practices are investigated with integrated inquiry unit planning as the central activity. May not be held with EDUB 2110.
- EDUB 3062 Teaching the Arts in Middle Years Cr.Hrs. 3 +3.0
A study of current arts curricula (dance, drama, music, visual arts) and pedagogical practices. Emphasis will be placed on the critical role that the arts play in creating rich classroom learning communities, as well as the role of technology in arts teaching and learning. May not be held with EDUB 1120 or EDUB 2120.
- EDUB 3064 Teaching Physical Education / Health Education in Middle Years Cr.Hrs. 3 +3.0
Engagement in physical activities in the gymnasium/classroom that highlight teaching learning strategies in PE/HE pedagogy. A central theme in this course is the promotion and understanding of physical and health literacies in our classes. May not be held with EDUB 1130 or EDUB 2150.

EDUB 3100 Senior Years: Principles and Processes for Teaching Cr.Hrs. 3 +3.0
A general curriculum and instruction course designed to illuminate the connections between theory and practice and offers a practical approach to planning, teaching, and learning regardless of subject area specialty. Teacher candidates will critically consider the qualities of an effective Senior Years learning environment and recognize the elements at work. May not be held with EDUB 1510.

EDUB 3102 Senior Years: Languages and Literacy Across the Curriculum Cr.Hrs. 3 +3.0
A deeper examination of the relationship between language, literacy and learning through an interdisciplinary approach, including how to understand language and literacy as a part of multiple sociocultural practices that are interconnected within various identities and contexts. May not be held with EDUB 2510.

EDUB 3110 Senior Years Curriculum and Instruction: The Arts Cr.Hrs. 3 +3.0
A curriculum and instruction course for the clustered subject areas of Arts: Visual Arts, Dance, Drama and Music with opportunities to examine the pedagogical possibilities of their particular art form. The course will explore foundational principles for the study of curriculum, instructional strategies, and assessment in the Arts. May not be held with EDUB 1200. Pre- or Corequisite: EDUB 3100.

EDUB 3120 Senior Years Curriculum and Instruction: Languages Cr.Hrs. 3 +3.0
A curriculum and instruction course for the cluster subject areas for languages. This course provides an introduction to the study of curriculum, instructional strategies and assessment in teaching languages and how to make connections between research, theory, and practice in the teaching/learning of languages in the Manitoba context. May not be held with EDUB 1210, EDUB 1280, EDUB 1350. Pre- or Corequisite: EDUB 3100.

EDUB 3130 Senior Years Curriculum and Instruction: Social Sciences Cr.Hrs. 3 +3.0
A curriculum and instruction course for the cluster of subject areas for the Social Sciences: History, Geography, Native Studies. This course provides the foundational principles for the study of curriculum, instructional strategies and assessment in the Social Sciences. May not be held with EDUB 1230. Pre- or Corequisite: EDUB 3100.

EDUB 3140 Senior Years Curriculum and Instruction: Sciences Cr.Hrs. 3 +3.0
A curriculum and instruction course for the cluster of subject areas for the Natural Sciences includes: General Science, Biology, Chemistry, Physics, Mathematics, Human Ecology, Physical Education/Health Education, and Computer Science. This course provides teacher candidates with the foundational principles for the study of curriculum, instructional strategies and assessment in the Natural Sciences. May not be held with EDUB 1240, EDUB 1250, EDUB 1260, EDUB 1270. Pre- or Corequisite: EDUB 3100.

EDUB 3310 Early Years: Practicum 1 Cr.Hrs. 3 +3.0
Practical teaching experience for Early Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 1960. Pre- or Corequisites: [3 credit hours from EDUA 3400, EDUB 3402, EDUB 3018] and [3 credit hours from EDUB 3010, EDUB 3012].

EDUB 3312 Early Years: Practicum 2 Cr.Hrs. 3 +3.0
Practical teaching experience for Early Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May

not be held with EDUB 1960. Prerequisite: EDUB 3310. Pre- or Corequisites: [EDUA 3400 or EDUB 3402] and EDUB 3010, EDUB 3012, EDUB 3018.

EDUB 3320 Middle Years: Practicum 1 Cr.Hrs. 3 +3.0
Practical teaching experience for Middle Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 1970. Pre- or corequisites: [3 credit hours from: EDUA 3400, EDUB 3402] or [3 credit hours from: EDUB 1620, EDUB 1820, EDUA 3420, EDUB 3426] and EDUB 3050.

EDUB 3322 Middle Years: Practicum 2 Cr.Hrs. 3 +3.0
Practical teaching experience for Middle Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 1970. Prerequisite: EDUB 3320. Pre-or corequisites: [EDUA 3400 or EDUB 3402] and [3 credit hours from: EDUA 3420, EDUB 1620, EDUB 1820, EDUB 3426] and EDUB 3052.

EDUB 3330 Senior Years: Practicum 1 Cr.Hrs. 3 +3.0
Practical teaching experience for Senior Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 1980. Pre- or corequisites: EDUB 3100 and [3 credit hours from: EDUA 3400, EDUB 3402] or [3 credit hours from EDUB 1620, EDUB 1820, EDUA 3420, EDUB 3426] and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 3332 Senior Years: Practicum 2 Cr.Hrs. 3 +3.0
Practical teaching experience for Senior Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 1980. Prerequisite: EDUB 3330. Pre- or corequisites: [3 credit hours from: EDUA 3400, EDUB 3402] and [3 credit hours from EDUB 1620, EDUB 1820, EDUA 3420, EDUB 3426].

EDUB 3402 Aboriginal Perspectives and the Curriculum Cr.Hrs. 3 +3.0
The course will focus on fostering teacher candidate pedagogical knowledge, orientations and capabilities for developing and implementing curricula for kindergarten through to Grade 12 that reflect Aboriginal perspectives. May not be held with EDUB 1602 or EDUB 1840 when titled "Integrating Aboriginal Perspectives into the Manitoba Curriculum."

EDUB 3426 La pédagogie du français de base aux niveaux et de la +3.0
jeune enfance Cr.Hrs. 3
Ce cours sert d'introduction aux principes et aux pratiques de base dans le domaine de l'enseignement et de l'apprentissage du Français comme langue seconde (FL2) ou additionnelle. Les participants au cours examineront les principes fondamentaux et la mise en pratique de l'enseignement et de l'apprentissage du français en tant que langue seconde ou additionnelle. L'accent est mis sur les pratiques pédagogiques de l'approche communicative expérientielle, telle qu'approuvée par le Ministre d'éducation du Manitoba. Puisque ce cours forme partie de la liste de cours répondant au 'Diversity Requirement' du Ministère de l'éducation, une philosophie d'ouverture et d'inclusion de la diversité sous-tendent l'essentiel de ce cours. May not be held with EDUB 1830. Prerequisite: 18 credit hours of French or permission of instructor.

- EDUB 3502 Recent Developments in Curriculum, Teaching and Learning 1 Cr.Hrs. 3 +3.0
The study of emerging topics in curriculum, teaching and learning not studied in regular program courses.
- EDUB 3504 Academic and Professional English for Multilingual Teachers Cr.Hrs. 3 +3.0
This course provides English language development for multilingual teachers of English as a second/additional language and other subject areas. The focus is on teacher, classroom, and professional English that can be applied in various contexts. May not be held with EDUB 1604.
- EDUB 3512 Literature for Adolescents Cr.Hrs. 3 +3.0
A survey of the literature available for adolescents. The course includes reading and discussion of the literature, and consideration of techniques for encouraging extensive reading. May not be held with EDUB 1710.
- EDUB 3514 Literature for Children Cr.Hrs. 3 +3.0
A survey of the literature available for children. The course includes reading and discussion of the literature, and consideration of techniques for encouraging extensive reading. May not be held with EDUB 1720.
- EDUB 3516 Art Across the Curriculum Cr.Hrs. 3 +3.0
This course will emphasize the importance of visual learning and its potential for teaching in the various curriculum areas at all levels. Opportunities for studio work, discussion and planning will be provided. May not be held with EDUB 1730.
- EDUB 3518 Drama Across the Curriculum Cr.Hrs. 3 +3.0
For all students, specialist and non-specialist, who wish to develop a greater understanding and practice of drama in the classroom across the curriculum. May not be held with EDUB 1740.
- EDUB 3520 Historical Development of Physical Science up to the 20th Century Cr.Hrs. 3 +3.0
The major ideas and discoveries in science of the Ionians and the Greeks, the scientific revolution of the 16th and 17th centuries, and the 'modern' period of science, up to the 20th century will be explored with an emphasis on Science education and scientific literacy. May not be held with EDUB 1760, PHYS 2700.
- EDUB 3522 Recent Developments in Learning and Teaching Senior Years +3.0
Mathematics Cr.Hrs. 3
The study of selected topics in Mathematics in Senior Years. May not be held with EDUB 1800.
- EDUB 3524 Practical Work in School Science Cr.Hrs. 3 +3.0
This course, which is appropriate for Early, Middle and Senior teacher candidates, will critically examine the role of practical work in the teaching and learning of school Science. Topics will include: demonstrations, experiments, investigations, field experiences, simulations, data collection and interpretation, new educational technologies, assessment and laboratory safety. May not be held with EDUB 1870.
- EDUB 3526 Integration of Technological Literacy Across the K-12 Curriculum Cr.Hrs. 3 +3.0
Training teachers to analyze and teach about technological principles within the content area, and to develop specific teaching and learning interventions to infuse technological literacy across content areas. May not be held with EDUB 1780.

- EDUB 3528 Media Literacy Cr.Hrs. 3 +3.0
 The role of media in society, designed to assist educators in all disciplines and levels to develop an informed and critical understanding of the mass media and its impact on teaching and learning. May not be held with EDUB 1680.
- EDUB 3530 Beyond Schools: Experiencing Teaching and Learning +3.0
 In Community Settings Cr.Hrs. 3
 This course provides a community-based field experience. Students will attend a weekly seminar and spend 20 hours a week for six weeks at a host site. The focus of the course is to consider, challenge, and broaden understandings of education, curriculum, and pedagogy within the context of social justice. Site examples: arts programs, nature reserves, youth programs. This is a pass/fail course. May not be held with EDUB 1840 when titled "Beyond Classrooms: Teaching and Learning in Community-Based Settings". Prerequisites: 3 credit hours from: EDUB 3312, EDUB 3322, EDUB 3332.
- EDUB 3532 Basic Experiences in Movement and Dance Education Cr.Hrs. 3 +3.0
 A study of teaching movements/dance education in Early (K-4) and Middle Years (5-8) schools. For both classroom teachers and physical education specialists, the course covers all traditional areas of movement instruction as well as movements' role across the curriculum. May not be held with EDUB 1750.
- EDUB 4010 Pedagogy for Sustainable Well-being: Science, Mathematics, +6.0
 and Social Studies Cr.Hrs. 6
 An exploration and critical reflection on theory, research, and practice in education for sustainability in Science, Mathematics, and Social Studies and the ways in which multiple literacies can assist children in consolidating their knowledge and understanding of sustainable well-being. Course offered off-campus. May not be held with EDUB 2040, EDUB 2050, or EDUB 2060. Prerequisites: EDUB 3012, EDUB 3014, EDUB 3312. Corequisite: EDUB 4012.
- EDUB 4012 Pedagogy in Multiple Literacies: Children as Meaning Makers Cr.Hrs. 6 +6.0
 A school-based course, taught in collaboration with EDUB 4010 Pedagogy for Sustainable Well-being: Science, Mathematics, and Social Studies, providing opportunities for teacher candidates to be immersed with children and teachers in curriculum inquiry related to learning languages/literacies, learning about languages/literacies, and learning through languages. Course offered off-campus. May not be held with EDUB 2000, EDUB 2010, EDUB 2070, or EDUB 2080. Prerequisite: EDUB 3010, EDUB 3312. Corequisite: EDUB 4010.
- EDUB 4014 Early Years: Physical Education / Health Education Cr.Hrs. 3 +3.0
 The focus of this course is to promote the development of movement and personal management skills for lifelong activity and fitness. Teacher candidates will learn to create activities and strategies within the gymnasium/classroom that incorporate physical activity into daily routines. May not be held with EDUB 1020 or EDUB 2020.
- EDUB 4050 Middle Years: Creating Classroom Learning Environments Cr.Hrs. 3 +3.0
 A study of the effective teaching practices which are essential for creating positive learning environments in Middle-Years classroom communities. Emphasis is placed on the social processes and pedagogy, especially the use of formative assessment and integrated curriculum approaches. May not be held with EDUB 1110 or EDUB 2400. Prerequisite: EDUB 3052.

- EDUB 4052 Teaching Mathematics in Middle Years 2 Cr.Hrs. 3 +3.0
This course focuses on advanced instructional strategies in the teaching of Mathematics in the Middle Years. May not be held with EDUB 2140. Prerequisite: EDUB 3054.
- EDUB 4100 Teacher and Technology Cr.Hrs. 3 +3.0
An introduction to educational and information technology in the classroom. Focus will be on the utilization of technology, the development of information skills for teachers and critical analyses of the potential of educational technology. May not be held with EDUB 1990.
- EDUB 4102 Themes in Senior Years Cr.Hrs. 3 +3.0
Themes in Senior Years is a topics course designed to expose students to current issues and topics relevant to professional thinking and practice. Topics are offered and represent those pedagogical practices that enhance and expand upon broad forms of teaching practice. Students will focus on an area of interest to experience pedagogies that promote choice and multiple modes of expression. May not be held with EDUB 2500. Prerequisite: EDUB 3332.
- EDUB 4110 Senior Years: Teaching Art Cr.Hrs. 3 +3.0
The development of skills for planning, teaching, and assessing visual art in a Senior Years setting. May not be held with EDUB 2200, Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4112 Senior Years: Teaching Music Cr.Hrs. 3 +3.0
An advanced study of curriculum, and instructional approaches and techniques relevant to the teaching of Music in Senior Years. May not be held with EDUB 2240. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4114 Senior Years: Teaching Drama and Theatre Cr.Hrs. 3 +3.0
An examination of the issues of arts, pedagogy, creative process and program development. May not be held with EDUB 2250. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4120 Senior Years: Teaching English Language Arts Cr.Hrs. 3 +3.0
An in-depth study of the curriculum and pedagogy relevant to inquiries into curriculum and pedagogy relevant to teaching English Language Arts in diverse, 21st century classrooms. May not be held with EDUB 2210. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4122 Senior Years: Teaching French Cr.Hrs. 3 +3.0
A course that will focus on theory and practices as well as strategies in teaching French as a Secondary Language. Students will address issues and challenges faced in FSL literacy and spend time focusing on inclusion in the FSL classroom and benefits of allophone students in the FSL classroom. May not be held with EDUB 2340. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4124 Senior Years: Teaching Languages Cr.Hrs. 3 +3.0
A course that will focus on theory and practices as well as strategies in teaching Heritage, Aboriginal, or International Languages. Students will address issues and challenges faced in literacy and spend time focusing on inclusion in the classroom. May not be held with EDUB 2350. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4130 Senior Years: Teaching Geography Cr.Hrs. 3 +3.0
Designed to prepare students to become teachers of Geography using the Manitoba Senior Years Social Sciences curriculum. May not be held with EDUB 2220. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4132 Senior Years: Teaching History Cr.Hrs. 3 +3.0
Designed to prepare students to become teachers of history with expertise to help students acquire historical knowledge, historical thinking, and attain the enduring understandings (topics) listed in the Manitoba Curriculum documents for History/Social Studies. May not be held with EDUB 2230. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4134 Senior Years: Teaching Native Studies Cr.Hrs. 3 +3.0
An examination of the curricular and pedagogical issues relating to the teaching of Native Studies in Senior Years. Includes the study of trends and current issues relevant to the Canadian indigenous experience. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4140 Senior Years: Teaching Biology Cr.Hrs. 3 +3.0
An exploration of the Manitoba Science Curriculum Framework for Biology in grades 11 and 12, focusing particularly on the foundational principles underlying the learning and teaching of Science in these documents, as well as the key scientific concepts in each unit of the curriculum. Following contemporary approaches to teaching and learning, particularly conceptual change and socio-scientific issues (SSI), readings and discussions will focus on content-specific issues related to teaching and learning Biology at the senior level. May not be held with EDUB 2260. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4142 Senior Years: Teaching Chemistry Cr.Hrs. 3 +3.0
An exploration of the Manitoba Science Curriculum Framework for Chemistry in grades 11 and 12, focusing particularly on the foundational principles underlying the learning and teaching of Chemistry. May not be held with EDUB 2270. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4144 Senior Years: Teaching Computer Science Cr.Hrs. 3 +3.0
A study of curriculum, instructional approaches, and assessment as they pertain to teaching Computer Science at the secondary level. Teacher candidates will compare and contrast technical, educational, assessment and professional development aspects of computer-related secondary school courses. This involves knowing and understanding the strengths and limitations of current curriculum documents. May not be held with EDUB 2330. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

EDUB 4146 Senior Years: Teaching General Science Cr.Hrs. 3 +3.0
An overview of the theory and practice of teaching General Science in the context of the Manitoba Curriculum Framework at the Grade 9 - 10 level. General principles of Science education, conceptual development, cognitive and learning theories, and scientific literacy, are presented and discussed. Emphasis is placed on using conceptual development models to help Science teachers present concepts and topics. May not be held with EDUB 2280. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].

- EDUB 4148 Senior Years: Teaching Human Ecology Cr.Hrs. 3 +3.0
A study of the planning and teaching of Home Economics. Emphasis will be placed on the new research on teaching, learning, assessment, principles of educational change, ICT, inclusivity, current brain research and how it affects learning, differentiated instruction, and multiple intelligences. May not be held with EDUB 2290. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4150 Senior Years: Teaching Mathematics Cr.Hrs. 3 +3.0
A study of the curriculum and instructional approaches to teaching Mathematics, including how Mathematics is learned, how to structure learning opportunities for students, and developing and expressing pedagogically sound approaches to teaching Mathematics courses in secondary schools. May not be held with EDUB 2300. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4152 Senior Years: Teaching Physical Education / Health Education Cr.Hrs. 3 +3.0
A course designed to prepare teacher candidates to work with students in ways that enable and encourage them to develop the commitment and capacity to lead an active healthy lifestyle. The course will also develop and enhance students' life skills to promote physical and health literacy, and health related behaviours. May not be held with EDUB 2310. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4154 Senior Years: Teaching Physics Cr.Hrs. 3 +3.0
An exploration of the Manitoba Science Curriculum Framework for Physics in grades 11 and 12, focusing particularly on the foundational principles underlying the learning and teaching of Physics. May not be held with EDUB 2320. Prerequisites: EDUB 3100 and [3 credit hours from: EDUB 3110, EDUB 3120, EDUB 3130, EDUB 3140].
- EDUB 4310 Early Years: Practicum 3 Cr.Hrs. 3 +3.0
Practical teaching experience for Early Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2960. Prerequisite: EDUB 3312.
- EDUB 4312 Early Years: Practicum 4 Cr.Hrs. 3 +3.0
Practical teaching experience for Early Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2960. Prerequisite: EDUB 4310. Pre- or Corequisite: EDUA 4000.
- EDUB 4320 Middle Years: Practicum 3 Cr.Hrs. 3 +3.0
Practical teaching experience for Middle Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2970. Prerequisite: EDUB 3322. Pre-or Corequisite: EDUB 4050.
- EDUB 4322 Middle Years: Practicum 4 Cr.Hrs. 3 +3.0
Practical teaching experience for Middle Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2970. Pre-requisite: EDUB 4320. Pre- or Corequisite: EDUA 4000.
- EDUB 4330 Senior Years: Practicum 3 Cr.Hrs. 3 +3.0
Practical teaching experience for Senior Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2980. Prerequisite: EDUB 3332. Pre- or corequisites: 6 credit hours

from: EDUB 4110, EDUB 4112, EDUB 4114, EDUB 4120, EDUB 4122, EDUB 4124, EDUB 4130, EDUB 4132, EDUB 4134, EDUB 4140, EDUB 4142, EDUB 4144, EDUB 4146, EDUB 4148, EDUB 4150, EDUB 4152, EDUB 4154.

EDUB 4332 Senior Years: Practicum 4 Cr.Hrs. 3 +3.0
Practical teaching experience for Senior Years in a Manitoba school with the guidance and under the supervision of a faculty advisor and cooperating teacher(s). This is a pass/fail course. May not be held with EDUB 2980. Prerequisite: EDUB 4330. Pre- or corequisite: EDUA 4000.

EDUB 4502 Recent Developments in Curriculum, Teaching and Learning 2 Cr.Hrs. 3 +3.0
The study of emerging topics in curriculum, teaching and learning not studied in regular program courses.

NET CHANGE IN CREDIT HOURS: -9.0

COMPARISON OF CURRENT AND PROPOSED PROGRAMS:

EARLY YEARS: CURRENT		
Course #	CH	Course Name
EDUB 1000	1	Early Years Philosophy and Practice 1
EDUB 1050	2	Early Years Curriculum and Instruction in Mathematics 1
EDUB 1010	3	Early Years Curriculum and Instruction in Language and Literacy 1
EDUB 1020	1	Early Years Curriculum and Instruction in Music and Movement 1
EDUB 2020	2	Early Years Curriculum and Instruction in Music and Movement 2
EDUB 1030	2	Early Years Curriculum and Instruction in Art and Drama 1
EDUB 2030	1	Early Years Curriculum and Instruction in Art and Drama 2
EDUB 1040	1	Early Years Curriculum and Instruction in Social Studies 1
EDUB 1060	2	Early Years Curriculum and Instruction in Science and Health 1
EDUA 1800	3	Psychology of Learning and Instruction 1: Theory and Practice
EDUA 1810	3	School and Society 1: The Social Foundations of Education
EDUB 1990	3	Teacher and Technology
EDUB 1960	6	Early Years School Experience 1
EDUB 2040	2	Early Years Curriculum and Instruction in Social Studies 2
EDUB 2050	2	Early Years Curriculum and Instruction in Mathematics 2
EDUB 2060	2	Early Years Curriculum and Instruction in Science and Health 2
EDUB 2000	1	Early Years Philosophy and Practice 2
EDUB 2010	3	Early Years Curriculum & Instruction in Language & Literacy 2
EDUB 2070	1	Early Years Curriculum and Instruction Children's Literature
EDUB 2080	1	Early Years Multi-Language Development
EDUA 2800	3	Psychology of Learning and Instruction 2: Inclusive Special Education
EDUA 2810	3	School and Society 2: Administrative Foundations of Education
EDUB 2960	6	Early Years School Experience 2

EARLY YEARS: PROPOSED		
Course #	CH	Course Name
EDUB 3012	3	Early Years Mathematics & Quantitative Reasoning for all Learners
EDUB 3010	3	Classroom Community & Early Years Literacy
EDUB 4014	3	Early Years: Physical Education/Health Education
EDUB 3016	3	Creative Collaboration in the Arts
EDUB 3014	3	Early Years Science & Social Studies: Pedagogy & Curriculum
EDUA/EDUB	3	Education Elective
EDUA 3002	3	Contested Spaces in Education
EDUA/EDUB	3	Education Elective
EDUB 3310	3	Early Years Practicum 1
EDUB 3312	3	Early Years Practicum 2
EDUB 4010	6	Pedagogy for Sustainable Well-being: Science, Mathematics & Social Studies
EDUB 4012	6	Pedagogy in Multi-Literacies: Children as Meaning Makers
EDUA 4000	3	Inclusive Education
EDUA 3000	3	Canadian School Systems & Their Public Purposes
EDUB 4310	3	Early Years: Practicum 3
EDUB 4312	3	Early Years: Practicum 4

EARLY YEARS: CURRENT (Continuing)			EARLY YEARS: PROPOSED (Continuing)		
Course #	CH	Course Name	Course #	CH	Course Name
EDUA 1500	3	Aboriginal Education	EDUA 3400	3	Aboriginal Education
OR			OR		
EDUB 1602		Aboriginal Perspectives and the Curriculum	EDUB 3402		Aboriginal Perspectives and the Curriculum
EDUA 1540	3	Cross-Cultural Education	EDUA 3018	3	Multi-Language Development in Early Years
OR					
EDUB 1620		Principles and Procedures of Second Language Teaching			
OR					
EDUB 1820		Language and Content Instruction of ESL/Bilingual Students			
OR					
EDUB 1830	La pédagogie du français de base aux niveaux intermédiaire et de la jeune enfance				
	60			60	

MIDDLE YEARS: CURRENT		
Course #	CH	Course Name
EDUB 1100	3	Introduction to Teaching Language Arts in the Middle Years
EDUB 1110	1	Introduction to Teaching Social Studies in the Middle Years
EDUB 2400	2	Teaching in the Middle Years
EDUB 1120	1	Teaching Drama in the Middle Years
EDUB 2120	2	Teaching Art in the Middle Years
EDUB 1130	1	Introduction to Teaching Science in the Middle Years
EDUB 2150	2	Teaching Physical Education in the Middle Years
EDUB 1140	3	Introduction to Teaching Mathematics in the Middle Years
EDUA 1800	3	Psychology of Learning and Instruction 1: Theory and Practice
EDUA 1810	3	School and Society 1: The Social Foundations of Education
EDUB 1990	3	Teacher and Technology
EDUA 2800	3	Psychology of Learning and Instruction 2: Inclusive Special Education
EDUA 2810	3	School and Society 2: Administrative Foundations of Education
EDUB 1970	3	Middle Years School Experience 1
EDUB 2100	3	Teaching Language Arts in the Middle Years

MIDDLE YEARS: PROPOSED		
Course #	CH	Course Name
EDUB 3056	3	Teaching English Language Arts in Middle Years
EDUB 4050	3	Middle Years: Creating Classroom Learning Environments
EDUB 3062	3	Teaching the Arts in Middle Years
EDUB 3064	3	Teaching Physical Education/Health Education in Middle Years
EDUB 3054	3	Introduction to Teaching Mathematics in Middle Years
EDUB 3050	3	Middle Years: Learners & Learning
EDUA 3002	3	Contested Spaces in Education
EDUA/EDUB	3	Education Elective
EDUA 4000	3	Inclusive Education
EDUA 3000	3	Canadian School Systems & Their Public Purposes
EDUB 3320	3	Middle Years: Practicum 1
EDUB 3052	3	Middle Years Teaching for Learning: Developing a Responsive Pedagogy

MIDDLE YEARS: CURRENT (Continuing)		
Course #	CH	Course Name
EDUB 2110	3	Teaching Social Studies in the Middle Years
EDUB 2130	3	Teaching Science in the Middle Years
EDUB 2140	3	Teaching Mathematics in the Middle Years

MIDDLE YEARS: PROPOSED (Continuing)		
Course #	CH	Course Name
EDUB 3060	3	Teaching Social Studies in Middle Years
EDUB 3058	3	Teaching Science in Middle Years
EDUB 4052	3	Teaching Mathematics in Middle Years 2

EDUB 2970	9	Middle Years School Experience 2
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EDUB 3322	3	Middle Years: Practicum 2
EDUB 4320	3	Middle Years: Practicum 3
EDUB 4322	3	Middle Years: Practicum 4

EDUA 1500	3	Aboriginal Education
OR		
EDUB 1602		Aboriginal Perspectives and the Curriculum

EDUA 3400	3	Aboriginal Education
OR		
EDUB 3402		Aboriginal Perspectives and the Curriculum

EDUA 1540	3	Cross-Cultural Education
OR		
EDUB 1620		Principles and Procedures of Second Language Teaching
OR		
EDUB 1820		Language and Content Instruction of ESL/Bilingual Students
OR		
EDUB 1830		La pédagogie du français de base aux niveaux intermédiaire et de la jeune enfance
	60	

EDUA 3420	3	Cross-Cultural Education
OR		
EDUB 1620		Principles and Procedures of Second Language Teaching
OR		
EDUB 1820		Language and Content Instruction of ESL/Bilingual Students
OR		
EDUB 3426		La pédagogie du français de base aux niveaux intermédiaire et de la jeune enfance
	60	

SENIOR YEARS: CURRENT		
Course #	CH	Course Name
EDUB 1510	3	Principles and Processes of Teaching

SENIOR YEARS: PROPOSED		
Course #	CH	Course Name
EDUB 3100	3	Senior Years: Principles & Processes for Teaching

EDUB 1200	2 x 3 CH = 6	Teaching the Arts in Senior Years
EDUB 1210		Teaching English Language Arts in Senior Years 1
EDUB 1230		Teaching Social Studies in Senior Years
EDUB 1240		Teaching Human Ecology in Senior Years 1
EDUB 1250		Teaching Mathematics in Senior Years 1
EDUB 1260		Teaching Physical Education/Health Education in Senior Years 1
EDUB 1270		Teaching Senior Years Science
EDUB 1280		L'enseignement du français de base au Niveau Secondaire 1
EDUB 1350		Teaching a Heritage, Aboriginal, or International Language 1

EDUB 3110	3	Senior Years Curriculum & Instruction: The Arts (Major only)
OR		
EDUB 3120		Senior Years Curriculum & Instruction: Languages (Major only)
EDUB 3130		Senior Years Curriculum & Instruction: Social Sciences (Major only)
EDUB 3140		Senior Years Curriculum & Instruction: Sciences (Major only)
AND		
EDUA/EDUB	3	Education Elective

SENIOR YEARS: CURRENT (CONTINUING)			SENIOR YEARS: PROPOSED (CONTINUING)		
Course #	CH	Course Name	Course #	CH	Course Name
EDUB 1500	3	Education in the Senior Years	EDUA/EDUB	3	Education Elective
EDUA 1800	3	Psychology of Learning and Instruction 1: Theory and Practice	EDUA/EDUB	3	Education Elective
EDUA 1810	3	School and Society 1: The Social Foundations of Education	EDUA 3002	3	Contested Spaces in Education
EDUA 2800	3	Psychology of Learning and Instruction 2: Inclusive Special Education	EDUA 4000	3	Inclusive Education
EDUA 2810	3	School and Society 2: Administrative Foundations of Education	EDUA 3000	3	Canadian School Systems & Their Public Purposes
EDUB 1990	3	Teacher and Technology	EDUB 4100	3	Teacher and Technology
EDUB 1980	6	Senior Years School Experience 1	EDUB 3330	3	Senior Years: Practicum 1
EDUB 2500	3	Themes in Senior Years Education	EDUB 3332	3	Senior Years: Practicum 2
EDUB 2510	3	Language and Literacy Across the Curriculum	EDUB 4102	3	Themes in Senior Years
EDUB 2200	2 x 3 CH = 6	Teaching Art in Senior Years	EDUB 4110	2 x 3 CH = 6	Senior Years: Teaching Art
EDUB 2210		Teaching English Language Arts in Senior Years 2	EDUB 4120		Senior Years: Teaching English Language Arts
EDUB 2220		Teaching Geography in Senior Years	EDUB 4130		Senior Years: Teaching Geography
EDUB 2230		Teaching History in Senior Years	EDUB 4132		Senior Years: Teaching History
EDUB 2240		Teaching Music in Senior Years	EDUB 4112		Senior Years: Teaching Music
EDUB 2250		Teaching Drama and Theatre in Senior Years	EDUB 4114		Senior Years: Teaching Drama & Theatre
EDUB 2260		Teaching Biology in Senior Years	EDUB 4140		Senior Years: Teaching Biology
EDUB 2270		Teaching Chemistry in Senior Years	EDUB 4142		Senior Years: Teaching Chemistry
EDUB 2280		Teaching General Science in Senior Years	EDUB 4146		Senior Years: Teaching General Science
EDUB 2290		Teaching Human Ecology in Senior Years 2	EDUB 4148		Senior Years: Teaching Human Ecology
EDUB 2300		Teaching Mathematics in Senior Years 2	EDUB 4150		Senior Years: Teaching Mathematics
EDUB 2310		Teaching Physical Education/Health Education in Senior Years 2	EDUB 4152		Senior Years: Teaching Physical Education/Health Education
EDUB 2320		Teaching Physics in Senior Years	EDUB 4154		Senior Years: Teaching Physics
EDUB 2330		Teaching Computer Science in Senior Years	EDUB 4144		Senior Years: Teaching Computer Science
EDUB 2340		L'enseignement du français de Base au Niveau Secondaire 2	EDUB 4122		Senior Years: Teaching French
EDUB 2350		Teaching a Heritage, Aboriginal, or International Language 2	EDUB 4124		Senior Years: Teaching Languages
EDUB 1602		Aboriginal Perspectives & the Curriculum	EDUB 4134		Senior Years: Teaching Native Studies
	3	Complementary Education Elective		3	Education Elective
EDUB 2980	6	Senior Years School Experience 2	EDUB 4330	3	Senior Years: Practicum 3
			EDUB 4332	3	Senior Years: Practicum 4

SENIOR YEARS: CURRENT (CONTINUING)		
Course #	CH	Course Name
EDUA 1500		Aboriginal Education
OR	3	
EDUB 1602		Aboriginal Perspectives and the Curriculum
EDUA 1540		Cross-Cultural Education
OR		
EDUB 1620		Principles and Procedures of Second Language Teaching
OR	3	
EDUB 1820		Language and Content Instruction of ESL/Bilingual Students
OR		
EDUB 1830		La pédagogie du français de base aux niveaux intermédiaire et de la jeune enfance
	60	

SENIOR YEARS: PROPOSED (CONTINUING)		
Course #	CH	Course Name
EDUA 3400		Aboriginal Education
OR	3	
EDUB 3402		Aboriginal Perspectives and the Curriculum
EDUA 3420		Cross-Cultural Education
OR		
EDUB 1620		Principles and Procedures of Second Language Teaching
OR	3	
EDUB 1820		Language and Content Instruction of ESL/Bilingual Students
OR		
EDUB 3426		La pédagogie du français de base aux niveaux intermédiaire et de la jeune enfance
	60	

Report of the Senate Committee on Course and Curriculum Changes RE: Major Curriculum Revision, After-Degree B.Ed. Program, Faculty of Education

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. SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. At meetings on October 30 and November 1, 2013, and March 19 and 20, 2014, the Committee considered a proposal from the Faculty of Education to revise the curriculum of the After-Degree Bachelor of Education degree program. The Senate Planning and Priorities Committee also considered the proposal.

Observations

1. The Committee considered a proposal from the Faculty of Education to make major modifications to the curriculum of the two-year After-Degree Bachelor of Education degree, effective September 1, 2015. The number of credit hours that would be required to complete the revised program would continue to be 60 credit hours.
2. Proposed changes involve the introduction of eighty-one (81) courses (249 credit hours) and the deletion of ninety (90) courses (258 credit hours) that would result in an overall change of -9 credit hours. The course deletions would occur over three academic years, beginning in 2015/2016 and continuing through 2017/2018, as set out in the attachment to this report. More specifically, the Department of Educational Administration, Foundation and Psychology is proposing the deletion of eleven (11) courses (33 credit hours) and the introduction of twelve (12) courses (36 credit hours). The Department of Curriculum, Teaching and Learning is proposing the deletion of seventy-nine (79) courses (225 credit hours) and the introduction of seventy (70) courses (216 credit hours).
3. The Faculty of Education has provided a number of rationales for revising the curriculum, including the objectives to: (i) preserve the uniqueness of the Early Years, Middle Years, and Senior Years streams while also providing overall program coherence, by providing opportunities for interaction through cross-stream elective courses; (ii) make the program less prescriptive in order to provide students with more course choices through electives; (iii) to establish 3 credit hours as the standard credit hour weighting for courses, including practicum courses, across the Early, Middle, and Senior Years Streams, in order to facilitate students’ progression through the program; and (v) to continue to infuse Aboriginal perspectives into the curriculum. Additional rationale can be found in the proposal.
4. The revised curriculum meets several requirements mandated by the Ministry of Education and Advanced Learning, including requirements for: (i) 3 credit hours of Aboriginal education, which would be addressed through the course offerings EDUA

- 3400 – Aboriginal Perspectives and EDUB 3402 – Aboriginal Perspectives and the curriculum, at least one of which must be completed as a required elective; (ii) 6 credit hours of diversity education, which would be addressed through the requirements that students complete EDUA 4000 – Inclusive Education plus three credit hours of electives in this area; and (iii) 24 weeks of practicum courses over the two years of the program.
5. The revised curriculum responds to two realities for graduates of the program; first, that teachers in Manitoba are certified for kindergarten through grade 12 and, second, that teachers must be prepared to teach various subject areas. The revised curriculum would require students in the Early and Middle Years Streams to complete EDUB 4010 – Pedagogy for Sustainable Well-being: Science, Mathematics, and Social Studies and EDUB 4012 – Pedagogy in Multiple Literacies: Children as Meaning Makers. These courses would promote multi-disciplinary inquiry into sustainable issues and literacies education, respectively, that is reflective of current understandings and pedagogies in the areas of science, mathematics, and social studies. The first year of the Senior Years curriculum would be modified to provide students with a broad education, while the curriculum for Year 2 would continue to provide students with the depth required in their specialties. In addition, all elective courses would be offered across all streams, so graduates of the program would have an appreciation of the provincial curriculum from kindergarten through grade 12.
 6. Continuing students would, largely, be transitioned into the new curriculum. In some instances, though, it would be necessary for students to complete courses from the current curriculum, including instances where (a) a direct equivalency for a particular course does not exist in the revised curriculum or (b) the equivalent course has not yet been implemented in the given year that is required by the students.
 7. The SCCCC commented on what might appear to be, on the basis of course changes only, a reduction of instruction in teaching mathematics and in the use of technology in teaching, in the revised curriculum. The committee assumes that the Dean will ensure that the Faculty's commitments, first, to distribute content from EDUB 1990 Teacher and Technology across the curriculum of the Early and Middle Years Streams, in particular, and, second, to maintain the same level of mathematics preparation, are met as new courses are implemented as part of the revised curriculum.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve the revised curriculum for the After-Degree Bachelor of Education program, effective September 1, 2015.

Respectfully submitted,

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

Report of the Senate Planning and Priorities Committee RE: Major Curriculum Revision, After-Degree B.Ed. Program, Faculty of Education

Preamble:

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meetings on September 30, 2013 and March 24, 2014, the SPPC considered a proposal from the Faculty of Education to revise the curriculum of the After-Degree Bachelor of Education degree program. The Senate Committee on Curriculum and Course Changes also considered the proposal.

Observations:

1. The Committee considered a proposal from the Faculty of Education to make major modifications to the curriculum of the two-year After-Degree Bachelor of Education program, effective September 1, 2015. The number of credit hours that would be required to complete the revised program would continue to be 60 credit hours.
2. The Faculty of Education has provided a number of rationales for revising the curriculum, including the objectives to: (i) preserve the uniqueness of the Early Years, Middle Years, and Senior Years streams while also providing overall program coherence, by providing opportunities for interaction through cross-stream elective courses; (ii) make the program less prescriptive in order to provide students with more course choices through electives; (iii) to establish 3 credit hours as the standard credit hour weighting for courses, including practicum courses, across the Early, Middle, and Senior Years Streams, in order to facilitate students' progression through the program; and (v) to continue to infuse Aboriginal perspectives into the curriculum. Other rationales can be found in the attachment to this report.
3. Proposed changes involve the introduction of eighty-one (81) courses (249 credit hours) and the deletion of ninety (90) courses (258 credit hours) that would result in an overall change of -9 credit hours. The course deletions would occur over three academic years, beginning in 2015/2016 and continuing through 2017/2018, as set out in the proposal.
4. The Faculty anticipates that, when the revised curriculum is fully implemented, the overall reduction of 9 credit hours would reduce the cost of offering the program by \$18,000 annually, from \$821,300 to \$803,300. The estimated cost savings assumes course costs based on a sessional instructor rate, including benefits, of \$6,000 per 3 credit hour course. In particular, savings would be realized by reducing the number of Curriculum and Instruction Courses in the first year of the Senior Years Stream and by the deletion of the cross stream course EDUA 1800 Psychology of Learning and Instruction 1: Theory and Practice.

5. It was noted that the costs of the current and revised programs have been calculated based on an existing enrolment target of 490 students, although enrolment in the program is currently under capacity and has been declining over the last several years, particularly in the Senior Years Stream.
6. Continuing students would, largely, be transitioned into the new curriculum. In some instances, it would be necessary for students to complete courses from the current curriculum, including instances where (a) a direct equivalency for a particular course does not exist in the revised curriculum or (b) the equivalent course has not yet been implemented in the given year that is required by students. There are no additional costs associated with the transition to the revised curriculum, however, as the number of course credit hours would decline in each year of the transition.
7. The Library has indicated that current collections can support many of the proposed course introductions. In cases where additional titles were required, based on bibliographies provided to the Library by the Faculty, statements provided by the Library, in March 2013, indicate that orders had already been placed to purchase these items.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the revised curriculum for the After-Degree Bachelor of Education program, effective September 1, 2015.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Faculty of Nursing
University of Manitoba

Submission to the Senate Committee on
Curriculum and Course Changes

**Revisions to Year Two of the
Bachelor of Nursing Program**

February 13, 2014

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

Name of Undergraduate Nursing Program

On December 17, 2013, the Council of the Faculty of Nursing passed a motion to change the name of the undergraduate nursing program to Bachelor of Nursing Program.

The minutes of the December 17, 2013 Faculty of Nursing Council are attached. The motion is on page three of these minutes.

[Secretary's note: The minutes have been removed from the submission forwarded to Senate.]

Faculty of Nursing
Proposed Curriculum Revision
Bachelor of Nursing Program

Executive Summary

This document describes proposed revisions to the Bachelor of Nursing Program at the University of Manitoba. These modifications will be realized through revising each year of the curriculum in a sequential fashion. Revisions to year one (pre-nursing year) were approved by the Senate Committee on Admissions on January 31, 2014. The year two course revisions are being submitted to the Senate Committee on Curriculum and Course Changes (SCCCC) now, for introduction in **Fall term 2015**. Proposed course revisions for the third and fourth year of the program will be submitted at a later date. This plan has been developed in consultation with Dr. David Collins, Vice Provost (Academic Planning & Programs).

These course modifications have been recommended to enable the program to continue to meet the standards for educational programs stipulated by the College of Registered Nurses of Manitoba (CRNM). The 2006 CRNM program approval report (2006) indicated that the undergraduate nursing program at the University of Manitoba is over twenty years old and in need of significant revision to meet the changing health needs of Manitobans. External reviewers who reviewed the current curriculum in January, 2014 similarly noted that the program would benefit from revision.

This curriculum revision was informed by an extensive review of the literature, including Benner, Sutphen, Leonard and Day's (2010) call for radical transformation of nursing education. Contemporary nursing education programs across North America are moving from content heavy to concept based curricula, teaching for a sense of salience and clinical decision making. The proposed modifications will also introduce greater flexibility for students, increase linkage between courses and years and eliminate gaps and redundancies

Curriculum Themes

Concepts in the revised curriculum fall under three main themes:

Health and Illness: knowledge, skills, and attitudes with which nurses respond to the range of health and illness processes.

Client and context: knowledge, skills, and attitudes related to the factors that impact the client (individual, family, group, community, population).

Professional Foundations: knowledge, skills, and attitudes that constitute professional nursing practice.

Theory course titles correspond to these three themes, because each course within the theme builds upon and is linked with previous courses. Nursing skills courses provide opportunity for students to explore communication, psychomotor and problem solving skills within the safe environment of simulation centres and skills labs. Students apply the knowledge from theory and nursing skills courses in Nursing Practice courses.

The proposed second year revisions greatly increase the content regarding communication and interprofessional collaboration. In addition, a new second year course, Client & Context 2: Human Diversity (NURS 2516), explores the links between social determinants of health, oppression and risk. Professional Foundations 1: Development of Professional Identity (NURS 2520) provides the learner with foundational academic skills and places responsibility for learning on the student.

Stakeholder Consultation

Initial curriculum revision work was accomplished by a committee with representatives from University College of the North, Winnipeg Regional Health Authority (WRHA), Northern Health Region, the Health Programs Services and Executives Network (HPSEN) and the College of Nurses of Manitoba (CRNM). Students from years two, three and four also sat on the committee. The committee consulted with WRHA nursing leadership and clinical educators, as well as with members of the Aboriginal Nurses Association of Canada.

In the past year, information regarding curriculum revision has been shared with students at Dean's Student Advisory Committee, Nursing Student Association meetings, and Faculty-Student Forums. The student representative of the Undergraduate Quality Assurance and Curriculum Governance Committee reviewed the curriculum revisions prior to moving the documents to the committee for approval.

Faculty members were consulted in a variety of ways. Curriculum developers met with each faculty member and each teaching team. Several curriculum open houses were held over the past three years. Proposed revisions posted on a D2L webpage provided opportunity for faculty to review and provide feedback at their convenience. Revisions were discussed at Faculty Forums. Curriculum revision updates were standing items on Faculty Executive and Faculty Council agendas.

References

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating Nurses: A Call for Radical Transformation*. The Carnegie Foundation for the Advancement of Teaching. Stanford, California. Jossey-Bass Publishers.

Academic Calendar *Current* Program Charts & Descriptions

Four-Year Baccalaureate Nursing Program

PROGRAM GRADUATION REQUIREMENTS

The program can be done by part-time and full-time study. All courses from any given year are to be completed before proceeding to the next year.

Course No.	Course Name	Credit Hours
University 1	30 credit hours	
BIOL 1410	Anatomy of the Human Body (see Note 1)	3
BIOL 1412	Physiology of the Human Body (see note 1)	3
NURS 1260	Human Growth and Development	3
NURS 1280	Introduction to Nursing	3
MBIO 1220	Essentials of Microbiology (see Note 1)	3
	Social Science (6 credits – see Note 1)	6
PSYC 1200	Introduction to Psychology	6
Or		
SOC 1200	Introduction to Sociology	6
Or		
ANTH 1210	Human Origins and Antiquity	(3)
And		
ANTH 1220	Cultural Anthropology Science (6 credits from the Faculty of Science, See Notes 1, 3, 4 & 5)	(3) 6
	Humanities Elective (see Notes 1, 2 & 6)	3

Note 1: All courses can be completed in University 1, or equivalent program, if students do not wish to extend their program of study.

Note 2: Humanities. English, Philosophy, History, Religion, Languages, Classics, Native Studies, etc. Humanities Information is found in the chapter for Faculty of Arts, Additional Faculty Regulations and Policies section 5.1.1. WOMN 1600 Women in the Social Sciences does not meet the Humanities requirement.

Note 3: Science Prerequisites. Students must meet the current Science prerequisites before registration for Science courses. See the chapter for the Faculty of Science for the current prerequisites. It is preferred that the above prerequisites have been completed within the last five years.

Note 4: With the exception of Geological Sciences (GEOL 1XX0), courses under the Clayton H. Riddell Faculty of Environment, Earth, and Resources do not meet the Science elective requirement if taken 2003-2004 and later. 1000 level introductory Geological Sciences courses (GEOL 1XX0 now offered under Clayton H. Riddell Faculty of Environment, will be accepted as Sciences courses taken prior to September 1, 2006.

Note 5: The course BIOL 1110 Health and Health Professions may not be used as a Science elective. It may, however, be used as an elective from year 4, provided that the level requirements of all electives are met.

Note 6: Six credits of the twelve credits of electives including the Native Studies and the Humanities electives must be at the 2000 level or above. Students should check for prerequisites for 2000 and 3000 level Native Studies courses.

Course No.	Course Name	Credit Hours
Year 2	31 credit hours	
STAT 1000	Basic Statistical Analysis	3
NURS 2120	Nursing Health Assessment	4
NURS 2130	Nursing Skills Laboratory	2
NURS 2180	Clinical Nursing Practice 1	3
NURS 2190	Clinical Practice 2	3
NURS 2220	Pharmacology in Nursing Practice	3
NURS 2230	Health Promotion of Older Adults and Their Families	4
NURS 2240	Health Promotion of Child Bearing and Child Rearing Families	6
HNSC 1210	Nutrition for Health and Changing Lifestyles	3

CURRENT COURSE DESCRIPTIONS

Nursing Course Descriptions – 1000 Level

NURS 1260 Human Growth and Development Cr. Hrs. 3
(Formerly 049.126) Study of the normal growth and development across the lifespan, with consideration of current physiological and psychological knowledge.

NURS 1280 Introduction to Nursing Cr. Hrs. 3
(Formerly 049.128) The profession of nursing and basic concepts relevant to nursing practice, education, and research are described. Past, present and future roles and functions of the nurse will be explored.

Nursing Course Description – 2000 Level

NURS 2120 Nursing Health Assessment Cr. Hrs. 4
(Formerly 049.212) This course focuses on the theory and skills necessary to collect a comprehensive health history and perform a complete physical examination. Nursing Health assessment is presented as the systematic collection of data that can be used to make decisions about ways to promote, maintain or restore assessment.

NURS 2130 Nursing Skills Laboratory Cr. Hrs. 2
(Formerly 049.213) This is a scenario based course with an emphasis on provision of safe, competent, ethical care in the context of provision of introductory psychomotor nursing skills. Content is current and evidence based and deals with individuals across the lifespan and across cultures. Development of Independent learning strategies and evaluation of learning needs are integral to the course.

NURS 2180 Clinical Nursing Practice I Cr. Hrs. 3
(Formerly 049.218) Concepts of health and promotion are applied to the care of infants, children, adolescents and young adults. The focus is on health related nursing phenomena and the development of assessment, communication, teaching/facilitative skills, and basic psychomotor skills. Pre or corequisite: NURS 1280 (or 049.128) and NURS 2120 (or 049.212); and NURS 2130 (or 049.213) and NURS 2240. Course is evaluated on pass/fail basis.

NURS 2190 Clinical Nursing Practice II Cr. Hrs. 3

(Formerly 049.219) Concepts of health promotion and illness prevention are applied to the care of healthy and at risk elderly adults. The focus is on health risk phenomena and the development of assessment, communication, teaching/facilitative, and basic psychomotor skills. Pre or corequisite: NURS 1280 (or 049.128) and NURS 2120 (or 049.212); and NURS 2130 (or 049.213) and NURS 2230. Course is evaluated on a pass/fail basis.

NURS 2220 Pharmacology in Nursing Practice Cr. Hrs. 3
(Formerly 049.222) Course introduces students to basic concepts and principles related to pharmacology (pharmacokinetics, pharmacodynamics, pharmacotherapeutics) and the nurses' role in the drug therapy. The major classifications of drugs will be examined along with the issues arising from the use of drug therapy in contemporary society. Prerequisites: ZOOL 1320 (or 022.132) and ZOOL 1330 (or 022.133).

NURS 2230 Health Promotion of Older Adults and their families Cr. Hrs. 4
Focuses on the aging changes that occur in older adults and the interaction between aging changes and illness and the resultant presentation of symptoms and functional consequences. Health promotion strategies, including health teaching are highlighted to encourage, maintain and enhance independence, based on the older adult's abilities. Selected teaching/learning models, barriers and motivators, and their application to older adults are discussed.

NURS 2240 Health Promotion in Child Bearing & Child Rearing Families Cr. Hrs. 6
This course provides an overview of health promotion in infants, children, adolescents, parents within the family context. The focus is on theories, concepts, nursing research, evidence-based nursing practice and nursing care related to children and families. Prerequisite: ZOOL 1320 (or 022.132), ZOOL 1330 (or 022.133), NURS 1260 (or 049.126) and NURS 1280 (or 049.128). Pre or corequisite: NURS 2120 (or 049.212).

Academic Calendar *Revised* Program Charts & Descriptions

Proposed Bachelor of Nursing Program

BACHELOR of NURSING

All courses from any given year are to be completed before proceeding to the next year.

Course No.	Course Name	Credit Hours
University 1 (pre-nursing)	30 credit hours	
BIOL 1410	Anatomy of the Human Body	3
BIOL 1412	Physiology of the Human Body	3
MBIO 1220	Essentials of Microbiology (see Note 3)	3
	Science Electives (see Notes 1, 2, 3, 5)	9
	Electives (see Note 5) (Any combination of the following courses/subjects for a total of 12 credits)	12
	<ul style="list-style-type: none"> • Social Sciences (6-12) (see Note 4) • Humanities (6-12) (see Note 4) • NURS 1280 Introduction to Nursing (3) • NURS 1500 Preparing for Professional Nursing Education (3) 	

Note 1: Science electives are courses taught by the Faculty of Science. With the exception of Geological Sciences (GEOL 1XX0), courses under the Clayton H. Riddell Faculty of Environment, Earth, and Resources do not meet the Science elective requirement if taken 2003-2004 and later. 1000 level introductory Geological Sciences courses (GEOL 1XX0 now offered under Clayton H. Riddell Faculty of Environment, will be accepted as Sciences courses taken prior to September 1, 2006.

Note 2: BIOL 1110 Health and Health Professions may not be used as Science elective.

Note 3: Science prerequisites. Students must meet the current Science prerequisites before registration for Science courses. See the chapter for the Faculty of Science for the current prerequisites

Note 4: Information regarding Social Sciences and Humanities subjects is found in the chapter for Faculty of Arts, Additional Faculty Regulations and Policies section 5.1.1.

Note 5: All of the elective courses must be at the 1000 level or higher.

Course No.	Course Name	Credit Hours
Year 2	30 credit hours	
Term 1		
NURS 2500	Health & Illness 1	6
NURS 2512	Health & Illness 2	2
NURS 2510	Client & Context 1	2
NURS 2520	Professional Foundations 1	2
NURS 2530	Nursing Skills 1	1
NURS 2540	Nursing Practice 1	2
Term 2		
NURS 2514	Health & Illness 3	6
NURS 2516	Client & Context 2	2
NURS 2532	Nursing Skills 2	2
NURS 2542	Nursing Practice 2	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3

Academic Calendar *Revised* Course

Descriptions

Proposed Bachelor of Nursing Program

COURSE DESCRIPTIONS

Nursing Course Description – 1000 Level

NURS 1500 Preparing for Professional Nursing Education
Cr. Hrs. 3

Students will develop knowledge, skills, attitudes, and approaches to learning that increase their opportunity for success in baccalaureate nursing education. Pre or co-requisites: none.

Nursing Course Descriptions – 2000 Level

NURS 2500 Health and Illness 1:
Pathophysiology/Pharmacology/Assessment Cr. Hrs. 6
This course provides students with a comprehensive survey of selected pathophysiological processes that produce alterations in human health, and the related pharmacological interventions and health assessment techniques. May not be held with NURS 2120, NURS 2220, NURS 3290, and NURS 3310.

NURS 2510 Client and Context 1: Human Growth & Development Cr. Hrs. 2
This course provides students with knowledge of normal human growth and development across the lifespan. May not be held with NURS 1260. Registration is normally restricted to students in Year 2 of the program.

NURS 2512 Health and Illness 2: The Older Client
Cr. Hrs. 2
This course provides students with knowledge of the age-related changes that occur in older adults; the interaction between age-related changes and illness; the functional consequences of these interactions; and the presentation of symptoms commonly observed in this age group. Nursing strategies to encourage, maintain and enhance independence in the older adult are discussed. May not be held with NURS 2230. Pre-or co-requisites: NURS 2500 and NURS 2510. Registration is normally restricted to students in Year 2 of the program.

NURS 2514 Health and Illness 3:
Pathophysiology/Pharmacology/Assessment Cr. Hrs. 6
This course provides students with a comprehensive survey of selected pathophysiological processes that produce alterations in human health, and the related pharmacological interventions and health assessment techniques. May not be held with NURS 2120, NURS 2220, NURS 3290, and NURS 3310. Prerequisite: NURS 2500. Registration is normally restricted to students in Year 2 of the program.

NURS 2516 Client and Context 2: Human Diversity
Cr. Hrs. 2
This course provides students with knowledge of the social factors that enhance or diminish the health of individuals, families and communities. Students will also analyze the concept of client-centred care and its relevance in the practices of health care professionals. Pre-or co-requisites: NURS 2500 and NURS 2520. Registration is normally restricted to students in Year 2 of the program.

NURS 2520 Professional Foundations 1: Development of Professional Identity Cr. Hrs. 2
This course provides the student with an introduction to the conduct, knowledge and values that characterize a professional registered nurse. Registration is normally restricted to students in Year 2 of the program.

NURS 2530 Nursing Skills 1 Cr. Hrs. 1
This course introduces students to the basic health assessment and psychomotor skills necessary to provide novice-level nursing care in the practice setting. May not be held with NURS 2120 and NURS 2130. Pre-or co-requisite: NURS 2500. Registration is normally restricted to students in Year 2 of the program. This course is graded on a Pass/Fail Basis.

NURS 2532 Nursing Skills 2 Cr. Hrs. 1
This course introduces students to the basic health assessment and psychomotor skills necessary to provide novice-level nursing care in the practice setting. May not be held with NURS 2120 and NURS 2130. Prerequisites: NURS 2530 and NURS 2540. Pre-or co-requisite: NURS 2514. Registration is normally restricted to students in Year 2 of the program. This course is graded on a Pass/Fail Basis.

NURS 2540 Nursing Practice 1 Cr. Hrs. 2

This course enables students to demonstrate clinical competence by applying the theoretical knowledge, psychomotor skills and health assessment skills covered in Year 1 Term 1 courses in the practice setting. Pre-or co-requisites: NURS 2500, NURS 2510, NURS 2512, NURS 2520 and NURS 2530. Registration is normally restricted to students in Year 2 of the program. This course is graded on a pass/fail basis.

NURS 2452 Nursing Practice 2 Cr. Hrs. 3

This course enables students to demonstrate clinical competence by applying the theoretical knowledge, psychomotor skills and health assessment skills covered in Year 1 Term 2 courses in the practice setting. May not be held with NURS 2190. Pre-or co-requisites: NURS 2514, NURS 2516, and NURS 2532. This course is graded on a pass/fail basis.

Bridging Delayed Students from Current to Revised Curriculum
Bachelor of Nursing Program, Faculty of Nursing

Purpose of Document

The Faculty of Nursing is planning curriculum revisions which will commence in September 2015. This document outlines the transition plan for bridging delayed students from the current program to the revised curriculum. The intention is to support the students' program completion while maintaining academic integrity of the program.

Preamble

Most students currently enrolled in the Four-Year Baccalaureate Nursing Program (Four-Year Program) will move through their courses in a sequential fashion and complete the current program. However, some students require leaves of absence, authorized withdrawals or voluntary withdrawals, or may fail courses and will not complete their program prior to phasing out of the current curriculum.

Students enter the Faculty of Nursing after completing University 1 courses. Therefore, this document only discusses courses at the 2000, 3000 and 4000 levels. This document also mentions the Baccalaureate Program for Registered Nurses (BPRN). This is an unrelated program which has some courses in common with the current Four-Year Program. The BPRN program will continue to be offered in its current form. Therefore, Four-Year Program students can take common courses from the BPRN program to complete the degree.

Dissemination of Information

Current and prospective students will receive notification about the revised curriculum as soon as possible following approval of year two courses. Students will also be informed of how the Faculty plans to support students who are delayed in completing the current program. This notification will be made via letters, emails, and notices on the Faculty of Nursing website.

Bridging Delayed Students

Students who require bridging to the revised curriculum will meet with a Student Advisor to develop an individualized completion plan. Students who are in Year Two of the current curriculum may be eligible to transit into the revised curriculum. Students in years 2, 3, or 4 of the current program may require a combination of enrolling in equivalent courses, enrolling in BPRN courses and additional sections of a course. Each delayed student will develop an individualized completion plan with a Student Advisor.

There are six ways delayed students may complete their program:

- 1) Placement in the revised curriculum
- 2) Enrol in equivalent course in revised curriculum (Table 1)
- 3) Enrol in same course in the Baccalaureate Program for Registered Nurses (BPRN)(Table 2)
- 4) The Faculty may create additional sections of a course (Table 3)
- 5) Cross list some courses from the current curriculum with selected courses in the revised curriculum (Table 4)
- 6) The Dean may approve program completion if the student is short of credits.

1) Placement in the Revised Curriculum

Students enrolled year two of the current curriculum in 2014-2015 will be placed in the revised curriculum in the 2015-2016 academic year if they require NURS 2120 Nursing Health Assessment or if they require any 3 (approximately 43%) or more Year 2 Nursing courses. These students will move directly into the 2000 level courses in the revised curriculum and continue on in the revised curriculum. The end date, or time to completion date, of students who move into the revised curriculum will not change; it will be from 6 years upon admission to the Faculty of Nursing.

Rationale:

Health Assessment theory and skills are foundational knowledge. This content is learned in NURS 2120 in the current curriculum, and is only offered in the first term. In the revised curriculum this knowledge is covered in NURS 2500 Health & Illness 1:

Pathophysiology/Pharmacology Assessment and NURS 2514 Health and Illness 3: Pathophysiology/Pharmacology Assessment. Health assessment theory and skills will be linked with pathophysiology and pharmacology in both of these courses.

Placing these students in the revised curriculum with a new cohort of peers decreases the potential stigma of moving through 3 years of a different program because they failed or for other reasons took longer to complete the required courses.

The Faculty has neither the financial nor personnel resources to offer multiple sections of both current and revised curriculum at the same time.

If necessary, additional sections of NURS 2220, NURS 2240 and NURS 2180 will be offered. These courses do not have equivalents in the revised curriculum.

2) Enrol in equivalent course in revised curriculum (Table 1)

Many courses in each year of the current curriculum are equivalent to courses in the revised curriculum. Students who require these courses will enrol in the equivalent course in the revised curriculum.

Table 1: Equivalent Courses in Current and Revised Curriculum

Course in Current Curriculum	Equivalent Course in Revised Curriculum	Comments
Year 2		
NURS 2130 Skills Laboratory (2 cr)	NURS 2530 Skills 1 (1 cr) & NURS 2532 Skills 2 (2 cr)	
NURS 2190 Gerontology Clinical (3 cr)	NURS 2542 Nursing Practice 2 (3 cr)	
NURS 2230 Health Promotion of Older Adults and Their Families (4 cr)	NURS 2512 Health & Illness 2: The Older Clients (2 cr) & NURS 3xx0 Professional Foundations: Teaching & Learning (2 cr)	NURS 2230 contains gerontological content and teaching & learning content. These topics were split into 2 courses in revised curriculum
Year 3		
NURS 3280 Nursing Skills Laboratory (2 cr)	NURS 3XX0 Skills 3 (1 cr)	
NURS 3450 Introduction to Legal and Ethical Foundations of Nursing Practice (3 cr)	NURS 3XX0 Professional Foundations 2: Law & Ethics (2-3 cr)	
Year 4		
NURS 4260 Nursing Care in Mental Health and Illness (3 cr)	NURS 3XX0 Health & Illness 5: Mental Health & Illness (3 cr)	Mental health content moved to year 3 of revised curriculum
NURS 4420 Health Promotion in the Community (3 cr)	NURS 4XX0 Health & Illness 7: Health Promotion & Primary Care (2 cr)	
NURS 4440 Prevention of Illness (3 cr)	NURS 4XX0 Health & Illness 8: Prevention of Illness (3 cr)	
NURS 4430 Clinical Nursing Practice 6 Topic: Community Health (3 cr)	NURS 4XX0 Clinical Practice 6: Community Health (4 cr)	

3) Enrol in same course in the Baccalaureate Program for Registered Nurses (BPRN)(Table 2)

The Baccalaureate Program for Registered Nurses (BPRN) is an unrelated program which has some courses in common with the current Four Year Program. The BPRN program will continue to be offered in its current form. Therefore, Four Year Program students can take common courses from the BPRN program to complete their degree.

Table 2: Courses in the Current Curriculum Also Offered in BPRN Program

Course	Comments
NURS 3210 Nursing Research Methods	Web based course to be developed, more flexible delivery
NURS 3450 Introduction to Legal and Ethical Foundations of Nursing Practice	Web based course to be developed, more flexible delivery Or Student may enrol in face to face equivalent course in revised curriculum
NURS 4310 Nursing Leadership: Issues & Practices	Web based course to be developed, more flexible delivery

4) The Faculty may create additional sections of a course (Table 3)

The Faculty may create additional sections of a course if that course does not have equivalence with a course in the revised curriculum or BPRN curriculum. Efforts will be made to use this option minimally by scheduling limited offerings of each course. It is not possible to predict how many courses will require additional sections. This table does not indicate that additional sections of all of these courses will be necessary.

Table 3: Create Additional Sections of Current Curriculum Courses As Necessary

May Create Additional Sections	Academic Years for Additional Sections	Comments
Year 2		
NURS 2180 Clinical Nursing Practice 1 Childbearing & Childrearing Clinical Course (3 cr)	2015 terms 1 & 2	Content moved to year 4 of revised program. More appropriate level for this content
NURS 2240 Health Promotion of Childrearing & Childbearing Families (6 cr)	2015 terms 1 & 2	Content moved to year 4 of revised program. More appropriate level for this content
NURS 2220 Pharmacology in Nursing Practice (3 cr)	2015 terms 1 & 2	Content combined with pathophysiology in revised curriculum (Health & Illness 1; Health & Illness 3) to better facilitate application and synthesis of pharmacology knowledge
Year 3		
NURS 3310 Health Maintenance in Nursing (6 cr)	2016 terms 1 & 2	Content moved into Health & Illness 1; Health & Illness 3; Health & Illness 4 in revised curriculum to better facilitate application and synthesis of this knowledge
NURS 3290 Health Restoration in Nursing (6 cr)	2016 terms 1 & 2	Content moved into Health & Illness 1; Health & Illness 3; Health & Illness 4 in revised curriculum to better facilitate application and synthesis of this knowledge
Year 4		
NURS 4270 Clinical Nursing Practice 5 Topic: Mental Health & Palliative Care Nursing Practice (4 cr)	2017 terms 1 & 2	Content will be applied in both terms of year 3 of the revised curriculum within Nursing Practice 3 and Nursing Practice 4. This reduces demand on clinical spaces in mental health and palliative care units.

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5) Cross list courses from the current curriculum with selected courses in the revised curriculum (Table 4)

NURS 4250 Palliative Nursing Care will be cross listed with NURS 3XX0 Client & Context 3: Supportive & Palliative Care. Bridging students may be required to do additional readings to address content regarding relational practice, as this material is addressed in NURS 4250 in the current curriculum, but is not covered in NURS 3XX0 Client & Context: Supportive & Palliative Care. Relational practice is addressed in year two of the revised curriculum.

NURS 3300 Clinical Nursing Practice 3 takes place in the same clinical settings as NURS 3XX0 Nursing Practice 3 of the revised curriculum. It is not necessary to hire additional Clinical Education Facilitators (CEF) and to create an additional clinical group if fewer than 8 students require NURS 3300. Rather, the delayed students will be placed with a clinical group in Nursing Practice 3 and supervised by that CEF. The delayed students will be evaluated using the NURS 3300 course expectations and evaluation tool of the current curriculum. CEFs are adept at evaluating students with varying preparation because every year students are delayed in taking NURS 3300. The students then take NURS 3300 the following term with students who have a minimum of three months additional clinical experience. The delayed students are evaluated according to expectations appropriate for a student with their particular degree of clinical experience. It is necessary to cross list these clinical courses for reasons of reduced budgets and clinical space.

The same rationale applies to students who are delayed in NURS 3320 Clinical Nursing Practice 4. These students would be placed in a clinical group in NURS 3XX0 Nursing Practice 4.

Table 4: Cross List Sections of Selected Courses

Course in Current Curriculum	Similar Course in Revised Curriculum
NURS 4250 Palliative Nursing Care (4 cr)	NURS 3XX0 Client & Context 3: Supportive & Palliative Care (3 cr)
NURS 3300 Clinical Nursing Practice 3 (3 cr)	NURS 3XX0 Nursing Practice 3
NURS 3320 Clinical Nursing Practice 4 (3 cr)	NURS 3XX0 Nursing Practice 4

6) Dean's approval of program completion

The above are designed to address most situations. In exceptional circumstances the Dean may approve program completion as necessary.

In a small number of cases, a delayed student may complete all the required content, but may have one or two fewer credits than required. In these cases the Dean may approve program completion. The current curriculum has 129 credit hours. The revised curriculum will have between 127-133 credit hours. Final number of credit hours for the revised curriculum will be available when year three and four courses have received approval.

The Faculty of Nursing Council approve a motion on January 31st, 2014 stating that the Dean of the Faculty of Nursing may approve program completion for students whose individual completion plan indicated the student may be short of credit hours.

Bridging Students Years Two, Three & Four

Students who need to repeat 2000 level courses

There are 7 Nursing courses in Year 2 of the current curriculum. Students enrolled year two of the current curriculum in 2014-2015 will be placed in the revised curriculum in the 2015-2016 academic year if they require NURS 2120 Nursing Health Assessment or if they require any 3 (approximately 43%) or more Year 2 Nursing courses. These students will move directly into the 2000 level courses in the revised curriculum and continue on in the revised curriculum. The end date, or time to completion date, of students who move into the revised curriculum will not change; it will be from 6 years upon admission to the Faculty of Nursing.

Students who need to repeat 3000 level courses

The final regular offering of 3000 level courses of the current curriculum will take place in the 2015/2016 academic year. Some students may require 3000 level courses beyond this year. The Individual completion plan for students who need to repeat a 3000 level course will vary depending upon which courses the student needs. Some 3000 level courses in the current curriculum are equivalent to courses in the new curriculum (Table 1). Some 3000 level courses will still be available through the BPRN program (Table 2). A limited number of additional sections of NURS 3290 and NURS 3310 will be offered in the 2016/2017 academic year

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(Table 3). As well, NURS 3300 and NURS 3320 would be cross listed with similar courses in the revised curriculum (Table 4). It is not possible to predict which courses, if any, will require additional sections. It is not possible to predict how many students will need additional sections of courses or how many will need to move into the revised curriculum. This will be determined by considering each student's unique situation and developing Individualized Completion Plans.

An Individual Completion Plan for a hypothetical student who was on a leave of absence and returns to complete year 3 in Fall Term 2016 is provided.

Hypothetical individual Completion plan – needs all 3000 level

Nursing Courses in Current Curriculum (26 credit hours)	Courses that will meet all of the Year 3 Requirements of the Current Curriculum (26-27 credit hours)
NURS 3210 Nursing Research Methods (3 cr)	NURS 3210 Nursing Research Methods (3 cr) with BPRN students
NURS 3280 Nursing Skills Laboratory (2 cr)	NURS 2532 Nursing Skills 2 (2 cr) & NURS 3XX0 Nursing Skills 3 (1 cr)
NURS 3290 Health Restoration in Nursing (6)	NURS 3290 Health Restoration in Nursing (6 cr) - additional section to be offered
NURS 3300 Clinical Nursing Practice 3 (3 cr)	NURS 3300 Clinical Nursing Practice 3 (3 cr) – “shadow” section
NURS 3310 Health Maintenance in Nursing (6 cr)	NURS 3310 Health Maintenance in Nursing (6 cr) – additional section to be offered
NURS 3320 Clinical Nursing Practice 4 (3 cr)	NURS 3320 Clinical Nursing Practice 4 (3 cr) – “shadow” section
NURS 3450 Introduction to Legal and Ethical Foundations of Nursing Practice (3 cr)	NURS 3XX0 Professional Foundations 2 (2-3 cr)

Students who need to repeat 4000 level courses

The final regular offering of 4000 level courses of the current curriculum will take place in the 2016/2017 academic year. Some students may need 4000 level courses from the current curriculum beyond that year. Many of the 4000 level courses are similar enough to courses in the revised curriculum that students will be able to enrol in 4000 level courses in the revised curriculum (Table 3). The Individual Completion Plan for a hypothetical student who needs to complete year four courses beyond the Fall Term 2017 is given.

Hypothetical individual Completion plan – needs all 4000 level

Nursing Courses ins Current Curriculum (23 credit hours)	Courses that will meet all of the Year 4 Requirements of the Current Curriculum (23 credit hours)
NURS 4250 Palliative Nursing Care (3 cr)	NURS 3XX0 Client & Context 3 (3 cr)
NURS 4260 Nursing Care in Mental Health and Illness (3 cr)	NURS 3XX0 Health & Illness 5 (3 cr)
NURS 4270 Clinical Nursing Practice 5 (4 cr)	NURS 4270 Clinical Nursing Practice 5 (4 cr) – “shadow” section
NURS 4310 Nursing Leadership: Issues & Practices (4 cr)	NURS 4310 Nursing Leadership: Issues & Practices (4 cr) with BPRN students
NURS 4420 Health Promotion in the Community (3 cr)	NURS 4XX0 Health & Illness 7 (2 cr)
NURS 4430 Clinical Nursing Practice 6 (3 cr)	NURS 4XX0 Clinical Practice 6 (4 cr)
NURS 4440 Prevention of Illness (3 cr)	NURS 4XX0 Health & Illness 8 (3 cr)

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Revised Curriculum – Part-time Students – Year 2

A small number of students may choose to study on a part time basis. The year 2 course plan for those students is:

1st Term of Study	2nd Term of Study	3rd Term of Study	4th Term of Study
NURS 2500 Health & Illness 1: Pathophysiology/Pharmacology/Assessment	NURS 2512 Health & Illness 2: The Older Client	NURS 2514 Health & Illness 3: Pathophysiology/Pharmacology/Assessment	NURS 2532 Nursing Skills 2
NURS 2510 Client & Context 1: Human Growth & Development	NURS 2530 Nursing Skills 1	NURS 2516 Client & Context 2: Human Diversity	NURS 2542 Nursing Practice 2
NURS 2520 Professional Foundations 1: Development of Professional Identity	NURS 2540 Nursing Practice 1	HNSC 2XXX Nutrition for Health Professionals	

Detailed Plan: Introduction of Revised Curriculum

This section describes the detailed plan for introducing proposed revisions to the Bachelor of Nursing Program at the University of Manitoba. These modifications will be realized through revising each year of the curriculum in a sequential fashion. Students complete year one (pre-nursing) prior to applying to the Faculty of Nursing. Revisions to the pre-nursing year were approved by the Senate Committee on Admissions on January 31, 2014. These admission criteria are located in the section entitled *Academic Calendar Revised Program Charts & Descriptions Proposed Bachelor of Nursing Program*. The revised pre-nursing admission criteria will take effect in September, 2015.

The year two course revisions are being submitted to the Senate Committee on Curriculum and Course Changes (SCCCC) now, for introduction in **Fall term 2015**. Proposed course revisions for the third and fourth year of the program will be submitted at a later date.

In Fall Term 2014, the last group of students will be admitted to the current Four Year Baccalaureate Nursing Program. Students are admitted to the Faculty in year two of their program, after completing a minimum of 30 credit hours. The majority of these students will complete their program by the end of Summer Term, 2017. Those students who have been delayed will be accommodated through the plan outlined in the document entitled *Bridging Delayed Students from Current to Revised Curriculum*. The plan for bridging delayed students is based on a worst case scenario wherein the last students complete in Winter Term 2020. As per Faculty of Nursing regulations, students have six years to complete their program.

The Faculty currently admits 240 students to year two each September. There are seven sections of each course yearly (60 students per section), with one course leader for each section. Most of the teaching is accomplished in traditional face to face fashion.

Year two course revisions will be introduced in Fall term 2015. The Faculty will move to a pattern of admitting 120 students in Fall term and 120 students in Winter term. There will be six nursing courses in term one, with one section of each course (120 students per section), with 1.5 course leaders team teaching each section. The teaching modality will be blended learning, with some large lectures and many small seminars facilitated by teaching assistants. Similarly, there will be four nursing courses in term two, with one section of each course (120 students per section), with 1.5 course leaders team teaching each section. Nursing courses vary from two credit hours to six credit hours per course.

The plan to introduce the revised curriculum and phase out the current curriculum is depicted in the attached table. Only nursing courses are included in this table.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			
	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter	Summer	
Old Curriculum	Yr 4 (t1) n=240 sec=14 CP	Yr 4 (t2) n=240 sec=9 CP	CP	Delayed Students			Delayed Students			Delayed Students									
	Yr3 (t1) n=240 sec=11	Yr3 (t2) n=240 sec=13	NST (Yr4) sec=7	Yr 4 (t1) n=240 sec=14 CP	Yr 4 (t2) n=240 sec=6 CP	CP	Delayed Students			Delayed Students			Delayed Students						
	Yr2 (t1) n=240 sec=12	Yr2 (t2) n=240 sec=10		Yr3 (t1) n=240 sec=13	Yr3 (t2) n=240 sec=13	NST (Yr4) sec=7	Yr 4 (t1) n=240 sec=14 CP	Yr 4 (t2) n=240 sec=6 CP	CP	Delayed Students			Delayed Students			Delayed Students			
New Curriculum				F15 (y2t1) n=120 sec=6	F15 (y2t2) n=120 sec=4		F15 (y3t1) n=120 sec=5	F15 (y3t2) n=120 sec=6		F15 (y4t1) n=120 sec=4	F15 (y4t2) n=120 sec=5	F15 (CP)							
					W16 (y2t1) n=120 sec=6		W16 (y2t2) n=120 sec=4	W16 (y3t1) n=120 sec=5		W16 (y3t2) n=120 sec=6	W16 (y4t1) n=120 sec=4		W16 (y4t2) n=120 sec=5	W16 (CP)					
							F16 (y2t1) n=120 sec=6	F16 (y2t2) n=120 sec=4		F16 (y3t1) n=120 sec=5	F16 (y3t2) n=120 sec=6		F16 (y4t1) n=120 sec=4	F16 (y4t2) n=120 sec=5	F16 (CP)				
								W17 (y2t1) n=120 sec=6		W17 (y2t2) n=120 sec=4	W17 (y3t1) n=120 sec=5		W17 (y3t2) n=120 sec=6	W17 (y4t1) n=120 sec=4		W17 (y4t2) n=120 sec=5	W17 (CP)		
										F17 (y2t1) n=120 sec=6	F17 (y2t2) n=120 sec=4		F17 (y3t1) n=120 sec=5	F17 (y3t2) n=120 sec=6		F17 (y4t1) n=120 sec=4	F17 (y4t2) n=120 sec=5	F17 (CP)	
											W18 (y2t1) n=120 sec=6		W18 (y2t2) n=120 sec=4	W18 (y3t1) n=120 sec=5		W18 (y3t2) n=120 sec=6	W18 (y4t1) n=120 sec=3	... Etc	
														F18 (y2t1) n=120 sec=6	F18 (y2t2) n=120 sec=4		F18 (y3t1) n=120 sec=5	F18 (y3t2) n=120 sec=6	... Etc
															W19 (y2t1) n=120 sec=6		W19 (y2t2) n=120 sec=4	W19 (y3t1) n=120 sec=5	... Etc
*Total Sections Offered	37	32	7	33	29	7	29	27		25**	30**		30**	30**		... Etc			

*not counting Clinical Practicum

** does not include courses/sections needed for students completing old curriculum

FXX = Term and Year of admission

y2t1= Year and Term in program

CP = Clinical Practicum

Current Curriculum:

Each section has 60 students and 1 course leader

Teaching modality is face-to-face lecture

Revised Curriculum:

Each section has 120 students and 1.5 course leader

Teaching modality is blended learning with some large class lectures and smaller seminars

Resource Implications

These statements pertain to the overall resource implications for revising years 2, 3 and 4.

Transition Costs

- There will be minimal transition costs. The faculty anticipates teaching a maximum of 9 sections of the old curriculum during the transition period from 2015 to 2020. This may be necessary to transition delayed students from the current curriculum. (\$47,700 approximately over 5 year period for Sessional Instructors to teach these sections).
- Course development costs will be embedded in the 2014-2015 and 2015-2016 workload assignments, with no additional cost

Ongoing Costs

- Overall credit hour changes for the program will not exceed 8 credit hours.
- Currently 9 credit hours are taught by other Faculties. In the revised curriculum only 2 credit hours will be taught outside of the Faculty of Nursing. This will result in an increase in tuition fees of 7 credits to the Faculty of Nursing.
- The 7 clinical courses in the current curriculum consume approximately \$4.5 million of the Faculty of Nursing's annual budget. The revised curriculum enables us to review the clinical supervision model to reduce the number of Clinical Education Facilitators employed by the Faculty of Nursing. Clinical supervision may be shared with preceptors, thereby reducing clinical course cost. This will give us flexibility to re-allocate resources where necessary. Overall there will be no need to increase the number of faculty members to deliver the revised Bachelor of Nursing program.

Course Additions and Deletions in the Revision of the Bachelor of Nursing Program

Only year 1 and year 2 deletions and additions are being submitted for approval at this time. This document provides an overview of proposed changes for all years of the program. Revisions to year 3 and year 4 of the program will be submitted in subsequent years.

Year 1: Courses to be introduced. Forms submitted February 2014

Nursing Courses	Credit Hours
NURS 1500	3
Total	3

Year 1: Courses to be deleted in a future year according to student progression

Nursing Courses	Credit Hours	Net CH change
NURS 1260: (Human Growth & Development)	3	
NURS 1280 (Introduction to Nursing)	3	
Total	6	-3

Note: Year 1 is University 1. Students apply to the Bachelor of Nursing Program after completing 30 credit hours.

Year 2: Courses to be introduced. Forms submitted February 2014

Nursing Courses			
Term 1		Term 2	
Course	CH	Course	CH
NURS 2500 (Health & Illness 1)	6	NURS 2514 (Health & Illness 3)	6
NURS 2512 (Health & Illness 2)	2	NURS 2516 (Client & Context 2)	2
NURS 2510 (Client & Context 1)	2	NURS 2532 (Nursing Skills 2)	1
NURS 2520 (Professional Foundations 1)	2	NURS 2542 (Nursing Practice 2)	3
NURS 2530 (Nursing Skills 1)	1		
NURS 2540 (Nursing Practice 1)	2		
Total Term 1	15	Total Term 2	12
Overall Total			27

Year 2: Courses to be deleted in a future year according to student progression

Nursing Courses (all courses offered both terms)		
Course	CH	Net CH change
NURS 2120 (Nursing Health Assessment)	4	
NURS 2130 (Nursing Skills Laboratory)	2	
NURS 2180 (Clinical Nursing Practice 1)	3	
NURS 2190 (Clinical Nursing Practice 2)	3	
NURS 2220 (Pharmacology in Nursing Practice)	3	
NURS 2230 (Health Promotion of Older Adults and their Families)	4	
NURS 2240 (Health Promotion of Child Bearing and Child Rearing Families)	6	
Total	25	+2

Year 3: Courses to be introduced. Forms to be submitted in future year

Nursing Courses			
Term 1		Term 2	
Course	CH	Course	CH
Health & Illness 4: Acute & Chronic Illness	5	Health & Illness 5: Mental Health	3
Client & Context 3: Supportive & Palliative Care	3	Professional foundations 4: Law & Ethics	3
Professional Foundations 3: Client Education	2	Professional Foundations 5: Evidence-Informed Practice	4
Nursing Skills 3	1	Nursing Skills 4 (simulation)	1
Nursing Practice 3	4	Nursing Practice 4	4
Total Term 1	15	Total Term 2	15
Overall Total			30

Year 3: Courses to be deleted in a future year according to student progression

Nursing Courses (all courses offered both terms)		
Course	CH	Net CH change
NURS 3210 (Nursing Research Methods)	3	
NURS 3280 (Nursing Skills Laboratory)	2	
NURS 3290 (Health Restoration in Nursing)	6	
NURS 3300 (Clinical Nursing Practice 3)	3	
NURS 3310 (Health Maintenance in Nursing)	6	
NURS 3320 (Clinical Nursing Practice 4)	3	
NURS 3450 (Introduction to Legal & Ethical Foundations of Nursing Practice)	3	
Total	26	+4

Year 4 (this is still provisional): Courses to be introduced. Forms to be submitted in future year

Nursing Courses					
Term 1		Term 2		Term 3	
Course	CH	Course	CH	Course	CH
Health & Illness 6: Reproductive Health	3	Health & Illness 8: Community Health	5	Nursing Practice 7: Practicum	10
Health & Illness 7: Child/Family Health	3	Professional Foundations 7: Leadership	4		
Professional Foundations 6: IP Collaborative Practice	2	Professional Foundations 8: Prep. For Practicum	1		
Nursing Practice 5	4	Nursing Practice 6	4		
Total Term 1	12	Total Term 2	14	Total term 3	10
Overall Total					36

Year 4: Courses to be deleted in a future year according to student progression

Nursing Courses (all courses offered both terms)		
Course	CH	Total CH change
NURS 4250 (Palliative Nursing Care)	3	
NURS 4260 (Nursing Care in Mental Health & Illness)	3	
NURS 4270 (Clinical Nursing Practice 5)	4	
NURS 4310 (Nursing Leadership: Issues & Practices)	4	
NURS 4420 (Health Promotion in the Community)	3	
NURS 4430 (Clinical Nursing Practice 6)	3	
NURS 4440 (Prevention of Illness)	3	
NURS 4290 (Clinical Practicum)	10	
Total	33	+3

Current Program: nursing courses credit hour total – 90

Revised Program: nursing courses credit hour total – 93

Program Modifications

The proposed modifications will improve course sequencing, augment content to address emerging contemporary health trends, and eliminate gaps and redundancies. The modifications will also result in better organizations of clinical placements to eliminate bottlenecks and support better consolidation of learning in clinical settings. In January 2014, the current program was reviewed by external evaluators on behalf of the College of Registered Nurses of Manitoba. While the CRNM's final approval of the current program is pending, the external reviewers' report received by the Faculty of Nursing endorsed these proposed changes.

Faculty of Nursing

Introductions:

NURS 1500 Preparing for Professional Nursing Education Cr.Hrs. 3 +3.0

Students will develop knowledge, skills, attitudes, and approaches to learning that increases their opportunity for success in baccalaureate nursing education. Registration is normally restricted to students in the Aboriginal Nursing Cohort Initiative.

NURS 2500 Health and Illness 1: Pathophysiology/Pharmacology/Assessment Cr.Hrs. 6 +6.0

This course provides students with a comprehensive survey of selected pathophysiological processes that produce alterations in human health, and the related pharmacological interventions and health assessment techniques. May not be held with: NURS 2120, NURS 2220, NURS 3290, and NURS 3310.

NURS 2510 Client and Context 1: Human Growth and Development Cr.Hrs. 2 +2.0

This course provides students with knowledge of normal human growth and development across the lifespan. May not be held with NURS 1260. Registration is normally restricted to students in Year 2 of the program.

NURS 2512 Health and Illness 2: The Older Client Cr.Hrs. 2 +2.0

This course provides students with knowledge of the age-related changes that occur in older adults; the interaction between age-related changes and illness; the functional consequences of these interactions; and the presentation of specific health problems commonly observed in this age group. Nursing strategies to encourage, maintain and enhance independence in the older adult are discussed. May not be held with NURS 2230. Pre-or corequisites: NURS 2500 and NURS 2510. Registration is normally restricted to students in Year 2 of the program.

NURS 2514 Health and Illness 3: Pathophysiology/Pharmacology/Assessment Cr.Hrs. 6 +6.0

This course provides students with a comprehensive survey of selected pathophysiological processes that produce alterations in human health, and the related pharmacological interventions and health assessment techniques. May not be held with NURS 2120, NURS 2220, NURS 3290 and NURS 3310. Prerequisite: NURS 2500. Registration is normally restricted to students in Year 2 of the program.

NURS 2516 Client and Context 2: Human Diversity Cr.Hrs. 2 +2.0

This course provides students with knowledge of the social factors that enhance or diminish the health of individuals, families and communities. Students will also analyze the concept of client-centred care and its relevance in professional nursing practice. Pre-or corequisites: NURS 2500 and NURS 2520. Registration is normally restricted to students in Year 2 of the program.

NURS 2520 Professional Foundations 1: Development of Professional Identity Cr.Hrs. 2 +2.0

This course provides the student with an introduction to the conduct, knowledge and values that characterize a professional registered nurse. Registration is normally restricted to students in Year 2 of the program.

NURS 2530 Nursing Skills 1 Cr.Hrs. 1 +1.0

This course introduces students to the basic health assessment and psychomotor skills necessary to provide novice-level nursing care in the practice setting. May not be held with NURS 2120 and NURS 2130. Pre-or corequisite: NURS 2500. Registration is normally restricted to students in Year 2 of the program. This course is graded on a Pass/Fail basis.

NURS 2532 Nursing Skills 2 Cr.Hrs. 1 +1.0

This course introduces students to the basic health assessment and psychomotor skills necessary to provide novice-level nursing care in the practice setting. May not be held with NURS 2120 and NURS 2130. Prerequisites: NURS 2530 and NURS 2540. Pre-or corequisite: NURS 2514. Registration is normally restricted to students in Year 2 of the program. This course is graded on a Pass/Fail basis.

NURS 2540 Nursing Practice 1 Cr.Hrs. 2 +2.0

This course enables students to demonstrate clinical competence by applying the theoretical knowledge, psychomotor skills and health assessment skills covered in Year 1 Term 1 courses in the practice setting. Pre-or corequisites: NURS 2500, NURS 2510, NURS 2512, NURS 2520 and NURS 2530. Registration is normally restricted to students in Year 2 of the program. This course is graded on a pass/fail basis.

NURS 2542 Nursing Practice 2 Cr.Hrs. 3 +3.0

This course enables students to demonstrate clinical competence by applying the theoretical knowledge, psychomotor skills and health assessment skills covered in Year 1 Term 2 courses in the practice setting. May not be held with NURS 2190. Pre-or corequisites: NURS 2514, NURS 2516, and NURS 2532. This course is graded on a pass/fail basis.

NET CHANGE IN CREDIT HOURS: +30.0

Report of the Senate Committee on Course and Curriculum Changes RE: Major Curriculum Revision, Four-Year Baccalaureate Nursing Degree, Faculty of Nursing

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. SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. At meeting on March 25, 2014, the Committee considered a proposal from the Faculty of Nursing to revise the curriculum of the Four-Year Baccalaureate Nursing degree, including a proposal to revise the name of the program to Bachelor of Nursing.

Observations

1. The Committee considered a proposal from the Faculty of Nursing to make major modifications to the curriculum of the Four-Year Baccalaureate Nursing program, including (i) the introduction of NURS 1500 Preparing for Professional Nursing Education, (ii) modifications to Year 2 of the curriculum, and (iii) a proposal to change the name of the program to Bachelor of Nursing, effective September 1, 2015. The proposed changes are the first phase of a comprehensive curriculum renewal.
2. The faculty is proposing the introduction of eleven (11) courses, including NURS 1500, and ten (10) courses at the 2000-level. Corresponding course deletions will be submitted when the courses are no longer required by students currently in the program.
3. The Faculty of Nursing is proposing modifications to the curriculum in order to: (i) ensure that the curriculum, which has not undergone a major renewal for more than twenty years, continues to meet the requirements of the accrediting body, the College of Registered Nurses of Manitoba (CRNM); (ii) transform the curriculum from a content-based to a concept-based one, which is in keeping with Nursing curricula at other postsecondary institutions in North America; (iii) introduce greater flexibility for students; (iv) increase linkages between courses and the level of study; (v) eliminate gaps and redundancies in content; and (vi) improve course sequencing and address bottlenecks in clinical courses.
4. The modified curriculum would include three main themes, health and illness, client and context, and professional foundations, and each course would correspond to a particular theme. The revised curriculum for Year 2, in particular, would include increased content on communication and interprofessional collaboration.
5. Continuing students, including the cohort admitted in the Fall 2014, would complete the current curriculum. The Faculty has developed a detailed plan to support students who are delayed to either transition to the revised curriculum or to complete the current curriculum, as set out in the documents attached to this Report. The plan for bridging delayed students describes six ways these students might complete the program.

Individual plans would be developed for each of these students, in consultation with a Student Advisor.

6. The proposed course, NURS 1500 Preparing for Professional Nursing Education, is designed to develop students' knowledge, skills, and approaches to learning, to increase their opportunities for success in the Bachelor of Nursing program. Initially, registration in the course would be restricted to pre-Nursing students in the Aboriginal Cohort Initiative. In subsequent years, registration might be opened to other access students, including first generation university students.
7. Changes to Years 3 and 4 of the program would be brought forward at a later date. The Faculty has, however, developed an overview of the planned changes, as described in the figures titled "Course Additions and Deletions in the Revision of the Bachelor of Nursing Program," which is included with documentation attached to this Report. It is projected that the revised program would result in an overall increase of 3 credit hours of course offerings.
8. Costs associated with the transition to the revised curriculum would be minimal; approximately \$47,700 over five years (2015-2020) to cover salaries of Sessional Instructors who would be required to teach a maximum of nine sections from the current curriculum.
9. In terms of ongoing costs, proposed changes to the supervision of the Faculty's seven clinical courses, which might be shared by Clinical Education Facilitators and preceptors, would potentially reduce the cost of teaching these courses, which currently accounts for about \$4.5 million of the Faculty's annual budget. Clinical Education Facilitators are employed by the Faculty under the category Academic Other and preceptors are employed by a health care agency and hold nil appointments in the Faculty. The use of preceptors in teaching clinical courses would expand on an existing teaching model used by the Faculty and would build on a long-standing practice and tradition that is employed world-wide.
10. The Library has indicated that current collections can support the proposed course introductions.
11. With reference to the Faculty's indication that the teaching modality for the Year 2 course introductions would be blended learning, with some large lectures and many small seminars facilitated by teaching assistants, and concerning proposed changes to the teaching of clinical courses, the SCCCC has made the assumption that the Faculty has evaluated the financial viability of the proposed changes to the teaching models.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve the revised curriculum for the Four-Year Baccalaureate Nursing program, including the revised program name “Bachelor of Nursing,” effective September 1, 2015.

Respectfully submitted,

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

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Nursing to modify the admission requirements for the Bachelor of Nursing Program (2014.01.31)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Nursing is proposing a number of modifications to the admission requirements for the Bachelor of Nursing program:
 - i. Changes to the Option 1 category focus on modifications to the list of required courses (see Appendix I) as well as the elimination of the option to admit students with an AGPA of 2.0 – 2.49
 - ii. Elimination of the Option 2 category
3. This proposal was approved by the Nursing Faculty Council on December 17, 2013 and then by SCADM on January 31, 2014.

Observations:

1. The range of elective courses will be increased for students seeking admission into the Faculty of Nursing. Students who are not admitted to the Faculty will have more general courses that can be transferred to other programs of study.
2. Removing the nursing courses as admission criteria means that students who are not admitted to the Faculty of Nursing will have social sciences, humanities, and science courses that can be transferred to other degree programs in the University.
3. Research indicates that student achievement in science prerequisites is predictive of success in nursing education programs; therefore, the number of credit hours of science courses has been increased.
4. Social sciences and humanities electives have been increased to allow students greater choice in electives while balancing sciences with arts studies.
5. The AGPA category of 2.0-2.49 when space is available was added a number of years ago when applications were considerably fewer than available spaces in the program. The recommendation to delete this category is based on the high number of applications and consequently, a competitive AGPA, for the last 13 years.
6. Option 2 is a carryover from a previous transfer student category when students were admitted directly from high school, prior to the development of University 1. This category was created for students who possibly had not graduated from high school, but had the required high school English, Math, or Science courses and at least 30 credit hours of university courses. Option 2 was retained after the implementation of University 1 to

accommodate students who had completed 30 hours of 1000 level courses but did not have all of the nursing pre-requisites in the Option 1 admission category.

Recommendation:

The Senate Committee on Admissions recommends that the modifications to the Bachelor of Nursing Program described below be adopted effective for the September, 2015 intake:

1. The admission requirements are as follows:
Applicants will be required to meet all of the following criteria to be considered for admission:
 - i. Complete at least 30 credit hours at a 1000 level or higher. “0900” level courses (e.g., ENGL 0930) are not accepted for admission or transfer credit.
 - ii. Successful completion of the courses identified in appendix I with a minimum grade of “C” in each course. All required courses must be at a 1000 level or higher. “0900” level courses (e.g., ENGL 0930) are not accepted for admission or transfer credit.
 - iii. An adjusted Grade Point Average of at least 2.5 on the most recent 60 credit hours (including repeated courses) of university level course work.
 - iv. Meet the University of Manitoba Written English requirement.
 - v. Meet the University of Manitoba Mathematics requirement.

Note: Appendix I also provides a summary of the proposed changes

2. The following statement will be deleted from the current requirements:
The Faculty of Nursing may admit students from Option 1 with an AGPA of 2.0-2.49 (in descending order) when space is available.
3. The Option 2 category will be eliminated (see appendix II for details of the former Option 2 category)

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

Appendix I

Current Option 1 Requirements	Proposed Requirements	Comments
BIOL 1410 Anatomy of Human Body (3 cr)	BIOL 1410 Anatomy of Human Body (3 cr)	
BIOL 1412 Physiology of Human Body (3 cr)	BIOL 1412 Physiology of Human Body (3 cr)	
MBIO 1220 Essentials of Microbiology (3cr)	MBIO 1220 Essentials of Microbiology (3cr)	
NURS 1280 Introduction to Nursing (3 cr)		Deleted.
NURS 1260 Growth & Development (3 cr)		Moved to year two of program. (See Note 1)
Science electives (6 cr)	Science electives (9 cr) (see Notes 2, 3, and 4)	
Social Science electives (6 cr)		
Humanities elective (3 cr)		
	Electives (12 cr) Any combination of the following courses/subjects for a total of 12 cr: <ul style="list-style-type: none"> • Social Sciences or Humanities (6-12 cr) • NURS 1280 Introduction to Nursing (3 cr) • NURS 1500 Preparing for Professional Nursing Education (3 cr) (<i>pending approval</i>) • NURS 2610 or KIN 2610 Health & Physical Aspects of Aging (3 cr) • REC 2650 or SWRK 2650 or HMEC 2650 Social Aspects of Aging (3 cr) 	
Total: 30 credit hours	Total: 30 credit hours	

Note 1: Students who previously completed NURS 1260 Human Growth and Development with a minimum grade of “C” and are admitted to the Faculty of Nursing up to and including the admission year 2018, will be given advance standing in the equivalent second-year course.

Note 2: Science electives are courses that are taught by the Faculty of Science. With the exception of Geological Sciences (GEOL 1XX0), courses under the Clayton H. Riddell Faculty of Environment, Earth, and Resources do not meet the science electives requirement if taken in 2003-2004 and later. 1000 level introductory Geological Sciences courses (GEOL 1XX0) now offered under the Clayton H. Riddell Faculty of Environment, Earth, and Resources, will be accepted as science courses if taken prior to September 1, 2006.

Note 3: BIOL 1110 Health and Health Professions may not be used as a science elective.

Note 4: Science prerequisites. Students must meet the current science prerequisites before registration for science courses. See the chapter for the Faculty of Science for the current prerequisites.

Appendix II

- Successful completion of at least 30 credit hours of university course work.
- Completion of the following required courses with a minimum grade of “C”:
 - 1000 level English (3 credit hours) (e.g. ENGL 1310, ENGL 1340). This is not the same as the Written English requirement.
 - 1000 level Science (3 credit hours).
- Have an adjusted Grade Point Average of at least 2.5 on the most recent 60 credit hours (including repeated courses) of university level course work.
- Meet the University of Manitoba Written English Requirement.

Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services to establish five categories of admission requirements for programs with a direct entry option (2014.03.20)

Preamble

The goal of this proposal is to present admission requirements for programs with a direct entry option to students in a clear and easy to understand format while ensuring the courses being used for the basis of admission are relevant. In order to implement the new model, there will be some changes to the admission requirements for three Faculties and one School. As a result, accompanying this proposal are individual proposals from the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the School of Dental Hygiene, the Faculty of Human Ecology and the Faculty of Kinesiology and Recreation Management.

The admission requirements for all other Faculties and Schools with a direct entry option will remain unchanged.

Observations

1. Over the past two years, seven Faculties (Arts, Agricultural & Food Sciences, Asper School of Business, Environment, Earth and Resources, Human Ecology, Kinesiology & Recreation Management, and Science) and one school (Dental Hygiene) decided to introduce a direct entry option which means that eligible students graduating from high school can apply directly to their Faculty or School of choice. Prior to the September 2012 intake, in addition to University 1 the only Faculties and Schools that offered a direct entry option were; Agricultural & Food Sciences (Diploma program only), Engineering, Music and the School of Art.
2. In order to offer a direct entry option, a Faculty or School must follow the Senate-approved template (see appendix I) designed to ensure that entrance requirements are presented in a consistent manner.
3. Currently, direct entry students have 15 different sets of entrance requirements to review and understand prior to making an application decision. This format is confusing and difficult to navigate (see appendix II).
4. Currently, each Faculty or School with a direct entry option has a single set of admission requirements. Given the fact that some Faculties have a diverse set of programs, having a single set of requirements is problematic. As an example, some Faculties have a combination of science based and non-science based programs; having a single set of requirements could lead to a student being admitted to a science based program using non-science courses as the basis of admission.
5. In the summer of 2012, Enrolment Services began to explore the possibility of presenting the University's direct entry option admission requirements in a more simplified manner.

6. From an application and admission perspective, students currently apply to a Faculty as opposed to a degree program. This is problematic as it requires Faculties to admit all students to a single degree program and then potentially move students into another degree program post admission.
7. As part of the process consultations were held with a variety of stakeholders; all Faculties or Schools whose admission requirements would change as a result of this model were consulted. The affected Faculties or Schools then took the proposed changes to their respective Faculty Councils for approval. All other Faculties or Schools were informed of this proposal and feedback was solicited at the October, 2013 Associate Deans Undergraduate meeting. High school guidance counsellors (urban, rural, public, private, and adult education) were also consulted as part of the process.

Recommendation

It is recommended that direct entry option admission requirements be grouped by degree program into one of five pre-determined categories. In addition, it is recommended that students apply to and be admitted to a degree program or University 1. See appendix III for the proposed grouping options and appendix IV for the proposed category assignments.

Degree programs that select category 1 will require Senate approval as this category varies from the Senate-approved direct entry option template.

It is recommended that these changes come into effect for students applying for the September, 2015 intake.

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

Appendix I – Direct Entry Option Template

- *Average of 85% or higher in final grades in three Grade 12 S or U courses, including:*
 - *One credit in English (or another language);*
 - *One course related to the discipline that is a normal prerequisite for registration in University 1 courses currently required for Faculty admission or for later registration in the degree program (e.g., biology for Kinesiology & Recreation Management; one of chemistry, physics or biology for Science);*
 - *A third course.*
- *A minimum of 60% must be presented in each of the three courses used for direct admission.*
- *Applicants must also meet the general University requirements which includes Manitoba high school graduation, with a minimum of five full credits at the Grade 12 level, in courses designated S (Specialized), U (university-based), or G (General).*
- *An admission route through University 1 must be maintained to allow students to compete for admission after 24 credit hours of qualifying work.*

Appendix II – Current Format

Program	Prerequisite	Requirements
University 1	MB high school graduation*	<p>Completion of one of the following sets of requirements:</p> <p>SET A:</p> <ul style="list-style-type: none"> • A Minimum average of 70% over three Grade 12 S or U credits • One credit of Grade 12 S or U English with a minimum grade of 60% <p>SET B: (limited admission)</p> <ul style="list-style-type: none"> • A Minimum average of 63-69.9% over three Grade 12 S or U credits • One credit of Grade 12 S or U English with a minimum grade of 60% <p>SET C: (limited admission) A Minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 @ or U English requirement (either less than 60% or no credit at all)</p>
Arts	MB high school graduation*	<p>A minimum 85% average over the following, with no less than 60% in each course:</p> <ul style="list-style-type: none"> • English 40S • A second 40S course • A third 40S course
Agriculture and Food Science	MB high school graduation*	<p>A minimum 85% average over the following, with no less than 60% in each course:</p> <ul style="list-style-type: none"> • English 40S • Applied Mathematics 40S or Pre-Calculus Mathematics 40S • One of: Biology 40S, Chemistry 40S, Computer Science 40S, or Physics 40S
School of Agriculture (2 yr. diploma program)	Completion of Grade 12 and MB high school graduation (recommended)	<ul style="list-style-type: none"> • English 40S • Mathematics 40S or 45S • A Science 40S
School of Art (Studio Degree Program)	MB high school graduation*	<p>Candidates must meet the same admission standards as University 1 applicants, AND:</p> <ul style="list-style-type: none"> • A portfolio is required • Grade 12 Art is recommended
School of Art (Diploma Program)	Completion of Grade 12 and MB high school graduation are	<p>Candidates must meet the same admission standards as University 1 applicants, AND:</p> <ul style="list-style-type: none"> • A portfolio is required • Grade 12 Art is recommended
Business	MB high school graduation*	<p>A minimum 85% average over the following, with no less than 60% in each course:</p> <ul style="list-style-type: none"> • English 40S • Pre-Calculus Mathematics 40S (recommended) or Applied Mathematics 40S • A third 40S course

(Current admission requirements cont'd)

Program	Prerequisite	Requirements
Dental Hygiene	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • English 40S • Two of: Biology 40S, Chemistry 40S or Mathematics 40S (either Applied Mathematics 40S or Pre-Calculus Mathematics 40S, recommended)
Engineering	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • Chemistry 40S • Physics 40S • Pre-Calculus Mathematics 40S
Environment, Earth, & Resources	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • English 40S • Pre-Calculus Mathematics 40S or Applied Mathematics 40S • One of: Social Studies 40S, Biology 40S, Chemistry 40S, Physics 40S or one 'Designated Course 40S', a list which includes Economics, Law, Psychology and Current Topics in First Nations, Metis and Inuit (FNMI)
Human Ecology	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • English 40S • One of: Biology 40S, Chemistry 40S, or a Mathematics 40S • A third 40S course
Kinesiology and Recreation Management	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • English 40S • A Mathematics 40S • One of: Biology 40S (recommended), Chemistry 40S, Physics 40S, or a Social Studies 40S (including World Human Geography, Western Civilization History, and Social Studies: World Issues)
Music	MB high school graduation*	Candidates must meet the same admission standards as University 1 applicants, AND: <ul style="list-style-type: none"> • An audition and a theory assessment are required • Recommended level of musicianship (Toronto Conservatory or Conservatory Canada): Piano/Strings/Organ: 8; Voice/Winds: 7 • Music 40S and a 40S language are recommended
Science	MB high school graduation*	A minimum 85% average over the following, with no less than 60% in each course: <ul style="list-style-type: none"> • English 40S • Pre-Calculus Mathematics 40S (recommended) or Applied Mathematics 40S <ul style="list-style-type: none"> • One of: Biology 40S, Chemistry 40S, Computer Science 40S, or Physics 40S
General Studies	MB high school graduation*	Candidates must meet the same admission standards as University 1 applicants

* 5 full credits at the Grade 12 level in courses designated S, G, or U

Appendix III – Proposed Admission Requirement Groupings

Category 1	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: 1. Chemistry 40S 2. Physics 40S 3. Pre-Calculus Mathematics 40S

Category 2	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: 1. English 40S 2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S 3. One of Biology, Chemistry, Physics or Computer Science 40S

Category 3	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: 1. English 40S 2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S 3. A third 40S course

Category 4	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: 1. English 40S 2. A second 40S course 3. A third 40S course

Category 5	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	Completion of one of the following sets of requirements: <i>SET A:</i> 1. A Minimum average of 70% over three Grade 12 S or U credits 2. One credit of Grade 12 S or U English with a minimum grade of 60% <i>SET B: (limited admission – University 1 only)</i> 1. A Minimum average of 63-69.9% over three Grade 12 S or U credits 2. One credit of Grade 12 S or U English with a minimum grade of 60% <i>SET C: (limited admission – University 1 only)</i> A Minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 S or U English requirement (either less than 60% or no credit at all)

Note: In addition to general admission and requirements, each major and degree program will have its own list of prerequisite courses that students will have to consider when selecting their high school courses. This remains unchanged from the current model used.

Appendix IV –Proposed category assignments (direct entry program options only)

The category column corresponds to the groupings identified in appendix III.

Degree Program	Faculty	Comments	Category
Bachelor of Science (Agribusiness)	Agricultural & Food Sciences		2
Bachelor of Science (Agroecology)	Agricultural & Food Sciences		2
Bachelor of Science (Agriculture)	Agricultural & Food Sciences	Agronomy, Animal Systems, Plant Biotechnology	2
Bachelor of Science (Food Science)	Agricultural & Food Sciences		2
Bachelor of Arts (General)	Arts	All majors	4
Bachelor of Commerce (Honours)	Asper	All majors	3
Diploma in Dental Hygiene	Dental Hygiene	Diploma program	2
Bachelor of Science in Engineering (students are admitted to undeclared program)	Engineering	Biosystems, Civil, Computer, Electrical, Mechanical	1
Bachelor of Human Ecology	Human Ecology	Family Social Sciences	2
Bachelor of Science (Human Nutritional Sciences)	Human Ecology		2
Bachelor of Kinesiology	Kinesiology		2
Bachelor of Physical Education	Kinesiology		2
Bachelor of Recreation Management and Community Development	Kinesiology		3
Bachelor of Music	Music	Music Composition, Music History, Music Performance	5
Bachelor of Jazz Studies	Music	Jazz Studies	5
Bachelor of Environmental Science (Major)	Environment, Earth, and Resources	Environmental Science	2
Bachelor of Environmental Studies (Major)	Environment, Earth, and Resources	Environmental Studies	4
Bachelor of Arts, Geography (General)	Environment, Earth, and Resources	Geography	4
Bachelor of Science, Geological Sciences (General)	Environment, Earth, and Resources	Geology, Geophysics	1
Bachelor of Science in Physical Geography (Major)	Environment, Earth, and Resources		2

Potential category assignments (continued)

Degree Program	Faculty	Comments	Category
Bachelor of Fine Arts, Art History	School of Art	Art History	5
Bachelor of Fine Arts (General)	School of Art	Ceramics, Drawing, Painting, Photography, Printmaking, Sculpture, Video, Studio & Graphic Design	5
Bachelor of Science (General)	Science	All majors	2
University 1	University 1	Non-degree program	5

Note: Requirements for the Diploma programs in Art and Agriculture remain unchanged.

Report of the Senate Committee on Admissions concerning a proposal from the School of Dental Hygiene to modify its direct entry option admission requirements (2014.03.20)

Preamble

The School of Dental Hygiene is proposing some modifications to their direct entry option admission requirements for the Diploma in Dental Hygiene program. The proposal was approved at the January 27th, 2014 meeting of the Dental Faculty Council.

Observations

1. This proposal is being brought forward along with an overarching proposal to simplify the direct entry option admission requirements across the institution.
2. Currently students must use two of Math 40S (Applied or Pre-Calculus recommended), Chemistry 40S or Biology 40S when calculating their average for the direct entry option (see appendix I for the current admission requirements).
3. The Math 40S and Chemistry 40S courses identified in the point above are both required pre-requisites for the program.

Recommendation

The School of Dental Hygiene recommends that the current direct entry option admission requirements be replaced with the criteria outlined below (category 2):

A minimum 85% average over the following, with no less than 60% in each course:

1. English 40S
2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3. One of Biology, Chemistry, Physics or Computer Science 40S

It is recommended that these changes come into effect for students applying for the September, 2015 intake.

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

Appendix I – Current Admission Requirements

A minimum 85% average over the following, with no less than 60% in each course:

- English 40S
- Two of: Biology 40S, Chemistry 40S or Mathematics 40S (either Applied or Pre-Calculus recommended)

Report of the Senate Committee on Admissions concerning a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources to modify its direct entry option admission requirements (2014.03.20)

Preamble

The Clayton H. Riddell Faculty of Environment, Earth, and Resources is proposing some modifications to its direct entry option admission requirements. The proposal was approved at the January 27, 2014 Faculty Council meeting.

Observations

1. This proposal is being brought forward along with an overarching proposal to simplify the direct entry option admission requirements across the institution.
2. There is some program diversity in the Faculty which has made it difficult to develop a single set of admission requirements for the entire Faculty. Under the current model, the possibility exists that a student could be admitted to a program using a combination of courses that might not be relevant to their intended area of study. See appendix I for the current admission requirements.
3. Students entering the various programs in the Faculty would be better prepared if their admission was evaluated based on a more specific set of courses.

Recommendation

The Clayton H. Riddell Faculty of Environment Earth, and Resources recommends that the direct entry option admission requirements be modified as follows:

1. Adopt "Category 2" for direct entry admission to the Bachelor of Environmental Science program
2. Adopt "Category 4" for direct entry admission to the Bachelor of Environmental Studies program.
3. Adopt "Category 4" for direct entry admission to the Bachelor of Arts, Geography program.
4. Adopt "Category 1" for direct entry admission to the Bachelor of Science, Geological Sciences program.
5. Adopt "Category 2" for direct entry admission to the Bachelor of Science, Physical Geography program.

Note: The category 1, 2 and 4 requirements can be found in appendix II

It is recommended that these changes come into effect for students applying for the September, 2015 intake.

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

Appendix I – Current Admission Requirements

A minimum 85% average over the following, with no less than 60% in each course:

- English 40S
- Pre-Calculus Mathematics 40S or Applied Mathematics 40S
- One of: Social Studies 40S, Biology 40S, Chemistry 40S, Physics 40S or one 'Designated Course 40S', a list which includes Economics, Law, Psychology and Current Topics in First Nations, Metis and Inuit (FNMI)

Appendix II – Category 1, 2 and 4 Requirements

Category 1	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none"> 1. Chemistry 40S 2. Physics 40S 3. Pre-Calculus Mathematics 40S

Category 2	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none"> 1. English 40S 2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S 3. One of Biology, Chemistry, Physics or Computer Science 40S

Category 4	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none"> 1. English 40S 2. A second 40S course 3. A third 40S course

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Human Ecology to modify its direct entry option admission requirements (2014.03.20)

Preamble

The Faculty of Human Ecology is proposing some modifications to its direct entry option admission requirements. The proposal was approved by Faculty Council on March 11, 2014.

Observations

1. This proposal is being brought forward along with an overarching proposal to simplify the direct entry option admission requirements across the institution.
2. Currently the Faculty uses a single set of admission requirements (see appendix 1). Under the proposed model, all programs within the Faculty will still have the same set of requirements; however, students entering the various programs in the Faculty will be better prepared as the courses used for admission would be based on a more specific set of courses.
3. Not all degree programs within the Faculty of Human Ecology will offer a direct entry option; this will be clearly listed in the Academic Calendar. The option exists for these programs to introduce a direct entry option at a later date. All programs within the Faculty have an advanced entry option with clearly defined admission requirements.

Recommendation

The Faculty of Human Ecology recommends that the direct entry option admission requirements be modified as follows:

1. Adopt "Category 2" for direct entry admission to the Bachelor of Human Ecology program.
2. Adopt "Category 2" for direct entry admission to the Bachelor of Science (Human Nutritional Sciences) program.

Note: The category 2 requirements can be found in appendix II

It is recommended that these changes come into effect for students applying for the September, 2015 intake.

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

Appendix I – Current Admission Requirements

A minimum 85% average over the following, with no less than 60% in each course:

- English 40S
- One of: Biology 40S, Chemistry 40S, or a Mathematics 40S
- A third 40S course

Appendix II – Category 2 Requirements

Category 2	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none">1. English 40S2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S3. One of Biology, Chemistry, Physics or Computer Science 40S

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Kinesiology and Recreation Management to modify its direct entry option admission requirements (2014.03.20)

Preamble

The Faculty of Kinesiology and Recreation Management is proposing some modifications to its direct entry option admission requirements. The proposal was approved at the November 6th, 2013 meeting of the Faculty Council.

Observations

1. This proposal is being brought forward along with an overarching proposal to simplify the direct entry option admission requirements across the institution.
2. There is some program diversity in the Faculty which has made it difficult to develop a single set of admission requirements for the entire Faculty. Under the current model, the possibility exists that a student could be admitted to a program using a combination of courses that might not be relevant to their intended area of study. See appendix I for the current admission requirements.
3. Students entering the various programs in the Faculty would be better prepared if their admission was evaluated based on a more specific set of courses.

Recommendation

The Faculty of Kinesiology and Recreation Management recommends that the direct entry option admission requirements be modified as follows:

1. Adopt "Category 2" for direct entry admission to the Bachelor of Kinesiology program.
2. Adopt "Category 2" for direct entry admission to the Bachelor of Physical Education program.
3. Adopt "Category 3" for direct entry admission to the Bachelor of Recreation Management and Community Development program.

Note: The category 2 and 3 requirements can be found in appendix II

It is recommended that these changes come into effect for students applying for the September, 2015 intake.

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

Appendix I – Current Admission Requirements

A minimum 85% average over the following, with no less than 60% in each course:

- English 40S
- A Mathematics 40S
- One of: Biology 40S (recommended), Chemistry 40S, Physics 40S, or a Social Studies 40S (including World Human Geography, Western Civilization History, and Social Studies: World Issues)

Appendix II – Category 2 and 3 Requirements

Category 2	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none"> 1. English 40S 2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S 3. One of Biology, Chemistry, Physics or Computer Science 40S

Category 3	
General Admission	Requirements
MB high school graduation (5 full credits at the grade 12 level in courses designated S, G, or U)	A minimum 85% average over the following, with no less than 60% in each course: <ol style="list-style-type: none"> 1. English 40S 2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S 3. A third 40S course

Report of the Senate Committee on Academic Review RE: Proposal for a Centre for Engineering Professional Practice and Engineering Education

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. The policy Academic Centres and Institutes is available on the web at:
http://umanitoba.ca/admin/governance/governing_documents/academic/934.html.

The procedures Academic Centres and Institutes are available at:
http://umanitoba.ca/admin/governance/governing_documents/academic/935.html.
3. The Senate Committee on Academic Review (SCAR) met on August 28, 2013 and April 17, 2014, to consider a proposal from the Faculty of Engineering to establish a Centre for Engineering Professional Practice and Engineering Education (CEP²E²).

Observations:

1. At its meeting on April 17, 2014, the Committee received the Report of the ad hoc Committee of SCAR, which had been struck to review the proposal in detail. The ad hoc Committee had observed that the proposal for a Centre for Engineering Professional Practice and Engineering Education (CEP²E²) meets all of the requirements of section 2.1.2 Contents of the Proposal, as set out in the Academic Centres and Institutes procedures
2. Members of the ad hoc Committee included, Dean J. Doering (Chair; Faculty of Graduate Studies), Professor D. Johnson (Faculty of Arts), Professor J. Morrill (I.H. Asper School of Business), Mr. A. Thapa (undergraduate student, Clayton H. Riddell Faculty of Environment, Earth, and Resources).
3. The mission and objectives of the academic centre would be (i) to ensure that graduating students, both at the undergraduate and graduate levels, have not only the academic knowledge but also the professional skills to pursue careers in the profession of Engineering; and (ii) to provide a support system whereby academics can both improve their skills as engineering educators and further the scholarship of engineering education and practice.
4. The Centre would have responsibility for a broad range of activities related to its mission, including:
 - supervision of non-departmental professional skills courses;
 - supporting the Co-op and Internship program;

- serving as a home for the U of M Innovative Design for Engineering Applications (IDEA) Program;
 - promoting engineering and engineering design beyond the Faculty of Engineering, including to the general public;
 - providing a permanent home and funding mechanism for Engineers-in-Residence;
 - supporting the Friends of Engineering;
 - facilitating student-centred professional seminars;
 - providing a home for researchers interested in the pedagogy of engineering education.
5. Establishing the Centre would benefit (a) students, by providing opportunities for them to develop engineering design and professional practice skills and (b) the Faculty, by (i) providing a mechanism by which to centralize engineering design and professional practice activities that are now distributed in departments and other structures across the Faculty, and (c) the University, by providing a vehicle for various Faculties to cooperate at the graduate level, to advance scholarship of engineering education.
 6. The Associate Dean (Design Education), an existing administrative position within the Faculty, would serve as Director of the Centre and would report to the Dean, Faculty of Engineering, who would have overall responsibility for the Centre. An advisory Board would provide advice to the Director. Members teaching courses within the Centre would report to the Director on matters related to the teaching and delivery of these. Otherwise, members would continue to report their department head or dean/director.
 7. Membership would be open to members of the Faculty of Engineering or other faculties and schools who have an interest in instruction in professional engineering practice and/or the pedagogy of engineering education; and/or innovation in methods of instruction in engineering design. Members could also be appointed by the Director, based on advice from members. A proposed listing of the initial members is provided in section 5 of the attached proposal.
 8. The proposal identifies the main privilege to members as being association with people with shared interests in improving engineering education and practice. Members would have the responsibility to promote the objectives of the Centre, to contribute to the development of engineering education, and to instill in students the principles of professional engineering and practice.
 9. The Centre would be housed in the existing Design Engineering Office in E2-262 EITC. It is not anticipated that additional space will be required in the near future.
 10. The Faculty has identified a number of existing sources of revenue that will be used to support the activities of the proposed Centre, as follows:

- A baseline budget (approximately \$700,000) currently allocated by the Faculty to the Design Group would be transferred to the Centre. The Centre is an evolution of the Design Group, which would cease to exist pending the establishment of the Centre. The funds would be used to cover salaries for academic staff, support staff (including a Business Manager, Confidential Secretary, Office Administrator, and IT professional), and teaching assistants; benefits; and non-salary expenses, as set out in section 7 of the proposal.
 - Various sources of revenue would be used to support Engineers-in-Residence, including an NSERC Chair in Engineering Design (\$1 M over five years), Manitoba Aerospace Funding (\$480,000 over six years), and Cold Weather Test Facility Funding (\$341,000 over three years).
 - Friends of Engineering would allocate \$60,000 annually to support interactions between the Faculty and its industry partners.
 - U of M IDEA Program would allocate \$15,000 annually to support student activities related to design based courses.
11. Statements of support have been provided by Dean Beddoes, Faculty of Engineering, Dr. Keselman, Vice-President (Academic) and Provost, and Dean Mandzuk, Faculty of Education.

Recommendation

The Senate Committee on Academic Review recommends:

THAT Senate approve and recommend that the Board of Governors approve, a proposal to establish the Centre for Engineering Professional Practice and Engineering Education, for a period of five years, with continuation subject to a review process.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

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

Proposal to Establish

Centre for Engineering Professional Practice and Engineering Education (CEP²E²)

1. Name of the Centre

Centre for Engineering Professional Practice and Engineering Education (CEP²E²)

2. Description and Justification

Mission Statement for the Centre

The mission of the CEP²E² is twofold:

- To ensure that graduating students, both at the undergraduate and graduate levels, have not only the academic knowledge but also the professional skills to pursue careers in the Profession of Engineering.
- To provide a support system whereby academics can both improve their skills as engineering educators and further the scholarship of engineering education and engineering practice.

Scope for the Centre

The scope of the Centre will be very broad. Among the activities of the Centre are the following:

- **Supervision of non-departmental professional skills courses:** Engineering education is more than mathematical problem solving and scientific fundamentals. An essential part of the education of an engineer includes the development of professional skills such as an understanding of law and contracts, economics and project management, and the ability to communicate both orally and in writing. In addition, engineering students need to understand their future role as professionals in society, possess an understanding of their social responsibility, and appreciate concepts of environmental sustainability. These skills are common to all engineering disciplines. Training in these concepts is, however, generally not coordinated between departments and is not a significant focus of the individual departmental curriculum committees. This is problematic because the new Canadian Engineering Accreditation Board (CEAB) outcomes based assessment model requires demonstration of competence in many of these skills. The CEP²E² will be responsible for all non-departmental professional-skills training in courses such as

Engineering Economics, Law, Technical Communication and Technology and Society. In this role, the Centre will bring more consistency and focus to the professional skills learning that all engineering students must acquire. Staff teaching these courses will be members of the CEP²E². Finally, the CEP²E² will cooperate with other faculties, such as Arts and Management, to enhance the undergraduate program through expanded offerings in complementary electives.

- **Outside-of-faculty interaction and engineering design promotion:** The CEP²E² will work to expand outside-of-faculty interactions. One initiative will be to grow the awareness in industry of how it can, and must, play a role in the development of “Design Ready Engineers”. Engineering design education is a two way effort, involving industry/academic-faculty interaction. The CEP²E² will continue to establish and enhance linkages with industry, and through these interactions will showcase to industry the outstanding engineering design innovation, as well as research, being undertaken in the FoE. As well, it will showcase to academic staff members, the research and innovation challenges that our industrial partners are facing. Through these interactions, the Engineers-in-Residence (EiRs), the IEEQ Design Professors, and other members of the CEP²E² will work towards bringing current industry design problems and projects to capstone courses, and to expanding industry interaction in student undergraduate clubs through which students undertake major design projects.
- **Support the Coop/IIP program in the Faculty:** The co-operative education/internship programs (hereafter referred to as Coop/IIP) of the departments provide an important component of the interaction between the Faculty and industry. The Faculty has recently begun the process of consolidating the Coop/IIP to better serve both the Faculty and industry. Industry is rapidly coming to recognize that engineers are not hired upon graduation. Engineers are increasingly joining firms after working two or even three co-op work terms or a 12 to 16 month internship with the company. Our message to industry is that the hiring process for engineers begins long before graduation, as early as the end of first year. The Director of Coop/IIP, a relatively new position in the Faculty, will be an important member of the CEP²E², building bridges between our students and their eventual employers.
- **Home for the U of M IDEA program:** The U of M IDEA program is a mechanism used to solicit capstone design projects from industry. This program, currently run through the Design Group, will be run through the CEP²E². For the program, a student intern is hired to visit approximately 50 companies annually, educate them on our capstone design courses, and solicit projects and support personnel from the company to enable the students to do projects modelled on what is actually done in industry. There is a natural synergy between this program and the renewed emphasis on Coop/IIP

education – this synergy will be utilized by the CEP²E² to strengthen both programs.

- **Promote engineering and engineering design to the general public:** The experience of the EiRs will be used to assist in the promotion of engineering and engineering design to the public at large. Too often, events such as National Engineering Week are left to professors to set up demonstrations, and they are often too busy with course work and research activities to establish high quality displays promoting engineering and engineering design innovation. The goal will be to develop permanent and evolving demonstrations, and to publicize innovative capstone design projects and the projects of the various undergraduate engineering clubs. The displays/demonstrations will exhibit the hands-on work, the engineering science, the engineering design, the fun and excitement involved in the capstone projects, and the challenges undertaken by the engineering clubs. Engineering is often viewed as not “real science” or as “too geeky”. The goal of these efforts is to work towards breaking both of these stereotypes.
- **Provide a permanent home and funding mechanism for Engineers-in-Residence (EiRs):** The EiRs play an important two-way role between industry and the FoE. They bring engineering design into student education but they also bring back to industry an awareness of engineering design and engineering science innovation within the Faculty of Engineering, and of the accomplishments of many of the outstanding engineering students. Therefore, the EiRs provide industry with valuable information on future hires and commercialization opportunities. They also provide students with an enhanced engineering education experience. A major activity of the CEP²E² will be to develop sustainable funding for the EiR program. The goal is to have a minimum of six EiRs positions permanently funded by our industrial partners. At present, there is a very successful model, developed in cooperation with the Manitoba aerospace sector. The three major aerospace companies (Boeing, Magellan Aerospace, and Standard Aero) each contribute \$20,000 per year; the Manitoba Aerospace Human Resources Council (MAHRC) also contributes \$20,000. An Aerospace Engineering Liaison Group meets three times a year. With representatives from industry and MAHRC, this is a forum to provide updates to our partners on what is happening in the FoE and to receive feedback to inform our planning. We propose to establish similar arrangements with the manufacturing sector, the construction sector, the consulting sector, the electrical utility sector (Manitoba Hydro), as well as a special-purpose EiR which relates specifically to occupational health and safety. All EiRs will be members of the CEP²E².
- **Support *Friends of Engineering* (Friends):** The major vehicle for outreach activities to industry will be the recently established “Friends of Engineering”. “Friends” is an industry run group of corporate and individual members who have joined together to support activities in the FoE. Each member pays an annual fee of \$1000. The university

supports this activity by providing an Executive Director. At present, there are over 60 members; the Executive Director. Amber Skrabek, also serves as the FoE Communications Officer. Supports that “Friends” provides to the Faculty include feedback on proposed program changes, assistance in recruitment of industrial projects, financial support for student initiatives, assistance in student recruitment, guest speakers in classes, and participation in Faculty design and research proposals. They are truly our window on industry and the profession.

- **Facilitate student-centered professional seminars:** With input from faculty and the EiRs, speakers will be invited to present contemporary design topics to students, staff, and the public. Particular effort will be placed on inviting Engineers-in-Training (EIT) to speak to undergraduate students and capstone classes, and present the engineering design work they are undertaking in their new careers in industry. The main advantage of the EIT participation is that these professionals are early in their careers and still at a similar age to our undergraduates. As such, they can relate more directly with our students. The long term goal of this activity is to develop training modules that will facilitate the transition of our students from the university to careers as professional engineers.
- **Provide a home for researchers interested in the pedagogy of engineering education:** The CEP²E² will provide a vehicle to foster research in the area of Engineering Education. Although not formally an aspect of the Engineering programs, many issues in Engineering Education impact on the success of the Faculty. For example, the graduate work being pursued by both Mr. Petkau and Mr. Roncin has direct application to how Design Engineering will be taught. At present, these graduate programs are being sponsored by the Department of Biosystems Engineering, simply because there is no mechanism to sponsor them through the Design Group. Once the CEP²E² is established, processes will be developed to pursue this type of research under the umbrella of the CEP²E². The Centre will work with the Faculty of Graduate Studies, the Faculty of Arts, the Asper School of Business and the Faculty of Education in this activity. Preliminary contacts have been made with both the faculty of Graduate Studies and the Faculty of Education. Topics that will be pursued include, but will not be limited to, the implementation of discovery based learning, communication skills for senior undergraduate and graduate students, and gender issues in engineering.

Expected Beneficial Effects of the Centre

The main benefit of the establishment of the Centre will be to provide a mechanism to focus the engineering design and professional practise activities of the Faculty of Engineering. At present, these activities are spread across the Faculty with the exception of courses such as Technical Communication and First Year Design Engineering that have been collected under

the supervision of the Design Group. As the Centre develops its programs, our students will see a significant expansion of activities that will make them more productive in their professional careers. In order to practise a profession, one must not only have the academic preparation, one must also have the skill set required of the profession. This skill set can only be imparted by individuals that already practise the profession. The greatest benefit of the Centre will be providing graduates with these skills.

Another benefit of the Centre is that it will provide a vehicle for a number of Faculties to cooperate at the graduate level to advance the scholarship of engineering education. With the advent of the NSERC Chairs in Design Education there is a renewed interest in developing a better model for the education of future generations of engineers. With globalization of economy, increasing concerns about the environment, and explosive growth of technical knowledge, strength in mathematics and engineering science is no longer sufficient preparation for an engineering career. Many of the basic assumptions about engineering education are coming under scrutiny. The CEP²E² will allow the University of Manitoba to take a leadership role in defining the future of engineering education.

3. Constitution

Structure

The centre is an evolution of the current Design Group in Engineering. The overall supervision of the Centre will be maintained by the Director who will also serve as the Associate Dean (Design Education), Faculty of Engineering. This Associate Deanship is an existing position which has been in place for over a decade. The Director will report to the Dean of Engineering. The Director will be supported by a Business Manager, a confidential secretary, an office administrator, and an IT professional. A Board will provide advice to the director. With the exception of academics teaching courses under the supervision of the Centre, the members of the Centre will not report in a direct sense to the Director. Rather, they will report to the Head of a Department or to the Dean. They will however play strong roles in the activities of the Centre with guidance from the Director.

Membership

Membership will be open to any member of the Faculty of Engineering who demonstrates an interest in one or more of the following:

- instruction in professional engineering practise
- the pedagogy of engineering education
- innovation in methods of instruction in engineering design

Furthermore, academics from other Faculties will be eligible for membership if they share interests in one or more of these topics. Finally, selected members of the engineering community will be invited to become members.

Members will be appointed to the Centre by the Dean of Engineering on recommendation of the Director who will take advice from current members of the Centre. Initially, the

membership of the Centre will comprise the individuals/groups identified by the first nine tables in section 5.

Privileges of Membership

The main privilege of membership will be association with people with shared interests in improving engineering education and practice. The responsibilities of membership will be to promote the objectives of the Centre, to contribute to the development of engineering education, and to help instill in our students the principles of professional engineering practice.

4. Management

Reporting Structure

The Director will also hold the position of Associate Dean (Design Education), Faculty of Engineering and will report to the Dean, Faculty of Engineering.

5. Proposed Membership

Initially, the membership of the CEP²E² will comprise the following:

- NSERC Chair in Design Engineering: Douglas Ruth, PEng.
- NSERC Associate Chairs in Design Engineering: Juan Abello, Sandra Ingram, Don Petkau, PEng, Dagmar Svecova, PEng, Cyrus Shafai, PEng.
- Director of the Internationally Educated Engineering Qualifications Program: Marcia Friesen, PEng.
- Director of the Engineering Access Program, Randy Herrmann, PEng
- Director of Cooperative Education: Carolyn Geddert, PEng
- IEEQ Design Professors: S.Balakrishnan, PEng, J.Oleszkiewicz, PEng, F.Hashemian, PEng, N.Sepehri, PEng, K.Ferens, PEng, K.Dick, PEng.
- Engineers-in-Residence: K.Atamanchuk, PEng, E.Hohenberg, PEng, V.Campbell, PEng, MBA, PEng, D.Card, PEng.
- Executive Director, Friends of Engineering: Amber Skrabek
- Instructors in Professional Practise Courses: A.Parker, S.Ingram, C.Laing
- Instructors in Faculty Design Courses

In addition to the individuals named above, the following representatives from outside of the Faculty will be invited to join the Centre:

- Engineering Head Librarian: N.Godavari
- Chair, Friends of Engineering
- Executive Director, Association of Professional Engineers and Geoscientists of Manitoba
- President, Association of Professional Engineers and Geoscientists of Manitoba
- Representative(s) of the “engineering industry” in Manitoba

As the Centre develops, it is expected that the membership will be expanded to include representatives from other Faculties as their members become associated with the Centre.

Discussions have already been held with the Faculty of Education regarding the potential to establish graduate degrees that focus specifically on Engineering Education. We currently have two students pursuing such degrees through the Interdisciplinary Program. (A letter of support from the Faculty of Education is attached.) There have also been some initial discussions with Dr. Mark Torchia from the Centre for the Advancement of Teaching and Learning on how we might support each other's activities. These discussions touched on teaching-performance evaluation and the proposal for an electronic-based classroom. In the past, there have been many initiatives with the Faculty of Management to better prepare engineering graduates to function in a business environment. Furthermore, our minor program in the faculty of Arts helps engineering to produce more rounded graduates. In the future it is expected that additional membership will include:

- Representative(s) from the Faculty of Education (likely at the Associate Dean level)
- Director, Centre for the Advancement of Teaching and Learning
- Representative(s) from the Asper School (likely at the Associate Dean level)
- Representative(s) from the Faculty of Arts (likely at the Associate Dean level)

6. Physical Resources

The CEP²E² will be headquartered in the existing Design Engineering Offices, EITC: E2-262. This is an approximately 1000 square foot facility providing space for the Director, three support staff, and storage for supplies. This space was purpose designed during the renovation of the EITC and it is not anticipated that more physical space will be required in the near future.

7. Financial Resources

The Centre will administer the current budget set aside for Design Engineering as well as external funding which includes the following (at the present time):

- Baseline Budget (approximately \$700,000. These funds are in place and are currently spent as follows: Academic Staff - \$320,000; Support Staff - \$175,000; Teaching Assistants - \$60,000; Benefits - \$95,000; Non-Salary Expenses - \$50,000.)
- NSERC Chair in Engineering Design (\$1,000,000 over 5 years. These funds are used largely to support Engineers-in-Residence, graduate students; and development of teaching aids.)
- Manitoba Aerospace Funding (\$480,000 over 6 years. These funds are used primarily to support Engineers-in-Residence.)
- Cold Weather Test Facility Funding (\$341,000 over 3 years. These funds were provided specifically to fund an Engineer-in-Residence to develop academic/research cooperation between the Faculty and the test facility.)
- Friends of Engineering (\$60,000 per year. These funds are used to facilitate interactions between the Faculty and our industrial partners.)
- UofM IDEA Program (\$15,000 per year. These funds are used to support students activities related to design based courses.)

8. Attachments:

A letter of support from the Dean of Engineering confirming budget and space is attached.

A letter of support from the Dean of Education supporting the Centre.



UNIVERSITY
OF MANITOBA

Faculty of Engineering
Office of the Dean

E2-290 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone (204) 474-9809
Fax (204) 275-3773

6 May 2013

Dr. Joanne Keselman
Chair, Senate Committee on Academic Review

Dear Dr. Keselman:

Re: Centre for Engineering Professional Practice and Engineering Education

It is my pleasure to provide full support for the establishment of the Centre for Engineering Professional Practice and Engineering Education. The objectives of this Centre will support the degree and diploma programs in the Faculty of Engineering that prepare students for careers as Professional Engineers and provide a focus for those advancing the pedagogy of engineering education.

Engineering degree and diploma programs are primarily overseen by the Departments/units hosting these programs. However, most of the engineering professional skill training is common to all programs and currently these curricula elements are distributed among Departments. An objective of the Centre will be to coordinate the professional skills curricula components and ensure that the Faculty of Engineering remains at the forefront in the development of engineering curricula that effectively presents this content to students and maximizes the student outcomes.

The Faculty of Engineering has developed a nationally leading design education program that includes strong interaction with the external engineering community. There are many aspects to this program including, among others, the Engineer-in-Residence program, Design Professors associated with the Internationally Educated Engineers Qualification program, the IDEA program and the cooperative education and internship program. The Centre will provide a focal point for all these programs and through these programs support collaboration between the Faculty and the external engineering community to provide students with the enhanced experiential learning opportunities.

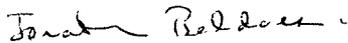
A long history of research associated with the pedagogy of engineering exists in the Faculty of Engineering. The expertise developed through this research has helped shape the current engineering curriculum, and analysis and understanding of the student outcomes of our programs. This in-house knowledge has recently proven to be invaluable helping the Faculty fulfil the Canadian Engineering

Accreditation Board (CEAB) requirements for measuring the outcome of programs with respect to specific attributes and develop a continual improvement process. As CEAB requirements evolve, it will be increasingly important to provide a robust framework for engineering pedagogical research. Support of this research within the Centre will allow continued development of expertise related to engineering pedagogy ensuring that the Faculty remains at the forefront of engineering curricula developments.

The proposal for the Centre for Engineering Professional Practice and Engineering Education was recently endorsed unanimously by the Engineering Faculty Council – an indication of the strong support for the objectives of this Centre. As Dean I am pleased to add my support to that of the Faculty Council.

The financial resources listed in section 7 of the proposal will be available to this Centre. As indicated in the proposal the Centre is an evolution of the Design Group in Engineering. Consistent with this evolution, the baseline budget currently allocated to the Design Group will transfer to the proposed Centre. Also available to the Centre will be the budget associated with the NSERC Design Chair (\$1 million over five years) as the Chair holder is the current Associate Dean, Doug Ruth, and will be the Director of the Centre. Engineers-in-Residence (EiR) will be important members of the proposed Centre and the current external funding for two current EiR's (\$480,000 over six years and \$341,000 over three years) is currently managed by the Design Group and will transfer to the proposed Centre.

Sincerely,



Jonathan Beddoes, Ph.D., P.Eng.
Dean of Engineering



Monday, January 20th, 2014

Re: Letter of Support for the proposed Engineering Education Design Centre

To whom it may concern,

I am pleased to write this letter in support of the proposed Engineering Education Design Centre. I have had a number of conversations with Dr. Doug Ruth and feel that the Faculty of Education's participation in the centre would present mutually beneficial opportunities for both our faculties and would serve the greater interest of Engineering graduates as they enter the work force.

Although the primary purpose of the Faculty of Education is to educate teacher candidates to work within the K-12 school system, our professors are also perfectly suited to expose students from all faculties to state of the art pedagogies across professional contexts.

In closing, the Faculty of Education is fully supportive of the Engineering Education Design Centre because we see opportunities for new synergies between our two units. In speaking with Dr. Ruth, we agreed that the Faculty of Education would have an official representative on the Board of the proposed centre and we look forward to continued collaborations between our two faculties.

Please let me know if you require further information on this matter. Feel free to contact my assistant, Tamara Gillam, at 204-474-9001 if you would like to set-up a time to discuss this proposal in person.

Sincerely,

David Mandzuk, Ph.D.
Dean-Faculty of Education
University of Manitoba
Room 225A Education
204-474-9001

Report of the Senate Committee on Instruction and Evaluation RE: Revised Entrance and Continuation Requirements, B.A.(Hons.) in Psychology, Faculty of Arts

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 March 20, 2014 to consider a proposal from the Faculty of Arts to modify the entrance and continuation requirements for the Bachelor of Arts (Honours) in Psychology.

Observations:

1. The Faculty of Arts is proposing changes to the entrance requirements for the Bachelor of Arts (Honours) in Psychology. Currently, students must (i) successfully complete six credit hours in each of four different recognized subject fields, with a minimum grade point average of 3.25 on all courses including failed and repeated courses and (ii) achieve a minimum grade point average of 3.25 in all course(s) in Psychology, including failed and repeated courses. The recognized subject fields are described in section 5.1 of the Faculty of Arts' chapter in the Academic Calendar.

The Faculty is proposing that students be required to (i) successfully complete six credit hours in each of four different recognized subject fields, with a minimum grade point average of 3.50 on all courses including failed and repeated courses, (ii) achieve a minimum grade point average of 3.50 in all course(s) in Psychology, including failed and repeated courses, and (iii) attain a minimum grade of B in PSYC 2260.

2. The Faculty is also proposing that the minimum degree grade point average (DGPA) required to continue in the program be changed from 3.25 to 3.50.
3. One objective of the proposed changes is to manage the size of the B.A.(Hons.) program, for which there is high demand, in order to ensure that the Department of Psychology can continue to provide excellent supervision of Honours students' thesis projects. Approximately 60 students are admitted to the program each year.
4. Taken together, the revised requirements for entrance to, and continuation in, the B.A.(Hons.) in Psychology would also communicate to students a more realistic expectation of the level of academic standing required to undertake graduate studies in this field. It was noted that, typically, the DGPA cut-off for admission to graduate programs in psychology is 4.0 or higher.
5. The Faculty has suggested that the revised entrance requirements would be in keeping with entrance requirements established at other Canadian universities for admission to a B.A.(Hons.) in Psychology.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised entrance and continuation requirements for the Bachelor of Arts (Honours) in Psychology, as proposed by the Faculty of Arts, effective for September 1, 2015.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

| Faculty of Arts

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DATE: November 13, 2013
TO: J. Taylor, Dean, Faculty of Arts
FROM: A. Osborne, Chair, Faculty of Arts Academic Regulations Policy Committee
SUBJECT: Report of the Faculty of Arts Academic Regulations Policy Committee

PREAMBLE

The terms of reference of the above Committee stipulate that it shall recommend to Faculty Council, through the Arts Executive Committee, with respect to undergraduate regulations relating to admission, General, Advanced and Honours degree programs, examinations, grading system, required performance levels and all requirements for receiving degrees. At its meeting of November 6, 2013, the Committee discussed the following item.

Proposal from the Department of Psychology to modify the entrance and continuation requirements for an Honours Degree in Psychology.

Background:

The Honours Program in Psychology is in high demand, and the Department of Psychology wishes to ensure that they offer placement to the highest quality students that will have the grade point average (GPA) acceptable for entry to graduate programs. A change in the GPA required for admission to an Honours program will also result in a decline in the number of students in the program, and thereby enable the Department to continue to provide excellence in supervision for their Honours students. The change in GPA makes the program more consistent with other programs in the country.

The number of Arts students that would not have been admitted to the program for 2012-2013 had the new GPA requirements been in place would be 24 of the 48 students admitted. The number of students that would not have been admitted the previous year would have been 17 of the 41 students admitted.

Recommendations:

That the Academic Calendar entry with respect to 3.3.2 Requirements to the B.A. Honours Degree Program and 3.3.3 Requirements for Continuing in the B.A. Honours Degree Program be changed as follows: [Additions are noted in bold print and strikeouts indicate deletions].

3.3.2 Entrance to the B.A. Honours Degree Program

To enter an Honours Degree program, a student must complete an application form which is available in the Faculty of Arts General Office. Students must have successfully completed six credit hours in each of four different subject fields (see Section 5.1.1), with a minimum grade point average of 3.0 (~~3.25~~ **3.50** for entry to Psychology) on all courses including failed and repeated courses. In addition, students are to have a grade point average of 3.0 (~~3.25~~ **3.50** for entry to Psychology) or better in all course(s) in the intended Honours subject field(s) including failed and repeated courses. **Students applying for Honours Psychology must have a minimum grade of B in PSYC 2260.** Students applying for Honours History must have a grade of “B” or higher in all 3000 and 4000 level History courses.

3.3.3 Requirements for Continuing in the B.A. Honours Degree Program

- 1) Prior to each registration, Honours students must have their courses approved by the department in person, and then by the Faculty of Arts General Office, and cannot make any subsequent changes without receiving prior permission from their department and the Faculty General Office.
- 2) Students admitted to the Faculty of Arts, must by the time they have completed 60 credit hours have successfully completed or be registered for at least three credit hours in a course with significant content in written English and at least three credit hours in a course in mathematics. (See the Chapter General Academic Regulations and Requirements, Appendix A: List of Approved Written English and Mathematics Courses, or search Aurora Student for the course attributes "Written English Requirement" or "Mathematics Requirement.").
- 3) To continue in an Honours Degree program, the student must maintain a degree grade point average of 3.0 (~~3.25~~ **3.50** for Psychology) at each point of assessment on all courses where a final grade is recorded (as well as meet any additional departmental requirements there may be). In order to continue in Honours History students must also maintain a “B” grade or higher in each History course at the 3000 and 4000 levels.

Students who fail to maintain the required minimum degree grade point average are required to withdraw from the Honours Degree program. They will be automatically placed in the General Degree Program and will have the following academic assessment permanently recorded on their transcript: “Required to Withdraw from the Honours Program.” These students may be eligible to apply to the Advanced Degree Program.

Report of the Senate Committee on Instruction and Evaluation RE: Limit on Time in the Preliminary Engineering Program and Students Transiting to Departments, Faculty of Engineering

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 March 20, 2014 to consider a proposal from the Faculty of Engineering to revise its regulations concerning the Limit on Time in the Preliminary Engineering Program and Students Transiting to Departments.

Observations:

1. The Faculty of Engineering is proposing modifications to the wording of two regulations, 3.12 Limit on Time in the Preliminary Engineering Program and 3.13 Students Transiting to Departments, to clarify for students that access to Engineering programs is competitive. The current wording might be understood to mean that students are guaranteed admission to their department of choice. The revised wording makes it clear that there is an application process. There is no change being proposed to the process for transiting to a department.
2. It was noted at the meeting that each department has a particular number of spaces available, which is a factor in determining the DGPA cut-off for the various departments each year. For example, in 2013/2014, the DGPA cut-off for the Department of Electrical and Computer Engineering, which has 120 seats, was 2.88.
3. It was also noted that the majority of students are admitted to the department that they identify as their first choice.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised regulations concerning the Limit on Time in the Preliminary Engineering Program and Students Transiting to Departments, Faculty of Engineering, effective September 1, 2014.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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



To: Nariman Sepheri, Associate Dean (Undergraduate)

From: Dean K. McNeill, Chair

Date: 5 February 2014

RE: Students Transiting to Departments

Please see the proposed modifications to the wording for sections 3.12 and 3.13 of the Faculty of Engineering regulations, as they were approved by Faculty Council on 22 January 2014.

3.12 Limit on Time in the Preliminary Engineering Program

Students admitted to the Faculty of Engineering shall have two years to complete the minimum course requirements and submit ~~a program declaration form for transit an~~ *application for admission* into an Engineering ~~department program~~. In the case of students admitted to the faculty through the Engineering Access Program the limit shall be three years.

Students who fail to meet this criterion shall be required to withdraw from Engineering. Such students may subsequently apply to an engineering program after successfully completing all courses forming the Preliminary Engineering Program.

3.13 Students Transiting to Departments

Students will be accepted into department programs based on the following criteria. Students who have completed 8-12 Preliminary Engineering Program courses by May 1st of each academic year will be ranked and admitted on a competitive basis based on the average of the best eight marks in courses in the Preliminary Engineering Program.

Students transferring in from programs, faculties, colleges, or other institutions will have all courses or equivalent courses that are required in a particular engineering program transferred in, including failed grades ("Ds" and "Fs") in those courses. In addition, if the total number of credit hours attempted by the student in all courses that apply in the Faculty of Engineering meets or exceeds 72, then the ratio of those credit hours passed to hours attempted must be greater than or equal to 75%. Students are advised to consult with the Undergraduate Student Services Office (Engineering) if there is concern as to their standing under this rule.

Direct entry students must ~~complete a program declaration form~~ *submit an application* by May 1st ~~in order to indicate~~ *indicating* their program(s) of choice. Students from University 1 and other faculties must apply by April 1st through the Admissions Office.



Report of the Senate Committee on Instruction and Evaluation RE: Revised Entrance Requirements, B.Sc.(Hons.) in Psychology, Faculty of Science

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 March 20, 2014 to consider a proposal from the Faculty of Science to revise the entrance requirements for the Bachelor of Science (Honours) in Psychology.

Observations:

1. The Faculty of Science is proposing several changes to the entrance requirements for the Bachelor of Science (Honours) in Psychology. The current entrance requirements are as follows
 - a grade of B+ or better in PSYC 1200 (or in both PSYC 1211 and PSYC 1221)
 - a grade of B in six credit hours in courses offer by the Faculty of Science
 - a Grade Point Average of 3.25 or better on their first 24-30 credit hours, with no failed courses
 - introductory courses in Biology, Chemistry, Computer Science, Mathematics, Statistics or Biological Sciences are highly recommended.

The Faculty is proposing that (i) the minimum required grade in PSYC 1200 (or in both PSYC 1211 and PSYC 1221) be revised to "B", (ii) the statement that students cannot have any failed courses be deleted, and (iii) Biology be removed from the list of recommended introductory courses, as Biological Sciences is also included on the list.

2. The changes have been proposed in order to redress an error made when the entrance requirements were initially established and an inconsistency with the Faculty's general entrance requirements, which do not preclude a student with failed courses from entering an Honours program. The change to the list of recommended introductory courses is editorial.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised entrance requirements for the Bachelor of Science (Honours) in Psychology, as proposed by the Faculty of Science, effective September 1, 2014.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

**PSYCHOLOGY
PROGRAM MODIFICATIONS
EFFECTIVE 2014 FALL TERM**

Proposed Change to the B.Sc. Honours Degree in Psychology

Change the Entry requirements for the B.Sc. Honours Degree in Psychology:

Current Entrance Requirements:

To enter the Honours program, students must have obtained a grade of "~~B+~~" or better in PSYC 1200 (or in both PSYC 1211 and PSYC 1221) and a grade of "B" in six credit hours in courses offered by the Faculty of Science. In addition, students must have obtained a Grade Point Average of 3.25 or better on their first 24-30 credit hours ~~and have no failed courses~~. Introductory courses in Biology, Chemistry, Computer Science, Mathematics, Statistics ~~or Biological Sciences~~ are highly recommended.

Proposed Entrance Requirements:

To enter the Honours program, students must have obtained a grade of "**B**" or better in PSYC 1200 (or in both PSYC 1211 and PSYC 1221) and a grade of "B" in six credit hours in courses offered by the Faculty of Science. In addition, students must have obtained a Grade Point Average of 3.25 or better on their first 24-30 credit hours. Introductory courses in **Biological Sciences**, Chemistry, Computer Science, Mathematics **or** Statistics are highly recommended.

Rationale: When the BSc. Honours Psychology program was introduced, an error was made in the original proposal, which indicated that the BA Honours in Psychology required a 3.5 GPA on "Introduction to Major Discipline (min GPA)". The Science proposal suggested that the Arts standard be adopted. Recently the 1999-2000 calendar was reviewed and it was determined that the statement regarding the requirement of a 3.5 gpa was not true. Therefore, we recommend changing the entrance requirements to indicate students require a grade of "B" in PSYC 1200. This would be consistent with other Honours programs in the Faculty of Science.

The statement that students cannot have any failed courses is an old requirement that no longer applies to Science students. The Faculty of Science would allow a student with a failure to enter if they met all of the other requirements.

Listing both Biology and Biological Sciences as highly recommended introductory courses seems redundant. The statement will now match what is listed for the BSc. Major in Psychology.

Report of the Senate Committee on Instruction and Evaluation RE: Proposal for Field Instruction Policy, School of Social Work, Université de Saint-Boniface

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 March 20, 2014 to consider a proposal from the School of Social Work, Université de Saint-Boniface to establish a Field Instruction Policy (*Règlement - Enseignement dans le cadre d'un stage*).

Observations:

1. The School of Social Work, at the Université de Saint-Boniface (USB), is proposing to establish a Field Instruction Policy (*Règlement - Enseignement dans le cadre d'un stage*) that sets out expectations for students who wish to complete their field placement at their place of employment.
2. The policy specifies that, where a student requests to complete a field placement in the student's work place, work undertaken as part of the field placement must be separate from work completed as part of the student's paid employment. In addition, the Field Instructor cannot be the student's employment supervisor.
3. The proposed Field Instruction Policy also includes a Policy on Vaccines (section C. *Politique sur les vaccins*), which describes the vaccinations that the Winnipeg Regional Health Authority (WHRA) requires students have if they will complete a field placement within the WHRA.
4. The proposed policy is modelled after the policy on Field Instruction established by the Faculty of Social Work at the University of Manitoba.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve a Field Instruction Policy (*Enseignement dans le cadre d'un stage*) for the School of Social Work, Université de Saint-Boniface, effective September 1, 2014.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

Motifs de la modification proposée

Les étudiantes et étudiants de l'École de service social ont l'obligation de faire des stages lors de leur formation. Le présent règlement, inspiré de la Faculty of Social Work de l'Université du Manitoba, précise davantage les règlements relatifs aux stages à l'École de service social de l'Université de Saint-Boniface. Le *Règlement : Enseignement dans le cadre d'un stage en milieu de travail* remplacera l'article 5.3.5 Stages à la page 106 de l'annuaire actuel. Une copie du *Règlement : Enseignement dans le cadre d'un stage en milieu de travail* est disponible en ligne : www.école.de.service.social...

ENSEIGNEMENT DANS LE CADRE D'UN STAGE

A. Champs d'intervention et de pratique du travail social

Nous recommandons aux étudiantes et étudiants de s'inscrire à un cours SWRK 4201 ou SWRK 4301 (Champs d'intervention et de pratique du travail social) qui correspond à leur lieu de stage. Tous les étudiants et toutes les étudiantes qui demandent un stage doivent remplir le formulaire des préférences relatives au stage et y joindre un exemplaire à jour (format électronique et sur papier) de leur *curriculum vitae*. Il faut remettre le formulaire et le *curriculum vitae* au moins 75 jours civils avant le début du semestre pendant lequel l'étudiante ou l'étudiant fera le stage. Les étudiantes ou étudiants qui veulent effectuer un stage d'été doivent en faire la demande 40 jours civils avant le début du stage. Nous ne pouvons pas assurer aux étudiants ou aux étudiantes qui ne respectent pas les dates limites qu'ils ou elles pourront effectuer leur stage durant le semestre désiré.¹

B. Stage en milieu de travail²

Objectif de l'enseignement dans le cadre d'un stage : L'enseignement dans le cadre du stage est un élément important du programme de service social et donne aux étudiants et aux étudiantes l'occasion d'apprendre à appliquer les connaissances acquises en classe à des situations réelles d'exercice de la profession auprès de particuliers, de familles ou de collectivités, sous la direction d'un superviseur ou d'une superviseure de stage. L'enseignement en cours de stage comprend ce qui suit :

- a) des occasions pour les stagiaires d'acquérir certaines aptitudes;
- b) des occasions pour les stagiaires de parvenir à intégrer la théorie à la pratique;
- c) de la préparation des stagiaires, ayant acquis les connaissances et aptitudes axées sur les valeurs requises, à l'exercice de la profession de travailleuse ou travailleur social;
- d) du perfectionnement professionnel et une meilleure connaissance de soi;
- e) de la préparation des stagiaires à appliquer leurs connaissances, aptitudes et valeurs acquises dans un lieu de stage en travail social dans une variété d'établissements, auprès de tout un éventail de bénéficiaires et dans diverses situations problématiques.

1.0 Critères d'admissibilité à un stage au lieu de travail

Nous prendrons en compte une demande de suivre le cours SWRK 3151 ou SWRK 4121 sur le lieu de travail du ou de la stagiaire si cette personne se conforme à certains critères :

- 1.1 Le ou la stagiaire doit avoir suivi tous les cours préalables pour le cours de stage auquel il ou elle s'inscrit.
- 1.2 La ou le stagiaire doit s'inscrire à tous les cours associés.
- 1.3 Le ou la stagiaire n'est pas admissible s'il ou elle a déjà échoué un stage.
- 1.4 La ou le stagiaire doit avoir une MPC minimale de 2,5.

¹ Approuvé par le Conseil de la faculté le 24 février 2006.

² Approuvé par le Conseil de la faculté le 25 juin 2008.

- 1.5 Le lieu de travail doit fournir au ou à la stagiaire l'occasion d'utiliser une gamme de connaissances et d'aptitudes, conformément aux exigences du programme de la faculté de service social menant à l'obtention d'un baccalauréat.
- 1.6 Les rôles ou responsabilités ainsi que les objectifs d'apprentissage proposés par l'étudiante ou l'étudiant dans le cadre de ce stage doivent être séparés et distincts de ses tâches d'employé salarié.
- 1.7 La ou le stagiaire doit avoir une superviseure ou un superviseur de stage (exigences minimales du programme de baccalauréat en service social) qui n'est pas la superviseure ou le superviseur habituel de son emploi.

2.0 Procédures de demande pour effectuer un stage à son lieu de travail

L'étudiante ou l'étudiant doit présenter sa demande au coordonnateur ou à la coordonnatrice des stages s'il ou elle désire suivre son cours de stage SWRK 3151 ou SWRK 4121 à son lieu de travail. Cette personne doit présenter une proposition en plus de respecter les autres exigences administratives relatives au stage (telles que résumées dans la section précédente) avant la date limite pour toutes les demandes de stage. La proposition doit comprendre les renseignements suivants et être présentée au coordonnateur ou à la coordonnatrice des stages qui l'examinera et déterminera si le lieu de travail convient à un stage.

- 2.1 L'étudiante ou l'étudiant doit fournir un résumé de son travail salarié, ainsi que de ses rôles et responsabilités au sein de l'établissement.
- 2.2 L'étudiant ou l'étudiante doit fournir des renseignements sur une personne à contacter ou son superviseur ou superviseure actuel.
- 2.3 L'étudiante ou l'étudiant doit fournir deux références de son lieu de travail actuel. Ces personnes doivent être d'accord pour qu'on communique avec elles pour obtenir de plus amples renseignements sur le rendement de la candidate ou du candidat à son lieu de travail.
- 2.4 L'étudiant ou l'étudiante doit rédiger un résumé de son projet de stage, comprenant des objectifs précis d'apprentissage, ainsi que des buts et activités à entreprendre dans le cadre du cours SWRK 3151 ou SWRK 4121. L'apprentissage proposé doit être distinct des tâches pour lesquelles il reçoit un salaire de l'employeur et avoir un caractère unique.
- 2.5 L'étudiante ou l'étudiant doit nommer la personne qui a accepté de faire office de superviseur ou superviseure de stage et être en mesure de confirmer ses compétences (BSS ou MSS). Cette personne ne peut pas être celle qui supervise habituellement l'étudiant ou l'étudiante dans les tâches pour lesquelles il ou elle reçoit présentement un salaire.
- 2.6 L'étudiante ou l'étudiant assume la responsabilité de négocier la possibilité d'effectuer son stage à son lieu de travail avec son employeur. Au besoin, c'est également l'étudiant ou l'étudiante qui doit fournir les documents confirmant l'acceptation des modalités ci-dessus par l'employeur.

3.0 Autres lignes directrices

- 3.1 Il se peut qu'on rencontre l'étudiante ou l'étudiant en entrevue, de même que les représentants de son lieu de travail, avant de prendre la décision d'accepter ou de refuser le lieu de stage proposé.
- 3.2 Un ou une stagiaire qui reçoit un salaire (cachet, paie, subvention) à son lieu de stage (SWRK 3151 ou SWRK 4121) ne doit pas avoir occupé ce poste avant d'avoir accepté le stage. Toutefois, si l'étudiant ou l'étudiante occupe un poste rémunéré à un organisme et demande un stage à cet organisme, celui-ci ou celle-ci doit s'assurer de respecter les critères de la section 1.0 et les procédures de la section 2.0.
- 3.3 La faculté se réserve le droit d'examiner les contrats et ententes particulières et de déterminer si des exigences supplémentaires s'appliqueront.
- 3.4 Si la coordonnatrice ou le coordonnateur de stage doute de la pertinence du lieu de travail proposé pour un stage, elle ou il consultera le comité du programme de BSS pour prendre une décision définitive.

C. Politique sur les vaccins³

Tous les étudiants et étudiantes en service social qui font leur stage dans un établissement de l'ORSW doivent s'informer auprès du superviseur ou de la superviseuse de stage du lieu de stage des vaccins particuliers requis, le plus tôt possible durant la démarche, et de prendre les mesures qui s'imposent pour se conformer à cette politique. Depuis mars 2013, la politique de l'ORSW pour tous stagiaires ayant un lieu de stage et est la suivante :

1. Les stagiaires doivent organiser un rendez-vous avec le Centre de santé au travail situé à le site du lieu de stage afin de compléter un test cutané Mantoux à la tuberculine; et
2. Les stagiaires devront fournir la preuve qu'ils ont été vaccinés ou ont déjà manifesté la maladie dans les cas suivants de maladies transmissibles, avant de commencer le stage : rubéole, rougeole, oreillons et varicelle/picote.

D. Politique de retrait volontaire des cours de formation à la pratique du terrain

Les étudiantes et étudiants ont le droit de se retirer sans préjudice académique une fois du cours SWRK 3151 (Formation à la pratique du terrain I) et une fois du cours SWRK 4121 (Formation à la pratique du terrain II).⁴ Une étudiante ou un étudiant avec plus d'un retrait du cours SWRK 3151 ou plus d'un retrait du cours SWRK 4121 sera tenu de se retirer de la Faculté du service social.

Si l'étudiante ou l'étudiant se retire du cours SWRK 3151 Formation à la pratique du terrain I ou du cours SWRK 4121 Formation à la pratique du terrain II, l'École retirera automatiquement cette étudiante ou cet étudiant des cours concomitants, Champs d'intervention et de pratique du travail social, SWRK 4201 ou SWRK 4301.

E. Déclaration de la Faculté et obligations des élèves – Lieu de stage sur le terrain⁵

³ Politique de vaccination de l'ORSW – Exigences relatives aux stages en date du mois mars 2013.

⁴ Autorisé par le Sénat en juin 2007. Modifié et approuvé par Faculty Council mars 2013.

⁵ Approuvé par Faculty Council – 29 octobre 2010.

L'étudiante ou l'étudiant est responsable de ce qui suit:

- La réussite des cours préalables au placement sur le terrain;
- L'examen des documents écrits liés aux stages et la participation à des séances d'orientation à la préparation de la demande des stages;
- La soumission d'un formulaire de préférence complété (y compris le curriculum vitae) dans la demande des lieux de stages par la date d'échéance déterminée;
- La conduite professionnelle pendant le processus d'entrevue ;
- le suivi prompt avec le lieu de stage et / ou le personnel du programme des stages tel que requis dans la période précédant la confirmation du lieu de stage;
- La réalisation de toutes les conditions spécifiques au lieu de stage (comme la vérification des antécédents judiciaire de la maltraitance des enfants, vérification du casier judiciaire, permis de conduire , le résumé de conduire et la politique sur les vaccins de l'ORSW) avant le début du stage pratique; et
- L'inscription au cours concomitant, Champs d'intervention et de pratique du travail social I ou II avant le début du stage.

L'École de service social est responsable de fournir l'étudiante ou l'étudiant avec les ressources suivantes :

- Les attentes du cursus incluant les objectifs d'apprentissage ;
- Le manuel des stages des étudiants ;
- Les coordonnées du personnel du programme des stages ;
- Les matériaux reliés à la préparation et l'orientation aux stages ; et
- Exigences du processus de demande des préférences des lieux de stages, d'aiguillage et de confirmation.

Le coordinateur ou la coordinatrice des stages est la ou le professeur attiré du cours Formation à la pratique du terrain 1 (SWRK 3151) et du cours Formation à la pratique du terrain II (SWRK 4121). Alors que l'École est chargé d'aider à obtenir un stage raisonnable pour l'étudiante et l'étudiant, il est important de noter que l'étudiante ou l'étudiant n'est pas garanti confirmation d'un lieu de stage sur la seule base de l'achèvement de cours préalables. Les étudiantes ou étudiants doivent faire preuve de bonne volonté pour la pratique dans le processus d'obtention d'un stage. Si des préoccupations sont soulevées concernant le comportement, le jugement de l'étudiante ou de l'étudiant, ou de sa pratique et / ou si l'étudiante ou l'étudiant démontre des difficultés dans ses tentatives pour atteindre confirmation d'un lieu de stage suite à sa performance dans le processus d'entrevue du stage, le coordinateur ou la coordinatrice des stages et la sous-doyenne ou le sous-doyen du programme de premier cycle de la Faculté vont déterminer quelles mesures supplémentaires peuvent être prises pour résoudre cette question, ou peuvent déterminer l'étudiante ou l'étudiant n'est pas actuellement prêt à répondre aux exigences des stages.

F. Notes cumulatives pour la demande des stages pratiques

Les étudiantes et étudiants doivent avoir réussi une note cumulative en travail social de 2,50 ; et
Complété les cours de fondements préalables en vue de procéder à une demande de stage.

Dans le cas où une étudiante ou étudiant ne répond pas à ces exigences, leur situation peut être portée devant le Comité de permanence de la Faculté pour une considération spéciale de leur admissibilité.⁶

⁶ Approuvé par Faculty Council, 22 mars 2013.

April 8, 2014

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Graduate Studies Council Bylaws

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on April 8, 2014 to consider proposed changes to the Faculty of Graduate Studies Council Bylaws, as recommended by the Faculty.

Observations

1. The Faculty of Graduate Studies revised its Faculty Council Bylaws, which were forwarded to the Senate Committee on Rules and Procedures for review.
2. The Faculty of Graduate Studies proposed that the "University Registrar or designate" be added as a non-voting member of its Faculty Council, as the Registrar could provide valuable input regarding such matters as new program proposals and program changes.
3. The Senate Committee on Rules and Procedures reviewed the revised Faculty of Graduate Studies Council Bylaws. No concerns were expressed by the Committee regarding these changes.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised Faculty of Graduate Studies Council Bylaws be approved by Senate.

Respectfully submitted,

Dean J. Doering, Chair
Senate Committee on Rules and Procedures

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

Feb. 11, 2014

Report of the Faculty Council of Graduate Studies on Program 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. The Faculty Council of Graduate Studies met on February 11, 2014 to consider a proposal from the Faculty of Graduate Studies.

Observations:

1. The Faculty of Graduate Studies proposes to add the "University Registrar or designate" as a non-voting member on its Faculty Council. The Registrar can provide valuable input regarding new program proposals, program changes, etc. See attached Terms of Reference.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated February 11, 2014] to amend the Terms of Reference of the Faculty of Graduate Studies Council.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

Faculty of Graduate Studies

Faculty Council By-Laws

Membership

Notwithstanding the provision of the general by-law, the following shall be members of the Faculty Council of Graduate Studies:

- a) the President or his/her designate;
- b) the Provost or his/her designate;
- c) the dean of the Faculty of Graduate Studies;
- d) the associate deans of the Faculty of Graduate Studies;
- e) deans of faculties (or designates) and directors of schools (or designates) within the University which house graduate programs;
- f) faculty graduate chairs, where such positions exist, and the coordinator of the Master's program at Université de Saint Boniface;
- g) representatives of unit graduate programs, normally the graduate chair;
- h) the University Librarian;
- i) nine (9) students selected by the Graduate Students' Association.
- j) the University Registrar or his/her designate (non-voting)

Membership Selection

The membership of Faculty Council shall be as follows:

- a) every unit offering a graduate program shall appoint one (1) faculty member, normally the graduate chair, to sit on Faculty Council;
- b) one (1) representative shall be elected in a manner established by the Graduate Students' Association Council by and from each of the following five functional areas as defined by the G.S.A.C:
 - Humanities,
 - Health Sciences,
 - Social Sciences,
 - Agricultural Sciences, and
 - Natural Sciences;any student who is registered in a degree program in the Faculty of Graduate Studies shall be eligible for election to the Faculty Council; and
- c) four (4) additional student representatives shall be elected by and from the Graduate Students' Association Council in a manner established by that council.

Meetings

- a) The Faculty Council shall meet at least once each term.
- b) The Dean or his/her designate shall be the presiding officer at all meetings.
- c) Meetings of the Faculty Council shall be called at the discretion of the Dean of the Faculty of Graduate Studies or on the written request of twenty-five (25) members of Council.
- d) At least fourteen (14) days' written notice of any regular meeting shall be given and at least seven (7) days' notice of any special meeting.
- e) The quorum necessary for the transaction of business at any meeting shall be twenty-five (25) members.
- f) In addition to the elected members, Council meetings shall be open to all other members of the Faculty of Graduate Studies, who shall have the right to be recognized and to take part in debate, but not to propose motions or to vote.
- g) Council meetings shall also be open to observers, subject to the Council moving into closed session by the vote of a simple majority of those members in attendance and

voting.

Powers to Act

In addition to the powers set forth in the general by-law, the Faculty Council of Graduate Studies shall have power:

- a) To exercise all responsibility for the enrolment of graduate students in accordance with regulations governing their admission.
- b) To recommend the appointment of adjunct and honorary professors.
- c) To conduct elections in accordance with the provisions contained in Membership Selection.
- d) To delegate from time to time to the Faculty of Graduate Studies Executive Committee, either conditionally or unconditionally and either exclusively or concurrently, any of the powers set forth herein and in the general faculty and school council by-law.
- e) To determine the number or proportion of student representatives on committees of the Faculty Council.

Approved by:
Faculty Council 30 April 2013
SORP 24 May 2013
Senate 19 June 2013

April 8, 2014

Report of the Senate Committee on Rules and Procedures Regarding Clarification to the Senate Rules with respect to Designates/Proxies at Senate and the Eligibility of Those in Acting Roles

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on April 8, 2014 to consider clarifications to the Standing Rules of Senate relating to designates/proxies for *ex-officio* members of Senate.

Observations

1. Questions have recently been raised with respect to the assignment of designates/proxies for members of Senate, in particular with respect to the role of someone in an acting position exercising *ex-officio* rights as a member of Senate.
2. *The University of Manitoba Act* (the "Act") does not provide for designates of *ex-officio* members, except in the case of the Deputy Minister of Education. In keeping with the spirit of the Act, *ex-officio* members should not be able to send designates or proxies under the Standing Rules. However, after consultation with the Chancellor, who determines questions of Senate membership under the Act, it was clarified that when a person is formally appointed to a role, such as Acting Dean, for a period of time, the person would be exercising the office and would then be entitled to the *ex-officio* membership on Senate.
3. In cases where a Dean or other *ex-officio* member of Senate would not be able to attend Senate, and an item on the Senate agenda would need to be addressed from the area led by the *ex-officio* member, a provision is needed to enable a delegate to speak to the issue at hand, but not to transfer voting rights.
4. Therefore, the following revisions to the Standing Rules of Senate are proposed:

From the Standing Rules of Senate Relating to Members Elected under Section 27 of the Act (current wording)	Proposed New Wording
<p>10. Designates</p> <p>There is no provision for individual members or assessors on Senate to name a delegate to their position. The only exception to this is the Deputy Minister of Education as provided for in Section 26(1)(q) of <i>The University of Manitoba Act</i>.</p>	<p>10. Designates/Proxies</p> <p>There is no provision for individual members or assessors on Senate to name a designate or proxy to their position. The only exception to this is the Deputy Minister of Education as provided for in Section 26(1)(q) of <i>The University of Manitoba Act</i>.</p> <p>An individual formally appointed by the Board of Governors or on its behalf to serve in an acting capacity in an office that includes <i>ex-officio</i> membership on Senate is entitled to sit as an <i>ex-officio</i> member of Senate. This section does not apply to individuals named to an acting role by the incumbent during short periods of absence from the University.</p> <p><i>Ex-officio</i> members of Senate may assign a non-voting delegate to attend an open session on their behalf in order to respond to questions that may arise.</p>

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the revisions to section 10 of the Standing Rules of Senate Relating to Members Elected under Section 27 of *The University of Manitoba Act*.

Respectfully submitted,

Dean J. Doering, Chair
Senate Committee on Rules and Procedures

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



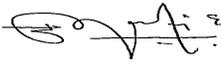
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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: April 10, 2014

SUBJECT: Periodic Review of Research Centres and Institutes: Institute of Cardiovascular Sciences (ICS)

Attached is the report on the Institute of Cardiovascular Sciences (ICS) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis
Encl.

Cc: Dean Brian Postl
Dr. Pawan Singal

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
ON THE REVIEW OF THE
INSTITUTE FOR CARDIO VASCULAR SCIENCES (ICS)

Preamble:

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis, but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in section 2.3.1 of the Policy, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contained:
 - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - a five-year plan which identifies future research directions and development strategies;
 - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
 - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this Sub-Committee was as follows:

CHAIR: Dr. James Blatz, Assoc. Vice-President (Partnerships), Office of VPRI

MEMBER: Dr. Janice Ristock, Vice-Provost (Academic Affairs)

MEMBER: Dr. Anthony Iacopino, Dean, Faculty of Dentistry

3. The assessment of the Sub-Committee was as follows:

(a) The extent to which the research centre/institute has fulfilled:

- (i) The general objectives of research centres/institutes as stipulated under the Policy; and
- (ii) Its specific objectives, as indicated on its establishment;

The goals/objectives are clearly defined (provides education and training to undergraduate/graduate students, research fellows, and visiting scientists; facilitates collaboration between basic and clinical science disciplines; and serves as a network and source of information for the practicing community) and clearly meet both the general objectives of research centres/institutes as stipulated in the policy and the specific objectives of the Institute indicated in its prior planning. It is strongly supported by the College of Medicine and has developed an excellent partnership with Saint Boniface Hospital. There has been a steady growth in membership with 14 investigators that now have full-time faculty appointments and another 130 individuals with full-time or part-time research staff status.

(b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

- It has attained a national/international reputation with 256 peer-reviewed publications in the five year review period.
- More than 280 invited talks at conferences by its members.
- 125 difference recognitions/awards for its members (including trainees).
- Over 50 trainees have been involved with the Institute including over 30 that have acquired MSc or PhD credentials during the review period.
- Almost \$25M in total external funding attracted by the members of the institute in the review period.
- Institute has hosted 29 visiting academics to work with various members.
- A number of international activities including members being involved with heart conferences in 14 countries around the world.
- National node for the IMPACT training program.

Future plans for the institute represent a rational and reasonable extension of current activities and initiatives. Some of the specifics outlined in the plan include:

- The institute has established a meaningful knowledge translation arm and it is clear that various dissemination activities will continue to expand in number and scope.
- Increased involvement in the basic science component of clinical trials on the Cardiac Sciences program.
- Building and supporting the new Canada Italy Tissue Engineering Laboratory (CITEL)
- Continue the productivity in training at approximately 15 students per year.
- Host on international or national conference to continue to place the University of Manitoba as a leader in the field of Cardiovascular Sciences.

(c) Its current and projected financial viability.

The Institute is self-sustaining with regard to budget as it operates through external funding and does not rely on university financial support (currently over \$25 million in various types of external support with almost \$8 million in CIHR funding). It has a demonstrated track record of acquiring funding for symposia, workshops, and research projects with participation of top scholars/scientists from around the world. Many of the members have been successful in obtaining significant funding from government and industry. They have active independent research laboratories containing state-of-the-art equipment obtained through external support. Additionally, they have cultivated collaborations with other research groups nationally and internationally that will continue to ensure their financial success.

The institute maintains highly structured and functional advisory bodies and has made a significant community service and public policy impact. The administrative/management group of the institute is highly organized and active hosting regular scientific and business meetings for members as well as a formal annual meeting. These will also contribute to the continued financial sustainability of the institute.

Recommendation:

THAT the *Institute for Cardiovascular Sciences (ICS)* be renewed for a term of 5 years, from May 13, 2014 through May 12, 2019.

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

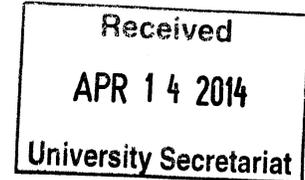


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April 11, 2014



Mr. Jeff Leclerc
University Secretary
308 Administration Building
University of Manitoba

Dear Mr. Leclerc,

The *Public Libraries Act* provides for the appointment of a Public Library Advisory Board (PLAB) to advise and make recommendations to the Minister on all matters falling under the Act. The Board consists of up to six members, all appointed by Order-in-Council. One of these six, according to Section 2 of *The Public Libraries Act, C.C.S.M. c. P220*, is to be appointed from among persons nominated by the Senate of the University of Manitoba. Unless a shorter term is fixed by the Lieutenant Governor in Council, an appointee shall hold office for three years from date of appointment.

Since 2012, Karen Adams has served in this role and has indicated her willingness to serve another term. I am requesting that Senate nominate Karen Adams to a further three-year term.

Ms. Adams has been the University Librarian at the University of Manitoba since July 1, 2008 and has extensive experience and expertise in the field. She has served in a variety of roles including as the Director of Library Services and Information Resources for the University of Alberta, as the Executive Director of the Canadian Library Association, and as Saskatchewan Provincial Librarian. She also served for four years as Director of Public Library Services for the Government of Manitoba.

I would like to express my appreciation to the Senate of the University of Manitoba for its consideration of this request.

Sincerely,

David T. Barnard, Ph.D.
President and Vice-Chancellor

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

