

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, June 25, 2014
1:30 p.m.

AGENDA

- I MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none
- II ELECTION OF SENATE REPRESENTATIVES**
1. **To the Senate Executive Committee** Page 4
 2. **Election of a Student Member to the Senate Executive Committee** Page 6
- III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**
1. **Correction to the Report of the Senate Committee on Curriculum and Course Changes [March 27, 2014]** Page 7
 2. **Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes RE: Department of Biochemistry and Medical Genetics and Asper School of Business [April 23, 2014]** Page 10
 3. **Report of the Senate Committee on Approved Teaching Centres [May 29, 2014]** Page 13
- IV MATTERS FORWARDED FOR INFORMATION**
1. **Report of the Senate Committee on Awards – Part A [May 20, 2014]** Page 16
 2. **Report of the Senate Committee on Awards [May 27, 2014]** Page 25
 3. **Reports of the Senate Committee on Curriculum and Course Changes**
 - a) **RE: Audit of the University’s Academic Programs** Page 30
 - b) **RE: Changes to COPSE Approval Process** Page 53
 4. **Report of the Senate Committee on Instruction and Evaluation RE: Update from the Academic Integrity Working Group** Page 59
 5. **In Memoriam: Dr. Renate Eigenbrod** Page 75

6.	<u>In Memoriam: Dr. Bonnie J. Trodden</u>	Page 77
7.	<u>Items Approved by the Board of Governors, on April 22, 2014</u>	Page 78
8.	<u>Items Approved by the Board of Governors, on May 20, 2014</u>	Page 79
V	<u>REPORT OF THE PRESIDENT</u>	Page 80
VI	<u>QUESTION PERIOD</u>	
	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.	
VII	<u>CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 14, 2014</u>	
VIII	<u>BUSINESS ARISING FROM THE MINUTES</u> - none	
IX	<u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u>	
1.	<u>Report of the Senate Executive Committee</u>	Page 87
2.	<u>Report of the Senate Planning and Priorities Committee</u>	
a)	The Chair will make an oral report of the Committee's activities.	
b)	<u>RE: a Proposal for the Merger of the Department of Family Social Sciences and the Department of Community Health Sciences</u>	Page 89
X	<u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u>	
1.	<u>Report of the Senate Committee on Awards – Part B [May 20, 2014]</u>	Page 106
2.	<u>Proposal from the Faculty of Graduate Studies for a Master of Social Work in Indigenous Knowledges</u>	Page 112
a)	<u>Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes</u>	Page 190
b)	<u>Report of the Senate Planning and Priorities Committee</u>	Page 193

3. **Reports of the Senate Committee on Admissions**
- a) RE: Proposed Requirements for Adult Abuse Registry Check and Respiratory Mask-Fit Testing, Bachelor of Nursing Program, College of Nursing Page 196
- b) RE: Revisions to the Special Consideration Category, College of Nursing Page 200
- c) RE: Proposed Requirement for Adult Abuse Registry Check, College of Pharmacy Page 207
- d) RE: Revisions to the Special Consideration Category, College of Pharmacy Page 209
4. **Reports of the Senate Committee on Instruction and Evaluation**
- a) RE: Revised Policy and Procedures Concerning FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension, and Dismissal, College of Medicine Page 211
- b) RE: Proposed Promotion and Failure Policy, College of Medicine Page 234
- c) RE: Revised Deferred Examination Policy, College of Medicine Page 247
- d) RE: Revised Supplemental Examinations Policy, College of Medicine Page 262
- e) RE: Proposal for a Professional Unsuitability By-law, School of Social Work, Université de Saint-Boniface Page 276
- f) RE: Revised Progression Rules, School of Dental Hygiene Page 287
- g) RE: Revised Regulations Regarding First Class Honours, School of Art Page 301
5. **Report of the Senate Committee on Academic Dress** Page 304
6. **Report of the Senate Committee on Nominations** Page 306

XI **ADDITIONAL BUSINESS**

XII **ADJOURNMENT**

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

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. Two Senators are to be elected as follows:

- (a) 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;
- (b) one Senator for a six-month term (July 1, 2014 to December 31, 2014) as a leave replacement for Professor Tammy Ivanco;
- (c) Eligible for election are members of Senate elected by faculty/school councils;
- (d) Presently serving:

Prof. Mary Brabston	(Management)	2015
Prof. Emily Etcheverry	(Medical Rehabilitation)	2015
Prof. Diana McMillan	(Nursing)	2015
Prof. John Anderson	(Science)	2016
Prof. Judith Anderson	(Science)	2016
Prof. Tina Chen	(Arts)	2017
Prof Tammy Ivanco	(Arts)	2017

3. (a) One Senator is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools for a three-year term (June 1, 2014 - May 31, 2017) to replace Dean Brian Postl, whose term expired on May 31, 2014;
- (b) Eligible for election are:
- (i) Vice-Presidents: P. Kochan, J. Kearsy 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
 - (iii) Dean Postl is eligible for re-election
- (c) Presently serving:
- | | | |
|---------------------|-----------------|------|
| 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 two 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: Correction to the Report of March 27, 2014

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. The Senate Committee on Curriculum and Course Changes has not met since last reporting to Senate. The current report includes a correction to the Report of March 27, 2014.

Observations:

1. Subsequent to the May 14, 2014 Senate meeting, it was noted that the program charts describing the current and revised curricula for Years 3 and 4 of the Bachelor of Fine Arts (Honours) in Art History had been omitted from the Report of the SCCCC. To redress the omission, the program charts, describing proposed program modifications for all four years of the program, are attached to this report.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT modifications to the Bachelor of Fine Arts (Honours) in Art History be approved by Senate.

Respectfully submitted,

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

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

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

BFA Art History Honours Degree (revised, 120 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
	<u>Choose one of the Following:</u>	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

Year 4 (30 credit hours)

Course Number	Credit Hours
Art History Electives**	18
Other Academic and/or Studio Electives**	12
	30

BFA Art History Honours Degree (revised, 120 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
	<u>Choose one of the Following:</u>	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

Year 4 (30 credit hours)

Course Number	Credit Hours
Art History Electives***	18
Other Academic and/or Studio Electives***	12
	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.

***Honours students wishing to take more than 18 credit hours of Art History may use their academic electives to do so.

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 Biochemistry & Medical Genetics (Medicine) and the Asper School of Business.

Observations

1. The **Dept. of Biochemistry & Medical Genetics** proposes the deletion of one (1) course and the introduction of four (4) courses. **IMED 7110** is proposed as there are presently no courses on teaching and learning that are specifically developed and adapted for doctoral student in Bioscience to acquire teaching skills as future science faculty. **IMED 7210** is proposed as it would present an opportunity for students to learn about novel and important concepts in epigenetic mechanisms topics in detail and depth. There are presently no such courses and given the multidisciplinary nature of the course, it would be open to graduate students from other departments with relevant research interests. **IMED 7240** is being deleted and split into **IMED 7242** and **IMED 7244**. Feedback from students taking 7240 indicated that aspects of the course were redundant and did little to further their knowledge base. Splitting the course into two 1.5 credit hour courses offers students (within and outside the Dept. of Biochemistry & Medical Genetics) the opportunity to take the course that will complement their previous training and provide training most relevant to their degree.

Course Deletion

IMED 7240 Nucleic Acids: Manipulation, Structure & Function

-3

Course Introductions

IMED 7110 Foundations of Scientific Teaching in Bioscience Education

1.5

This course has been designed to provide doctoral students with an overview of evidence-

based principles of learning and teaching, and to enable them to incorporate these principles into the scientific teaching theory, within the context of Bioscience education. The course also prepares the students, as future faculty, to think about learning and teaching as a scholarly endeavor.

IMED 7210 Epigenetics in Development and Human Disease 1.5

Emphasis on current understanding about the dynamic mechanisms that instruct when and where genomic DNA is turned on or off. We will discuss the epigenetic mechanisms that control differentiation of specialized cell types during development. Additionally, this course will highlight recent advancements on the impact of epigenetics in neurodevelopmental diseases with regards to the etiology, progression, diagnosis and treatment. In this respect, application of stem cell biology in regenerative medicine, genome-wide genetic-epigenetic strategies and gene therapy approaches will be discussed. Prerequisite: A basic course in biology, or consent of instructor.

IMED 7242 Nucleic Acids: Structure and Function in normal development and diseases 1.5

This course is designed to provide students with a basic knowledge on nucleic acids structure and function. It will highlight how DNA and RNA contribute to the mechanisms and underlying normal development as well as pathologies including cancer and genetic diseases. To be fully beneficial for the student, it is highly recommended that this course been taken together with IMED 7244.

IMED 7244 Nucleic Acids: Manipulation in Biomedical Research 1.5

This course is designed to provide students with a basic knowledge on nucleic acids manipulation. It will highlight how DNA and RNA can be modified and used in Biomedical Research. To be fully beneficial for the student, it is highly recommended that this course been taken together with IMED 7242.

NET CREDIT HOUR CHANGE **+3**

2. The **Asper School of Business** has been granted informal permission by the Registrar's Office to run **IDM 7060** (deleted at Senate in December, 2013) for one more academic year in 2014-15. This is to allow a very small handful of MBAs who started the course in 2013-14 and have CO grades in the course to complete it in 2014-15. This course will be withdrawn at the end of summer 2015 term.

Recommendations

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

Dept. of Biochemistry & Medical Genetics (Medicine)

Asper School of Business

Respectfully submitted,

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

/ak

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

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2014-2015

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2.
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College and by the Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2014-2015.

Observations

1. Booth University College

The Committee considered cross-registered courses to be offered by Booth University College in the 2014-2015 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

2. Prairie Theatre Exchange

The Committee reviewed cross-registered courses to be offered by the Prairie Theatre Exchange in 2014-2015 and proposed instructors, as set out in Appendix A. Approval has been received from the Department of English, Film, and Theatre.

3. The University Secretary's Office will advise the appropriate departments and the SCATC when instructors for the courses Spoken Voice and PSY 260 Abnormal Psychology have been appointed by the Prairie Theatre Exchange and Booth University College, respectively.

Recommendations:

The Senate Committee on Approved Teaching Centres recommends:

THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors, as outlined in Appendix A [May 29, 2014].

Respectfully submitted,

Senate Committee on Approved Teaching Centres

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

APPENDIX A

Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2014-2015

Table 1 – Booth University College

U of M Dept, School or Faculty	Course No.	Booth University College
English, Film, and Theatre	ENGL 1200	Representative Literary Works (ENG 107) - Franklyn Hyde
	ENGL 1300	Twentieth Century American Literature (ENG 269) - Michael Boyce
Psychology	PSYC 3460	Abnormal Psychology (PSY 260) - TBA
Religion	RLGN 1420	Religious Ethics (PHI 281) - Aimee Patterson
	RLGN 2160	Biblical Foundations Old Testament (REL 200) - Roy Jeal
	RLGN 2170	Biblical Foundations New Testament (REL 201) - Roy Jeal
	RLGN 2160	The Pentateuch (REL 302) - David Lewycky
	RLGN 3800	Hebrew Bible Prophets (REL 303) - Donald Burke
	RLGN 3240	Jesus of Nazareth (REL 310) - Roy Jeal
	RLGN 3780	Paul the Apostle (REL 311) - Roy Jeal
	RLGN 2050	Christian Thought from Augustine to the Reformation - Andrew Eason
	RLGN 3780	Selected Topics in Religion: Minor Prophets (REL 395) - Bruce Power
	RLGN 3780	Selected Topics in Religion: Interpreting the Parables (REL 395) - John Stafford
	RLGN 3780	Selected Topics in Religion: The Letter to the Romans (REL 395) - Roy Jeal
Sociology	SOC 1200	Introduction to Sociology (SOC 100) - Caitlin Forsey

Table 2 – Prairie Theatre Exchange School

U of M Dept, School or Faculty	Course No.*	Prairie Theatre Exchange School
English, Film, and Theatre	Term 1	Audition - John B. Lowe
	Term 1	Outside to Inside Voice - Brenda Mclean
	Term 1	Spoken Voice - TBA
	Term 1	Stage Fighting - Rob Borges
	Term 1	Voice Over Level 1 - Curtis Moore
	Term 1 and 2	Acting on Camera - Curtis Moore
	Term 1 and 2	Finding Funny - Jane Testar and Cara Lytwyn
	Term 1 and 2	Improvisation - Robyn Slade with Stephen Sim
	Term 1 and 2	Musical Theatre - Erin McGrath
	Term 2	Voice Over Level 2 - Curtis Moore

* Students who complete two special workshops in the fall term will receive credit for THTR 2170. Students who complete two special workshops, one in the fall term and one in the winter term, will receive credit for THTR 2490.

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 May 20, 2014 the Senate Committee on Awards approved nine new offers, five amended offers, and the withdrawal of five awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 20, 2014).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve nine new offers and five amended offers, and the withdrawal of five awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 20, 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 May 20, 2014

1. NEW OFFERS

Applied Health Sciences PhD Program Entrance Scholarship

The Applied Health Sciences PhD program offers an annual contribution of \$1,000 to offer an entrance scholarship for the PhD program. The Applied Health Sciences PhD program is a multi-unit, research-based program with participating academic units in different faculties at the University of Manitoba. The purpose of this scholarship is to support the highest ranked student entering the Applied Health Sciences PhD program. Beginning in 2014-2015, one scholarship valued at \$1,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of the Applied Health Sciences PhD program at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 (or equivalent) on the previous 60 credit hours of study;
- (3) has demonstrated excellent research skills and productivity throughout his/her Master's program and professional career and has shown excellent research potential.

The successful applicant will be selected based on the materials provided in the application for admission to the Applied Health Sciences PhD program.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year that this scholarship will not be offered.

The selection committee will be named by the Dean of the Faculty of Graduate Studies (or designate) and will include the Applied Health Sciences PhD program director (or designate) as well as one faculty member from all four units that make up the program.

Bill and Iris Brisbin Bursary

Dr. William (Bill) Brisbin, Professor Emeritus of Geological Sciences, has established an endowment fund at the University of Manitoba with an initial gift of over \$10,000. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to support students pursuing studies in Geological Sciences. Beginning in the 2014-2015 academic year, the available annual income will be used to offer one bursary to a student who:

- (1) is a Canadian citizen or Permanent Resident;
- (2) is enrolled:
 - (a) full-time (minimum 60% course load) in the third or fourth year of study with a declared Major in Geological Sciences in the Bachelor of Science degree program in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba; or
 - (b) full-time in a Masters or doctoral program in the Faculty of Graduate Studies offered by the Department of Geological Sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- (3) has achieved a minimum degree grade point average of:
 - (a) 2.5 for undergraduate students; or
 - (b) 3.0 (or equivalent) in the previous 60 credit hours of study for graduate students;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Department of Geological Sciences Awards Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

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.

Dr. Claude Castonguay, C.C., O.Q. Graduate Bursary

An endowment fund, valued at \$66,686, was established in 2013 in honour of Dr. Claude Castonguay, C.C., O.Q. who received an honorary degree from the University of Manitoba in 1980. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide financial support to graduate students. Beginning in the 2014-2015 academic year, the available annual interest from the fund will be used to offer one or more bursaries to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in any Master's or doctoral program offered at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by the Director of Financial Aid and Awards (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.

Global Political Economy Bursary

Kevin Morris (B.A. (Adv.)/10) has established an endowment fund at the University of Manitoba with an initial gift of \$10,000 in 2011. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will be used to provide financial support for students enrolled in the Global Political Economy program at the University of Manitoba. Beginning in 2014-2015, the available annual interest from the fund will be used to offer one renewable bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the Advanced Degree option of the Global Political Economy program in the Faculty of Arts at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is renewable for an additional year provided the recipient:

- (1) is enrolled full-time (minimum 60% course load) in the Advanced Degree option of the Global Political Economy program in the Faculty of Arts at the University of Manitoba;
- (2) maintains a minimum degree grade point average of 2.5;
- (3) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

Only one student may hold the bursary at a time.

In the event that a recipient does not qualify for the renewal another student meeting the first set of eligibility criteria may be selected to receive the bursary.

The selection committee will be the Global Political Economy Steering Committee, including the Coordinator of the Global Political Economy program (or designate).

Kim Clare Bursary

In memory of Kim Clare (B.S.W./74), Kathy Jones and numerous friends and family have established an endowment fund at the University of Manitoba in 2014. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to support undergraduate students pursuing studies in the Inner City Social Work program in the Faculty of Social Work. Beginning in the 2016-2017 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 the second year of the Inner City Social Work Program in the Faculty of Social Work at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The Dean of the Faculty of Social Work (or designate) will ask the Director of the Inner City Social Work Program (or designate) to 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.

Lily Gilmore Rosenberg Bursary in Management

In memory of his wife, Mrs. Lily (Gilmore) Rosenberg, Dr. Albert Rosenberg will make an annual contribution valued at \$1,000 to the University of Manitoba for a five year term to offer the Lily Gilmore Rosenberg Bursary in Management. The purpose of the award is to provide support to undergraduate students at the I.H. Asper School of Business. Beginning in 2014-2015 and ending in the 2018-2019 academic year, one bursary valued at \$1,000 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% full course load) in the I.H. Asper School of Business in the Bachelor of Commerce (Honours) degree program 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.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate).

Rossbrook House Bursary

An anonymous donor will provide an annual contribution of \$500 to the University of Manitoba to offer a bursary for students who have participated in programs at Rossbrook House in Winnipeg, Manitoba. The purpose of the award is to help remove some of the financial barriers associated with a post-secondary education. Beginning in 2014-2015, one bursary valued at \$500 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in any school or faculty at the University of Manitoba;
- (2) has a record of satisfactory academic achievement which is defined as:
 - (a) for first year students, a minimum entering average of 70 percent on those courses used for admission;
 - (b) for continuing students, a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

Applicants for this bursary will be required to submit a letter of nomination from Rossbrook House verifying the candidate's program participation.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

The selection committee will be named by the Director of Financial Aid & Awards (or designate).

University of Manitoba History Students Association Undergraduate Prize

The University of Manitoba History Students Association has established an annual prize. The aim of the prize is to recognize members of the UMHiSA who contribute to a sense of community among history students. Each year, one prize valued at \$250 will be offered to an undergraduate student who:

- (1) has declared a minor, major, or honours degree in History or Classics at the University of Manitoba;
- (2) has a minimum degree grade point average of 3.0;
- (3) is a registered member of the University of Manitoba History Students Association (UMHiSA) at the University of Manitoba;
- (4) demonstrates an interest in developing a sense of community among history students at the University of Manitoba.

Candidates can self-nominate or can be nominated by their peers. In order to be considered for this prize, a letter (maximum 250 words) with the nominee's full name needs to be submitted to the selection committee. This letter should outline how the nominee has contributed to developing a sense of community among history students and should speak to how the nominee has regularly attended meetings and events, contributed ideas to further the growth of the UMHiSA, and/or has demonstrated qualities compatible with the goals of the UMHiSA.

Members of the UMHiSA Executive Committee are neither eligible for nor may they nominate any candidates for this prize.

The names of all of the nominees will be forwarded to the Chair (or designate) of the selection committee to verify they are members of the UMHiSA and meet the academic requirements as outlined above. The Executive of the UMHiSA will not have access to any academic records throughout the process.

The selection committee will consist of the Honours Chair of the History Department, two members from the UMHiSA Executive Council and two faculty members from the Department of History. The Honours Chair and at least two of the UMHiSA Executive members must agree on the prize recipient.

Women's Health Research Foundation of Canada Part-Time Graduate Scholarship

The Women's Health Research Foundation of Canada has established an endowment fund at the University of Manitoba. The purpose of the scholarship is to support part-time graduate students whose research focus is in some area of women's health. Beginning in 2014-2015, the Foundation will provide an annual contribution of \$1,500 until such time as the available annual income from the fund is sufficient to offer a scholarship of this same amount. Each year, one scholarship valued at \$1,500 will be offered to a graduate student who:

- (1) is enrolled part-time in the Faculty of Graduate Studies, in any Masters or Doctoral program at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;
- (3) has demonstrated superior intellectual ability and academic accomplishment;

- (4) is undertaking or has proposed to undertake research in any area of women's health for his/her thesis or practicum.

Candidates will be required to submit an application that will consist of a title for, and description of, their proposed or ongoing research (maximum 500 words), a current academic transcript(s), a current *curriculum vitae*, and two academic letters of reference from professors at a post-secondary institution.

A student admitted to a Masters or Doctoral program under the "Provisional Status" may not receive this award during the provisional period.

Recipients may hold the Women's Health Research Foundation of Canada Part-Time Graduate Scholarship concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies.

The selection committee will be named by the Dean of the Faculty of Graduate Studies (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.

2. AMENDMENTS

Cecil Essadelle Rombough Memorial Bursaries

The following amendments have been made to the terms of reference for the Cecil Essadelle Rombough Memorial Bursaries:

- The terms of reference for this award have been re-written to conform to current formatting and standards.
- The preamble now reads:
"Through a testamentary gift, Miss Rombough has established a fund at The Winnipeg Foundation to provide bursaries to students at the University of Manitoba. Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available annual earnings from the fund will be used to offer bursaries with a minimum value of \$500 each to undergraduate students who:"
- The numbered criteria now read:
 - (1) have a minimum average of 70% on high school courses considered for admission to the University of Manitoba;
 - (2) are enrolled full-time (minimum 60% course load) in the first year of study in any school or faculty at the University of Manitoba;
 - (3) have demonstrated financial need on the standard University of Manitoba bursary application form.
- The selection committee will now have the discretion to determine the number and value of bursaries offered each year based on the available funds.
- A new sentence regarding the selection committee has been added. It reads "The selection committee will be named by the Director of the Financial Aid and Awards (or designate).

Dr. Harold Popham Scholarship

The following amendments have been made to the terms of reference for the Dr. Harold Popham Scholarship:

- The name of the award has been revised to the *Dr. Harold Popham Convocation Prize*.
- The terms of reference for this award have been re-written to conform to current formatting and standards.

- The preamble now reads:
“A convocation prize has been established by the late Allison Popham at The Winnipeg Foundation. The purpose of the fund is to acknowledge the undergraduate medical student who has achieved the highest standing and has been accepted to post-graduate studies in Pediatrics at the University of Manitoba for the next academic session. 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, 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 the Pediatrics Residency program at the University of Manitoba for the next academic session.
- The award amount of \$3,000 annually has been removed. The prize amount is detailed in the preamble.
- The selection committee has been revised to read: “The selection committee shall be appointed by the Dean of the Faculty of Medicine (or designate) and shall include the Undergraduate Clerkship Leader of Pediatrics and the Post-Graduate Program Director of Pediatrics.”
- The last sentence regarding the deadline date for the committee’s recommendation to the Dean of Medicine has been removed.

Marc Hutlet Seeds Bursary – Diploma in Agriculture

The following amendments have been made to the terms of reference for the Marc Hutlet Seeds Bursary – Diploma in Agriculture:

- The award has been revised from a one-time bursary offer in the 2013-2014 academic year to an annual bursary.
- The definition of “full-time” status has been included in criterion (1).
- A new sentence after the numbered criterion has been included: “The donor will contact Financial Aid and Awards by March 31 in any year that this award will not be offered.”

Mary and Louis Kowalson Memorial Bursary

The following amendments have been made to the terms of reference of the Mary and Louis Kowalson Memorial Bursary:

- The terms of reference for this award have been re-written to conform to current formatting and standards.
- The first two paragraphs have been combined into one preamble paragraph.
- The first paragraph now reads:
“In memory of her parents, Mary and Louis Kowalson, and of her brothers, Leon, Isaac, and Archie, Miss Anne N. Kowalson has established a fund at The Winnipeg Foundation to offer a bursary in the Faculty of Education at the University of Manitoba. Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available annual earnings from the fund will be used to offer one bursary to an undergraduate student who:”
- The numbered eligibility criteria have been revised, including the addition of two new criteria. The eligibility criteria now read:

- (1) is enrolled full-time (minimum 60% course load) in the second year of the Early or Middle Years stream in the Faculty of Education at the University of Manitoba;
 - (2) has achieved a minimum degree grade point average of 2.5;
 - (3) has shown proficiency in Early and/or Middle Years teaching methods;
 - (4) has demonstrated financial need on the standard University of Manitoba bursary application form.
- The selection committee has been revised and now reads: “The selection committee will be named by the Dean of the Faculty of Education (or designate).”

R.R. Goodwin, Q.C. Memorial Awards and Prize for Land Titles

The following amendments have been made to the terms of reference for the R.R. Goodwin, Q.C. Memorial Awards and Prize for Land Titles:

- The name of this award has been changed to the *R.R. Goodwin, Q.C. Memorial Bursaries and Prize for Property Law*.
- 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.
 - In the first sentence ‘endowment’ replaces the word ‘award’ in the preamble paragraph.
 - The second sentence has been revised to state how the fund will be used. It reads: “From this fund, the available annual income will be used to offer one prize and one or more bursaries to undergraduate students in the J.D. program in the Faculty of Law at the University of Manitoba.”
 - Two sets of numbered criteria have been created, one for prize eligibility, one for bursary criteria.
 - The statement and criteria for the prize have been broken out to read:

“Each year, one prize will be offered to an undergraduate student who:

 - (1) has achieved the highest standing in Property Law (LAW 1500);
 - (2) has achieved a minimum degree grade point average of 3.0.”
- A statement regarding the tie-breaking mechanism has been added. It reads: “In the event of a tie, the prize shall be awarded to the student with the highest degree grade point average.”
- A second sentence after the numbered eligibility criteria for the prize has been added. It reads: “The selection committee will determine the value of the prize each year in relation to the value of other course prizes offered in the Faculty of Law.”
- The third paragraph describing the quantities and values of the bursaries has been revised to read: “The remainder of the available income from the fund will be directed to the R.R. Goodwin, Q.C. Memorial Bursaries. Each year, one or more bursaries will be offered to undergraduate students who:
 - (1) are enrolled full-time (minimum 60% course load) in the second or third year of the J.D. degree program in the Faculty of Law at the University of Manitoba;
 - (2) have achieved a minimum degree grade point average of 2.0;
 - (3) have demonstrated financial need on the standard University of Manitoba bursary application form.”
- A sentence from the third paragraph has been revised and broken out to a new sentence below the numbered criteria. It reads: “The selection committee will determine the number and value of the bursaries to be offered each year.”

- The second sentence after the numbered eligibility criteria has been revised to use standard language: “Any unspent revenue from the fund will be re-capitalized as per the donor’s wishes.”
- 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 selection committee for both awards has been revised to read: “The selection committee for both the prize and the bursaries will be named by the Dean of the Faculty of Law (or designate).”
- Some editorial changes have been made.

3. WITHDRAWALS

Alumni Association Inc. Graduate Student Award

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.

Sports Physiotherapy Centre Book Prize

The Sports Physiotherapy Centre is no longer in operation and the donor has requested that this award be withdrawn.

Stantec Engineering Bursary

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.

University of Manitoba Alumni Association Bursary

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.

Young Presidents’ Organization Business Award for Entrepreneurial Excellence

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 Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

In an electronic poll conducted May 21 - 27, 2014, the Senate Committee on Awards approved five new offers and 25 withdrawals as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 27, 2014).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve five new offers and the withdrawal of 25 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 27, 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 May 27, 2014

1. NEW OFFERS

D.A. Thompson Q.C. Prizes in Law

The D.A. Thompson Q.C. Fund has been established at The Winnipeg Foundation. This fund supports the D.A. Thompson, Q.C. Prizes in Law and the D. A. Thompson, Q.C. Bursaries. Each year, The Winnipeg Foundation will report the earnings of the fund to Financial Aid and Awards at the University of Manitoba. The Faculty of Law has the discretion to determine how much of the fund will be used to provide prizes and bursaries each year provided that the total amount does not exceed the amount reported by The Winnipeg Foundation for these awards each year.

When offered, prizes will be awarded to undergraduate students who have achieved the highest standing in courses to be determined by the selection committee based on the course offerings each academic year. Each recipient must have achieved a minimum degree grade point average of 3.0.

The selection committee will have the discretion to determine the number and value of prizes to be awarded each year.

A student may receive more than one prize in a given year.

In the event of a tie for any of the courses for which recipients are being chosen, the prizes shall be awarded to the student(s) with the highest standing calculated on the compulsory and elective subjects the tied students have in common.

The selection committee will be named by the Dean of the Faculty of Law (or designate).

GFTC Legacy Fund Undergraduate Entrance Scholarships

The Guelph Food Technology Centre (GFTC) has offered to provide ten entrance scholarships over a three year period from 2014-2015 to 2016-2017 to students in the Department of Food Sciences and the Department of Human Nutritional Sciences in the Faculty of Agricultural and Food Sciences . These scholarships are supported from the GFTC Legacy Fund, which was established to support scholarships and programs focused on the food production and processing industries. The purpose of these scholarships is to encourage students to enter the B.Sc. program in Food Science or Human Nutritional Sciences in the hope that they will continue to work in the food production or processing industry upon graduation.

Beginning in the 2014-2015 academic year, four scholarships will be offered (three to students in Food Science and one to a student in Human Nutritional Sciences), followed by three scholarships in 2015-2016 (two to students in Food Science and one to a student in Human Nutritional Sciences) and the remaining three scholarships will be offered in 2016-2017 (two to students in Food Science and one to a student in Human Nutritional Sciences). Each scholarship will be renewable for one year. The scholarships, valued at \$4,000 each, will be offered to undergraduate students who:

- (1) have graduated from high school with a minimum average of 85% on those courses considered for admission to the University of Manitoba;
- (2) have met the Direct Entry Option entrance requirements for the Bachelor of Science degree program in Food Sciences or Human Nutritional Sciences at the University of Manitoba;
- (3) are enrolled full-time (minimum 80% course load) in the Bachelor of Science in Food Science degree program or in the Bachelor of Science in Human Nutritional Sciences degree program in the year in which the scholarship is tenable.

Applicants will be required to submit a one-page letter (maximum 300 words) explaining the nature of their interest in entering the program and how their career goals relate to the food production and processing industries in Canada. Candidates will be ranked on a combination of the grades used for admission and the content of their one-page letter; if there are an insufficient number of eligible candidates entering either Food Science or Human Nutritional Sciences, the scholarship(s) may be redistributed to eligible candidates from the other program or carried over to a subsequent year.

The scholarships are renewable at a value of \$4,000 each for a maximum of one year provided the recipient:

- (1) enrolls full-time (minimum 80% course load) in the second year of study in either the Bachelor of Science in Food Science degree program or the Bachelor of Science in Human Nutritional Sciences degree program;
- (2) has achieved a minimum degree grade point average of 3.0.

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

Kathryn Qin Actuarial Scholarship

Kathryn Qin (B.Sc./95) has established an annually funded scholarship to recognize outstanding academic achievement by students at the University of Manitoba. The purpose of the scholarship is to support students who are pursuing Actuarial Studies through the Warren Centre for Actuarial Studies and Research. Each year, one scholarship valued at \$1,500 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the final year of a program leading to either (i) a Bachelor of Commerce (Honours) degree with a declared major in Actuarial Mathematics through the I.H. Asper School of Business or (ii) a Bachelor of Science (Honours) degree with a declared major in Actuarial Mathematics or Statistics - Actuarial Mathematics through the Faculty of Science at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

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 (or designate).

Reesa Cohen Graduate Bursary

In honour of her retirement from teaching, Reesa Cohen (B.A./63, Cert. in Ed./65, M.L.S./ 94) and family have established an endowment fund with an initial gift of \$10,220 at the University of Manitoba. The fund will be used to offer bursaries to part-time graduate students in the Faculty of Education who share Reesa's interest in language and literacy. Each year, the available annual income from the fund will be used to offer one bursary to a graduate student who:

- (1) is enrolled part-time in the Faculty of Graduate Studies in a Master's or doctoral program with a specialization in Language and Literacy in the Faculty of Education at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any year when there is no eligible candidate the revenue from the fund will be re-capitalized as per the donor's wishes.

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

University of Manitoba Alumni Association Graduate Fellowship

The University of Manitoba's Alumni Association has generously contributed \$500,000 to establish an endowment fund at the University of Manitoba in 2014 in support of doctoral students. The purpose of the fellowship is to attract excellent doctoral students locally, nationally, and internationally. These competitive fellowships will be awarded to doctoral students who have demonstrated intellectual ability and academic accomplishments.

The fund will be used to offer renewable fellowships to graduate students who are entering the first year of a research-based Ph.D. program. Funding will be offered in the form of i) a full scholarship or as ii) a top up to Tri-Council awards, the University of Manitoba Graduate Fellowship (UMGF), or the Manitoba Government Scholarship (MGS). Beginning in the 2016-2017 academic year, the available annual income from the fund will be used to offer one or more fellowships to graduate students who:

- (1) are a domestic or international student;
- (2) are enrolled full-time in the Faculty of Graduate Studies, in the first year of any doctoral program offered at the University of Manitoba;
- (3) are entering a research-based graduate studies doctoral program;
- (4) have achieved a minimum degree grade point average of 3.75 (or equivalent) based on the last 60 credit hours of study.

The scholarship will be renewable for up to three years provided the recipient(s):

- (1) continue to be enrolled full-time in the Faculty of Graduate Studies in their research-based doctoral program at the University of Manitoba;
- (2) are entering their second, third, or fourth year of a doctoral program;
- (3) maintain a minimum degree grade point average of 3.75.

Doctoral students will not be eligible for a renewal of the scholarship after they have completed their fourth year of their program.

The selection committee will have the discretion to offer one fellowship or one or more top-up awards.

Recipients may hold this scholarship concurrently with any other awards consistent with policies in the Faculty of Graduate Studies.

The selection committee will be named by the Dean of the Faculty of Graduate Studies (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.

2. WITHDRAWALS

Reesa Cohen Prize in Children's Literature

At the donor's request, this award is being withdrawn and replaced with the new proposed Reesa Cohen Graduate Bursary as included above.

D.A. Thompson, Q.C. Prizes in Law

In consultation with the donor representative for all of the existing D.A. Thompson, Q.C. prizes currently offered in the Faculty of Law, the existing prizes are to be withdrawn and replaced with one new terms of reference submitted above titled "D.A. Thompson, Q. C. Prizes". A total of 24 individual prizes will now be replaced by one all-encompassing set of terms of reference. The prizes to be withdrawn are as follows:

D.A. Thompson, Q.C. Prize for Evidence
D.A. Thompson, Q.C. Prize for Torts
D.A. Thompson, Q.C. Prize for Legal System
D.A. Thompson, Q.C. Prize for Property
D.A. Thompson, Q.C. Prize in Constitutional Law
D.A. Thompson, Q.C. Prize for Contracts
D.A. Thompson, Q.C. Prize, Immigration Law
D.A. Thompson, Q.C. Prize, Legislative Process
D.A. Thompson, Q.C. Prize for Restitution
D.A. Thompson, Q.C. Prize for Administrative Law
D.A. Thompson, Q.C. Prize for Aboriginal Peoples and Land Claims
D.A. Thompson, Q.C. Prize in Income Tax Law & Policy
D.A. Thompson, Q.C. Prize, Limits of the Law
D.A. Thompson, Q.C. Prize for Comparative Law
D.A. Thompson, Q.C. Prize for Employment Law
D.A. Thompson, Q.C. Prize for Law and Literature
D.A. Thompson, Q.C. Prize for Securities Law
D.A. Thompson, Q.C. Prize for Remedies
D.A. Thompson, Q.C. Prize for Law and Bio Ethics
D.A. Thompson, Q.C. Prize for Business Planning and Finance Law
D.A. Thompson, Q.C. Prize for International Business Law
D.A. Thompson, Q.C. Prize for International Trade Law
D.A. Thompson, Q.C. Prize for Trade Marks and Patents
D.A. Thompson, Q.C. Prize for Aboriginal Peoples and the Law

Report of the Senate Committee on Curriculum and Course Changes RE: Audit of the University's Academic Programs (for information)

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.
2. At its meeting on March 27, 2014, the committee received, for information, a report from the Vice-Provost (Academic Planning and Programs) on an audit of academic programs.

Observations:

1. An audit of the University's academic programs has been completed by the Office of the Vice-President (Academic) and Provost and the Registrar's Office, in consultation with deans and directors of faculties and schools. The audit of programs includes degree programs, academic minors, and academic concentrations.
2. The purpose of the audit is to ensure an accurate and comprehensive listing of academic program offerings that can be used in the academic planning process and in support of strategic initiatives at the University.
3. A report on any changes to the program listing will be provided to the committee and to Senate annually.

Respectfully submitted,

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



UNIVERSITY
OF MANITOBA

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Vice-President (Academic) & Provost

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Date: February 18, 2014
To: *Senate Committee on Curriculum and Course Changes*
From: David Collins, Vice-Provost (Academic Planning and Programs)
Re: **Academic Programs**

In 2013, the Provost's Office and the Registrar's Office, in consultation with the Deans and Directors, commenced an audit of the University's academic programs. The intent of the audit was to ensure an accurate and comprehensive listing of academic offerings at the University of Manitoba. For your information, the materials resulting from this audit are presented in the following tables:

- a) *Table 1: Degree Programs*
- b) *Table 2: Academic Minors*
- c) *Table 3: Academic Concentrations*
- d) *Table 4: Academic Credentials and Abbreviations*

Additional information is also provided in the appendices.

- e) *Appendix A: Additional Abbreviations*
- f) *Appendix B: Summary of Changes Resulting from Audit*

It is our intention going forward that a program database will be developed and maintained in the Office of the University Secretary. The database will provide an auditable and accessible listing of program offerings that can then be utilized in the academic planning process, as well as in support of strategic initiatives at the University of Manitoba. An annual report addressing any changes to the academic program listings will be presented to Senate on an ongoing basis.

Should you have any questions or comments about this initiative, please contact Cassandra Davidson, Program Analyst, at Cassandra.Davidson@umanitoba.ca.

Cc: Jeff LeClerc, University Secretary
Neil Marnoch, Registrar
Thelma Lussier, Director, Office of Institutional Analysis

Table 1: Degree Programs

January 2014

A **degree program** is a discrete, structured and sequenced set of courses and requirements that a student must complete in order to obtain a specific degree or other recognized credential at the undergraduate or graduate level. The following is a listing of degree programs, by major and associated pathways within each program. Program pathways can include, but are not limited to, a co-op route, a double-major option or an articulation agreement with another institution.

Programs by Teaching Faculty/School	
Total: 640 [UG: 496; GR: 144]	
<p>Agricultural & Food Sciences¹</p> <p style="text-align: right;">Total: 32 [UG: 18; GR: 14]</p> <p>Agribusiness - <i>B.Sc.(Agribus.)</i> Agribusiness - <i>B.Sc.(Agribus.) - Co-op.</i> Agribusiness - <i>B.Sc.(Agribus.) - Artic. w/ACC</i> Agribusiness - <i>B.Sc.(Agribus.) - Co-op., Artic. w/ACC</i> Agribusiness - <i>B.Sc.(Agribus.) - Dbl-Maj. with Economics</i> Agribusiness - <i>B.Sc.(Agribus.) - Dbl-Maj. with Econ., Co-op.</i> Agribusiness and Agric. Economics - <i>M.Sc.</i> Agroecology - <i>B.Sc.(Agecol.)</i> Agroecology - <i>B.Sc.(Agecol.) - Co-op.</i> Agrology - <i>P.B.Dip.Agrology</i> Agronomy - <i>B.Sc.(Agric.)</i> Agronomy - <i>B.Sc.(Agric.) - Co-op.</i> Animal Science - <i>M.Sc.</i> Animal Science - <i>Ph.D.</i> Animal Systems - <i>B.Sc.(Agric.)</i> Animal Systems - <i>B.Sc.(Agric.) - Co-op.</i> Biosystems Engineering - <i>M.Eng.</i> Biosystems Engineering - <i>M.Sc.</i> Biosystems Engineering - <i>Ph.D.</i> Entomology - <i>M.Sc.</i> Entomology - <i>Ph.D.</i> Food Science - <i>B.Sc. (F.S.)</i> Food Science - <i>B.Sc. (F.S.) - Co-op.</i> Food Science - <i>M.Sc.</i> Food Science - <i>Ph.D.</i> Plant Biotechnology - <i>B.Sc.(Agric.)</i> Plant Biotechnology - <i>B.Sc.(Agric.) - Co-op.</i> Plant Science - <i>M.Sc.</i> Plant Science - <i>Ph.D.</i> Pre-Vet - <i>Not seeking credential²</i> Soil Science - <i>M.Sc.</i> Soil Science - <i>Ph.D.</i></p>	<p>Agriculture</p> <p style="text-align: right;">Total: 8 [UG: 8; GR: 0]</p> <p>Business Management - <i>Dip.Agric.</i> Business Management - <i>Dip.Agric. - Co-op.</i> Crop Management - <i>Dip.Agric.</i> Crop Management - <i>Dip.Agric. - Co-op.</i> General Agriculture - <i>Dip.Agric.</i> General Agriculture - <i>Dip.Agric. - Co-op.</i> Livestock - <i>Dip.Agric.</i> Livestock - <i>Dip.Agric. - Co-op.</i></p> <p>Architecture</p> <p style="text-align: right;">Total: 9 [UG: 3; GR: 6]</p> <p>Architecture - <i>M.Arch.</i> Architecture - <i>B.Env.D. (AMP 2 yr program)</i> Architecture - <i>Not seeking credential (AMP 1 yr program)²</i> City Planning - <i>M.C.P.</i> Design and Planning - <i>Ph.D.</i> Interior Design - <i>M.I.D. - Professional</i> Interior Design - <i>M.I.D. - Research</i> Landscape Architecture - <i>M.L.Arch.</i> Undeclared - <i>B.Env.D.</i></p> <p>Art</p> <p style="text-align: right;">Total: 6 [UG: 5; GR: 1]</p> <p>Fine Arts - <i>B.F.A.</i> Fine Arts - <i>B.F.A.(Art History)</i> Fine Arts - <i>B.F.A.(Hons.)</i> Fine Arts - <i>B.F.A.(Hons.)(Art Hist)</i> Fine Arts - <i>Dip.Art.</i> Fine Arts - <i>M.F.A.</i></p>

Programs by Teaching Faculty/School

Arts¹

Total: 161 [UG: 131; GR: 30]

<p>Aboriginal Governance - <i>B.A.(Adv.)</i> Anthropology - <i>B.A.</i> Anthropology - <i>B.A.- Dbl-Maj.</i> Anthropology - <i>B.A.(Adv.)</i> Anthropology - <i>B.A.(Adv.) - Dbl-Maj.</i> Anthropology - <i>B.A.(Hons.)</i> Anthropology - <i>M.A.</i> Anthropology - <i>Ph.D.</i> Art History - <i>B.A.</i> Art History - <i>B.A. - Dbl-Maj.</i> Asian Studies - <i>B.A.</i> Asian Studies - <i>B.A. - Dbl-Maj.</i> Canadian Studies - <i>B.A.</i> Canadian Studies - <i>B.A. - Dbl-Maj.</i> Canadian Studies - <i>B.A.(Hons.)</i> Canadian Studies - <i>B.A.(Hons.) - Dbl-Maj.</i> Central & Eastern Eur. Studies - <i>B.A.</i> Central & Eastern Eur. Studies - <i>B.A. - Dbl-Maj.</i> Central & Eastern Eur. Studies - <i>B.A.(Adv.)</i> Central & Eastern Eur. Studies - <i>B.A.(Hons.) - Dbl-Maj.</i> Classical Studies - <i>B.A.</i> Classical Studies - <i>B.A.- Dbl-Maj.</i> Classical Studies - <i>B.A.(Adv.)</i> Classics - <i>M.A.</i> Criminology - <i>B.A.</i> Criminology - <i>B.A. - Dbl-Maj.</i> Criminology - <i>B.A.(Hons.)</i> Economics - <i>B.A.</i> Economics - <i>B.A.- Dbl-Maj.</i> Economics - <i>B.A.(Adv.)</i> Economics - <i>B.A.(Hons.)</i> Economics - <i>B.A.(Hons.) - Dbl-Maj.</i> Economics - <i>M.A.</i> Economics - <i>Ph.D.</i> English - <i>B.A.</i> English - <i>B.A. - Dbl-Maj.</i> English - <i>B.A.(Adv.)</i> English - <i>B.A.(Adv.) - Dbl-Maj.</i> English - <i>B.A.(Hons.)</i> English - <i>B.A.(Hons.) - Dbl-Maj.</i> English - <i>M.A.</i></p>	<p>English - <i>Ph.D.</i> Film Studies - <i>B.A.</i> Film Studies - <i>B.A. - Dbl-Maj.</i> Film Studies - <i>B.A.(Adv.)</i> Film Studies - <i>B.A.(Adv.) - Dbl-Maj.</i> French - <i>B.A.</i> French - <i>B.A.- Dbl-Maj.</i> French - <i>B.A.(Adv.)</i> French - <i>B.A.(Adv.) - Dbl-Maj.</i> French - <i>B.A.(Hons.)</i> French - <i>B.A.(Hons.) - Dbl-Maj.</i> French - <i>M.A.</i> French - <i>Ph.D.</i> German - <i>B.A.</i> German - <i>B.A. - Dbl-Maj.</i> German - <i>B.A.(Hons.)</i> German - <i>B.A.(Hons.) - Dbl-Maj.</i> German - <i>M.A.</i> Global Political Economy - <i>B.A.</i> Global Political Economy - <i>B.A. - Dbl-Maj.</i> Global Political Economy - <i>B.A.(Adv.)</i> Greek - <i>B.A.(Adv.)</i> History - <i>B.A.</i> History - <i>B.A. - Dbl-Maj.</i> History - <i>B.A.(Adv.)</i> History - <i>B.A.(Hons.)</i> History - <i>B.A.(Hons.) - Dbl-Maj.</i> History - <i>M.A - joint program w/UW</i> History - <i>Ph.D.</i> Icelandic - <i>B.A.</i> Icelandic - <i>B.A. - Dbl-Maj.</i> Icelandic - <i>B.A.(Hons.)</i> Icelandic - <i>B.A.(Hons.) - Dbl-Maj.</i> Icelandic - <i>M.A.</i> Integrated Studies - <i>B.A.(I.S.)</i> Italian Studies - <i>B.A.</i> Italian Studies - <i>B.A.- Dbl-Maj.</i> Italian Studies - <i>B.A.(Adv.)</i> Labour Studies - <i>B.A.</i> Labour Studies - <i>B.A.- Dbl-Maj.</i> Labour Studies - <i>B.A.(Adv.)</i> Latin - <i>B.A.(Adv.)</i></p>
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Programs by Teaching Faculty/School Con't

Dentistry

Total: 8 [UG: 3; GR: 5]

Dental Diag and Surg Sciences - *M.Dent.*
 General Dentistry - *B.Sc.(Dent.)*
 General Dentistry - *D.M.D.*
 General Dentistry - *D.M.D. - IDDP Option*
 Oral Biology - *M.Sc.*
 Oral Biology - *Ph.D.*
 Preventive Dental Sciences - *M.Dent.*
 Preventive Dental Sciences - *M.Sc.*

Education³

Total: 9 [UG: 6; GR: 3]

Curriculum Teaching & Learning - *M.Ed.*
 Early Years - *B.Ed.*
Teachable majors: English; Fine Arts; French;
 General Science Education; Geography;
 Heritage/Aboriginal/World Lang.; History;
 Mathematics; Music; Native Studies;
 Physical Education; Theatre
 Educ Admin Fndns & Psychology - *M.Ed.*
 Education - *Ph.D.*
 Middle Years - *B.Ed.*
Teachable majors: Computer Science; English;
 Fine Arts; French; General Human Ecology;
 General Science Education; Geography;
 Heritage/Aboriginal/World Lang.; History;
 Mathematics; Music; Native Studies;
 Physical Education; Theatre
 Middle Years - *B.Ed. - Weekend Program*
Teachable majors: Computer Science; English;
 Fine Arts; French; General Human Ecology;
 General Science Education; Geography;
 Heritage/Aboriginal/World Lang.; History;
 Mathematics; Music; Native Studies;
 Physical Education; Theatre
 Music (Ed-Music Integrated) - *B.Ed./B.Mus.*
 Senior Years - *B.Ed.*
Teachable majors: Biology; Chemistry;
 Computer Science; English; Fine Arts; French;
 General Human Ecology; General Science
 Education; Geography; Heritage/Aboriginal/
 World Lang.; History; Mathematics; Music;
 Native Studies; Physical Education; Physics; Theatre

Undeclared - *P.B.Dip.Ed.*

Engineering

Total: 21 [UG: 12; GR: 9]

Biosystems Engineering - *B.Sc.(Bio.E.)*
 Biosystems Engineering - *B.Sc.(Bio.E.) - Co-op.*
 Civil Engineering - *B.Sc.(C.E.)*
 Civil Engineering - *B.Sc.(C.E.) - Co-op.*
 Civil Engineering - *M.Eng.*
 Civil Engineering - *M.Sc.*
 Civil Engineering - *Ph.D.*
 Computer Engineering - *B.Sc.(Comp.E.)*
 Computer Engineering - *B.Sc.(Comp.E.) - Co-op.*
 Electrical Engineering - *B.Sc.(E.E.)*
 Electrical Engineering - *B.Sc.(E.E.) - Co-op.*
 Electrical & Computer Engineering - *M.Eng.*
 Electrical & Computer Engineering - *M.Sc.*
 Electrical & Computer Engineering - *Ph.D.*
 Mechanical Engineering - *B.Sc.(M.E.)*
 Mechanical Engineering - *B.Sc.(M.E.) - Co-op.*
 Mechanical Engineering - *M.Eng.*
 Mechanical Engineering - *M.Sc.*
 Mechanical Engineering - *Ph.D.*
 Undeclared (Access Program)³
 Undeclared (IEEQ) - *P.B.Dip.Eng.*

Environment, Earth, & Resources¹

Total: 32 [UG: 24; GR: 8]

Environment and Geography - *M.Env.*
 Environment and Geography - *M.Sc.*
 Environmental Science - *B.Env.Sc.*
 Environmental Science - *B.Env.Sc.(Hons.)*
 Environmental Science - *B.Env.Sc.(Hons.) - Co-op.*
 Environmental Science - *B.Env.Sc.(Maj.)*
 Environmental Science - *B.Env.Sc.(Maj.) - Co-op.*
 Environmental Studies - *B.Env.St.*
 Environmental Studies - *B.Env.St.(Hons.)*
 Environmental Studies - *B.Env.St.(Hons.) - Co-op.*
 Environmental Studies - *B.Env.St.(Maj.)*
 Environmental Studies - *B.Env.St.(Maj.) - Co-op.*
 Geography - *B.A.(Geog.)*
 Geography - *B.A.Geog.(Adv.)*
 Geography - *B.A.Geog.(Hons.)*

Programs by Teaching Faculty/School Con't

Environment, Earth, & Resources¹ Con't.

Geography - *M.A.*
 Geography - *Ph.D.*
 Geological Sciences - *B.Sc.G.Sc.(Gen)*
 Geological Sciences - *M.Sc.*
 Geological Sciences - *Ph.D.*
 Geology - *B.Sc.G.Sc.(Hons.)*
 Geology - *B.Sc.G.Sc.(Hons.) - Dbl-Maj.*
 Geology - *B.Sc.G.Sc.(Maj.)*
 Geophysics - *B.Sc.G.Sc.(Hons.)*
 Geophysics - *B.Sc.G.Sc.(Hons.) - Dbl-Maj.*
 Geophysics - *B.Sc.G.Sc.(Maj.)*
 Natural Resources & Env. Mgmt. - *Ph.D.*
 Natural Resources Institute - *M.N.R.M.*
 Physical Geography - *B.Sc.PhG.(Hons.)*
 Physical Geography - *B.Sc.PhG.(Hons.) - Co-op.*
 Physical Geography - *B.Sc.PhG.(Maj.)*
 Physical Geography - *B.Sc.PhG.(Maj.) - Co-op.*

Human Ecology

Total: 16 [UG: 12; GR: 4]

Family Social Sciences - *B.H.Ecol.*
 Family Social Sciences - *B.H.Ecol. - After Degree*
 Family Social Sciences - *M.Sc.*
 Food Industry Option - *B.Sc.(HNS)*
 Foods - *B.Sc.(HNS)*
 General Human Ecology - *B.H.Ecol.*⁴
 Health Sciences - *B.H.Sc.*
 Health Studies - *B.H.St.*
 Human Nutritional Sciences - *B.Sc.(HNS) - Artic. w/RRC*
 Human Nutritional Sciences - *B.Sc.(HNS) - Second Degree*
 Human Nutritional Sciences - *Ph.D.*
 Human Nutritional Sciences - *M.Sc.*
 Nutrition - *B.Sc.(HNS)*
 Product Development Tex.Sc. - *B.Sc. (T.S.)*⁴
 Textile Development Tex. Sc. - *B.Sc.(T.S.)*⁴
 Textile Sciences - *M.Sc.*

Extended Education

Total: 4 [UG: 4; GR: NA]

Senate-approved diploma programs:
 Aboriginal Community Wellness - *D.Ab.Comm.Well*
 Aboriginal Child & Fam Serv. - *Dip.ACFS*
 Aboriginal Environ. Stewardship - *Dip.AES*
 Labour Relations & Workplace - *Dip.L.St.*

Kinesiology & Recreation Management

Total: 6 [UG: 4; GR: 2]

Athletic Therapy - *B.Kin.*
 Kinesiology - *B.Kin.*
 Kinesiology and Recreation - *M.A.*
 Kinesiology and Recreation - *M.Sc.*
 Physical Education - *B.P.E.*
 Recreation Studies - *B.R.M.C.D.*

Graduate Studies - Interdisciplinary Programs

Total: 11 [UG: NA; GR: 11]

Applied Health Sciences - *Ph.D.*
 Biomedical Engineering - *M.Sc.*
 Biomedical Engineering - *Ph.D.*
 Cancer Control - *Ph.D.*⁴
 Disability Studies - *M.A.*
 Disability Studies - *M.Sc.*
 Individual Interdisciplinary Studies - *M.A.*⁵
 Individual Interdisciplinary Studies - *M.Sc.*⁵
 Individual Interdisciplinary Studies - *Ph.D.*⁵
 Peace & Conflict Studies - *M.A. - joint program, w/UW*
 Peace & Conflict Studies - *Ph.D.*

Law

Total: 3 [UG: 2; GR: 1]

Law - *J.D.*
 Law - *J.D. - Half-time Option*
 Law - *LL.M.*

Management (Asper School of Business)

Total: 133 [UG: 130; GR: 3]

Aboriginal Business Studies - *B.Comm.(Hons.)*
 Aboriginal Business Studies - *B.Comm.(Hons.) - Co-op.*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/ACC*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/ETP*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/RRC*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*

Management (Asper School of Business) Con't.

Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/UCN*
 Aboriginal Bus. Studies - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Accounting - *B.Comm.(Hons.)*
 Accounting - *B.Comm.(Hons.) - Co-op.*
 Accounting - *B.Comm.(Hons.) - Artic. w/ACC*
 Accounting - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Accounting - *B.Comm.(Hons.) - Artic. w/ETP*
 Accounting - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Accounting - *B.Comm.(Hons.) - Artic. w/RRC*
 Accounting - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Accounting - *B.Comm.(Hons.) - Artic. w/UCN*
 Accounting - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Actuarial Mathematics - *B.Comm.(Hons.)*
 Actuarial Mathematics - *B.Comm.(Hons.) - Co-op.*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/ACC*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/ETP*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/RRC*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/UCN*
 Actuarial Mathematics - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.)*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Co-op.*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Artic. w/ACC*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Art. ACC, Co-op.*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Artic. w/ETP*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Art. ETP, Co-op.*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Artic. w/RRC*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Art. RRC, Co-op.*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Artic. w/UCN*
 Entrepreneurship/Small Bus. - *B.Comm.(Hons.) - Art. UCN, Co-op.*
 Finance - *B.Comm.(Hons.)*
 Finance - *B.Comm.(Hons.) - Co-op.*
 Finance - *B.Comm.(Hons.) - Artic. w/ACC*
 Finance - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Finance - *B.Comm.(Hons.) - Artic. w/ETP*
 Finance - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Finance - *B.Comm.(Hons.) - Artic. w/RRC*
 Finance - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Finance - *B.Comm.(Hons.) - Artic. w/UCN*
 Finance - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Generalist - *B.Comm.(Hons.)*
 Generalist - *B.Comm.(Hons.) - Co-op.*

Generalist - *B.Comm.(Hons.) - Artic. w/ACC*
 Generalist - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Generalist - *B.Comm.(Hons.) - Artic. w/ETP*
 Generalist - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Generalist - *B.Comm.(Hons.) - Artic. w/RRC*
 Generalist - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Generalist - *B.Comm.(Hons.) - Artic. w/UCN*
 Generalist - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.)*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Co-op.*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Artic. w/ACC*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Art. ACC Co-op*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Artic. w/ETP*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Art. ETP Co-op.*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Artic. w/RRC*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Art. RRC Co-op*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Artic. w/UCN*
 H.R.Mgmt/Industrial Relations - *B.Comm.(Hons.) - Art. UCN Co-op*
 International Business - *B.Comm.(Hons.)*
 International Business - *B.Comm.(Hons.) - Co-op.*
 International Business - *B.Comm.(Hons.) - Artic. w/ACC*
 International Business - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 International Business - *B.Comm.(Hons.) - Artic. w/ETP*
 International Business - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 International Business - *B.Comm.(Hons.) - Artic. w/RRC*
 International Business - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 International Business - *B.Comm.(Hons.) - Artic. w/UCN*
 International Business - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Leadership and Organization - *B.Comm.(Hons.)*
 Leadership and Organization - *B.Comm.(Hons.) - Co-op.*
 Leadership and Organization - *B.Comm.(Hons.) - Artic. w/ACC*
 Leadership and Organization - *B.Comm.(Hons.) - Art. ACC, Co-op.*
 Leadership and Organization - *B.Comm.(Hons.) - Artic. w/ETP*
 Leadership and Organization - *B.Comm.(Hons.) - Art. ETP, Co-op.*
 Leadership and Organization - *B.Comm.(Hons.) - Artic. w/RRC*
 Leadership and Organization - *B.Comm.(Hons.) - Art. RRC, Co-op.*
 Leadership and Organization - *B.Comm.(Hons.) - Artic. w/UCN*
 Leadership and Organization - *B.Comm.(Hons.) - Art. UCN, Co-op.*
 Log/Supp Ch Mgt - *B.Comm.(Hons.)*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Co-op.*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Artic. w/ACC*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Art. w/ACC, Co-op.*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Artic. w/ETP*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Artic. w/RRC*

Programs by Teaching Faculty/School Con't

Management (Asper School of Business) Con't.

Log/Supp Ch Mgt - *B.Comm.(Hons.) - Art. w/RRC, Co-op.*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Artic. w/UCN*
 Log/Supp Ch Mgt - *B.Comm.(Hons.) - Art. w/UCN, Co-op.*
 Management - *M.Sc.*
 Management - *Ph.D.*
 Management Info Systems - *B.Comm.(Hons.)*
 Management Info Systems - *B.Comm.(Hons.) - Co-op.*
 Mgmt. Info Systems - *B.Comm.(Hons.) - Artic. w/ACC*
 Mgmt. Info Systems - *B.Comm.(Hons.) -Artic. w/ACC, Co-op.*
 Mgmt. Info Systems - *B.Comm.(Hons.) - Artic. w/ETP*
 Mgmt. Info Systems - *B.Comm.(Hons.) -Artic. w/ETP, Co-op.*
 Mgmt. Info Systems - *B.Comm.(Hons.) - Artic. w/RRC*
 Mgmt. Info Systems - *B.Comm.(Hons.) -Artic. w/RRC, Co-op.*
 Mgmt. Info Systems - *B.Comm.(Hons.) - Artic. w/UCN*
 Mgmt. Info Systems - *B.Comm.(Hons.) -Artic. w/UCN, Co-op.*
 Management Interdisciplinary - *M.B.A.*
 Marketing - *B.Comm.(Hons.)*
 Marketing - *B.Comm.(Hons.) - Co-op.*
 Marketing - *B.Comm.(Hons.) - Artic. w/ACC*
 Marketing - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Marketing - *B.Comm.(Hons.) - Artic. w/ETP*
 Marketing - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Marketing - *B.Comm.(Hons.) - Artic. w/RRC*
 Marketing - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Marketing - *B.Comm.(Hons.) - Artic. w/UCN*
 Marketing - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*
 Op Res / Op Mgmt - *B.Comm.(Hons.)*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Co-op.*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/ACC*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/ACC, Co-op.*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/ETP*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/ETP, Co-op.*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/RRC*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/RRC, Co-op.*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/UCN*
 Op Res / Op Mgmt - *B.Comm.(Hons.) - Artic. w/UCN, Co-op.*

Medical Rehabilitation

Medical Rehabilitation - *M.Sc.*
 Occupational Therapy (1 yr) - *M.O.T.*
 Occupational Therapy (2 yr) - *M.O.T.*
 Physical Therapy - *M.P.T.*

Total: 6 [UG: 2 ; GR: 4]

Respiratory Therapy - *B.M.R. R.T.*
 Respiratory Therapy - *B.M.R. R.T. - Degree Completion*

Medicine

Total: 24 [UG: 5; GR: 19]

Biochemistry and Medical Genetics - *M.Sc.*
 Biochemistry and Medical Genetics - *Ph.D.*
 Community Health Sciences - *Dip.P.H.*
 Community Health Sciences - *M.P.H.*
 Community Health Sciences - *M.Sc.*
 Community Health Sciences - *Ph.D.*
 Human Anatomy & Cell Science - *M.Sc.*
 Human Anatomy & Cell Science - *Ph.D.*
 Immunology - *M.Sc.*
 Immunology - *Ph.D.*
 Medical Microbiology - *M.Sc.*
 Medical Microbiology - *Ph.D.*
 Medicine - *B.Sc.(Med.)*
 Medicine - *M.D.*
 Pathology - *M.Sc.*
 PGME - *Undeclared - Full-time*²
 PGME - *Undeclared - Half-time*²
 PGME - *Undeclared - Quarter-time*²
 Pharmacology & Therapeutics - *M.Sc.*
 Pharmacology & Therapeutics - *Ph.D.*
 Physician Assistant Education - *M.P.A.S.*
 Physiology - *M.Sc.*
 Physiology - *Ph.D.*
 Surgery - *M.Sc.*

Music (Marcel A. Desautels Faculty of)

Total: 7 [UG: 6*; GR: 1]

Music - *B.Jazz*
 Music - *B.Mus.*
 Music - *B.Mus.(Comp)*
 Music - *B.Mus.(Hist.)*
 Music - *B.Mus.(Perf.)*
 Music - *PB Mus.(Perf.)*
 Music - *M.Mus.*
 Music (Ed-Music Integrated) - *B.Ed./B.Mus.**

*(*counted under Education programs)*

Programs by Teaching Faculty/School Con't

Nursing

Total: 6 [UG: 4; GR: 2]

Nursing - *B.N.*
 Nursing - *B.N. - Artic. w/RRC*
 Nursing - *B.N. - Artic. w/UCN*
 Nursing - *B.N. - Registered Nursing*
 Nursing - *M.N.*
 Nursing - *Ph.D.*

Biotechnology - *B.Sc.(Hons.) - Co-op.*
 Biotechnology - *B.Sc.(Hons.) - Dbl-Maj.*
 Biotechnology - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Biotechnology - *B.Sc.(Maj.)*
 Biotechnology - *B.Sc.(Maj.) - Co-op.*
 Biotechnology - *B.Sc.(Maj.) - Dbl-Maj.*
 Biotechnology - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Chemistry - *B.Sc.(Hons.)*

Chemistry - *B.Sc.(Hons.) - Co-op.*
 Chemistry - *B.Sc.(Hons.) - Dbl-Maj.*
 Chemistry - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Chemistry - *B.Sc.(Maj.)*
 Chemistry - *B.Sc.(Maj.) - Co-op.*
 Chemistry - *B.Sc.(Maj.) - Dbl-Maj.*
 Chemistry - *B.Sc.(Maj.) - Dbl-Maj. Co-op.*

Chemistry - *M.Sc.*
 Chemistry - *Ph.D.*

Chemistry - *Physics - B.Sc.(Hons.)*
 Computer Science - *B.C.Sc.(Hons.)*
 Computer Science - *B.C.Sc.(Hons.) - Co-op.*
 Computer Science - *B.Sc.(Hons.) - Dbl-Maj.*
 Computer Science - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Computer Science - *B.Sc.(Maj.)*
 Computer Science - *B.Sc.(Maj.) - Co-op.*
 Computer Science - *B.Sc.(Maj.) - Dbl-Maj.*
 Computer Science - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Computer Science - *M.Sc.*
 Computer Science - *Ph.D.*
 Computer Science - *Math - B.Sc.(Hons.)*
 Computer Science - *Math - B.Sc.(Hons.) - Co-op.*
 Computer Science - *Math - B.Sc.(Hons.) - Dbl-Maj.*
 Computer Science - *Math - B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Computer Science - *Physics - B.Sc.(Hons.)*
 Computer Science - *Physics - B.Sc.(Hons.) - Co-op.*
 Computer Science - *Physics - B.Sc.(Hons.) - Dbl-Maj.*
 Computer Science - *Physics - B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Computer Science - *Statistics - B.Sc.(Hons.)*
 Computer Science - *Statistics - B.Sc.(Hons.) - Co-op.*
 Computer Science - *Statistics - B.Sc.(Hons.) - Dbl-Maj.*
 Computer Science - *Statistics - B.Sc.(Hons.) - Dbl-Maj. Co-op.*
 Genetics - *B.Sc.(Hons.)*
 Genetics - *B.Sc.(Hons.) - Co-op.*
 Genetics - *B.Sc.(Hons.) - Dbl-Maj.*
 Genetics - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*

Pharmacy

Total: 3 [UG: 1; GR: 2]

Pharmacy - *B.Sc.(Pharm.)*
 Pharmacy - *M.Sc.*
 Pharmacy - *Ph.D.*

Science^{1,6}

Total: 123 [UG: 108; GR: 15]

Actuarial Math - *B.Sc.(Hons.)*
 Actuarial Math - *B.Sc.(Hons.) - Dbl-Maj.*⁶
 Applied Math w/Statistics Option - *B.Sc.(Maj.)*
 Applied Math w/Statistics Opt. - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Applied Math /Computer Science Option - *B.Sc.(Maj.)*
 Applied Math /Comp. Sci. Opt. - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Applied Math/Economics Option - *B.Sc.(Maj.)*
 Applied Math/Economics Opt. - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Biochemistry - *B.Sc.(Hons.)*
 Biochemistry - *B.Sc.(Hons.) - Co-op.*
 Biochemistry - *B.Sc.(Hons.) - Dbl-Maj.*
 Biochemistry - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Biochemistry - *B.Sc.(Maj.)*
 Biochemistry - *B.Sc.(Maj.) - Co-op.*
 Biochemistry - *B.Sc.(Maj.) - Dbl-Maj.*
 Biochemistry - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Biological Sciences - *B.Sc.(Hons.)*
 Biological Sciences - *B.Sc.(Hons.) - Co-op.*
 Biological Sciences - *B.Sc.(Hons.) - Dbl-Maj.*
 Biological Sciences - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Biological Sciences - *B.Sc.(Maj.)*
 Biological Sciences - *B.Sc.(Maj.) - Co-op.*
 Biological Sciences - *B.Sc.(Maj.) - Dbl-Maj.*
 Biological Sciences - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Biological Sciences - *M.Sc.*
 Biological Sciences - *Ph.D.*
 Biotechnology - *B.Sc.(Hons.)*

Programs by Teaching Faculty/School Con't

Science ^{1,6} Con't.

Genetics - *B.Sc.(Maj.)*
 Genetics - *B.Sc.(Maj.) - Co-op.*
 Genetics - *B.Sc.(Maj.) - Dbl-Maj.*
 Genetics - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Math Comp & Stat Sciences - *M.M.C.S.S.*
 Mathematics - *B.Sc.(Hons.)*
 Mathematics - *B.Sc.(Hons.) - Dbl-Maj.*⁷
 Mathematics - *B.Sc.(Maj.)*
 Mathematics - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Mathematics - *M.Sc.*
 Mathematics - *Ph.D.*
 Mathematics - Economics - *B.Sc.(Hons.)*
 Mathematics - Economics - *B.Sc.(Hons.) - Dbl-Maj.*⁷
 Mathematics-Phys. & Astronomy - *B.Sc.(Hons.)*
 Mathematics-Phys. & Astron. - *B.Sc.(Hons.) - Dbl-Maj.*⁷
 Microbiology - *B.Sc.(Hons.)*
 Microbiology - *B.Sc.(Hons.) - Co-op.*
 Microbiology - *B.Sc.(Hons.) - Dbl-Maj.*
 Microbiology - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Microbiology - *B.Sc.(Maj.)*
 Microbiology - *B.Sc.(Maj.) - Co-op.*
 Microbiology - *B.Sc.(Maj.) - Dbl-Maj.*
 Microbiology - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Microbiology - *M.Sc.*
 Microbiology - *Ph.D.*
 Physics and Astronomy - *B.Sc.(Hons.)*
 Physics and Astronomy - *B.Sc.(Hons.) -Dbl-Maj.*⁷
 Physics and Astronomy - *B.Sc.(Maj.)*
 Physics and Astronomy - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Physics and Astronomy - *M.Sc.*
 Physics and Astronomy - *Ph.D.*
 Psychology - *B.Sc.(Hons.)*
 Psychology - *B.Sc.(Hons.) - Dbl-Maj.*⁷

Psychology - *B.Sc.(Maj.)*
 Psychology - *B.Sc.(Maj.) - Dbl-Maj.*⁷
 Science - *B.Sc.*
 Statistics - *B.Sc.(Hons.)*
 Statistics - *B.Sc.(Hons.) - Co-op.*
 Statistics - *B.Sc.(Hons.) - Dbl-Maj.*
 Statistics - *B.Sc.(Hons.) - Dbl-Maj., Co-op.*
 Statistics - *B.Sc.(Maj.)*
 Statistics - *B.Sc.(Maj.) - Co-op.*
 Statistics - *B.Sc.(Maj.) - Dbl-Maj.*
 Statistics - *B.Sc.(Maj.) - Dbl-Maj., Co-op.*
 Statistics - *M.Sc.*
 Statistics - *Ph.D.*
 Statistics - Actuarial - *B.Sc.(Hons.)*
 Statistics - Actuarial - *B.Sc.(Hons.) - Dbl-Maj.*⁷
 Statistics - Economics - *B.Sc.(Hons.)*
 Statistics - Economics - *B.Sc.(Hons.) - Dbl-Maj.*⁷
 Statistics - Mathematics - *B.Sc.(Hons.)*
 Statistics - Mathematics - *B.Sc.(Hons.) - Dbl-Maj.*⁷

Social Work

Total: 8 [UG: 6; GR: 2]

Social Work - *B.S.W.*
 Social Work - *B.S.W. - Concentrated*
 Social Work - *B.S.W. - Distance Delivery*
 Social Work - *B.S.W. - Inner City*
 Social Work - *B.S.W. - Northern Affirm.*
 Social Work - *B.S.W. - Northern Delivery*
 Social Work - *M.S.W.*
 Social Work - *Ph.D.*

U.S.B.⁸

Canadian Studies (USB) - *M.es.A*
 Education (USB) - *M.en.Ed.*

¹ Unit permits double-majors programs, where two majors are associated with the completion of one degree.

² Program does not result in a credential.

³ Majors in Education are teachable subjects. Teachable subjects are based on previous degree work and ensure a student has the appropriate knowledge to meet curriculum guidelines for teaching.

⁴ Admissions to this program have been suspended.

⁵ Individual Interdisciplinary Studies programs are available in all graduate programs offering the level of degree/credential sought.

⁶ The Faculty of Science also permits double-major programs with other majors outside of their unit (e.g. programs in Arts).

⁷ Co-op. route is available when participating in a double-major program, where the second major offers a co-op route.

⁸ USB undergraduate programs are administered through USB. Graduate programs are administered through Graduate Studies, UM.

Table 2: Academic Minors

January 2014

A **minor** is a declared secondary field of study or specialization, typically 18 credit hours and independent of the student's major area of specialization. Consistent with a major, it is expected to have coherence and increasing sophistication. Minors can be exclusive to a major or degree program or can be available across faculties and disciplines. *Note that this is a listing of available minors. It does not reflect use of minors across campus (e.g. a minor in the Faculty of Arts may be used in programs outside of their Faculty).*

Available Minors by Teaching Faculty/School

Agricultural and Food Sci.

Agribusiness
Animal Systems
Crop Protection
Entomology
Food Science
Plant Biotechnology
Soil Science

Art

Art History

Arts

Anthropology
Arts¹
Asian Studies
ASL/English Interpretation¹
Business (Aboriginal Gov Strm)¹
Canadian Studies
Catholic Studies
Central & Eastern Eur. Studies
Classical Studies
Economics
English
Film Studies
French
German
Greek
History
Icelandic
Italian
Judaic Studies
Labour Studies
Latin

Latin American Studies

Linguistics
Medieval & Renaissance Studies
Native Language
Native Studies
Philosophy
Polish
Political Studies
Psychology
Religion
Russian
Sociology
Spanish
Theatre
Ukrainian
Ukrainian Canadian Heritage St
Women's and Gender Studies

Education²

Teachable Minors recognized in:
Anthropology, Biology, Chemistry,
Classics, Comp. Science, Dance,
Developmental Studies, Earth
Sciences, Economics, English,
Environmental Science, Fine Arts,
French, General Human Ecology,
General Science Education,
Geography, Heritage/Aboriginal/
World Lang., History, Law,
Mathematics, Music, Native
Studies, Philosophy, Physical Ed,
Physics, Political Studies,
Psychology, Sociology, Theatre

Env, Earth, & Res

Environmental Science
Environmental Studies
Geography
Geological Sciences
Physical Geography

Human Ecology

Family Social Sciences
Health Sciences
Health Studies
Human Nutrition & Metabolism
Textile Sciences

Kines & Rec Mgmt

Recreation Studies

Management

Management

Music

Music

Science

Biological Sciences
Chemistry
Computer Science
Mathematics
Microbiology
Physics and Astronomy
Statistics

U.S.B.

Français (USB)

¹ Restricted minors; these minors are only available to students in pre-defined programs.

² Minors in the Faculty of Education are teachable subjects. Teachable subjects are based on previous degree work and ensure a student has the appropriate knowledge to meet curriculum guidelines for teaching.

Table 3: Academic Concentrations

January 2014

A **concentration** is a declared focus or specialization, typically 18 credit hours, within the student's major field of study. Consistent with a major, it is expected to have coherence and increasing specialization. The list below represents approved concentrations, by major, at the University of Manitoba. *Note that the Option in Aging is an inter-faculty concentration available in a number of programs across the institution. These are noted below where applicable.*

Available Concentrations by Teaching Faculty/School	
<p>Agric. and Food Sci.</p> <p>Agribusiness [B.Sc.(Agribus.)] Agribusiness Management Agriculture Economics International Agribusiness</p> <p>Food Science [B.Sc.(F.S.)] Business Option Science Option</p> <p>Art</p> <p>Fine Arts (M.F.A.) Ceramics Drawing Fine Art Interdisciplinary Graphic Design Painting Photography Printmaking Sculpture Video</p> <p>Arts</p> <p>All majors Option in Aging</p> <p>Integrated Studies [B.A.(IS)] The Changing Workplace <i>Concentrations permitted in any Senate - approved minor requiring a minimum 18 credit hours.</i></p> <p>Public Administration (M.P.Adm.) Business Government Relations</p> <p>Dentistry</p> <p>Dental Diag and Surg Sciences (M.Dent.) Oral & Maxillofacial Surgery Periodontics</p> <p>Preventive Dental Sciences (M.Dent.) Pediatric Dentistry</p>	<p>Education</p> <p>Curriculum, Teaching & Learning (M.Ed.) Curriculum, Teaching & Learning Language and Literacy Second Language Education</p> <p>Educ Admin Fndns & Psychology (M.Ed.) Adult & Post-Secondary Education Counsellor Education Cr Cul, Soc & Phil Fdns in Ed¹ Education Administration Inclusive Special Education</p> <p>Education (Ph.D.) Ad Hoc Administration Language and Literacy Mathematics Science</p> <p>Music (Ed-Music Integrated) (B.Ed./B.Mus.) Choral Music Ed. Early/Middle Years Music Ed. Instrumental Music Ed.</p> <p>Engineering</p> <p>Biosystems Engineering [B.Sc.(Bio.E.)] Agricultural Specialization Biomedical Specialization Bioprocessing Specialization Environmental Specialization SustainableBldg Specialization</p> <p>Civil Engineering [B.Sc.(C.E.)] Environmental Option</p> <p>Computer Engineering [B.Sc.(Comp.E.)] Communications Networks Embedded Systems Machine Vision</p>

Available Concentrations by Teaching Faculty/School Con't

Engineering Con't

Electrical Engineering [B.Sc.(E.E.)]

Engineering Physics
Power and Energy System
Wireless Communication Devices
Biomedical

Mechanical Engineering [B.Sc.(M.E.)]

Aerospace Option
Manufacturing Option
Materials Stream
Solid Mechanics Stream
Thermofluids Stream

Env, Earth, & Res

Environmental Science [B.Env.Sc.;

B.Env.Sc.(Hons.); B.Env.Sc.(Maj.)]

Atmosphere & Air Quality
Conservation & Biodiversity
Environmental Assessment
Environmental Health
Individualized Study
Land Systems
Native Studies
Natural Resource Management
Northern Studies
Option in Aging
Policy and Law
Stewardship
Sustainable Building
Sustainable Development
Toxicology
Water Resources
Wildlife Management

Environmental Studies [B.Env.St.;

B.Env.St.(Hons.); B.Env.St.(Maj.)]

Atmosphere & Air Quality
Conservation & Biodiversity
Environmental Assessment
Environmental Health
Individualized Study
Land Systems
Native Studies
Natural Resource Management
Northern Studies
Option in Aging

Environmental Studies con't [B.Env.St.;

B.Env.St.(Hons.); B.Env.St.(Maj.)]

Policy and Law
Stewardship
Sustainable Building
Sustainable Development
Toxicology
Water Resources
Wildlife Management

Geography [B.A.(Geog.); B.A.Geog.(Adv.);

B.A.Geog.(Hons.)

Option in Aging

Physical Geography [B.Sc.PhG.(Hons.);

B.Sc.PhG.(Maj.)]

Atmosphere & Hydrological Sci
General Physical Geography
Geomatics
Individualized Study

Human Ecology

All majors

Option in Aging

Family Social Sciences (B.H.Ecol.)

Aging & Developmental Health
Child & Youth Develop. Health
Family Economic Health
Family Violence
Social Development

Food Industry Option [B.Sc.(HNS)]

Food Industry Management
Food Product Development
Quality Assurance

Human Nutritional Sciences [B.Sc.(HNS)]

2nd Degree Option

Dietetics Prep
Foods
Human Nutrition

Textile Development Tex Sc. [B.Sc.(TS)]

Engineering Sciences Option
Exercise and Sport Sc. Option
Microbiological Sc. Option

Kines & Rec Mgmt

All undergraduate majors

Option in Aging

Available Concentrations by Teaching Faculty/School Con't

Management

Management (M.Sc.)

Actuarial Mathematics

Management Interdisciplinary (M.B.A.)

Entrepreneurship & Innovation

Finance

Health Administration

General Management

Ind. Interdisciplinary Program

Internatl & Emerging Markets

Leadership & Organizations

Marketing

Mgmt of Public Enterprises

Supply Chain Management

Sustainability

Music

Music (M.Mus.)

Composition

Conducting

Performance

Music (Ed-Music Integrated) (B.Ed./B.Mus.)

Choral Music Ed.

Early/Middle Years Music Ed.

Instrumental Music Ed.

Nursing

Nursing (B.N.)

Option in Aging

Nursing (M.N.)

Nurse Practitioner

Science

Biological Sciences [B.Sc.(Hons.); B.Sc.(Maj.)]

Cell, Molecular&Devlop Biology

Ecology&Environmental Biology

Enviro&Integrative Physiology

Evolution & Biodiversity

Integrative Biology

Biotechnology [B.Sc.(Hons.); B.Sc.(Maj.)]

Analytical Biotechnology

Molecular Biotechnology

Chemistry [B.Sc.(Hons.); B.Sc.(Maj.)]

Bioanalytical Chemistry

Biopharmaceutical Chemistry

Chemistry con't [B.Sc.(Hons.); B.Sc.(Maj.)]

Biophysical Chemistry

Environmental Chemistry

Materials Science

Organic Chemistry

Physical Chemistry

Quantum/Computational Chem

Computer Science [B.C.Sc.(Hons.);

B.Sc.(Hons.); B.Sc.(Maj.)]

Artificial Intelligence

Computer Systems

Databases

Human-Computer Interaction &CG

Networks and Security

Software Engineering

Theoretical Computer Science

Web-Based Systems

Computer Science-Math [B.Sc.(Hons.)]

Artificial Intelligence

Computer Systems

Databases

Human-Computer Interaction &CG

Networks and Security

Software Engineering

Theoretical Computer Science

Web-Based Systems

Computer Science-Physics [B.Sc.(Hons.)]

Artificial Intelligence

Computer Systems

Databases

Human-Computer Interaction &CG

Networks and Security

Software Engineering

Theoretical Computer Science

Web-Based Systems

Computer Science-Statistics [B.Sc.(Hons.)]

Artificial Intelligence

Computer Systems

Databases

Human-Computer Interaction &CG

Networks and Security

Software Engineering

Theoretical Computer Science

Web-Based Systems

Available Concentrations by Teaching Faculty/School Con't

Science Con't.

Mathematics [B.Sc.(Hons.)]

- Applied & Computational Math
- Pure Mathematics

Physics and Astronomy [B.Sc.(Hons.)]

- Astronomy
- Medical & Biological Physics
- Physics

Social Work

Social Work (B.S.W.)

- Option in Aging

Social Work (M.S.W.)

- Direct Practice - Grps/Community
- Direct Practice - Indvl/Families
- Leadership, Mgmt & Policy
- Research - Social Work

¹Fields in Aurora Student are limited in length; often program names need to be shortened to accommodate field length restrictions. Cr Cul, Soc & Phil Fdns in Ed stands for *Cross-cultural, Sociological, and Philosophical Foundations in Education* .

Table 4: Academic Credentials & Abbreviations

January 2014

The following is a list of credentials offered by the University of Manitoba, including those offered through the Universitairé de Saint-Boniface (USB) and conferred by the University of Manitoba.

Approved Credentials by Teaching Faculty/School	
Agricultural & Food Sciences	
B.Sc. (Agribus.)	Bachelor of Science in Agribusiness
B.Sc.(Agecol.)	Bachelor of Science in Agroecology
B.Sc.(Agric.)	Bachelor of Science in Agriculture
B.Sc.(F.S.)	Bachelor of Science in Food Science
P.B.Dip.Agrology	Post-Baccalaureate Diploma in Agrology
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy
Agriculture	
Dip.Agric.	Diploma in Agriculture
Architecture	
B.Env.D.	Bachelor of Environmental Design
M.Arch.	Master of Architecture
M.C.P.	Master of City Planning
M.I.D.	Master of Interior Design
M.L.Arch.	Master of Landscape Architecture
Ph.D.	Doctor of Philosophy
Art	
B.F.A.	Bachelor of Fine Arts
B.F.A.(Art History)	Bachelor of Fine Arts - Art History
B.F.A.(Hons.)	Bachelor of Fine Arts - Honours
B.F.A.(Hons.) (Art Hist.)	Bachelor of Fine Arts - Honours - Art History
Dip.Art	Diploma in Art
M.F.A.	Master of Fine Art
Arts	
B.A.	Bachelor of Arts
B.A.(Adv.)	Bachelor of Arts - Advances
B.A.(Hons.)	Bachelor of Arts - Honours
B.A.(IS)	Bachelor of Arts Integrated Studies
M.A.	Master of Arts
M.P.A.	Master of Public Administration
Ph.D.	Doctor of Philosophy
Dental Hygiene	
B.Sc.D.Hyg.	Bachelor of Science (Dental Hygiene)
Dip.D.Hyg.	Diploma in Dental Hygiene
Dentistry	
B.Sc.(Dent.)	Bachelor of Science in Dentistry
D.M.D.	Doctor of Dental Medicine
M.Dent.	Master of Dentistry
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy
Education	
B.Ed.	Bachelor of Education
PB Dip.Ed.	Post-Baccalaureate Diploma in Education
M.Ed.	Master of Education
Ph.D.	Doctor of Philosophy
Engineering	
B.Sc.(Bio.E.)	Bachelor of Science in Engineering - Biosystems
B.Sc.(C.E.)	Bachelor of Science in Engineering - Civil
B.Sc.(Comp.E.)	Bachelor of Science in Engineering - Computer
B.Sc.(E.E.)	Bachelor of Science in Engineering - Electrical
B.Sc.(M.E.)	Bachelor of Science in Engineering - Mechanical
P.B.Dip.Eng.	Post-Baccalaureate Diploma in Engineering
M.Eng.	Master of Engineering
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy
Environment, Earth, & Resources	
B.A.(Geog.)	Bachelor of Arts in Geography
B.A.Geog.(Adv.)	Bachelor of Arts in Geography - Advanced
B.A.Geog.(Hons.)	Bachelor of Arts in Geography - Honours
B.Env.Sc.	Bachelor of Environmental Science
B.Env.Sc.(Hons.)	Bachelor of Environmental Science - Honours
B.Env.Sc.(Maj.)	Bachelor of Environmental Science - Major
B.Env.St.	Bachelor of Environmental Studies
B.Env.St.(Maj.)	Bachelor of Environmental Studies - Major

Approved Credentials by Teaching Faculty/School Con't.

Environment, Earth, & Resources Con't.

B.Sc.G.Sc.(Gen)	Bachelor of Science in Geological Sciences
B.Sc.G.Sc.(Hons.)	Bachelor of Science in Geological Sciences - Honours
B.Sc.G.Sc.(Maj.)	Bachelor of Science in Geological Sciences - Major
B.Sc.PhG.(Hons.)	Bachelor of Science in Physical Geography - Honours
B.Sc.PhG.(Maj.)	Bachelor of Science in Physical Geography - Major
M.A.	Master of Arts
M.Env.	Master of Environment
M.N.R.M.	Master of Natural Resources Management
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Extended Education

D.Ab.Comm.Well.	Aboriginal Community Wellness Diploma
Dip. ACFS	Aboriginal Child and Family Services Diploma
Dip. AES	Diploma in Aboriginal Environmental Stewardship
Dip.L.St.	Diploma in Labour Relations and Workplace Safety

Graduate Interdisciplinary

M.A.	Master of Arts
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Human Ecology

B.H.Ecol.	Bachelor of Human Ecology
B.H.Sc.	Bachelor of Health Sciences
B.H.St.	Bachelor of Health Studies
B.Sc.(HNS)	Bachelor of Science in Human Nutritional Sciences
B.Sc.(TS)	Bachelor of Science (Textile Sciences)
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Kinesiology & Recreation Management

B.Kin.	Bachelor of Kinesiology
B.P.E.	Bachelor of Physical Education
B.R.M.C.D.	Bachelor of Recreation Management & Community Development

M.A.	Master of Arts
M.Sc.	Master of Science

Law

J.D.	Juris Doctor
LL.M.	Master of Laws

Management (Asper School of Business)

B.Comm.(Hons.)	Bachelor of Commerce - Honours
M.B.A.	Master of Business Administration
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Medical Rehabilitation

B.M.R. R.T.	Bachelor of Medical Rehabilitation - Respiratory Therapy
M.O.T.	Master of Occupational Therapy
M.P.T.	Master of Physical Therapy
M.Sc.	Master of Science

Medicine

B.Sc.(Med.)	Bachelor of Science in Medicine
M.D.	Doctor of Medicine
Dip.P.H.	Diploma in Population Health
M.P.A.S	Master of Physician Assistant Studies
M.P.H.	Master of Public Health
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Music

B.JAZZ	Bachelor of Jazz Studies
B.Mus.	Bachelor of Music
B.Mus.(Comp.)	Bachelor of Music - Composition
B.Mus.(Hist.)	Bachelor of Music - History
B.Mus.(Perf.)	Bachelor of Music - Performance
PB Mus.(Perf.)	Post-Baccalaureate Diploma in Performance
M.Mus.	Master of Music

Nursing

B.N.	Bachelor of Nursing
M.N.	Master of Nursing
Ph.D.	Doctor of Philosophy

Approved Credentials by Teaching Faculty/School Con't.

Pharmacy

B.Sc.(Pharm.)	Bachelor of Science in Pharmacy
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Science

B.C.Sc.(Hons.)	Bachelor of Computer Science - Honours
B.Sc.	Bachelor of Science
B.Sc.(Hons.)	Bachelor of Science - Honours
B.Sc.(Maj.)	Bachelor of Science - Major
M.M.C.S.S.	Master of Mathematical, Compu- -tational, & Statistical Sciences
M.Sc.	Master of Science
Ph.D.	Doctor of Philosophy

Social Work

B.S.W.	Bachelor of Social Work
M.S.W.	Master of Social Work
Ph.D.	Doctor of Philosophy

USB

Arts

B.A.(Lat.Ph.)	Baccalauréat ès Arts Latin-Philosophie
B.A.(S.T.)	Baccalauréat ès Arts - Spécialisé traduction
B.A.(Spec.)	Baccalauréat ès Arts - Spécialisation
B.es A.	Baccalauréat ès Arts
Cert.Trad.	Certificat de traduction
M.es A.	Maîtrise ès arts

Education

B.en Ed.	Baccalauréat en éducation
Cert.PB Ed.	Certificat postbaccalauréat en éducation
Dip. PB Ed.	Diplôme postbaccalauréat en éducation
M.en Ed.	Maîtrise en éducation

Management

B.A.A.	Baccalauréat en administration des affaires
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Science

B.es Sc.	Baccalauréat ès sciences
B.es Sc.(Maj.)	Baccalauréat ès sciences - Majeure

Social Work

B.S.S.	Baccalauréat en service social
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Appendix A: Glossary of Additional Abbreviations

Art./Artic. - Articulation Agreement

ACC - Assiniboine Community College

AMP - Architecture Masters Preparation

AEIP - American Sign Language - English interpretation Program

Co-op. - Co-operative option

DbI-Maj. - Double-major option

ETP - Ecole technique et professionnelle

Log/Supp Ch Mgmt - Logistics & Supply Chain Management

Op Res / Op Mgmt - Operations Research / Operations Management

PGME - Postgraduate Medical Education

RRC - Red River College

UCN - University College of the North

USB - Universitairé de Saint-Boniface

UW - University of Winnipeg

Appendix B: Summary of Changes Resulting from Audit

Program codes on Aurora Student were compared with the current calendar to generate a complete listing of active programs. The list was then disseminated to the units for review. Any administrative errors identified in the list were then corrected in Aurora Student. The majority of administrative errors fell under one of two categories:

- a) Conversion errors from IMS. Old coding may have been brought over in error.
- b) Codes for old programs that have ended or have since been replaced were never properly ended in the system.

Any changes impacting changes to active programs (non-administrative errors) were directed to the Senate process for curriculum changes.

The following is a summary of the changes / updates made due to administrative errors:

Agricultural & Food Sciences / Agriculture

- Creation of concentration codes in the Agribusiness program to match the available options as listed in the calendar; students in these programs can now be tracked accordingly.
- Agricultural Finance majors ended in diploma program.

Architecture

- Ended majors in Environmental Design and Architecture (these had been replaced by Undeclared as of Fall 2008).
- Student records assigned an incorrect Environmental Design major have been corrected.

Art

- No changes.

Arts

- Clean-up of codes brought over in conversion from IMS to Aurora students (e.g. active codes for a Classics major at the undergrad level, a major in German in the B.A. Adv. Program, and a MathematicsDouble Honours major; these programs never existed and were removed from the system).
- Creation of a separate program code for the joint ASL-English Interpretation program with RRC so that they can be tracked accordingly.
- Clean-up of any outstanding codes in Drama and Women's Studies (these programs have since changed their names to Theatre and Women's and Gender Studies, respectively).
- Closing of the last Geography codes offered under the Faculty of Arts.
- Closing of the Music majors as per Senate approval, 2012

Dentistry / Dental Hygiene

- No changes.

Education

- Students are now brought into the correct teachable major / teachable minor from AY (the admission application system). Previously students were brought into an undeclared major and their records were manually updated by the student advisors.

- Ending of active codes in programs that had been formally closed - includes codes for the Education/Human Ecology program, the IET pilot program, the PBCE and the older Senior and Weekend program codes that are no longer in use.
- Renaming of Her/Abg/Wld Lang to Heritage/Aboriginal/World Lang for clarity on transcripts.
- Began discussions on how to distinguish teachable subject areas (majors/minors) from the parallel degree programs offered in other faculties.

Engineering

- Old codes for manufacturing and industrial engineering programs have been ended.
- Ended old code for Civil Co-op 2 Year program (program is no longer offered).
- Created new code for Biomedical concentration in Electrical Engineering (a code for another concentration was being used incorrectly).
- Ended minors attached to major programs that are no longer active.

Environment, Earth & Resources

- No changes.

Extended Education

- Investigated new ways to track First Nations Health students. This is not an academic program; however a program code had been used to track these students previously.

Graduate Studies

- Inactive IIP / IIS codes ended; process put in place to track current IIS codes to only keep codes open for those programs with current students.
- Pre-master codes ended in majors that cannot offer the pre-master's program (e.g. the Ph.D.-only majors such as Education and Cancer Control).
- Ended any outstanding codes in Foods & Nutritional Sciences, Botany and Zoology (programs that have been replaced with other programs).
- Re-coding of the M.Sc.in Management to co-ordinate with the coding structure of the Ph.D. program.
- Clean-up of concentrations in Education (old concentrations had not been ended on Aurora student).
- SW Distance Cohort in MSW no longer available; code was ended.
- Ended the code for the IUN cohort for the MPA program.
- Ended the code for the M.Eng.in Mechanical and Industrial Engineering (code was never closed).
- Ended the code for the old IIP major (IIP program replaced by IIS program).
- Ended codes for majors in Recreation Studies, Kinesiology and Physical Education; graduate-level major is now Kinesiology and Recreation.

Human Ecology

- Correction of student records in incorrect majors; a Human Nutritional Science 2 major was tied to the regular HNS degree program. This was removed as the HNS2 major is for the Second Degree option only.

Kinesiology & Recreation Management

- Old program codes ended; includes Physical Education AT B.Kin., Physical Education – BESS, Physical Education – BKin, Physical Education-BPE and Recreation-BRMCD; majors in Exercise and Sport and Health and Wellness ended.
- BPE minors restructured to reflect the teachable minor subject areas recognized by Faculty of Education.

Law

- LLB Full and part –time programs ended; these have been replaced by the JD programs.

Management

- Old majors of Undeclared and Management Interdisciplinary ended.
- Management-3 year Honours program ended (brought over from conversion).
- Co-op concentrations ended; co-op routes are tracked through separate program codes.

Medical Rehabilitation

- BMR PT Program and BMR PT Degree completion program ended effective Fall 2013. Undergraduate program has been replaced by the MPT.

Medicine

- No changes.

Music

- No changes.

Nursing

- The following programs ended Fall 2007 with introduction of new program structure - 13-BR - Nursing-Brandon, 13-DP - Nursing-Previous Degree, 13-KC - Nursing-UM/KCC Joint B.N., 13-N - Nursing-North 4 Year, 13-PD - Nursing-Previous Degree, 13-PR - Nursing-Regular B.N., 13-RN - Nursing-Registered Nurse, 13-RR - Nursing-UM/RRC Joint B.N., 13-RX - Nursing-Registered Nurse, 13-SD - Nursing-Accelerated Program

Pharmacy

- No changes.

Science

- Confirmed that a double-major is not an option in the B.Comp.Sci.Hons. program. If students wish to pursue a double major, they would do so in the B.Sc.Hons. program. All double-major options tied to the B.Comp.Sci.Hons. degree were removed and Computer Science was added as a double-major option in the B.Sc.Hons. program.
- Cleaned-up any remaining codes open in Applied Mathematics, Medical and Biological Physics, Biology, Botany, Zoology and Ecology (these have since been replaced by other programs).

Social Work

- Undeclared not an option in 12-NS; was showing as a program because student was enrolled in error. Student record was updated so that this would not show as a valid major on the listing.

Report of the Senate Committee on Curriculum and Course Changes RE: Changes to COPSE Approval Process for New Programs (for information)

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.
2. At its meeting on March 27, 2014, the committee received, for information, an update on changes to the program approval process for new programs, as requested by the Council on Post-Secondary Education (COPSE).

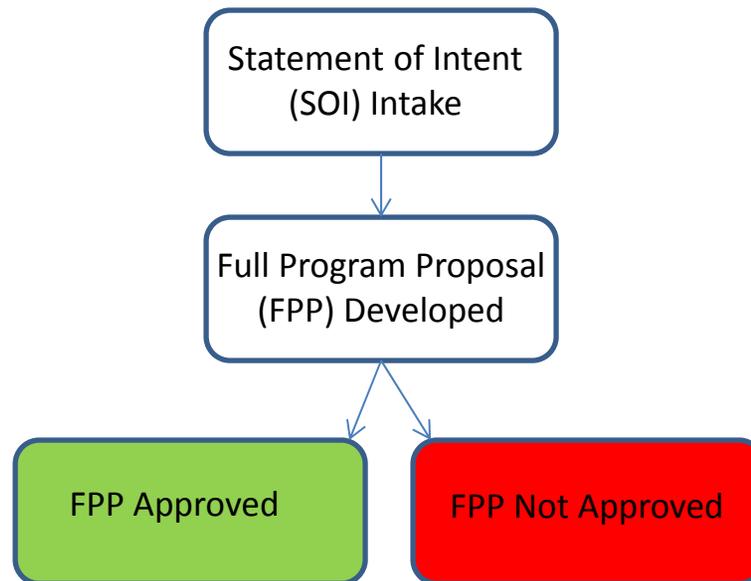
Observations:

1. The committee received information on changes to the new program approval process, as requested by COPSE and set out in the attachment to this report.
2. The Vice-Provost (Integrated Planning and Academic Programs) also advised the committee that, in its most recent budget, the province had announced changes to the higher education portfolio, including the elimination of COPSE and the establishment of a new Advanced Learning Division within the Ministry of Education and Advanced Learning. The changes will take effect September 1, 2014. These structural changes are not expected to have a significant impact on the new program approval process outlined in the attached documents, with the exception that the process would not involve communication with COPSE.
3. The new process for approving proposals for new academic programs will involve a more rigorous evaluation of the Statement of Intent (SOI) by the Advanced Learning Division, similar to the level of scrutiny currently given to full program proposals. In addition, proposals for new programs will be reviewed by a Vice-President's Academic Table (VPA Table), which will comment on the consistency of the proposal with the post-secondary objectives of the province and will consider issues such as program duplication or overlap and student mobility.
4. The changes will require that the University modify its program approval process. Currently, the SOI for a new program is provided to Senate and the Board of Governors for information only, without prior review by the Senate Committee on Curriculum and Course Changes (SCCCC) or the Senate Planning and Priorities Committee (SPPC). Moving forward, the SOI will be provided to Senate and the Board, for approval, following consideration by the SCCC and the SPPC. Full program proposals would continue to be subject to the same approval processes, with additional emphasis given to financial considerations, mobility, and system and labour market alignment.
5. Information on the new program approval process, including revised forms, is available on the webpage of the Vice-President (Academic) and Provost:
http://umanitoba.ca/admin/vp_academic/academic_programs/3722.html.

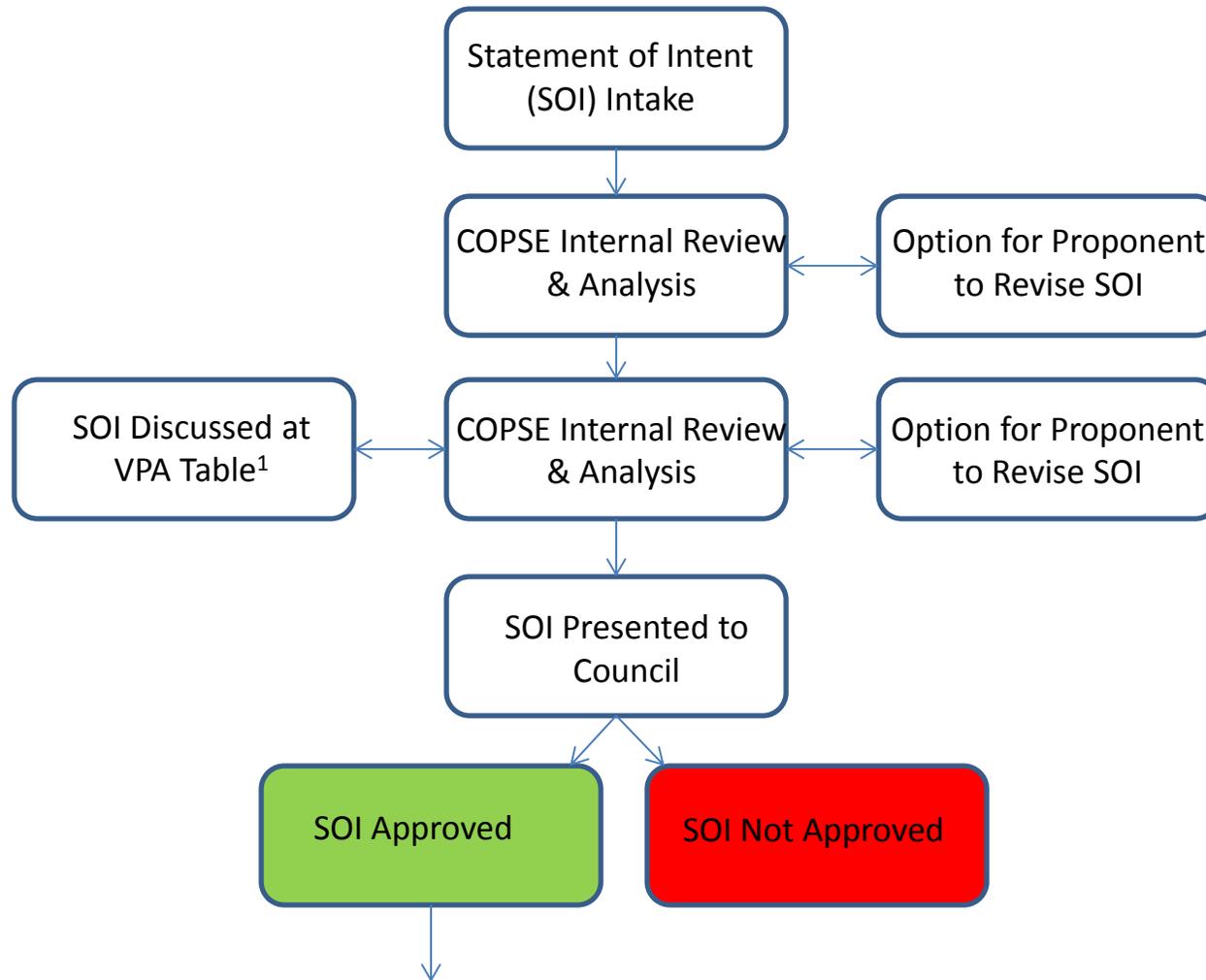
Respectfully submitted,

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

Program Approval Process for New Programs

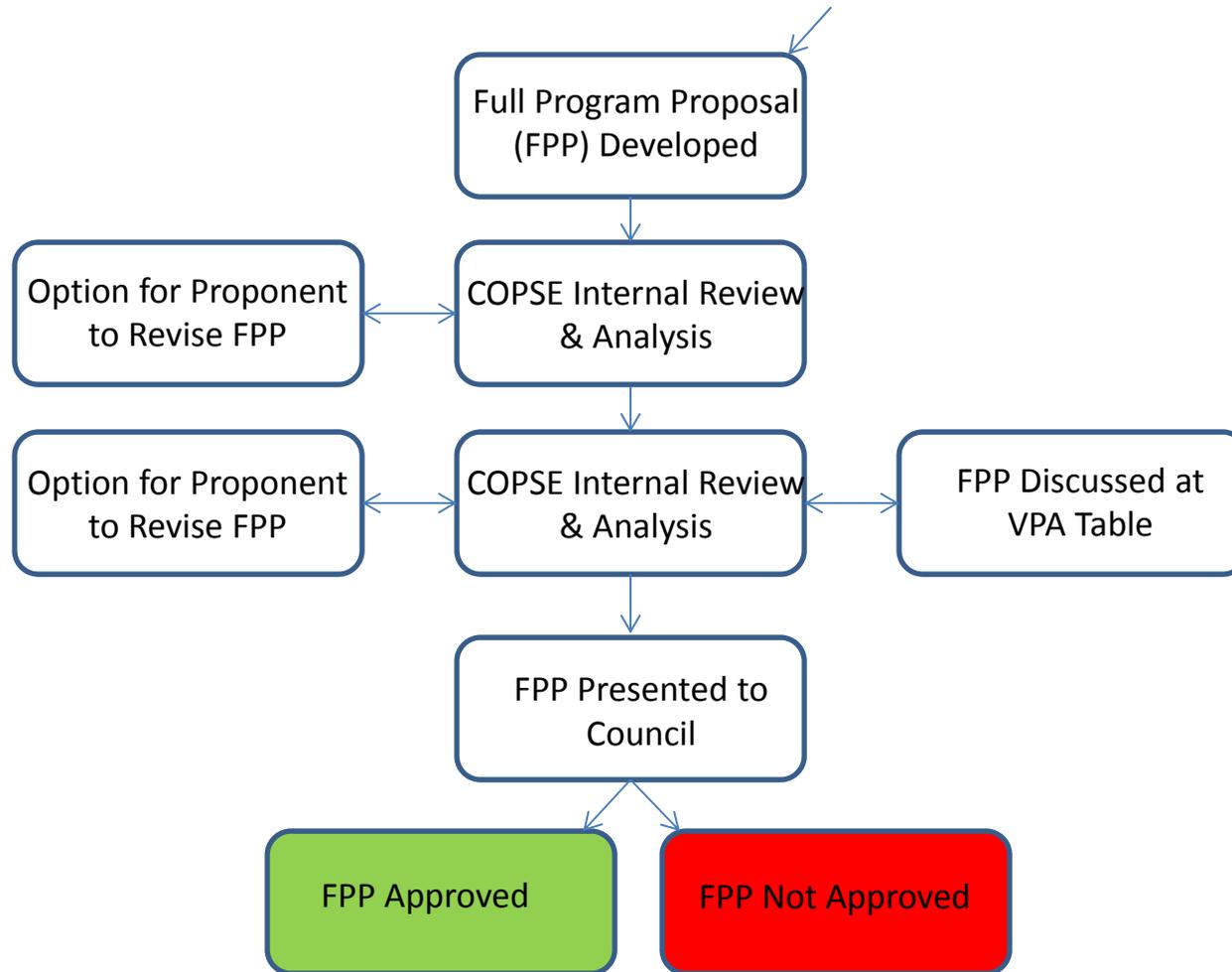


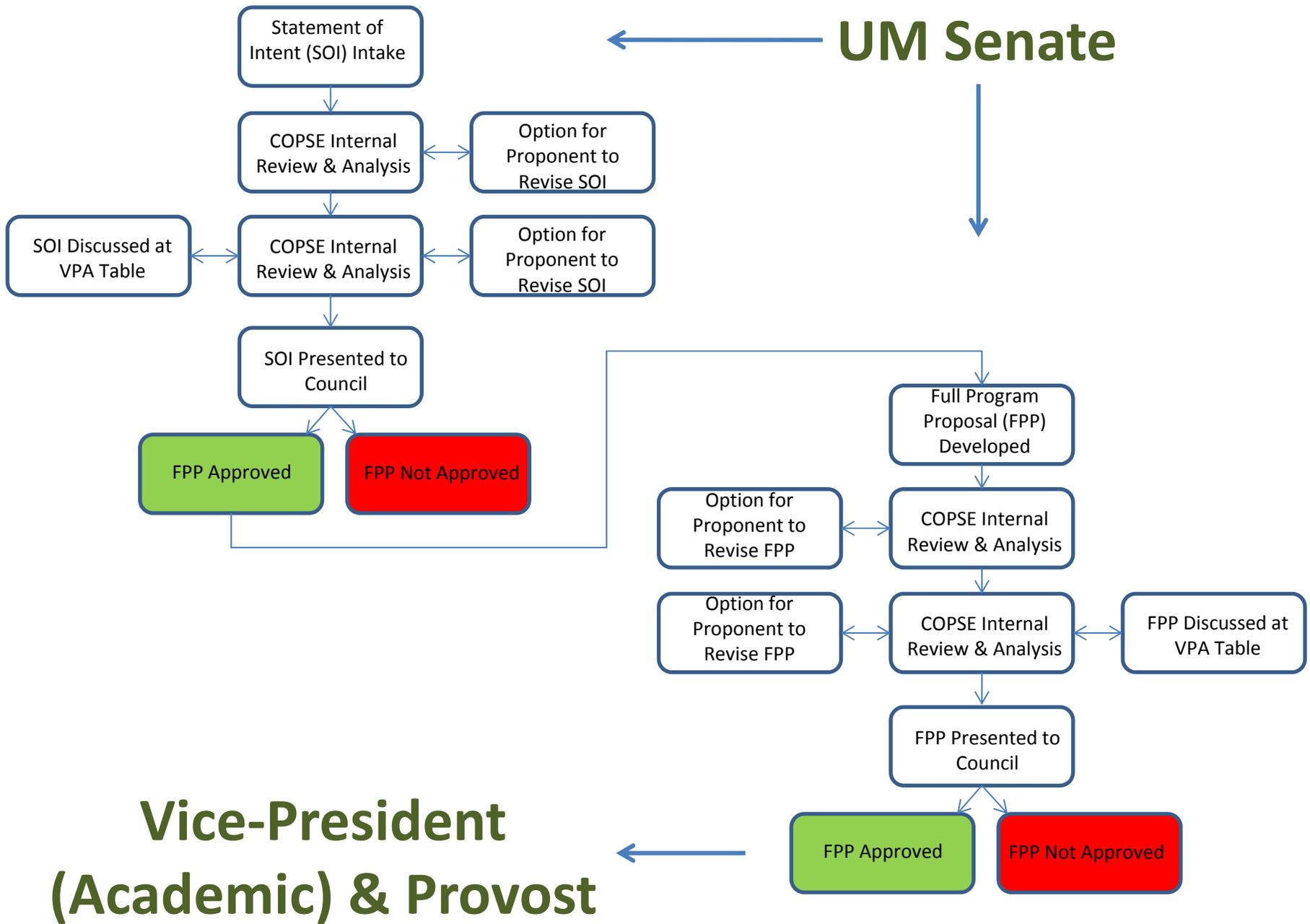
Statement of Intent



¹ Post-Secondary Academic Coordination Advisory Group

Full Program Proposal





Report of the Senate Committee on Instruction and Evaluation RE: Update from the Academic Integrity Working Group (for information)

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 received an update from the Academic Integrity Working Group (AIWG) on progress that has been made toward addressing recommendations made in two earlier reports prepared in 2005 and 2011 by subcommittees of SCIE.
3. The Academic Integrity Working Group, which originated with the Orienting Towards Integrity working group, was struck by the Vice-Provost (Students) in April 2012 to investigate, and to identify initiatives to address, issues concerning academic integrity¹.

Observations:

1. At its meeting on May 30, 2014, the committee received the Academic Integrity Working Group Report to SCIE (May 23, 2014; Attachment I), which outlines progress that has been made toward addressing recommendations contained in two earlier reports prepared for SCIE:
 - Report of the SCIE sub-committee to Investigate the Use of Software to Detect Plagiarism (dated February 16, 2005; approved by Senate, April 6, 2005)
 - Report of the SCIE sub-committee on Academic Integrity and Plagiarism (dated March 2011)
2. The AIWG has created an Academic Integrity portal to provide a central resource for information, for students, faculty, and teaching assistants, on matters related to academic integrity (<http://umanitoba.ca/student/academicintegrity/>), and is collaborating with the Marketing Communications Office to develop a communications plan. Key projects have also been completed or initiated in each of the areas of faculty, students, and policy:
 - Faculty: new and updated online resources; a faculty handbook(s); an online workshop, to be incorporated into a course to be delivered by the Centre for the Advancement of Teaching and Learning; links in D2L to the Academic Integrity website; visibility at the New Faculty Orientation.
 - Students: new and updated online resources, including tutorials, quizzes, and videos; introduction of the "Cite Right" program; links in D2L to the Academic Integrity website; reference to the website on all course packs created by the BookStore.
 - Policy: develop recommendations regarding standard definitions for academic integrity; plagiarism detection software; standardized disciplinary outcomes; a

¹ Terms of reference and membership of the AIWG are provided for information in Attachment III to this report.

mandatory academic integrity tutorial.

3. At the same meeting, the committee received advice from the AIWG regarding a recommendation, in the Report of the SCIE sub-committee to Investigate the Use of Software to Detect Plagiarism (2005), that the acquisition of plagiarism detection software on an institution-wide basis be reconsidered annually by SCIE (Attachment II). On the basis of its own discussions and the work previously completed by the two sub-committees of SCIE, the AIWG has recommended that the University should not purchase plagiarism detection software and that the investigation of the question be closed, for the present. The AIWG observed that use of Turnitin.com, the software initially considered in 2005, would raise privacy concerns, would not result in reduced faculty workload due to limits of the software, and would not address the problem of students purchasing assignments from essay-writing services (“paper mills”).
4. Consistent with recommendations made in the reports of 2005 and 2011, the AIWG advised that significant resources that would be required to purchase plagiarism detection software would be more effectively used to support educational initiatives to deal with academic integrity issues, which is.
5. The SCIE considered and accepted the AIWG’s recommendation that it is not necessary to discuss the question of purchasing plagiarism detection software annually. The committee requested that the AIWG provide regular updates to SCIE on the matter of academic integrity, as it relates to the mandate of SCIE.
6. The committee proposed that Senate might receive a presentation on the work of the AIWG so the University is aware of steps that are being taken to address issues related to academic integrity.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

Academic Integrity Working Group Report to SCIE

23 May 2014

The Academic Integrity Working Group was formed from the original “Orienting towards Integrity” working group (comprised of University 1, Science and Arts). As the workload, interest and concern grew, we became the AIWG in 2012 at the request of Susan Gottheil, Vice Provost Students. The purpose of the AIWG is to share work, research and projects on academic integrity issues across multiple units on campus.

We are contacting the Senate Committee on Instruction and Evaluation (SCIE) with regard to some of our activities as they directly relate to your mandate and address issues within two reports prepared by Senate Committee on Instruction and Evaluation (SCIE) sub committees:

- February 16, 2005 report of the SCIE sub-committee to *Investigate the use of software to detect plagiarism*
- March 2011 report of SCIE subcommittee on *Academic Integrity and Plagiarism*

For ease of presentation, the recommendations of these reports are presented below in Tables 1 and 2. The right hand column contains the most current activities of the AIWG.

Table 1. Progress on the recommendations from the 2005 report of the SCIE Sub-committee to Investigate the Use of Software to Detect Plagiarism

	2005 SCIE Report Recommendations	Observations from 2011 SCIE Report¹	Observations and updates from AIWG 2012-present
1	The sub-committee recommends that it is not advisable at this time, to proceed with the acquisition of plagiarism-detecting software on an institution-wide basis. This matter should be reconsidered annually by the SCIE, in response to the University Discipline Committee’s Annual Report.	The presently constituted committee is in response to this recommendation.	Request for SCIE to re-consider was requested in May 2014. Co-chairs of AIWG will present to SCIE. Note: a 2013 report from UofAlberta is available for review and scan of other Canadian institutions
2	The sub-committee recommends that the University of Manitoba should have a	Based on a recent review of the University of Manitoba website, an institutional statement on academic	Completed President’s statement on Academic Integrity is available online

¹ Text in the first and second column of this table were taken from the 2011 report of SCIE subcommittee on Academic Integrity and Plagiarism

	2005 SCIE Report Recommendations	Observations from 2011 SCIE Report¹	Observations and updates from AIWG 2012-present
	contemporary, clear, and compelling institutional statement on academic integrity. This statement would be used to set the tone for the university's approach to the gravity of academic integrity and its meaning in the educational process and on academic credentials. It is suggested that this statement be created by and issued by the President's Office.	integrity has not been issued by the Office of the President. However, a statement concerning academic integrity is found on the University Governance website, providing details of disciplinary action in terms of Academic Misconduct: http://umanitoba.ca/admin/governance/governing_documents/students/868.htm	
3	The sub-committee recommends that the practices related to the course outline references to cheating, plagiarism, and inappropriate collaboration be continued. Additionally it is recommended that academic staff be responsible for providing full explanations about plagiarism and citation requirements. Explanations and discussions about expectations for original and independent work should occur in class.	There are a number of University of Manitoba course outlines that provide a section on Academic Integrity, many referring students to specific online resources such as the details of Academic Integrity, including the University of Manitoba Student Handbook. However, despite being University policy this is not consistent across all courses.	ROASS currently under review
4	The sub-committee recommends that the university should consider a financial investment in additional resources for education and prevention of plagiarism, as opposed to financing the cost of	A number of units have provided professional development workshops with topics related directly or indirectly to detecting plagiarism. These include the Student Advocacy Office, University Teaching	Funding has not been directly provided by the University for additional resources for education and prevention of plagiarism. Student Affairs provided Student Advocacy with

	2005 SCIE Report Recommendations	Observations from 2011 SCIE Report¹	Observations and updates from AIWG 2012-present
	<p>plagiarism detection software.</p>	<p>Services and the former Learning with Technology Centre. University 1 also includes specific student orientations for first year students in partnership with the Student Advocacy Office, focusing on Academic Integrity. University 1's course: ARTS 1110 provides students with specific instruction on Academic Integrity, preparing students on writing skills, appropriate citations, etc.</p>	<p>fiscal funds to hire two senior students to assist the office and the AIWG</p> <p>Student Advocacy, Academic Learning Center and the Libraries currently examining partnership in providing both preventative and remedial educational opportunities (see Cite Right program later in this document)</p>
5	<p>If individual faculties, schools or departments are considering the purchase or license software such as Turnitin, they should become fully informed about the inherent challenges and issues. If a unit intends to purchase or license software, notification to the Chair of the SCIE should be made in advance of the purchase. The purpose of this notification is to facilitate a discussion regarding methods of evaluating the use of the software.</p>	<p>We are not aware of any single Faculty, School, or Department that has purchased a TurnItIn.com license. The license currently can only be purchased as an institutional license.</p>	<p>There are other text matching software programs that exist and not aware how widely they are used on campus e.g. Viper and ithenticate, and Computer Science Dept uses plaggie2</p> <p>Software only detects copying text. It does not detect the theft of ideas, a more common form of plagiarism. Detection software may give the impression of 'safety' when in fact prevents only the most grievous cases of plagiarism. If detection software is purchased, the committee wants it to be accompanied by materials related to other forms of plagiarism</p>

	2005 SCIE Report Recommendations	Observations from 2011 SCIE Report¹	Observations and updates from AIWG 2012-present
6	The University of Manitoba's website is an adequate resource but there is room for improvement. All the information is external to the website and only the most patient of students or faculty, enthusiastic about finding plagiarism information, will take the time to navigate the other websites.	The current University of Manitoba website is not conducive to finding information quickly. It is not one of the top 10 questions at AskManitoba. It requires a minimum of 5 links before finding specific details, which reside at the Student Advocacy Office.	<p>The AIWG created an Academic Integrity portal http://umanitoba.ca/student/academicintegrity/ which centralizes information related to AI for all constituent groups (students, faculty, TAs)</p> <p>Link to Academic integrity site will be added to the resource section of D2L</p> <p>Reference to Academic integrity and link to site will be added to all course packs created by the Bookstore effective September 2014</p> <p>Registrar's office confirmed AI related questions can be added to the AskUmanitoba. Student Advocacy will create content</p>
7	The Student Discipline By-law should incorporate references to restorative sanctions such as online instructional modules and remedial work.	This recommendations has not been addressed.	<p>The Student Discipline Bylaw currently provides for restorative sanctions. See Table 2 box 18</p> <p>The Student Discipline site (which is being incorporated into the AI portal) has a resource for discipline authorities entitled: Suggested Disciplinary Actions for Academic Dishonesty Infractions</p>

	2005 SCIE Report Recommendations	Observations from 2011 SCIE Report¹	Observations and updates from AIWG 2012-present
			<p>Reference to remedial/educational outcomes is included.</p> <p>Student Advocacy created suite of online Academic Integrity and Student Conduct Tutorials</p> <p>Student Advocacy has provided Associate Deans with instructions how to incorporate tutorials as a discipline outcome and information about accessing the quiz.</p>

Table 2. Progress on the recommendations from the 2011 report of SCIE subcommittee on Academic Integrity and Plagiarism

	Recommendations	Progress/Updates
1	To address the outstanding recommendations as presented in the 2005 report.	See Above
2	<p>To advocate/recommend not employing plagiarism detection software may be simplistic given the complexity and pervasiveness of the problem. In particular, we should actively explore/consider mechanisms for addressing the component missing in our education focused strategy, i.e., elevating the perception of risk of being caught (Vandehey, Diekhoff, and LaBeff, 2007). These mechanisms could include:</p> <ul style="list-style-type: none"> a. Student Advocacy Office in partnership with University Teaching Services continue to provide faculty development workshops geared at invigilation techniques in dealing with behaviours that help decrease examination cheating – walking around the room, eye contact with students, etc. b. Instituting tactics to increase students’ perceptions that surveillance is being used in testing environments. 	<p>(a) In addition to in person workshops, AIWG – Faculty, working on handbook and online workshop for faculty that will provide information on rights and responsibilities as well resources. Online workshop will be incorporated into CATL new online course for faculty</p> <p>Student Advocacy participates in NFO and provides information about academic integrity and discipline matters</p> <p>(b) need to consider how to institute or start with providing information and resources</p> <p>c) need to consider varying approaches to addressing different student groups with regard to academic integrity issues.</p>
3	<p>1. Encourage that information concerning Academic Integrity and Plagiarism:</p> <ul style="list-style-type: none"> a. Be clearly articulated in terms of operational definitions <ul style="list-style-type: none"> i. Academic Integrity, academic dishonesty, plagiarism, cheating, inappropriate collaboration, student discipline—many different terms used; not sure that students see the connection or the link between academic integrity and underlying personal values; also students need to know that these notions are all connected and fall under the umbrella of Student Advocacy. 	<p>1. a. and 1. a. i. AIWG currently reviewing definitions provided within the Academic Integrity regulation and determining if revisions are necessary.</p>

	Recommendations	Progress/Updates
	<ul style="list-style-type: none"> b. Be consistent with current policies across all Faculties and all departments within each Faculty and/or School. c. Be consistently presented on the current University of Manitoba website (ideally have one place to where each academic unit can link to). d. Be easily accessible on the web with fewer links to get to the resources sites (currently takes 5 discrete steps/clicks on the web page to reveal). 	<ul style="list-style-type: none"> b. challenge because jurisdiction of handling academic discipline allegations resides with the department/faculty or school under the Student discipline bylaw. Need to consider how to better support this c. Creation of Academic Integrity Portal addresses this and specifically this page AI site continues to be updated d. Currently “Academic Integrity” is three links from the UofM landing page. Working on making information in several places online.
4	<p>That the University of Manitoba ensure adherence to the standardized, university-wide mechanisms and processes for reporting academic misconduct.</p> <ul style="list-style-type: none"> a) Collect data to ensure consistent use definitions to identify the various types of academic misconduct for ease of reporting and identifying repeating themes (Student Advocacy Office and University Discipline Committee, for example). b) That reoccurring themes of academic misconduct guide strategic planning for future development of students and instructors. c) That on-line reference sources be promoted to students, faculty and staff on an ongoing basis (e.g., http://umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fra_ud.html; http://www.umanitoba.ca/student/student_discipline_home.html) 	<ul style="list-style-type: none"> a. For its 2012-2013 annual report, Student Advocacy presented academic discipline case data to allow for easier comparison to UDC data. Student Advocacy made recommendation in this same report that definitions be provided and data collection methods be improved. Meeting with University Secretariat’s office took place recommendations reviewed and next steps identified.

	Recommendations	Progress/Updates
5	Continue to work at encouraging each Faculty to create and enact a Community Code of Conduct with their students. This code would either be annually created and celebrated (e.g. a new code revised/developed each year) or created once and annually celebrated (e.g., white-coat ceremony in health professions). It is important to recognize, as the literature indicates, that codes of conduct are of limited utility as a deterrent, but are useful as an assurance that students have an understanding of academic integrity and its application, where relevant, in professional practice.	<p>Several years ago, Student Affairs and UMSU supported following seven guiding principles which can be used by faculties/schools without own documents. See link and preamble http://umanitoba.ca/student/resource/student_advocacy/student_conduct.html</p> <p>Presently only two programs have own community principles or code: Nursing and Dentistry (see section 1.5.4. of handbook). Would need to investigate if there are other programs with similar documents.</p>
6	That the Community Code of Conduct be part of submitting an assignment. A one-page checklist/contract that clearly defines each type of plagiarism and clearly articulates the consequences. Students would sign that they have read, understood, and have submitted an assignment that is not reflective of any form of plagiarism. Dated as well.	<p>Honest declaration templates will be included in the AI portal however, up to individual instructors to use. The committee recognizes, however, that overuse of these documents may cause complacency among students.</p> <p>Some departments require their use by instructors (e.g. Computer Science, Chemistry)</p>
7	That the Student Advocacy Office and University Teaching Services continue to provide workshops to faculty and graduate students responsible for teaching students that provides information on ways and tips to encourage academic integrity as well as how to reduce plagiarism.	<p>A general TA orientation in September and/or faculty-specific TA orientation (e.g. Faculty of Arts) to discuss TA/GM specific responsibility with regard to plagiarism.</p> <p>Created FAQ for invigilators</p> <p>Work underway for a TA/GM handbook (AIWG – Faculty project)</p>
8	That the Student Advocacy Office in partnership with University 1 continues to provide sessions on Academic Integrity and writing skills that will	As of September 2013 Student Advocacy continues to provide mandatory session on Academic

	Recommendations	Progress/Updates
	<p>help students to become knowledgeable about plagiarism and how to avoid it.</p>	<p>Integrity and student conduct at Orientation (now coordinated by Student Life)</p> <p>Student Advocacy continues to partner with Academic Learning Centre (and other units, e.g. Libraries and CATL) to provide sessions for graduate students.</p> <p>Cite Right program - A program with a focus on promoting information literacy that involves the combined efforts of Academic Learning Centre, Libraries and Student Advocacy. The program is being designed to provide several applications: integration into the classroom with the instructor as active partner, intensive remediation program for students found to have plagiarized, and self-directed program for students interested in learning more. The goal is to explore ways to reduce staffing resources through creating online components</p> <p>Provide information to U1 for their “first six week” communication initiative to students</p>
9	<p>That the university-wide policy concerning Academic Integrity be enforced (i.e., Senate Committee on Curriculum and Course Changes; Associate Deans; etc.) so that each University of Manitoba course syllabi provides a consistent and clear statement about academic integrity and its consequences (see ROASS: http://umanitoba.ca/admin/governance/governi ng_documents/students/278.htmsection IV. A. 4 (b), which reads:</p> <p><i>“The academic staff member shall provide in writing to every member of the class,</i></p>	<p>ROASS document currently under review</p>

	Recommendations	Progress/Updates
	<p><i>information regarding academic integrity which shall include: a reference to the statements on academic dishonesty including plagiarism and cheating and examination impersonation found in the University General Calendar; and where appropriate, a reference to specific course requirements for individual work and group work. Students should be made aware that group projects are subject to the rules of academic dishonesty and that group members must ensure that a group project adheres to the principles of academic integrity. Students should also be made aware of any specific instructions concerning study groups and individual assignments. The limits of collaboration on assignments should be defined as explicitly as possible.”</i></p>	
10	<p>That Academic Integrity be enacted and reflected institutionally, at all levels—beginning with providing appropriate citations in the University’s publications/public documents (e.g., policies, etc.).</p>	<p>AIWG examining how to institute a multi-pronged, institutional wide strategy that fits the needs of all faculties. As a starting point, ensure faculty are educated on their responsibilities. Creation of a handbook and an online workshop is underway (AIWG – faculty project) Included in this is importance of modeling appropriate citation style as well as adhering to copyright law.</p>
11	<p>If Turnitin.com is to be purchased, that the University of Manitoba adopt the recommendations outlined in the Memorandum from Legal Counsel dated November 16, 2010 (see Appendix C).</p>	<p>Recommendation to be considered at SCIE</p>



UNIVERSITY
OF MANITOBA

Student Advocacy and Accessibility
Student Support

Student Advocacy and
Accessibility
519 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-7423
in Manitoba 1-800-432-1960
Fax: (204) 474-7567

DATE: May 23, 2014

TO: Dr. Janice Ristock, Vice Provost (Academic)

FROM: Brandy Usick, Co-Chair, Academic Integrity Working Group
Director, Student Advocacy and Accessibility 

RE: Recommendation from the Academic Integrity Working Group regarding
Plagiarism Detection Software

I am writing on behalf of the Academic Integrity Working Group (AIWG) to request that the Senate Committee on Instruction and Evaluation revisit the question of whether the University of Manitoba should consider purchasing an institutional license for plagiarism detection software.

The attached document provides background information with regard to the recommendations of one SCIE subcommittees that reviewed this issue in 2005 and again in 2011. The AIWG's proposes a recommendation that addresses an outstanding recommendation from 2005.

A brief summary of the work to date of the AIWG is also included in response to the educational and policy related recommendations made in these two reports.

Dr. Lori Wilkinson and I are available to present this information at the May 30, 2014 SCIE meeting.

Encl. (3)

c. Dr. Lori Wilkinson, Co-Chair Academic Integrity Working Group
Associate Dean, Faculty of Arts and Professor, Department of Sociology
Susan Gottheil, Vice Provost (Students)

Recommendation Regarding the Purchase of Plagiarism Detection Software
Academic Integrity Working Group
23 May 2014

Background:

The purchase of plagiarism detection software has been considered by two subcommittees of Senate Committee on Instruction and Evaluation (SCIE).

The February 16, 2005 report of the SCIE sub-committee to *Investigate the Use of Software to Detect Plagiarism* was presented to Senate. The following relevant recommendation was made within this report:

The sub-Committee recommends that it is not advisable, at this time, to proceed with the acquisition of plagiarism-detecting software on an institution-wide basis. This matter should be reconsidered annually by the SCIE, in response to the University Discipline Committee's Annual Report. (Recommendation 1, page 2)

Six years later, a SCIE subcommittee prepared a report in March 2011 on *Academic Integrity and Plagiarism*. I understand this report was submitted to SCIE but was not forwarded to Senate. I received permission from the University Secretary to provide a copy of this report to the AIWG members.

The relevant recommendation made by this SCIE subcommittee was that "if Turnitin.com is to be used, that the University of Manitoba adopt the recommendations outlined in the memorandum from Legal Counsel dated November 16, 2010" (Recommendation 11, page 12).

The question of whether or not the University should provide instructors with access to plagiarism detection software persists as a question as the number of cases of plagiarism formally handled and reported by a disciplinary authority has increased over the past 5 years and has remained consistent across the last two reporting year of the UDC.

Several members of the AIWG have heard from academic staff who are interested in having access to text matching software to help in their efforts to detect incidents of plagiarism. A recent request was received by the AIWG from the Department of English, Film and Theatre (see attached).

Cheikh Ould Moulaye, Associate Director, Distance and Online Education, is heading up an academic integrity initiative to support instructors who teach courses through Distance Education. Dr. Moulaye is working with two departments to pilot live remote proctoring as a way to prevent and detect academic dishonesty in the writing of tests. His unit is interested in looking at other strategies for detecting other aspects of academic dishonesty.

Plagiarism detection software has presented challenges to other Canadian post-secondary institutions that have chosen to purchase a license. An excellent and current report that provides an examination of these challenges (e.g. FIPPA, intellectual property concerns of students etc.) is the University of Alberta's May 2013 report

<http://www.tie.ualberta.ca/~media/tie/Documents/TextMatchingSoftwareReport.pdf>

The UofM purchased iThenticate in the Fall of 2013 and this has renewed interest in obtaining plagiarism detection software appropriate for the entire university community. This program is one of

the three offered by [iParadigms](#) (the others are Turnitin.com and WriteCheck). iThenticate use is limited to UofM staff and students who may submit their own work if the paper is to be submitted for publication, grant competition or to meet a graduate thesis/practicum requirement. With the introduction of iThenticate on our campus, there have been questions raised by faculty and students about whether the institution has software to help detect plagiarism within students' written assignments.

The AIWG has discussed the purchase of plagiarism detection software in great detail. The working group concluded that Turnitin - because of the cost of the software, the limits of the program (i.e. it does not reduce faculty workload), privacy concerns, and that it does not address the paper mill problem the members of the AIWG recommended that the University does not purchase plagiarism detection software - is not suitable for our institution. The members expressed that if there were available monies for Turnitin these would be better spent on faculty and student academic integrity education.

Based on the work completed by the two previous SCIE subcommittees and the current Academic Integrity Working Group, the AIWG respectfully proposes the following:

SCIE address the outstanding recommendation from the 2005 report, which states that "...the acquisition of plagiarism-detecting software on an institution-wide basis...be reconsidered annually by the SCIE, in response to the University Discipline Committee's Annual Report" and close the investigation.

During the discussion on Turnitin many of the members are strong in their resolve that plagiarism must be seen as an educational matter that requires targeted efforts to educate students on the expectation around academic honesty and the rules around citation. Others believe that a strong stance on penalties involving academic integrity is needed. With this in mind, the AIWG is taking a two-pronged approach that institutes an educational component and a penalty component with respect to the projects and activities we are currently discussing.

One of the projects currently being developed by a sub-AIWG is an educational program for students tentatively called "Cite Right". A program with a focus on promoting information literacy that involves the combined efforts of Academic Learning Centre, Libraries and Student Advocacy. The program is being designed to provide several applications: integration into the classroom with the instructor as active partner, intensive remediation program for students found to have plagiarized, and self-directed program for students interested in learning more. The goal is to explore ways to reduce staffing resources through creating online components.

The AIWG has also spent considerable time on projects designed to support faculty, both to provide education on their responsibilities (prevention, detection and response) and to provide tools and supports. CATL is seen as an important resource for faculty who wish to review their curriculum and assessment with the goal to enhance student understanding of AI and reduce opportunities for dishonest behavior.

In addition to the projects identified above, the AIWG members are actively working on other tasks. The aforementioned SCIE reports identified several suggestions and recommendations for the education of students and faculty regarding academic integrity. See the AIWG report to SCIE 23 May 2014 that provides in tabular format the recommendations and most current activities of the working group.

Academic Integrity Working Group Terms of Reference

1. Purpose

- Identify and develop ways in which faculty and instructors can be encouraged and supported to provide education about academic integrity within the classroom and other learning environments.
- Provide direction and content for a resources, including material to be added to the Academic Integrity site that house resources, tools and information on best practices regarding academic integrity promotion.
- Provide direction to the Student Advocacy - the centralized unit on campus with mandate to educate university community on academic integrity – with regard to AI week program planning; development and delivery orientation sessions and presentations for students and educational workshops for faculty; and creation and/or revision of AI promotional material (online and hardcopy).
- Investigate and make recommendations regarding regulations, policy and procedures pertaining to academic integrity and handling of academic dishonesty allegations.
- Provide updates on the working group's activities at least bi-annually to both the Associate Deans Undergraduate and Council of Student Affairs (COSA).

2. Membership

Co-Chairs Representative from ADU
 Director, Student Advocacy and Accessibility
 Director, Centre for the Advancement of Teaching and Learning
 Director, Academic Learning Centre
 Representative from the Libraries
 Representatives from each of Faculty of Arts, Science, University 1, and FGS
 Representative from Extended Education
 Faculty Representative(s) from Professional programs (e.g. Education)
 Faculty Representative(s) from Faculty of Health Sciences
 Academic teaching staff
 3 Student representatives (UMSU, GSA and Academic Integrity Ambassador)

In Memoriam - Dr. Renate Eigenbrod

Dr. Renate Eigenbrod (nee Pampel) was born on December 2, 1944 in Goettingen, Germany, and passed away suddenly on May 8, 2014.

Dr. Eigenbrod joined the University of Manitoba in 2002 and was, at the time of her passing, Professor of Aboriginal Literatures and Head of the Department of Native Studies in the Faculty of Arts. Prior to joining us she had taught at Lakehead University, Thunder Bay, Ontario, where she and her family resided for many years.

Renate was a highly accomplished and internationally recognized scholar who specialized in Aboriginal literatures of Canada, international Indigenous literatures, Indigenous epistemologies and methodologies, postcolonial theory, and trauma and genocide studies. As a relative latecomer to academic life, she was at the peak of her productivity at the time of her death and was engaged in a number of important research and publishing projects. During her career she authored a monograph entitled *Travelling Knowledges: Positioning the Im/Migrant Reader of Aboriginal Literatures in Canada*, co-edited four books, and published numerous journal articles and book chapters. She developed her own substantial body of work, but also made considerable effort to be inclusive in her scholarship and was especially supportive of junior scholars. Her most recent research program was supported by a Social Sciences and Humanities Research Council of Canada Insight Grant.

Renate was also an enthusiastic supporter of Aboriginal peoples, cultures, and languages and was an advocate for historic justice and human dignity, a wonderful and engaging teacher, and a diplomatic and conscientious administrator. She will be sorely missed by her students and by colleagues across the university and in the broader national and international scholarly communities of which she was a part. She will also be remembered for all those wonderful staff/student parties she hosted as well as for her commitments and her vibrant, energetic and generous spirit.

Renate was also a wonderful wife, mother and grandmother, as well as a loving and generous friend. Her son Felix, and his family Katy, Hannah and Alexander, and her daughter Judith and her fiancé Rod survive her.

Donations via cheque or money order may be made to one of the areas Renate cared deeply about and worked devotedly for:

Oxfam Canada (<http://www.oxfam.ca/donate>)

The "Renate Eigenbrod Bursary for Indigenous Graduate Students" c/o The University of Manitoba, 179 Extended Education Complex, Winnipeg, MB, R3T 2N2 *The newly named "Renate Eigenbrod Bursary" which will be "given to a First Nations, Metis, or Inuit graduate student in an area of Native Studies, English literature, or International Indigenous issues."*

The Aboriginal Writers Collective of Manitoba c/o The Department of Native Studies,
The University of Manitoba room 204 Isbister Building, Winnipeg, MB, R3T 2N2

In Memoriam: Dr. Bonnie J Trodden
Former Assistant Professor, School of Dental Hygiene

It is with great sadness that we announce the passing of Dr. Bonnie Trodden on Friday, February 21, 2014 after a brief battle with lung cancer. Bonnie began her lengthy career at the University of Manitoba in 1971, first as a part-time instructor in the School of Dental Hygiene and then later as a full-time tenured faculty member.

Bonnie was a joy to work with and was well-respected by both her students and her colleagues in not only the School of Dental Hygiene, but the Faculty of Dentistry as a whole. She had a passion for teaching and enjoyed her students tremendously.

She was the First Year Pre-Clinical and Clinical Coordinator as well as course coordinator for both Dental Anatomy and Radiology for first year dental hygiene students.

Bonnie's wonderful sense of humor, and her friendly disposition will always be remembered by those who knew her. Upon her retirement in 2002, Dr. Trodden set up the "***Dr. Bonnie J. Trodden Scholarship in Dental Hygiene***" which is awarded to a first year dental hygiene student who shows promise of being an excellent clinician, demonstrates professional attitude and is a positive role model for other students.

Having graduated with a Diploma in Dental Hygiene from the University of Toronto, Bonnie continued her studies at the University of Manitoba and received BA, MA and PhD degrees in Anthropology.

She truly was a role model for life-long learning as she did not stop there! When she retired, she once again enrolled at the University of Manitoba and two years later, received a Certificate in Horticulture.

Her retirement interests were numerous and included wood-carving, horticulture, curling, and following all sporting events, particularly hockey and figure skating. She was an avid reader and also loved spending time at her cottage with her husband Jerry. Bonnie had a true zest for living and enjoyed life to its fullest and will be missed by all of her former students, colleagues and numerous friends.



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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Fax (204) 474-7511

MEMORANDUM

DATE: April 22, 2014
TO: David Barnard, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING – April 22, 2014***

At its meeting on April 22, 2014, the Board of Governors approved the following motions:

THAT the Board of Governors approve a proposal to change the name of the School of Medical Rehabilitation to the “College of Rehabilitation Sciences,” as recommended by Senate, effective upon the formal implementation of the Faculty of Health Sciences.

THAT the Board of Governors approve a proposal to revise the name of the Department of Physiology to the “Department of Physiology and Pathophysiology,” as recommended by Senate, effective upon approval by the Board of Governors.

THAT the Board of Governors approve two new offers, two amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated February 25, 2014].

THAT the Board of Governors approve one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated February 25, 2014].

Copy: S. Coyston
 J. Keselman
 D. Jayas

JML/sf



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OF MANITOBA

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MEMORANDUM

DATE: May 20, 2014

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING –
May 20, 2014***

At its meeting on May 20, 2014, the Board of Governors approved the following motions:

THAT the Board of Governors approve the joining of the Department of Human Nutritional Sciences to the Faculty of Agricultural and Food Sciences [as recommended by Senate, May 14, 2014].

THAT the Board of Governors approve the establishment of the Centre for Engineering Professional Practice and Engineering Education, for a period of five years, with continuation subject to a review process [as recommended by Senate, May 14, 2014].

THAT the Board of Governors approve twelve new offers, twenty-one amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated April 8, 2014].

THAT 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].

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].

Copy: S. Coyston
D. Jayas

JML/sf

PRESIDENT'S REPORT: June 25, 2014

GENERAL

The Strategic Planning Committee participated in a two-day retreat on April 28 and 29 to discuss the feedback gained through the extensive consultation process underway through early 2014 regarding the development of the University of Manitoba's new Strategic Planning Framework. Almost 1,200 people participated in 53 input sessions held with faculty/school councils, administrative groups, special meetings of select Senate Committees, as well as forums for Indigenous scholars, staff and students, student groups, support staff, and alumni and donors. Work is now underway to develop a draft plan, which will then be available to the University community to provide input and tabled for consideration by both the Senate and the Board of Governors. A final Strategic Planning Framework subsequently will be prepared for consideration by the Senate Planning and Priorities Committee, Senate Executive, Senate and the Board of Governors.

On May 3, Indigenous graduates and alumni came together for the 25th Annual Traditional Graduation Powwow, which recognized over 230 Indigenous graduates as well as alumni from the 25 years the event has taken place at the University of Manitoba. It was a celebration of accomplishment as well as of the leadership of our students, who have prompted many changes over the past 25 years to ensure the University of Manitoba is a more welcoming place for Indigenous students and the Indigenous community.

Student Affairs and Human Resources have collaborated to develop and launch two new initiatives, designed to address issues of critical importance to supporting a positive working and learning environment. The first is the recent release of the mental health strategy *Success Through Wellness*. A Mental Health Facilitator will be hired for a three-year term to help implement the strategy and work with students, staff and faculty across the institution to create a community that is committed, caring, healthy, responsive, supportive and resourceful.

The second is the launch of a new Childcare Initiative. This important initiative comes in response to a 2013 report prepared by a UM childcare working group comprising of students, staff and faculty members. The report highlights some significant unmet needs of parents, including the limited availability of on and off campus childcare spaces. A review of best practices and business model opportunities is underway.

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.

ACADEMIC MATTERS

- Dr. Joannie Halas, Kinesiology and Recreation Management, has been awarded by the Talloires Network First Place in the MacJannet Prize for Global Citizenship for her Rec and Read Mentorship Program research project. The Talloires Network, comprising of 310 institutions in 72 countries, is an international association committed to strengthening the civic roles and social responsibilities of higher education. This network works together to implement the recommendations of the Talloires Declaration and build a global movement of engaged universities. The MacJannet Prize was established by the Talloires Network and the MacJannet Foundation to recognize, encourage and support exceptional student community engagement and community service at member universities. A UM selection committee comprised of faculty, staff and students, and chaired by the Office of International Relations (OIR), nominated 2 out of 5 outstanding program submissions from the university community. The University of Manitoba has been members of the Talloires Network since 2009 with President David Barnard signing of the Talloires Declaration. This prize is a first for Canadian universities and is timely with the UM's commitment toward the development of a comprehensive international strategy.
- Rick Holley, food science, has been named a Fellow of the International Academy of Food Science and Technology for his outstanding contributions to the field of science and technology. The International Academy of Food Science and Technology (IAFoST) is a group of elected distinguished food scientists and technologists who collectively form a pool of scientific expertise in food science and technology.
- Dr. Regine King, social work, collaborated with the Canadian Museum for Human Rights and the Graduate Students' Association in organizing events in commemoration of the 20th anniversary of the genocide in Rwanda. Dr. King was featured in the Winnipeg Free Press for her efforts in raising awareness and also for her story as a Rwandan genocide survivor.
- Sarah Kirsch, music student, won second prize in the prestigious Doris McLellan Competition. Sarah impressed the international panel of judges in the varied program she performed with the Winnipeg Symphony Orchestra in the final round of the Competition.
- The University of Manitoba Chapter of Society of Automotive Engineers International (Aero) student team competed at the International Aerospace Competition in Texas and placed 2nd place overall. The team competed against 70 other teams from around the world.
- Nursing's undergraduate program was reviewed and was granted five-year approval by the College of Registered Nurses of Manitoba.
- *Architecture's Warehouse Journal Volume 22* has received First Prize for the prose non-fiction illustrated category from The Alcuin Society Awards for Excellence in Book Design. The *Warehouse Journal* is an annual non-profit Faculty of Architecture student-edited journal.
- On April 12, Dentistry hosted a *Sharing Smiles Day* – an event dedicated to caring for Manitoban's with special needs. The first-of-its-kind event emphasized the importance of oral health care while raising awareness of health care issues and need for all to have access to care.

- The opening of a hospital and dental clinic in the Republic of Zambia, along with an oral health care facility in Guatemala, marked the end of a long-running outreach project led by Dentistry's academic staff and alumnus. Dr. Aaron Kim, who is the clinic director at the College of Dentistry, began the projects as part of a humanitarian aid effort that received support from the International College of Dentists (Canadian Chapter).

RESEARCH MATTERS

- On April 4, 2014 MP Rod Bruinooge announced on behalf of Minister Ed Holder, Minister of State (Science and Technology) the renewal of funding for Dr. Zahra Moussavi's (Electrical & Computer Engineering) Canada Research Chair in Biomedical Engineering. The funding totals \$500,000 over five years as a Tier 2 chair holder from the Canada Research Program. Moussavi's research focus is on the detection of the early signs of Alzheimer's disease. She is also developing innovative approaches for Alzheimer's treatment to either improve patient symptoms or slow the disease's progression. Another main focus of Moussavi's research is in the area of the detection and monitoring of obstructive sleep apnea (OSA). There are currently 46 CRCs at the University of Manitoba.
- On April 14, 2014 the Government of Canada announced \$1,037,488 in funding to four University of Manitoba research projects from the Canada Foundation for Innovation (CFI) John E. Evans Leaders Fund (JELF). The project investigators are: Dr. David Herbert (Chemistry, \$160,000) researching strategies for converting carbon dioxide to a renewable resource, Drs. Michael Jackson and Tiina Kauppinen (Pharmacology & Therapeutics, \$319,586) to study brain injury and neurodegenerative diseases like Alzheimer's, Dr. Zou Zou Kuzyk (Geological Sciences, \$159,537) for a new Arctic marine facility for potential oil spill recovery, and Dr. Joe LoVetri (Electrical & Computer Engineering, \$398,365) to study Microwave Imaging (MWI) systems for biomedical and agricultural uses.
- Distinguished Professor Frank Plummer (Medical Microbiology) was awarded the Killam Prize in Health Sciences by the Canada Council for the Arts. Plummer is credited with decades of work in the field of infectious diseases, specifically HIV/AIDS. His efforts have saved countless lives. The Killam Program offers five awards every year to outstanding Canadian scholars working in the humanities, social sciences, natural sciences, health sciences and engineering. The \$100,000 Killam prize is among Canada's most distinguished research awards.

Plummer has enabled the careers of his trainees, colleagues and collaborators. He co-founded the University of Manitoba-University of Nairobi Collaborative Research Program in the early 1980s and brought other academic institutions into the collaboration, including the University of Washington, Oxford University, University of Ghent, the Tropical Diseases Institute of Antwerp, and the University of Toronto. This consortium is the leading infectious diseases research initiative in sub-Saharan Africa. He has been instrumental in creating a supportive environment that enables scientists to carry out their shared mission to reduce the impact of infections on Canadians and global citizens.

Dr. Plummer is the fourth Killam Prize recipient to hail from the University of Manitoba. Previous winners were Lotfollah Shafai (2011), Frank Hawthorne (2008), and Ralph G. Stanton (1985). Dr. Plummer will receive the award at a ceremony at Rideau Hall on May 26, 2014.

- On April 29, 2014 the recipients of the 2013 Rh Awards and the 2013 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award were celebrated at an awards presentation, reception, dinner and lecture event. The Rh Awards are given to academic staff members who are in the early stages of their careers and who display exceptional innovation, leadership and promise in their respective fields. The recipients are:
 - Applied Sciences – Dr. Shawn Clark (Civil Engineering)
 - Creative Works – Dr. Minna Rose Chung (Desautels Faculty of Music)
 - Health Sciences - Dr. Kirk McManus (Biochemistry and Medical Genetics)
 - Humanities - Dr. Hee-Jung Serenity Joo (English, Film and Theatre)
 - Interdisciplinary – Dr. Emmanuel Ho (Pharmacy)
 - Natural Sciences – Dr. Belay Ayele (Plant Science)
 - Social Sciences – Dr. Hari Bapuji (Business Administration)

The 2013 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award recipient is Dr. Cheryl Rockman-Greenberg (Biochemistry and Medical Genetics/Pediatrics). A public lecture was held following the awards dinner entitled: Genetic Disorders: From Rh Disease to the 21st Century. Dr. Rockman-Greenberg is an expert in genetic diseases who championed DNA-based diagnostics in Winnipeg. More than 20 years ago she was influential in establishing the first clinical lab specializing in the diagnosis of genetic disorders using DNA testing.

- Forty-two projects for 38 PIs were funded for a total award amount of \$1,726,962. Those investigators receiving more than \$25,000 in funding are:

PI	Sponsor	Title	Awarded
Barber, David (Centre for Earth Observation Science)	Churchill Gateway Development Corporation	CGDC letter support of Dr. Barber's sea ice studies Oct 22 2013	\$50,000
Berkes, Fikret (Natural Resources Institute)	St. Mary's University	Community Conservation Research Network (CCRN)	\$39,000
Busby, Karen (Law)	SSHRC	The right to clean water in First Nations: The most precious gift	\$200,000
Carlberg, Jared (Agribusiness & Agricultural Economics)	Manitoba Pulse Growers Association	Can increasing whole & fractioned yellow pea flour consumption in Canada reduce healthcare expenditures?	\$30,000
Cicek, Nazim (Biosystems Engineering)	Rosser Holsteins Ltd	Evaluation of a bedding recovery unit for dairy farm application at Rosser Holsteins Ltd.	\$50,000
Dick, Kristopher (Biosystems Engineering)	Insulated Panel Building Systems	Relative performance of IPB structural insulated panels and dimensional lumber wall systems	\$25,905
Fowler, Kent (Anthropology)	SSHRC	A ceramic perspective on the rural provisioning of nineteenth century capitals in the Zulu kingdom	\$74,978
Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Inc.	HVDC "superline" for improvement of angular stability of AC-DC system	\$30,000

Hershcovis, Minette Sandy (Business Administration)	SSHRC	Observing workplace aggression: The influence of power on intervention and support behaviours	\$209,640
Johnson, Jay (Kinesiology and Recreation Management)	SSHRC	Transforming the Canadian sport culture: A national study of gender, race, sexuality and violence in sport hazing as barriers to sport participation	\$138,955
LoVetri, Joe (Electrical and Computer Engineering)	Mitacs Inc.	Calibration, characterization and optimization of microwave imaging system for grain monitoring	\$45,000
McCartney, Curt (Plant Science)	Agriculture and Agri-Food Canada	Genetic analysis of stem and leaf rust resistance in wheat	\$40,500
Ursel, Jane (RESOLVE (Research & Education for Solutions to Violence))	Winnipeg Foundation (The)	Winnipeg family violence court project	\$25,000
Wilkinson, Erin (Linguistics)	Gallaudet University	Collaborative research: Science of learning center on visual language and visual learning (VL2)	\$52,582
Woolford, Andrew (Sociology)	SSHRC	The eleventh conference of the International Association of Genocide Scholars, July 16-19, 2014	\$25,000

ADMINISTRATIVE MATTERS

- Migration from Novell to Windows file and print has begun with stability improvements to the Novell environment to ensure it will survive the transition. Planning of the new network environment is complete, and some test hardware for this \$604,000 project has been ordered.
- Security Audit of the University's data centre opposite the Protected B Data Classification requirements (classification the Government of Canada has bestowed on the Truth and Reconciliation Commission data) has been completed. The University of Manitoba facility fared very well with only minor physical changes (less than \$20,000) required, as well as some operational concerns. Planning is underway to implement all recommendations.
- The University of Manitoba has signed a four-year agreement with Oracle Corporation for a campus wide license for their industry leading database management system. This agreement allows the University to deploy the Oracle Database Management system software without limit to support activities associated with the research, teaching, administrative or community service functions. IST will work with the MCO and others to communicate the details of the new agreement to the campus community and how the software and support from Oracle can be obtained and utilized.

EXTERNAL MATTERS

- As of March 31, 2014 the University has raised \$25,485,602.22 in the 2013/2014 fiscal year. This represents a 24.5% increase over the previous year.
- For the period of April 1, 2014 to May 2, 2014, the University has raised \$652,220.53 for the 2014/2015 fiscal year.
- Significant gifts and activities in the last reporting period include:
 - The Manitoba Law Foundation provided grants totaling \$264,000 that were directed to the E.K. Williams Law Library, the Legal Research Institute, the Pro Bono Student project and operating support for the Faculty of Law.
 - Students in the following units have made annual contributions through the referenda program for the 2013/2014 fiscal year:

Faculty/College	Areas of Support	Total Annual Gift
Economics Graduate Students	Graduate Students Endowment Fund	\$1,238.00
Asper Undergraduate Students	Management Student Services	\$814,277.00
Asper Graduate Students	Management Student Services	\$51,884.00
Human Ecology Graduate Students	Human Ecology Endowment Fund	\$2,745.00
Law Students	Law Student Endowment Fund	\$69,378.00
Occupational Therapy Graduate Students	Medical Rehabilitation Endowment Fund and Student Initiative Fund	\$24,875.00
St. Paul's College Students	Student Initiative Fund	\$27,120.00
Nursing Graduate Students	Nursing Endowment Fund	\$4,176.00
TOTAL:		\$995,693.00

- David Barnard, President and Vice-Chancellor and John Kearsey, Vice-President (External) met with Premier Selinger, Minister Allum and Anna Rothney, Secretary to Cabinet (Priorities and Planning) to discuss the provincial government's contribution to the University of Manitoba's comprehensive fundraising campaign.
- President Barnard, Dr. Digvir Jayas, Vice-President (Research and International), and Tyler MacAfee, Director of Government and Community Engagement, met with the Honourable Ed Fast, Minister of International Trade, in Winnipeg to discuss the University of Manitoba's Transformational Partnerships Policy and some issues pertaining to international education.
- President Barnard, Ry Moran, Director, National Research Centre for Truth and Reconciliation, and Tyler MacAfee, participated in a conference call with Deputy Minister of Aboriginal Affairs and Northern Development, Michael Wernick, to discuss funding and other pertinent issues for the National Research Centre.

- The sixth and final Visionary Conversations was held on Wednesday, April 30, 2014 at St. John's College on the Fort Garry Campus. The title of the conversation was "The Evolution of the Rights Culture: Should We Have The Right To Die?" The featured panelists were Dr. Harvey Max Chochinov, Canada Research Chair in Palliative Care, Faculty of Medicine; Dr. Mary Shariff, Associate Professor, Faculty of Law and Dr. Paul Henteleff, Advising Physician for Dying with Dignity and founding president of the Canadian Palliative Care Association, who was filling in for Professor Arthur Schafer who was ill. The event was at capacity with approximately 250 attendees.
- On May 8th the University of Manitoba will be hosting an Alumni Reception in New York City to coincide with the Winnipeg Symphony Orchestra's performance at the Spring for Music Festival at Carnegie Hall. Attendees to the reception include alumni from the New York area, as well as guests from Winnipeg who are travelling to New York to attend the concert.

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 John Anderson will be the Speaker for the Executive Committee for the June 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. The recommendation included below also includes nominations for two student representatives who were recommended by Senate Executive at its April 29th meeting.

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 nomination to the Senate Committee on Nominations be approved by Senate for a three-year term ending May 31, 2017:

- a) Professor Robert Biscontri (new appointment), representing Management and Extended Education; and**

THAT the following nominations to the Senate Committee on Nominations be approved by Senate for a one-year term ending May 31, 2015:

- a) Mr. Hooman Derakhshani (re-appointment, graduate student);**
- b) Mr. Astitwa Thapa (new appointment, undergraduate student).**

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Vacancy on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved without debate the following area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, and again in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources.

The current membership is as follows:

Agriculture & Human Ecology	Prof. Carla Taylor*	2015
Architecture & Engineering	Dean Jay Doering*	2016
Arts	Prof. Pam Perkins	2017
Education & Kinesiology and Recreation Management	Prof. Sandra Kouritzin*	2015
Law, Pharmacy & Environment, Earth and Resources	Dean Neal Davies*	2016
Management & Extended Education	vacant	2017
Medicine & Dentistry	Prof. Archie McNicol*	2017
Music, Fine Art & Libraries	Prof. Karen Jensen	2015
Nursing, Social Work & Student Affairs	Prof. Marie Edwards*	2016
Science	Prof. Helen Cameron	2015
Students (2)	Mr. Hooman Derakhshani	2014
	Mr. Astitwa Thapa	2014

* denotes member of Senate at time of appointment

The term for Professor Malcolm Smith expired on May 31, 2014. Consequently, a replacement is required to represent Management and Extended Education for the term of June 1, 2014 to May 31, 2017.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since six of the academic members currently on the Committee were Senators at the time of appointment, the replacement is not required to be a member of Senate at the time of election to the Senate Committee on Nominations.

Report of the Senate Planning and Priorities Committee RE: Proposal for the Merger of the Department of Family Social Sciences and the Department of Community Health Sciences

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm 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. The committee met on May 26, 2014 to consider a proposal from the Faculty of Human Ecology and the Faculty of Medicine for the merger of the Department of Family Social Sciences and the Department of Community Health Sciences. The committee met with Dean Sevenhuysen and Professor Piotrowski, Head, Department of Family Social Sciences, Faculty of Human Ecology, and with Professor Elliott, Associate Head, Department of Community Health Sciences, Faculty of Medicine.

Observations:

1. The proposal for the merger of the Department of Family Social Sciences and the Department of Community Health Sciences is brought forward by the Faculties of Human Ecology and Medicine in response to the President's initiative, launched in January 2012, to improve the academic structure of Faculties and Schools at the University of Manitoba. The proposal has been developed by the Departments after having respectively considered various options for academic restructuring and following discussions within and between the departments that occurred over the previous year.
2. The merger would bring together two academic units with overlapping areas of knowledge and complementary missions. The proponents envision that the merger would, "... position the University of Manitoba as a national leader in family and population health research and education in a community context... and [would] enhance existing areas of mutual strength such as aging and developmental health, health inequity and social justice, violence and injury prevention, maternal and child health, social development, and the financial and economic security of families."
3. The proposal has been recommended by the Department Councils of Family Social Sciences and Community Health Sciences, by the Faculty Council of Human Ecology, and by the Faculty of Medicine Council, based, in each instance, on the result of a secret ballot vote. Representatives of the Faculties of Human Ecology and Medicine in attendance at the May 26th meeting confirmed that the proposal brought forward to the SPPC is the same proposal considered and endorsed by the Department and Faculty Councils.
4. Current academic and support staff in the Department of Family Social Sciences would become members of the Department of Community Health Sciences, in the College of Medicine within the newly established Faculty of Health Sciences, with full rights and responsibilities, including, for academic staff, supervision of graduate students. The amalgamated department would initially be governed by the existing bylaws, policies, and procedures of the Department of

Community Health Sciences. Revised regulations would subsequently be developed when, and if, required.

5. Academic (10.4 FTE) and support staff (1.0 FTE) positions, operating (\$1.33 million), research (\$0.588 million), and trust and endowment funds (\$25K), would be transferred from the Department of Family Social Sciences and from the Faculty of Human Ecology, to the Department of Community Health Sciences and the Faculty of Health Sciences, as appropriate. Responsibility for office, laboratory, and teaching spaces at the Fort Garry Campus currently used by the Department of Family Social Sciences would be transferred to the Faculty of Health Sciences.
6. The proposed merger would not require additional University resources. Current resources, which are sufficient to support teaching and research programs in the Departments of Family Social Sciences and Community Health Sciences, as outlined in Tables 1 and 3 in the proposal, would continue to be used to support these activities in the amalgamated department. These include academic and support staff positions; operating (combined total \$4.52 million), research (combined total \$21.88 million), and trust and endowment funds (combined total \$325K); and office, teaching, and research spaces.
7. Family Social Sciences faculty would continue to deliver courses that students currently registered in the Bachelor of Human Ecology in Family Social Sciences and the Master of Science in Family Social Sciences require to complete their programs.
8. The proposal anticipates that graduate courses in Family Social Sciences might be offered as electives in the Master of Science in Community Health Sciences and that appropriate undergraduate courses might form the basis of a Family Health Sciences stream within the Bachelor of Health Studies program. Pending approval of the proposed merger, any proposals to revise existing, or to introduce new, curricula would be brought forward to Senate through the appropriate governing bodies.
9. The units have indicated that other programs in which Family Social Sciences participate, including the Interdisciplinary Health programs, the Ph.D. in Applied Health Sciences, and the Inter-Faculty Option in Aging, would not be adversely affected by the proposed merger. Bachelor of Education students who require family social sciences courses for a Human Ecology teachable major or minor or a Developmental Studies Minor also would not be negatively affected by the merger.
10. The SPPC observed that the proposal to merge the Departments of Family Social Sciences and Community Health Sciences differs from other proposals recently brought forward to Senate as part of the Academic Structure Initiative¹ in that it does not involve clustering or restructuring at the faculty-level. Rather, it is envisioned that Family Social Sciences faculty would, within what is already an inter-disciplinary department, establish a core group with expertise in family health. This core group might evolve over time to include other members of the merged department who have shared interests.
11. Observing that the Department Council of Family Social Sciences and the Faculty Council of Human Ecology had endorsed the proposal by a narrow margin, the SPPC was assured that the implementation process would be considerate of, and, to the extent that it is possible, would accommodate the needs and research of individual faculty. It was noted that many faculty are positively anticipating the proposed changes and that a number of faculty currently hold cross-appointments in the two departments and/or have common research agendas already.
12. Observing that that current responsibilities of faculty members in the two departments, with respect to research and undergraduate teaching loads, are quite different, the committee was

¹ Proposal to Establish a Faculty of Health Sciences (Senate, October 2, 2013); Proposal for the Department of Human Nutritional Sciences to join the Faculty of Agricultural and Food Sciences (Senate, May 14, 2014)

assured that the implementation process would consider the necessity for greater consistency in expectations of faculty members in the merged department.

Recommendation

The Senate Planning and Priorities Committee recommends THAT:

Senate approve and recommend to the Board of Governors that it approve, in principle, the merger of the Department of Family Social Sciences, Faculty of Human Ecology, and the Department of Community Health Sciences, Faculty of Medicine.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

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



UNIVERSITY
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Faculty of
Human Ecology

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May 9, 2014

Mr. J. Leclerc
University Secretary
310 Administration Building
University of Manitoba
Winnipeg MB R3T 2N2

Dear Mr. Leclerc:

The Department of Family Social Sciences in the Faculty of Human Ecology has prepared a proposal for academic restructuring. I am forwarding the attached proposal to Senate for its consideration. Advisory votes were conducted by secret ballot in the departmental and faculty councils on the attached proposal.

The results of the secret ballot advisory vote held on April 14 2014 by the department council of Family Social Sciences on the proposal for the Department of Family Social Sciences to join with the Department of Community Health Sciences was 6 in favour, 3 against and 1 abstention. The result of the secret ballot advisory vote of the faculty council of the Faculty of Human Ecology held on April 25 2014 was 14 in favour, 8 against and 5 abstentions. The result of the secret ballot advisory vote of the department council of the Department of Community Health Sciences held on April 17 2014 on the proposal was 23 in favour, 1 against and 1 abstention. The result of the secret ballot vote of the Council of the Faculty of Medicine held on April 30 2014 was 38 in favour, 0 against and 0 abstentions.

This is the second proposal for restructuring from the Faculty of Human Ecology. The first proposal was submitted by the Department of Human Nutritional Sciences and it is currently being considered by the Senate and its committees. A third proposal for restructuring is expected to be submitted by the Department of Textile Sciences in the near future.

Sincerely,

Gustaaf Sevenhuysen
Dean

cc. Dr. J. Keselman



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MEMORANDUM

Date: May 5, 2014

To: Mr. Jeff Leclerc
University Secretary

From: Brian Postl, MD
Dean, Faculty of Medicine

Re: Proposed Merger of the Department of Family Social Sciences and the Department of
Community Health Sciences

The Council of the Department of Community Health Sciences (CHS), Faculty of Medicine met on April 17, 2014, to discuss the attached document, FSS-CHS Draft Academic Structure Proposal, dated April 2, 2014. A motion was made that CHS Council supports the proposal, which had been circulated previously. A secret ballot vote was conducted, and the motion passed, with 23 in favour, one opposed and one abstention.

The Council of the Faculty of Medicine met on April 30, 2014, to discuss the attached document, FSS-CHS Draft Academic Structure Proposal, dated April 2, 2014. A motion was made that Faculty of Medicine Council supports the proposal, which had been circulated previously. A secret ballot vote was conducted, and the motion passed, with 38 in favour and none opposed.

Please let me know if you require any additional information or clarifications.

Proposal for the Merger of

**The Department of Family Social Sciences
Faculty of Human Ecology
and
The Department of Community Health Sciences
Faculty of Medicine**

2 April 2014

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 ways. 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 as 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. The proposal described below has been prepared in the context of the document "A proposal to establish a Faculty of Health Sciences at the University of Manitoba, April, 2013".

II. Proposal Overview

This is a proposal to merge the Department of Family Social Sciences (FSS) of the Faculty of Human Ecology and the Department of Community Health Sciences (CHS) of the Faculty of Medicine at the University of Manitoba, as part of the plan to establish a Faculty of Health Sciences at the University of Manitoba.

The vision is to position the University of Manitoba as a national leader in family and population health research and education in a community context. The merger of Family Social Sciences and Community Health Sciences will enhance existing mutual areas of strength such as Aging and Developmental Health, Health Inequity and Social Justice, Violence and Injury Prevention, Maternal and Child Health, Social Development, and the financial and economic security of families. This interdisciplinary collaboration draws together two units with similar yet complementary missions:

- The mission of CHS is to create, preserve and communicate knowledge with respect to the health of populations and thereby contribute to the physical, psychological, cultural, social and economic well-being of the people of Manitoba, Canada and the world.
- The mission of FSS is to promote the well-being of individuals, families, and communities at the local, national, and international levels. This is accomplished through interdisciplinary

research and teaching that contributes to a better understanding of processes that promote or hinder individual, family and community well-being.

The joining of these two departments will strengthen and enhance their respective missions, creating an innovative and unique emphasis on family and population health that does not currently exist in academic programs elsewhere in Manitoba or in Canada.

III. Context and Rationale

The health care and health promotion environments are continuously responding to the changing nature and complexity of the social determinants of health, disease patterns, treatment regimens, and public health needs. Individual, family and community factors have long been recognized as essential in optimizing health and well-being, and in determining the effectiveness of health care, health services and health promotion. The proposed merger will strengthen the capacity of the University of Manitoba to contribute not only to the effectiveness of health-related disciplines, but also to the impact of applied social sciences on optimizing development across the life course and promoting the health of Manitobans and beyond.

The goals of FSS are:

- to promote positive human development, relationships and quality of life through scholarship and teaching that address primary, secondary and tertiary prevention;
- to deliver undergraduate and graduate programs known for their academic excellence and emphasis on applied social science, thorough grounding in the social determinants of health and the promotion of health for individuals, families and communities, respect for diversity and human rights, and commitment to equity and social justice;
- to build and maintain collaborative community-based research that addresses the needs of both academic and community stakeholders;
- to foster innovative mission-oriented research within the human capital systems of the family and community, both locally and globally; and
- to translate and apply research findings to real world problems and issues affecting people and the institutions and settings in which they live their lives.

FSS research creates new knowledge in key areas of family health and well-being, including but not limited to family violence, maternal and child health, health and well-being of older adults and their families, including individuals with life-long developmental disabilities, social development, and the financial and economic security of families, neighbourhoods and communities.

FSS delivers one undergraduate and one graduate degree program: a Bachelor of Human Ecology degree in FSS, and a Master of Science degree in FSS. Undergraduates in FSS also have the option of participating in the Inter-faculty Option in Aging, which includes courses from Nursing, Kinesiology and Recreation Management, Social Work, Arts and Family Social Sciences.

Graduates from FSS undergraduate and graduate programs make a difference in the lives of others by pursuing careers in social services, social agencies, policy analysis, social development, victim services and preventive programs.

In cooperation with the Faculties of Arts and Science, FSS also takes a leadership role in offering two Interdisciplinary Health degree programs, the Bachelor of Health Sciences and the Bachelor of Health Studies. FSS also actively participates in the Applied Health Sciences doctoral program jointly offered with the Faculties of Nursing, Kinesiology and Recreation Management, and the School of Medical Rehabilitation. Faculty members in FSS also actively supervise doctoral students in the Peace and Conflict Studies program, and in the Individual Interdisciplinary Studies program.

The goals of CHS are:

- to provide the highest quality education, employing a population-based approach to health and health care;
- to play a leadership role in ensuring that all undergraduate and graduate teaching in the Faculty of Medicine has a population health and critical appraisal perspective and preventive focus where appropriate;
- to enhance student success by fostering an environment conducive to intellectual growth;
- to conduct original scholarship and applied research in the area of population health of the highest quality as judged by international standards; and
- to serve the community by making its expertise available and where appropriate by providing exemplary service models to individuals, communities, institutions and governments to the fullest extent.

CHS research creates new knowledge in key areas of population health, including but not limited to Indigenous health, health policy, global health, health inequities and health services research. CHS provides teaching and mentorship in Community Health Sciences to undergraduate medical students, graduate students (Diploma, Masters and Doctoral), residents in Public Health and Preventive Medicine, and post-doctoral fellows. The Department also hosts two training opportunities for students from a variety of disciplines, the Western Regional Training Centre and the Manitoba Network Environment for Aboriginal Health Research (NEAHR) Program, which was designed to expand the pool of indigenous health researchers and contribute to the development of a sustainable and collaborative research environment for First Nations, Metis and Inuit communities in Manitoba.

The proposed merger will not only augment the capacities of CHS and FSS to excel in their areas of endeavor outlined above, but also offer the opportunity to create new mutual activities that will enhance innovative scholarship and promote the development of exciting new inter-professional education programs for health care professionals, as well as for those with training in applied social science pursuing careers in social services, policy analysis, prevention programming and evaluation, social development, and elsewhere.

IV. The Process

The process of developing the current proposal began in February 2012, with extensive discussions among staff members within FSS at retreats and meetings held over several months. During these discussions it became clear that the Department of Family Social Sciences recognized more partnerships with units external to the Faculty of Human Ecology than with the departments within the faculty. The majority of partnerships sustain research activities with an emphasis on Aging and Developmental Health, Family Violence, Maternal and Child Health, Social Development, and the financial and economic security of families.

At a retreat in September 2012, FSS academic staff members identified units within the University with which the Department has 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, FSS members attended the two Special Human Ecology Faculty meetings that were arranged for all academic staff members of the Human Ecology Faculty to share views and expectations related to the University's Academic Structure Initiative (ASI). FSS members also received written updates on changes and progress in the 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. FSS members also took note of the possible options being discussed by the members of other departments in the Faculty. In addition, FSS members took account of the proposed governance and administrative structures associated with the proposed new Faculty of Health Sciences that were outlined at the November 15, 2012 University Town Hall.

From January to April 2013, members of FSS reviewed the information obtained and identified possible options for a new academic structure. At the same time, discussions took place within CHS about the possibility of creating a joint unit for population and public health sciences within the new Faculty of Health Sciences, and the possibility for such a unit being a separate school or college within the new Faculty. A CHS department retreat was held on February 25, 2013 to discuss these issues, a Forum with the Dean, Faculty of Medicine was held on April 1, and a special meeting of the CHS department council was held on April 4, 2013. A majority of CHS departmental faculty voted in favour of merging with appropriate elements of FSS, either as part of the formation of a new College of Population and Public Health Sciences (or similarly named) within the new Faculty of Health Sciences, or within the new College of Medicine.

Similarly, a motion in favour of joining the Department of Family Social Sciences and the Department of Community Health Sciences in principle was passed by FSS Department Council on March 27 2013.

Should, at a later point in time, a proposal be advanced to create a College of Population and Public Health Sciences within the new Faculty of Health Sciences, the Department of Family Social Sciences has also indicated in principle and by formal motion their interest in participating as members of such a unit.

V. The Proposal

As indicated above, the present proposal puts forward the merger of the Department of Family Social Sciences of the Faculty of Human Ecology and the Department of Community Health Sciences of the Faculty of Medicine at the University of Manitoba.

All academic and support staff in the Department of Family Social Sciences and the Department of Community Health Sciences will become members of the new Department of Community Health Sciences in the Faculty of Health Sciences, with full rights and responsibilities. The Department of Community Health Sciences is an interdisciplinary department that currently includes a variety of centres, subunits and other entities; each of these is designed to create an area of focused expertise within the department. These include but are not limited to: the Centre for Global Public Health; the Manitoba Centre for Health Policy; the Section of First Nations, Metis and Inuit Health; and others.

Similarly, it is planned that FSS faculty members will form the core of a focused area of expertise concerning family health within the Department of Community Health Sciences. It is intended and expected that other CHS faculty members with shared interests will join this area of focus in order to create new synergies, and that other areas of focused expertise will develop over time as new synergies emerge.

After the proposed merger, FSS programs and daily operations will be governed by current Community Health Sciences bylaws and procedures; new or modified bylaws, policies and procedures will be developed as necessary. On December 5th 2013, FSS Department Council passed a motion in favour of merging the current Master of Science degree program in Family Social Sciences with the Master of Science degree program in Community Health Sciences. On December 10th 2013, CHS Department Council passed a motion indicating that all FSS faculty members will be welcomed as full members of CHS, including as supervisors for MSc and other graduate students, and that graduate programs offered by CHS should continue unchanged in terms of governance, but that FSS graduate courses should be relabelled with CHS course numbers, and be available as elective courses.

Regarding the undergraduate program in FSS, it is proposed that pertinent content of the Bachelor of Human Ecology in Family Social Sciences program be offered as part of the Bachelor of Health Studies program, under the auspices of the new Faculty of Health Sciences. A Family Health stream or “package” of courses within the Bachelor of Health Studies program will incorporate key components of the current Bachelor of Human Ecology in Family Social Sciences program. It will continue to be delivered by the Faculties of Arts and Science, as well as by various departments in the Faculty of Health Sciences. It is anticipated that a broader process involving the Faculty of Health

Sciences and other faculties will guide the evolution of the Bachelor of Health Sciences and Bachelor of Health Studies programs, and that this will guide the evolution of the Family Health stream as well.

It is important to note that FSS undergraduate courses are currently included in the Bachelor of Health Studies program as free electives. The proposed “packaging” of FSS courses will provide B.H.St. students with a much needed mechanism to focus on Family Health. The Family Health stream will be unique in Canada, and will not only strengthen the Bachelor of Health Studies program, but will also provide students campus-wide with interests in prevention, health promotion and family an innovative new opportunity to acquire a holistic health-focused undergraduate education that does not currently exist within the Bachelor of Human Ecology in Family Social Sciences.

Final approval concerning the proposed Family Health stream in the Bachelor of Health Studies program will be sought from the Interdisciplinary Health Program Committee (IHPC), which currently has membership from the faculties of Human Ecology, Arts, Science, Medicine, Dentistry, Pharmacy, Nursing, Kinesiology and Recreation Management, as well as the Schools of Dental Hygiene and Medical Rehabilitation. A letter of support for the creation of this new stream from the current Chairperson of the IHP program is attached to this document. The IHPC will also play an integral role in the future development of the Bachelor of Health Science and Bachelor of Health Studies programs as they evolve.

It should be further noted that Bachelor of Education students who wish to declare a Human Ecology teachable major or minor or a Developmental Studies Minor for Early or Middle Years Programs will not be negatively affected by the proposed changes. All coursework requirements for these programs could be completed within the proposed Family Health stream in the Bachelor of Health Studies program.

Staff resources in Family Social Sciences, including tenured and tenure-track positions, sessional instructor positions, a full-time administrative support staff, graduate student advisor, and undergraduate student advisor, as well as a Research Support Officer and a CATI Lab Administrator will continue to be dedicated to the support of the degree programs currently offered by FSS, and the programs of research currently undertaken by FSS faculty. It is understood that the allocation of resources will be responsive to the development of synergies and mutual goals by the newly merged unit over time. See the tables below for information on the current sizes of programs, faculty, staff and students.

FSS staff will continue to provide leadership in the delivery of the Interdisciplinary Health undergraduate programs (the Bachelor of Health Sciences and the Bachelor of Health Studies) for students on the Fort Garry and Bannatyne campuses, with emphasis on students who are preparing themselves for entry into health professional programs such as dentistry, medical rehabilitation, medicine, nursing, and pharmacy, as well as health-related graduate programs. FSS academic staff will continue to deliver the Bachelor of Human Ecology in Family Social Sciences undergraduate program until all current students enrolled in this program have graduated. Similarly, FSS academic staff will also continue to deliver the Master of Science program in FSS until all current students have graduated. Undergraduate teaching opportunities in the proposed Family Health package in the Bachelor of Health Studies undergraduate program will be available to all CHS faculty members. In fact, the merger will provide new opportunities for faculty members and graduate students in in other

departments and Colleges within the new Faculty of Health Sciences to get involved in existing and future undergraduate teaching.

Research laboratories, teaching space and offices currently occupied by the Department of Family Social Sciences in the Human Ecology building will be maintained for these teaching and research functions. The Faculty of Health Sciences will assume responsibility for this space within the context of University policy regarding space allocation. The delivery of undergraduate learning experiences will take place largely in teaching spaces on the Fort Garry campus. As appropriate, graduate learning experiences will also be taught on the Fort Garry and Bannatyne campuses. As plans progress for the renewal of the Bannatyne campus over the next several years, space needs and opportunities will be revisited as needed. It is acknowledged that communications for staff across two campuses will pose challenges that will need to be addressed by strategies such as regular video-communication linkages, parking supplements, and meetings scheduled in both settings.

Resources supporting current programming in FSS and CHS will be transferred from the Faculties of Human Ecology and Medicine respectively to the new Faculty of Health Sciences. These resources will continue to be dedicated to support existing programs, including the degree programs and programs of research of FSS faculty members, and the degree programs and research programs of the Department of Community Health Sciences. As noted above, it is understood that the distribution of resources will be responsive to the development of synergies and mutual goals of the newly merged unit over time. The merging of FSS and CHS will not call upon additional University operating funds.

Unit	Operating Baseline	Research Revenues ²	Trust and endowment funds ³
Family Social Sciences ⁴	\$1,331,562	\$587,541	\$25,000
Community Health Sciences	\$3,191,812	\$21,290,335	\$300,000
TOTALS	\$4,523,374	\$21,877,876	\$325,000

¹ As of October 31, 2013

² Includes research, special funds and research capital

³ Includes capital, capitalized revenue, spending allocations and interest

⁴ Includes IHP funds (\$115,311)

Unit	Students					
	Under-Graduate	Diploma in PH	MSc	MPH	PhD	Totals
Family Social Sciences	153	N/A	41	N/A	0	194
Bachelor of Health Sciences/Studies	19	N/A	N/A	N/A	N/A	19
Community Health Sciences	110 ²	2	26	13	23	64 ³

¹ As of November 1, 2012

² Undergraduate Medical Students

³ Excluding Medical Students

Unit	Full-time equivalent baseline staff, 2012-13					
	Academic staff (baseline, contingent and GFT)	Research Associates	Research Assistants and Post-docs	Support Staff	NMU Physicians on contract	Totals
Family Social Sciences	10.4	0 ¹	0 ¹	1.0	0	11.4
Community Health Sciences	27.3	0 ²	0 ²	0 ²	0	27.3

¹In addition, several part-time positions are funded by CIHR, SSHRC, MICH, MHRC, NEARH and others.

²In addition, 19.3 research associates, 23.8 research assistants and post-docs, 156.7 support staff and 26.3 NMU physicians are funded through grants and contracts.

Merging Family Social Sciences and Community Health Sciences will position the University of Manitoba as a leader in family health research and training in a community context, and will enhance existing mutual areas of strength, such as health inequity and social justice, violence and injury prevention, social development, and maternal and child health. This interdisciplinary collaboration will join together two units with similar yet complementary missions. While similar multilevel theoretical perspectives on health are shared across FSS and CHS, the combination of the two will provide a stronger focus and emphasis on the interaction of processes across individual, family and community levels for students and staff alike.

VI. Issue and Opportunities

A significant opportunity for research synergies will be created by the new administrative structure. For example, researchers with common interests in aging, family violence and injury prevention, maternal and child health, health inequities and social justice, will be able to broaden and deepen their collaborative activities. Both undergraduate and graduate research and training opportunities will benefit from these evolving synergies; for example, the proposed harmonization of the CHS and FSS

Master of Science programs will offer both greater variety and more in-depth educational experiences for graduate study at the Master's level.

The potential expansion of undergraduate programs is another significant opportunity that will be created by the new administrative structure, as noted in the proposal for the creation of the Faculty of Health Sciences. Specifically, the Bachelor of Health Sciences and Bachelor of Health Studies programs, which are currently under-subscribed, will benefit from the new collaborative research synergies described above, as well as from curriculum development. The academic oversight for these programs is provided by the Interdisciplinary Health Program Committee (IHPC), which has membership from the faculties of Human Ecology, Arts, Science, Medicine, Dentistry, Pharmacy, Nursing, Kinesiology and Recreation Management, as well as the Schools of Dental Hygiene and Medical Rehabilitation. The current Director for the IHP program is a tenured staff member of the Department of Family Social Sciences.

The geographical location of teaching and research space and research equipment from each department will remain the same as at the time of the merger. The facilities on the Fort Garry campus that Family Social Sciences currently uses for its teaching, research and service functions will remain available for the same purposes after amalgamation. In the longer term, the efficient use of space, and management or upgrading of space will be discussed in the context of needs at both the Fort Garry and Bannatyne campuses.

VII. Implementation Process

The proposed merger of Family Social Sciences and Community Health Sciences is only an initial step in a multi-phase restructuring process. Many details about various issues (e.g., governance of undergraduate and graduate programs, including policies, procedures and supplemental regulations, common administrative functions, common budgeting/resource allocation, streamlining/efficiencies, etc.) will need to be worked out in subsequent planning and implementation phases. This work will require broad input and participation by administrators, faculty, staff and students. Based on feedback received during the proposal development process, members of both departments are keen to contribute to this work.

Conditional on the approval of this proposal by the Board of Governors, it is envisaged that the Department Heads of Family Social Sciences and Community Health Sciences will guide and oversee the amalgamation, with assistance from the Deans of Medicine and Human Ecology. The Heads will establish an Implementation Committee to oversee the transition, with departmental faculty and staff members to be appointed by the Head from each unit. Change management support will be provided by the Office of Change Management as necessary. 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 to address transition issues.

III. Conclusion: Expected Goals and Outcomes

The coming together of FSS and CHS 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, will:

- enhance the University's capacity to deliver on its mandate;
- enhance leading-edge, multi-disciplinary research in family and community health;
- contribute to improved patient care and health outcomes; enhance educational experiences for future health professionals and applied social scientists by bringing together existing areas of strength, such as aging and developmental health, social development, and family violence;
- enhance research competitiveness for external research support through new interdisciplinary research synergies and collaborative efforts, and enhanced access to collaborators;
- enhance opportunities for graduate students to benefit from greater variety of coursework, and broader avenues for research and mentorship in family and population health; i
- increase opportunities for undergraduate students across the University to engage in the study of optimizing health, well-being and prevention within a social determinants of health framework through the revitalization and further development of the Bachelor of Health Sciences and Bachelor of Health Studies programs.



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May 16, 2014

Jeff Leclerc
University Secretary
312 Administration Bldg.
University of Manitoba
Winnipeg, MB R3T 2N2

Attn: Shannon Coyston

This letter is in support of the merger of the department of Family Social Sciences and the department of Community Health Sciences. This proposal will benefit the students and researchers in both departments.

Many of the disciplines represented in the new academic unit are related to the social determinants of health. The Interdisciplinary Health Curriculum is also designed around the social determinants of health. At present staff from the Family Social Sciences delivers this curriculum which consists of undergraduate degree programs.

I strongly support the proposed merger of the two departments because it offers an opportunity for new innovation in the academic content of the Interdisciplinary Health Curriculum.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Gustaaf Sevenhuysen'.

Gustaaf Sevenhuysen
Dean

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 May 20, 2014, the Senate Committee on Awards reviewed three new offers 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 May 20, 2014).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve three new offers and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated May 20, 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

**Clayton H. Riddell Faculty of Environment, Earth, and Resources
Aboriginal Direct Entry Admission Scholarship**

The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers one annual Direct Entry admission scholarship to support Aboriginal students admitted to the faculty via the Direct Entry option. Beginning in the 2014-2015 academic year, one scholarship valued at \$1,000 will be offered to an undergraduate student who:

- (1) is Aboriginal (Status, Non-Status, Métis, Inuit);
- (2) has graduated from high school with a minimum average of 85% on high school courses considered for admission to the University of Manitoba;
- (3) enrolls full-time (minimum 80% course load) in any baccalaureate degree program offered by the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba in the year in which the scholarship is tenable;
- (4) has the highest average amongst Aboriginal students admitted to the faculty based on his/her cumulative average grade in the final year of high school.

The selection committee will be the Awards and Honours Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

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.

(Attachment I)

**Clayton H. Riddell Faculty of Environment, Earth, and Resources
Aboriginal Undergraduate Admission Scholarship**

The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers one annual admission scholarship to support Aboriginal students admitted to the faculty via a route other than the Direct Entry option. Beginning in the 2014-2015 academic year, one scholarship valued at \$1,000 will be offered to an undergraduate student who:

- (1) is Aboriginal (Status, Non-Status, Métis, Inuit);
- (2) has completed a minimum of 24 credit hours and a maximum of 36 credit hours of university-level courses;
- (3) is enrolled full-time (minimum 80% course load) in any baccalaureate degree program offered by the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba in the year in which the scholarship is tenable;
- (4) has the highest degree grade point average (minimum 3.5) among Aboriginal students admitted to the Faculty.

The selection committee will be the Awards and Honours Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

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.

(Attachment I)

Post-Secondary Club (PSC) / Rec and Read Entrance Bursary

The University of Manitoba offers annual bursaries totalling a maximum \$40,000 each year to provide support to Aboriginal students who have successfully completed either the Post-Secondary Club (PSC) or the Rec and Read program and are entering the University of Manitoba to begin their undergraduate studies. Beginning in the 2014-2015 academic year, up to 10 bursaries valued at up to \$4,000 each will be offered to undergraduate students who:

- (1) are Aboriginal (Status, Non-Status, Métis, Inuit);
- (2) have successfully completed either the Post-Secondary Club or the Rec and Read program as verified by the Aboriginal Student Recruitment program leader at the University of Manitoba;
- (3) meet the minimum admission requirements for University 1 (including limited admission) or for any faculty with a Direct Entry option at the University of Manitoba;
- (4) enroll full-time (minimum 60% course load) in the first year of studies in University 1 or any faculty with a Direct Entry option;
- (5) demonstrate financial need on a Financial Aid and Awards approved bursary application form.

Application forms will be issued and received by the Financial Aid and Awards office. The application deadline for this bursary is June 1.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this bursary which will include the Lead Aboriginal Recruitment Officer.

(Attachment II)

2. AMENDMENTS

Donna R. Moore Bursaries in Medicine

The following amendments have been made to the terms of reference for the Donna R. Moore Bursaries in Medicine:

- The first and second sentences have been revised and combined. The sentence now reads: “Mrs. R.E. Moore has established a fund at The Winnipeg Foundation to provide bursaries to students at the University of Manitoba.”
- The purpose of the fund has been stated and revised as the new second sentence: “The purpose of the bursaries is to assist and encourage female Aboriginal students in the College of Medicine.”
- A new sentence has been included: “Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba.”
- The numbered criterion detailing process for how to award the bursaries if a recipient does not register have been deleted.
- A new sentence has been included: “The donors reserve the right to discontinue this bursary. In such an event, it will be the responsibility of The Winnipeg Foundation to notify the Financial Aid and Awards office by March 31.”
- The selection committee sentence has been revised to remove the representative from the Financial Aid and Awards office.

(Attachment III)



UNIVERSITY
OF MANITOBA

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

Dean's Office
440 Wallace Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-7252
Facsimile 204-275-3147
Riddell.Faculty@umanitoba.ca

May 8, 2014

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Adrienne Domingo,
Awards Establishment Coordinator
422 University Centre
University of Manitoba

Dear Dr. Hultin,

The Clayton H. Riddell Faculty of Environment, Earth, and Resources is happy to support the establishment of the Clayton H. Riddell Faculty of Environment, Earth, and Resources Aboriginal Direct Entry Admission Scholarship and the Clayton H. Riddell Faculty of Environment, Earth, and Resources Aboriginal Undergraduate Admission Scholarship.

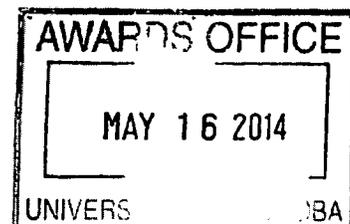
When comparing the numbers in the table below to the number of self-declared Aboriginal people in the general Manitoba population (15%), it becomes clear that Aboriginal students are under-represented in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba.

Year (Fall)	Number of Aboriginal Students (undergraduate) in the Riddell Faculty	% Aboriginal in the Riddell Faculty
2013	29	1.4%
2012	29	1.4%
2011	20	1%
2010	14	0.7%
2009	18	1%

As an institution, I know that we're all committed to increasing the number of Aboriginal students on our campuses. Awards such as this will provide support to Aboriginal students which will contribute to meeting our goals and more importantly will contribute to the success of individual Aboriginal students.

Sincerely,

Norman H. Halden
Dean and Professor
Clayton H. Riddell Faculty of Environment, Earth, and Resources





UNIVERSITY
OF MANITOBA

Enrolment Services

421 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
telephone (204) 474-8820
facsimile (204) 474-7554

April 22, 2014

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Candace Préjet,
Awards Establishment Coordinator
417 University Centre
University of Manitoba

Dear Dr. Hultin,

Enrolment Services is happy to support the establishment of the Post-Secondary Club (PSC) / Rec and Read Entrance Bursary.

When comparing the numbers in the table below to the number of self-declared Aboriginal people in the general Manitoba population (15%), it becomes clear that Aboriginal students are under-represented at the University of Manitoba.

Year (fall)	Number of Aboriginal Students (undergraduate)	% Aboriginal
2013	1973	7.8%
2012	1933	7.7%
2011	1876	7.7%
2010	1771	7.4%
2009	1748	7.4%

As an institution, I know that we're all committed to increasing the number of Aboriginal students on our campuses. Awards such as this will provide support to Aboriginal students which will contribute to meeting our goals and more importantly will contribute to the success of individual Aboriginal students.

Sincerely,

Jeff Adams
Executive Director
Enrolment Services



UNIVERSITY
OF MANITOBA

Faculty of Medicine

Office of the Dean
230 Basic Medical Sciences Building
745 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0J9
Telephone (204) 789-3485
Fax (204) 789-3661

May 7, 2014

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Adrienne Domingo,
Awards Establishment Coordinator
422 University Centre
University of Manitoba

Dear Dr. Hultin;

The Faculty of Medicine is happy to support the establishment of the Donna R. Moore Bursaries in Medicine.

When comparing the numbers in the table below to the number of self-declared Aboriginal people in the general Manitoba population (15%), it becomes clear that Aboriginal students are under-represented in the Faculty of Medicine at the University of Manitoba.

Year (fall)	Number of Aboriginal Students (Undergraduate Medical Education Program)	% Aboriginal
2013	28	5.0
2012	29	5.2
2011	33	6.1
2010	26	4.7
2009	21	4.3

As an institution, I know that we're all committed to increasing the number of Aboriginal students on our campuses. Awards such as this will provide support to Aboriginal students which will contribute to meeting our goals and more importantly will contribute to the success of individual Aboriginal students.

Sincerely,

Brian Postl, MD
Dean of Medicine
Dean and Vice-Provost (Health Sciences)



UNIVERSITY
OF MANITOBA

Faculty of Social Work
Office of the Dean

521 Tier Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9869
Fax (204) 474-7594
frankel@cc.umanitoba.ca

February 11, 2013

Dr. J. Doering, Dean
Faculty of Graduate Program
500 University Centre
Campus

Dear Dr. Doering:

Re: Proposed Master of Social Work based in Indigenous Knowledges

We are pleased to forward our proposal for a Master of Social Work based in Indigenous Knowledges program. This proposed program has been developed with the input and guidance from members of our Faculty as well as members of the Indigenous community in Winnipeg. As such, there has been great support for the program voiced by the Faculty, social workers in the regional community, and Indigenous organizations.

This program is innovative in that it has strongly incorporated knowledges and practices from the perspectives of critical social work and Indigenous peoples. It is strongly reflective of the regional cultures of Indigenous peoples and has incorporated creative ways to ensure the knowledges of regional Elders is included.

The program has been developed in a manner that not only reflects regional Indigenous cultures, but has also built in processes to support students to complete the program in a timely manner. Amongst these supports are ongoing guidance for each student throughout their entire program, encouragement of group based learning which has been demonstrated to be a positive factor for Indigenous student success, and the focus of establishing a positive sense of community amongst students. Ideally, the Program would be located at the William Norrie Centre.

In light of the growing Indigenous population in Canada, Manitoba, and our University this program is timely and needed. Further, as an innovative program with a focus on ensuring student success while enhancing Indigenous perspectives in social work, we, the Faculty, are fully committed to supporting this program. As indicated in the proposal, implementation of the program will require additional resources.

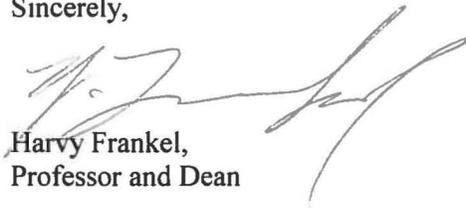
I trust that you will see that the program has been thoroughly developed, but we recognize that you may still have questions regarding the program. We remain available to address any comments or questions you wish to share.

2/...

Dr. J. Doering
Page 2

I look forward to your response.

Sincerely,



Harvy Frankel,
Professor and Dean

cc: David Collins, Vice-Provost (programs)

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



UNIVERSITY
OF MANITOBA

Faculty of Social Work
Office of the Dean

521 Tier Building
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Fax.: (204) 474-7594
James.Mulvale@umanitoba.ca

17 January 2014

Dr. J. Doering, Dean
Faculty of Graduate Studies
500 University Centre
University of Manitoba

Dear Dr. Doering:

Re: Proposed Master of Social Work based in Indigenous Knowledges

I am writing to confirm that the Statement of Intent submitted to the Council on Post-Secondary Education (COPSE) in regard to the above program proposal indicated that the credential to be offered by this program would be a Master of Social Work (MSW). The program name in the Statement of Intent was stated as Master of Social Work based in Indigenous Knowledges (MSW-IK). This program describes a different pathway to the MSW degree in addition to our current program.

This pathway or program was developed in light of accreditation standards established by the Canadian Association for Social Work Education. To be best of our abilities, all accreditation requirements for MSW programs have been incorporated into the MSW-IK proposal.

I hope that this letter addresses the concerns raised by the Faculty of Graduate Studies in relation to our proposed program. If you have any additional questions do not hesitate to contact Lyn Ferguson as Associate Dean (Research and Graduate Programs), Dr. Michael Hart (CRC Chair in Social Work and Indigenous Knowledges), or myself.

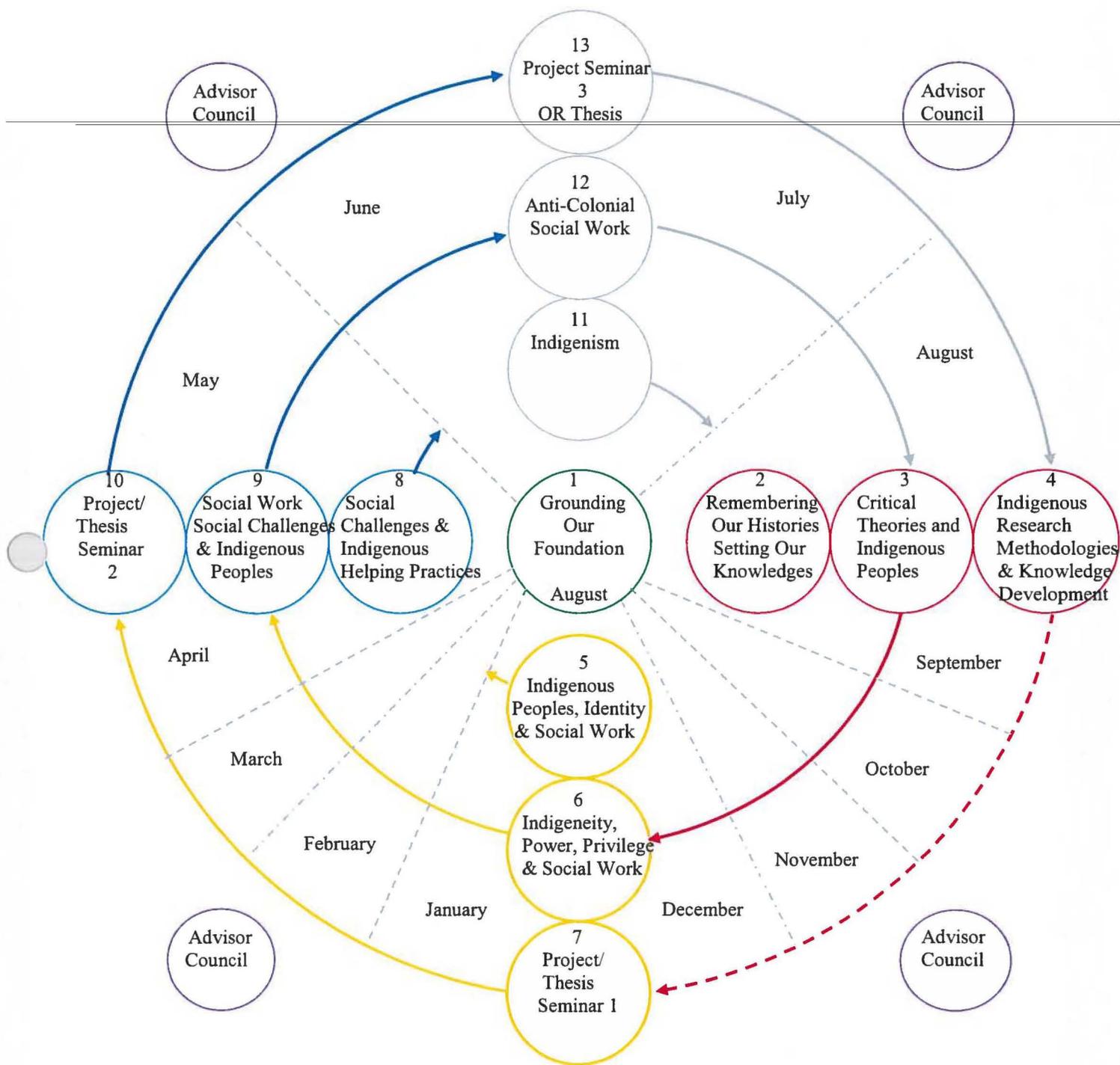
Sincerely,

James P. Mulvale, MSW, PhD
Dean

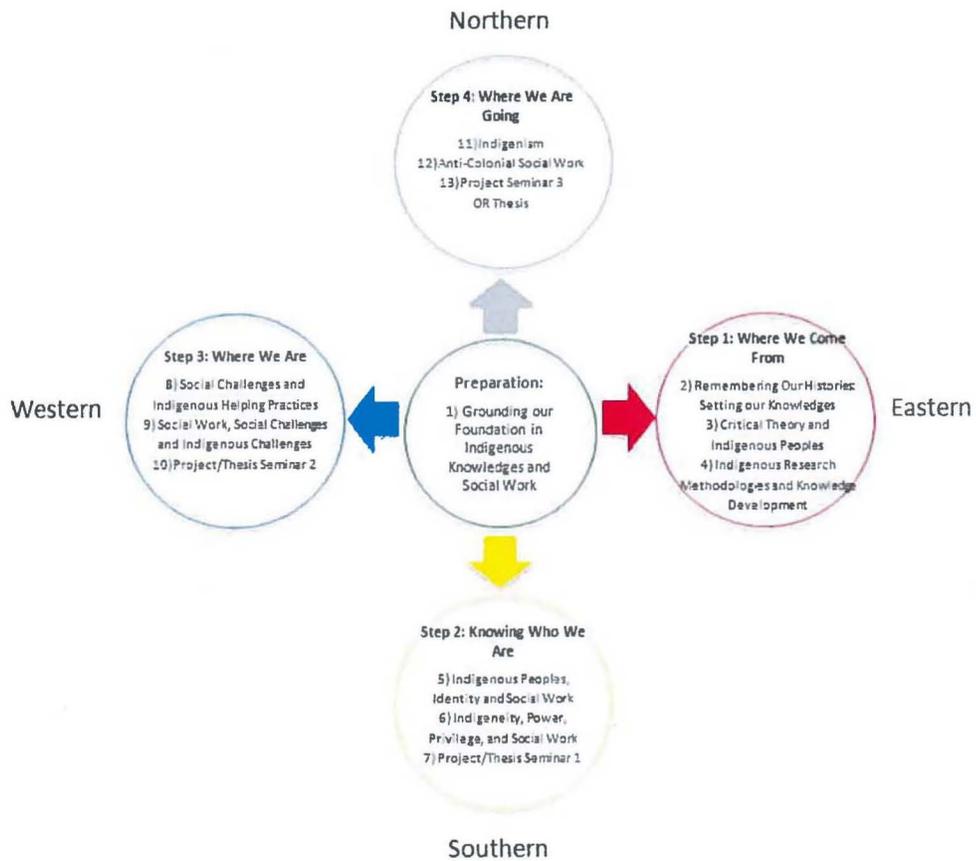
Faculty of Social Work Submission for a New Program: MSW Based in Indigenous Knowledges

Included in this submission are the following:

1. Program Structure diagram
2. Program Steps and Courses
3. The Program Proposal
4. Appendixes:
 - (a) Course Introduction forms for the following:
 - SWRK 7700 Grounding Our Foundation in Indigenous Knowledges and Social Work
 - SWKR 7710 Remembering Our Histories – Setting our Knowledges
 - SWKR 7720 Critical Theory and Indigenous Peoples
 - SWRK 7730 Indigenous Research Methodologies and Knowledge Development
 - SWRK 7740 Indigenous Peoples, Identity, and Social Work
 - SWRK 7750 Indigeneity, Power, Privilege, and Social Work
 - SWRK 7760 Project/Thesis Seminar 1
 - SWRK 7770 Social Challenges and Indigenous Helping Practices
 - SWRK 7780 Social Work, Social Challenges, and Indigenous Peoples
 - SWRK 7790 Project/Thesis Seminar 2
 - SWRK 7800 Indigenism
 - SWRK 7810 Anti-Colonial Social Work
 - SWRK 7820 Project Seminar 3
 - (b) MSW-IK Applicant Information Guide
 - (c) MSW-IK Supplemental Regulations
 - (d) MSW-IK Student Evaluation
 - (e) Senate Planning and Priority Committee New Program Approval Spreadsheets
 - (f) Faculty CVs
 - (g) University of Manitoba Libraries, Statement for New Programme
 - (h) Information Services and Technology Letter
 - (i) Letters of Support



Program Steps and Courses



GRADUATE PROGRAM PROPOSAL

MASTER OF SOCIAL WORK BASED IN INDIGENOUS KNOWLEDGES

(MSW-IK)

A. PROGRAM DESCRIPTION

1. RATIONALE, OBJECTIVES AND FEATURES

I. Rationale

Canada's Indigenous communities have long been the recipients of social programs. With the growing urban Indigenous population and the gaps of services for rural Indigenous populations, there is an important need for social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities, in both rural and urban areas. More and more, Indigenous communities and social work agencies are revealing their frustrations with the absence of long-term, accessible, and Indigenous-centred educational programs. The existing curriculum has given Indigenous people a different knowledge set to support their participation in the broader Canadian society, but it has yet to empower Indigenous identity by promoting an understanding of Indigenous worldviews, languages, knowledges, perspectives, experiences, and practices (Battiste & Henderson, 2000). This includes the point that social institutions such as education, including university education programs, must be developed and based upon the languages, values, and beliefs of Indigenous peoples (Hart, 2003).

These ideas have been shared by Indigenous communities in Manitoba. Indeed, the Faculty of Social Work has received comments from a range of sources that there is a need for a Master of Social Work based in Indigenous Knowledges (MSW-IK) Program. Commentary has been consistent from former students, current students, practitioners in Aboriginal child welfare agencies, and from current Indigenous faculty members. There is an important need for Indigenous social workers to explore Indigenous forms of caring which are applicable to the unique circumstances of Indigenous clients and communities. Indigenous caring is rooted in traditional knowledge, values, social structures, and healing practices of First Nations Peoples.

As a university serving the largest Indigenous community in the country, the Faculty of Social Work at the University of Manitoba intends to be in the forefront of exploring and

developing Indigenous knowledges and practices in relation to social work education. For the Faculty of Social Work, this means that we need to develop programs that are directly relevant to Indigenous peoples, communities, perspectives, and practices, such as the Master of Social Work based in Indigenous Knowledges Program. This intention reflects the priority of the University President, Dr. David Barnard, who has made Aboriginal Achievement one of the key priorities in his Strategic Planning Framework (University of Manitoba, 2012). It reflects his statement that, “It is of fundamental importance at our university that we advance all aspects of Indigenous education” (University of Manitoba, 2012).

II. Objectives

The nine (9) objectives of the MSW-IK Program are as follows:

1. To provide social work education and advanced social work practice skills that are based in Indigenous ways of knowing and being.
2. To support students in their personal development as social workers working from Indigenous perspectives;
3. To provide historical understandings based on Indigenist and critical theory perspectives of the events which have led to present circumstances Indigenous peoples face;
4. To guide students in developing their understandings of social justice, anti-oppressive practices, anti-colonialism, and Indigenism and how these concepts apply to social work practice and analysis of social policies;
5. To explore Indigenous forms of helping and supporting that are applicable to the unique circumstances of Indigenous clients and communities;
6. To recover and support Indigenous values, practices, and structures in processes of learning, healing, and decolonization for individuals, families, communities, and nations;
7. To support students, scholars, and practitioners to fully explore Indigenous understandings of helping practices, knowledges, and research as applicable to social work;
8. To empower Indigenous identities through the concepts of social locations, Indigenous worldviews, languages, knowledges, and practices; and
9. To maintain a close connection with Indigenous communities and agencies in the delivery of the program.

It is important to note that the proposed program has the deepest respect for traditional Indigenous helping practices and healers, and the Elders who are well versed in these practices and related knowledges. ***As such, the Master of Social Work based in Indigenous Knowledges Program is being developed not to create traditional Indigenous healers or Elders, but is focused on developing social workers whose skills are rooted in Indigenous knowledges and worldviews.***

III. Fit with the research/academic priorities of the Faculty/School

The Faculty of Social Work has as its mission:

To pursue knowledge and provide accessible and inclusive educational programs that will advance the fields of social work practice and social policy at all levels and that will contribute to the development of societies in promoting respect for human rights and dignity, individual worth and well-being, diversity, social inclusion, and the principles of social justice. To prepare students for ethical, competent, critically reflective, innovative, anti-oppressive, accountable, and effective social work practice at all levels. To create and maintain a learning environment that promotes and supports respect for difference, risk-taking, democratic participation, a spirit of inquiry, equity, innovation, originality, and collaboration. To acknowledge, support, and promote different traditions of knowledge and different methods of knowledge gathering (Faculty of Social Work, 2008).

The MSW-IK Program will be a key component of the Faculty's commitment to provide accessible and inclusive education. In recognition of the significant Indigenous population in Manitoba, this program also will be a key component to promoting the Faculty's commitment to social justice and preparing students for ethical, competent, critically reflective, innovative, anti-oppressive, accountable, and effective social work practice with Indigenous peoples. The program will reflect the Faculty's vision of providing a leading role in the socio-economic-cultural development of the Province where the place of Indigenous peoples remains central and prominent.

The Faculty has recently received a Canada Research Chair on Indigenous Knowledges and Social Work. Receiving this Canada Research Chair will be valuable in creating an environment conducive to research by students in, and Faculty associated with, the MSW-IK Program.

In terms of research, the MSW-IK Program will reflect the Faculty's commitment to include a focus on Indigenous peoples, issues, knowledges, and practices. This program will provide innovative research opportunities for students and Instructors involved with the program.

IV. *Innovative Features*

The innovative features of the MSW-IK Program will prepare students who successfully complete the program to:

- Practice social work from an Indigenist perspective, which includes the ability to:
 - ❖ understand and reflect Indigenism-Indigenous values, beliefs, ethics, practices, ceremonies, and social structures, as they relate to social work helping contexts and social justice;
 - ❖ establish and maintain relationships with others based upon Indigenist values, beliefs, protocols, and ways of interacting;
 - ❖ develop programs and/or policies that stem from Indigenist perspectives and ways of being; and
 - ❖ implement and uphold Indigenist perspectives as a means of countering various forms of oppression.
- Practice social work from an anti-colonial perspective, which includes the ability to:
 - ❖ understand the colonial context within which Indigenous peoples are located and how this context has hindered and/or blocked Indigenous self-determination and development;
 - ❖ understand colonial oppression;
 - ❖ relate colonialism with parallel forms of oppression such as sexism, racism, homophobia, privileging, and ableism;
 - ❖ confront and address matters of oppression in practices and policies as evident in such forms as privilege, racism, marginalization, and institutionalization; and
 - ❖ advocate from a position of partnership with Indigenous peoples and/or matters pertinent to their self-determination and development.

2. CONTEXT

1. Extent to which the program responds to current or future needs of Manitoba and/or Canada.

Winnipeg has the largest urban Indigenous population in Canada and second only to New York in North America (Forquera, 2001; Statistics Canada, 2009). Manitoba has a large and growing Indigenous population where it is projected that by 2026 Indigenous people will make up 19% of the population of the province (Manitoba Bureau of Statistics, 2005). Considering the size and influence of the Indigenous population in Manitoba, it is incumbent on the University of Manitoba to provide programs that are relevant to, and respectful of, this population.

Battiste and Henderson (2000) assert that, “survival for Indigenous peoples is an issue of preserving Indigenous knowledge systems” (p. 12). Respect for Indigenous perspectives is evidenced when education “incorporates processes and methodologies which directly address the effects of genocide, colonization and oppression” (Duran & Duran, 1995, p. 6). Indigenous communities in Manitoba have shared these ideas.

The Faculty of Social Work has received comments from a range of sources that there is an urgent need for a MSW degree that is respectful of Indigenous perspectives and based in Indigenous Knowledges. Commentary has been consistent from former students, current students, practitioners in Aboriginal child welfare agencies, and from current Indigenous faculty members. There is an important need for Indigenous social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities.

Indigenous caring is rooted in traditional values, social structures, and healing practices of Indigenous Peoples of Turtle Island (North America). The recovery of these values, practices, and structures is a process of healing and decolonization for individuals, families, and communities. This is particularly true in the child welfare field where 81 percent of the children in care in Manitoba are Indigenous (Manitoba, 2009). It is just as important in numerous other fields of practice aimed at meeting needs in the Indigenous community. Indigenous social work practice should deliver service in a way that is culturally based and pertinent to Indigenous community experiences.

Further, given the devolution of social welfare programming to Indigenous authorities, it is incumbent on the Faculty of Social Work and the University of Manitoba to equip practitioners to work effectively in their cultural and community contexts reinforcing the University’s role as a national and international centre for Indigenous scholarship.

Unfortunately, there is a large amount of anecdotal evidence that some Indigenous students have not completed the existing MSW Program because it does not provide the learning they feel is relevant to their communities. Others have said they would not enroll in the program as it currently stands for similar reasons. Indigenous agencies seeking Indigenous education for their staff have partnered with other universities because such education is not available in Manitoba (Faculty of Social Work, 2009).

Graduates from our existing programs describe their experience in the MSW Program as years of struggle in which they had to grapple not only with new concepts and materials (as do other students), but, in addition, they had to contend with the question of how this material relates to Indigenous realities. Their presence in the mainstream Faculty caused a questioning of their identities, their cultural values, their previous knowledge, and their practice methods. It was an experience of isolation and self-doubt. If not dealt with effectively, the outcome of such experience is further marginalization and colonization.

These experiences are those which directly reflect the commitment made by the University President, Dr. David Barnard who has made Indigenous Achievement one of five key priorities in his Draft Planning Framework (University of Manitoba, 2012). In addition, on October 27, 2011, Dr. Barnard made a University of Manitoba Statement of Apology and Reconciliation to Indian Residential School Survivors at the Truth and Reconciliation Commission of Canada. This one-page Statement of Apology was in response to the University of Manitoba's role in educating those who created and worked in the Indian Residential School System. In his Statement of Apology, Dr. Barnard stated,

The University of Manitoba is committed to listening, acknowledging and affirming Aboriginal voices within the fabric of the university. It is of fundamental importance at our university that we advance all aspects of Indigenous education . . . The University of Manitoba believes that education has a transformative power for students, their families and communities. We will work to ensure that the values of First Nations, Métis and Inuit cultures and communities infuse scholarship and research across the university (University of Manitoba, 2011).

The University of Manitoba is well situated to meet the aspirations and needs of the Indigenous community in Manitoba and the nation. As a university serving the largest Indigenous community in the country, the University of Manitoba will be in the

forefront of exploring and developing knowledges and practices directly related to this community.

II. What are the particular strength(s) of the program?

The MSW-IK Program has a commitment to:

- building supportive community among students;
- supporting collaborative development within the broader community;
- practicing social work in congruence with Indigenous values and beliefs; and
- reclaiming and re-energizing the self in the context of Indigenous families, communities, and Nations, emphasizing self-sufficiency, self-determination, and self-government.

The MSW-IK Program will:

- facilitate connections and relationships with key aspects of Indigenous cultures, including Elders from various Nations;
- enable students interested in understanding and working with Indigenous communities to practice in culturally based ways and facilitate culturally appropriate social development;
- reflect Indigenous perspectives and assist students in their personal decolonization processes so they, in turn, can nurture others in their journeys; and
- prepare students, who successfully complete the MSW-IK Program, to practice competently in advanced social work roles.

Graduates, who successfully complete the MSW-IK Program, will have demonstrated ability to critically analyze, synthesize, use, evaluate, and develop theory in relation to complex practice problems in Indigenous social contexts. These abilities will also be relevant and amenable to other social contexts. Graduates also will have the capacity to analyze their own practices and recognize the effects of their own ethnic and cultural backgrounds on professional relationships.

The program is structured to provide holistic support to students throughout the entire process to completion of the degree. This holistic support includes direct guidance from an Advisor Council that includes a Faculty member and Elder, supporting students working together as a cohort, and attention to the students' mental, physical, emotional, spiritual, academic, and professional growth. Such support will not only

foster growth and development, but will lead to great success in completion of the program.

The program is strongly grounded in respect of Elders, traditional/cultural teachers, and traditional healing practitioners trained to handle sacred objects or utilize specific ceremonies, medicines, and teachings, all of which require years of traditional knowledge acquisition as well as community sanction prior to use. ***Students will be provided the clear message that they are not being taught to fulfill the roles of Elders, traditional/cultural teachers, or traditional healing practitioners.***

III. What will outsiders know the program for in terms of areas of concentration or specialization?

The Master of Social Work based in Indigenous Knowledges is set within the context of Indigenous knowledges, ways of knowing, practices, and perspectives. It has a solid foundation in the traditional Indigenous teachings and contemporary Indigenous philosophies, knowledges, concepts, critiques, ways of being stemming from these traditions, and honouring Indigenous languages.

It is aimed at deconstructing oppressive and colonialist structures and reconstructing in a contemporary sense what has been previously destroyed. This prepares students to practice social work from Indigenist perspectives at individual, family, community and organizational levels.

IV. Extent to which the program extends or uses existing programs at The University of Manitoba as a foundation.

The existing Faculty of Social Work, Master of Social Work Program is accredited through the Canadian Association for Social Work Education. The MSW degree is fully accredited and recognized internationally as both a professional and academic qualification. The MSW-IK Program will be reviewed for accreditation within the Faculty of Social Work's next review cycle. There are no other accredited BSW or MSW Programs within the Province of Manitoba. This Master of Social Work based in Indigenous Knowledges will extend the options for all Manitoba students wishing to obtain graduate level training in Social Work.

This program is to be housed within the Faculty of Social Work at the University of Manitoba, William Norrie Centre. It will provide an alternative graduate program for graduates of the Bachelor of Social Work Programs at the University of Manitoba who wish to specialize in Social Work based in Indigenous knowledges. It will also be an option for those students who have a degree other than an accredited Bachelor of Social

Work who complete the Pre-Master's Program in Social Work offered at the University of Manitoba. The proposed program will also extend options to students in the existing MSW Program at the University of Manitoba. These students will be able to complete some of the courses offered through the MSW-IK as electives.

V. Extent to which the program enhances co-operation among Manitoba's universities.

The proposed program will be an option for students who complete undergraduate degrees from other universities in Manitoba. These students may apply to the Pre-Master's Program at the University of Manitoba and then transfer into the MSW based in Indigenous Knowledges.

When appropriate, professors/instructors from other universities will be considered as external members of students' project/thesis committees.

VI. Extent to which the program is likely to enhance the national/international reputation of the University of Manitoba.

The Faculty of Social Work has identified that it provides training in Indigenous social work knowledge as part of its Strategic Resource Plan as Priority Statement Number 1 (Faculty of Social Work, 2009, p. 7). This program has the potential to attract students from across Canada as well as internationally.

With support of the newly appointed Canada Research Chair in Indigenous Knowledges and Social Work, the Master of Social Work based in Indigenous Knowledges Program will enhance the connection with Elders to explore their cultural philosophies and practices that relate to helping. This MSW-IK Program is well positioned to become an internationally recognized centre of social work research and practice based in Indigenous knowledges.

VII. Similar programs offered in Canada and North America.

Currently, there are three (3) Indigenous/Aboriginal based programs offered in Canada, none of which are in the Province of Manitoba, and there are no exclusively Indigenous-oriented MSW Programs or concentrations offered in the United States.

University	Program
Wilfred Laurier University	MSW Aboriginal Field of Study
University of Victoria	MSW Indigenous Specialization

University of Regina (in partnership with First Nations University – currently postponed)	Master of Aboriginal Social Work
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3. SPECIFICS (for a summary please refer to the attached Program Structure and Program Steps and Courses diagrams)

I. Credential (degree or diploma) to be granted a student on successful completion of the program.

Upon successful completion of this graduate program, students will be granted a Master of Social Work degree.

Describe the program under the following headings:

a) Admission Requirements.

Admission to the MSW-IK will be based on:

- ❖ Completion of a BSW degree (by May 31 of the application year) from an accredited university, which is recognized by the University of Manitoba or successful completion of the Pre-MSW Program at the University of Manitoba
- ❖ Minimum 3.0 GPA (Applicants with a GPA between 2.5 and 3.0 who meet the eligibility for consideration under the Educational Equity Initiative within the Faculty of Social Work will also be considered)
- ❖ Work/Volunteer Experience
- ❖ Well-developed Statement of Intent
- ❖ Three (3) Letters of Reference
 - Academic
 - Employment
 - Indigenous Community
- ❖ Interview

All applicants to the MSW-IK Program will be required to participate in an admission interview process and program orientation.

Deadline for all applications will be December 1 (see attached Applicant Guide).

The following MSW-IK Program courses will be available to MSW Occasional students (written permission of the MSW-IK Program Director will be required):

Critical Theory and Indigenous Peoples (Course 3 - SWRK 7720)
Indigenous Research Methodologies and Knowledge Development
 (Course 4 - SWRK 7730)

b) Course Requirements.

There are a total of thirteen (13) courses (plus GRAD 7000 Master's Thesis) offered in the MSW-IK Program (see attached Course Introduction forms). All courses in the Program are at the 7000 level. The courses will be offered over the Fall, Winter, and Summer terms. It is expected that the program will require 12-18 months of full-time study. Students who choose the thesis option may require more time depending on the nature of their research.

The MSW-IK Program has twelve (12) core courses which are required for all students admitted into the MSW-IK Program. Remaining program requirements vary depending on whether students choose the project option or the thesis option.

Students completing the project option in the MSW-IK Program will register for Project/Thesis Seminar 1 and 2 (Course 7 - SWRK 7760 and Course 10 - SWRK 7790). In Project Seminar/Thesis 1 students will complete their proposal for their projects/thesis. Once their proposal has been passed by their Advisor Councils/Thesis Committee, students will have initiated work on their projects/research activities. By the end of Project/Thesis Seminar 2, the students will have completed a significant number of work hours on their project/research. The number of hours completed in Project/Thesis Seminar 2 will be determined by the student and the student's Advisory Council/Thesis Committee. Student completing the project option will also register for Project Seminar 3. This course is in addition to the twelve (12) core course requirements of the program, for a total of thirteen (13) courses totalling 30 credit hours (18 credit hours of letter graded courses, 12 credit hours of pass/fail courses, and 3, zero credit hour seminars/courses). In Project Seminar 3, student will complete the remaining hours towards their project so that a minimum total of 450 hours of work on their project

will have been completed. They will also complete their major papers that address their projects and their use of social work theories.

Students completing the project option will complete a minimum of 450 work hours (based on CASWE accreditation standards for field practica at the MSW level) towards their projects. These hours do not include work on their project proposal. Projects can take a variety of formats including the following: An advanced field placement at an agency, organization, or governmental department; Work as an Elder's helper; completion of an educational video addressing a social issue and a helping process; or a community development project. All projects are outlined in the students' proposals that are to be approved by the students' Advisor Councils.

Students completing the thesis option in the MSW-IK Program will register for GRAD 7000 Master's Thesis. Students in the thesis option will be required to attend seminars aimed at supporting them in the timely completion of their research projects. Students in the thesis option will complete the twelve (12) core course requirements of the program totalling 27 credit hours (15 credit hours of letter graded courses, 12 credit hours of pass/fail courses, and 3, zero credit hour seminars/courses) plus a thesis (GRAD 7000).

The following outlines the full time progression of the MSW-IK Program courses by each term:

FALL TERM

September through December

Grounding Our Foundation in Indigenous Knowledges and Social Work (Course 1 - SWRK 7700)

- Elder-led, in conjunction with an Instructor
- 0 Credit
- Pass/Fail

Remembering Our Histories – Setting our Knowledges (Course 2 - SWRK 7710)

- Elder-led, in conjunction with an Instructor
- 3 credits;
- Pass/Fail

Critical Theory and Indigenous Peoples (Course 3 - SWRK 7720)

- Instructor-led
- 3 credits
- Letter Graded

- Available to all graduate students, including occasional students (written permission of the instructor required)

Indigenous Research Methodologies and Knowledge Development

(Course 4 - SWRK 7730)

- Instructor-led
- 3 credits
- Letter Graded
- Available to all graduate students, including occasional students (written permission of the instructor required)

WINTER TERM

January through April

Indigenous Peoples, Identity, and Social Work (Course 5 - SWRK 7740)

- Elder-led, in conjunction with an Instructor
- 3 credits
- Pass/Fail

Indigeneity, Power, Privilege, and Social Work (Course 6 - SWRK 7750)

- Instructor-led
- 3 credits
- Letter Graded
- Available to non-MSW-IK graduate students in Social Work (written permission of the instructor required)

Project/Thesis Seminar I (Course 7 - SWRK 7760)

- Instructor-led
- 0 Credit
- Pass/Fail

SUMMER I TERM

April through June

Social Challenges and Indigenous Helping Practices (Course 8 - SWRK 7770)

- Elder-led, in conjunction with an Instructor
- 3 credits
- Pass/Fail

Social Work, Social Challenges, and Indigenous Peoples (Course 9 - SWRK 7780)

- Instructor-led
- 3 credits

- Letter Graded
- Available to non-MSW-IK graduate students in Social Work (Pre-requisite is Course 6 - SWRK 7750; written permission of the instructor required)

Project/Thesis Seminar II (Course 10 - SWRK 7790)

- Instructor-led
- 0 Credit
- Pass/Fail

SUMMER II TERM

June through August

Indigenism (Course 11 - SWRK 7800)

- Elder-led, in conjunction with an Instructor
- 3 credits
- Pass/Fail

Anti-Colonial Social Work (Course 12 - SWRK 7810)

- Instructor-led
- 3 credits
- Letter Graded
- Available to non-MSW-IK graduate students in Social Work (written permission of the instructor required)

In addition to the twelve (12) core courses, students will be required to successfully complete one of the following during the Summer Term (depending on their enrollment in the project option or thesis option):

Project Seminar 3 (Course 13 - SWRK 7820)

- Instructor-led
- 3 credits
- Letter Graded

OR

GRAD 7000 Master's Thesis

- Students will participate in seminars that support the completion of their thesis research
- 0 credits
- Pass/Fail

All students will be required to work with their project/thesis Advisor Council. In consultation with the student, the student's advisor is responsible for recommending a project/thesis committee, known in the Program as the student's Advisor Council, preferably no later than December 1st of the academic year in which the student undertakes to do her/his project or thesis. For thesis students, the Advisor Council will be the student's thesis advisory committee.

The role of the Advisor Council is to approve the student's project/thesis proposal, monitor and evaluate the student's progress regarding the student's project or thesis, examine the completed thesis or project, and generally advise and assist the student in the process of completing the project/thesis.

All students must submit a written proposal of their project/thesis to their project/thesis committee (Advisor Council). The project/thesis proposal will follow the policies outlined in the University of Manitoba, Faculty of Social Work, Pre-MSW & MSW Student Handbook. This written proposal is a requirement for *Indigenous Research Methodologies and Knowledge Development (Course 4 - SWRK 7730)*. The proposal should present the rationale underlying the proposed study/project, cite relevant literature to support the project/thesis intent, and provide a planned methodology for the thesis research/knowledge development. Students will be required to work closely with their Advisor Council in the preparation of their proposal. Students require approval from all members of their Advisor Council before proceeding with the project/research. This approval is granted at a project/thesis proposal meeting attended by the student and her/his Advisor Council. The student is asked to present a summary of the proposed project/thesis and answer questions about the proposal. Following the presentation, questions, and discussion, Advisor Council members meet in camera (in private) to decide if the proposal is accepted as written, accepted with required revisions, or failed. Should a proposal be failed, the student can revise and resubmit the proposal a second time. Failure of the proposal a second time will constitute a failure of the project/thesis.

c) *Evaluation of students procedures.*

Students in the MSW-IK Program will be required to meet academic performance standards outlined in the Faculty of Graduate Studies Regulations and in the Faculty of Social Work's Supplemental Regulations.

Each student will be assigned an Advisor Council. The Advisor Council will consist of a minimum of three members. One of the members will be the student's faculty

advisor. The advisor will be a member of the Faculty of Graduate Studies. One of the program's Elders will be the second member.

For students in the project option, the third member will be from the agency/organization in which the student is completing the project. In the case of a student working with an Elder in community, the community Elder will be the third member assigned to the Advisor Council. In the case of alternative projects, the student along with her/his Faculty member (Advisor) and program Elder will collaborate on identifying the appropriate third member to be assigned to the Advisor Council. The student will be required to complete a minimum of 450 hours of work towards their project. These hours are overseen by their Advisory Councils during the students' participation in Project/Thesis Seminar 1 and 2, and Project Seminar 3. The Advisor Council collectively determines the final grade assigned for the student's participation in Project/thesis Seminar 1 (Course 7 - SWRK 7760) and 2 (Course 10 - SWRK 7790), and Project Seminar 3 (Course 13 - SWRK 7820). The student's Faculty member (Advisor) submits the grade on behalf of the Advisor Council.

For students in the thesis option, the third member of the Advisor Council is a faculty member from a faculty other than Social Work. Two of the thesis committee members must be members of the Faculty of Graduate Studies.

The Advisor Council will meet with the student at the beginning of the program and at least twice in each term. The Advisor Council will be informed of how a student is progressing after each course. In relation to *Grounding Our Foundation in Indigenous Knowledges and Social Work* (Course 1 - SWRK 7700), and *Project/Thesis Seminar 1 and 2*, and *Project Seminar 3* (Courses 7 - SWRK 7760, 10 - SWRK 7790, and 13 - SWRK 7820), the Advisor Council will be informed by the Instructor(s) of any concerns that may arise during the course to ensure support is available to the student from his/her Advisor Council.

Students will meet each term with their Advisor Council to complete a progress report. This will ensure that students are meeting academic requirements and are advised regarding their next term coursework.

The advisor will act as a link to the MSW-IK Faculty and Elder Program Collective regarding student standing issues. The MSW-IK Faculty and Elder Program Collective will act as the Standing Committee. It will include the MSW-IK Elders and MSW-IK faculty members along with the Chair of the Faculty of Social Work's Graduate Standings Committee.

The Program requires successful completion of the following courses. As indicated, there are both letter graded and pass/fail courses in the Program:

Letter Graded Courses

Critical Theory and Indigenous Peoples (Course 3 - SWRK 7720)

Indigenous Research Methodologies and Knowledge Development

(Course 4 - SWRK 7730)

Indigeneity, Power, Privilege, and Social Work (Course 6 - SWRK 7750)

Social Work, Social Challenges, and Indigenous Peoples (Course 9 - SWRK 7780)

Anti-Colonial Social Work (Course 12 - SWRK 7810)

Project Seminar 3 (Course 13 - SWRK 7820) – for project option students

Pass/Fail Courses

Grounding Our Foundation in Indigenous Knowledges and Social Work (Course 1 - SWRK 7700)

Remembering our Histories – Setting our Knowledges (Course 2 - SWRK 7710)

Indigenous Peoples, Identity, and Social Work (Course 5 - SWRK 7740)

Project/Thesis Seminar 1 (Course 7 - SWRK 7760)

Social Challenges and Indigenous Helping Practices (Course 8 - SWRK 7770)

Project/Thesis Seminar 2 (Course 10 - SWRK 7790)

Indigenism (Course 11 - SWRK 7800)

GRAD 7000 Master's Thesis – for thesis students

All MSW-IK Program courses will be assigned an Instructor of record. This will ensure academic continuity in all courses, including those that are Elder-led.

Failure by any student to meet academic performance requirements set in course syllabi will result in the matter being forwarded to the MSW-IK Faculty and Elder Program Collective. The Chair of the Faculty of Social Work Graduate Standings Committee is a member of the Program Collective for reviewing issues related to matters of student standing. The options for the Program Collective include, but are not necessarily limited to, the following: recommending to the Faculty of Graduate Studies that the student repeat the course, complete other remedial action(s), or be required to withdraw from the program.

If any other issues related to student standings arise, the Advisor Council will inform the MSW-IK Faculty and Elder Program Collective. Together they will review the

issues and make a recommendation. The Chair of the Faculty of Social Work Graduate Standings Committee will forward the recommendation of the MSW-IK Faculty and Elder Program Collective to the Faculty of Graduate Studies.

d) *Thesis, practicum or comprehensive procedures and regulations.*

The MSW-IK will follow the thesis or course based specialization option policies set in the Faculty of Graduate Studies Regulations and the Faculty of Social Work's Supplemental Regulations. These procedures and regulations can be found in the Pre-MSW & MSW Student Handbook.

Students will receive guidance and support for the completion of their project/thesis from their Advisor Council and in the following courses: Indigenous Research Methodologies and Knowledge Development, Project/Thesis Seminar 1, Project/Thesis Seminar 2, and Project Seminar 3 or seminars associated with GRAD 7000 (thesis students).

e) *Ability to transfer courses into the program.*

The MSW-IK will follow the criteria of transfer coursework from other post-secondary institutions described in the Faculty of Graduate Studies Regulations and in the Faculty of Social Work's Supplemental Regulations. The requirements for the transfer of coursework from other post-secondary institutions can be found in the University of Manitoba Graduate Calendar.

Because of the specific course requirements in the MSW-IK Program, courses requested for transfer will be evaluated by the student's MSW-IK Advisor and the MSW-IK Program Director to determine equivalency with MSW-IK Program course requirements.

f) *Other procedures and regulations specific to the program, but not covered above – Supplemental Regulation.*

The MSW-IK has program specific criteria, noted in the attached Supplemental Regulations document. For example, the use of Elders as members of the project/thesis Advisor Council is outlined. The Program also has criteria for student evaluation outlined in the attached Student Evaluation document.

4. PROJECTIONS AND IMPLEMENTATIONS

I. *Sample program listing for a typical student and a timeline for completion of studies to the credential proposed.*

The MSW-IK Full-Time Program

The full-time MSW-IK Program has a total of thirteen (13) courses, which students must successfully complete from Fall Term (beginning in September) through Summer Term (ending in August). In addition to the twelve (12) core courses, students will be required to successfully complete either the Project Seminar 3 or GRAD 7000 Master's Thesis.

Full-Time MSW-IK Program - Summary

FALL TERM		Credits Earned	
September through December		Project Track	Thesis Track
Sept	<i>Grounding Our Foundation in Indigenous Knowledges and Social Work (Course 1 - SWRK 7700)</i> Elder-led, in conjunction with an Instructor; 0 Credit; Pass/Fail Condensed module format; First week in Fall Term	0	0
Sep/Dec	<i>Critical Theory and Indigenous Peoples (Course 3 - SWRK 7720)</i> Instructor-led; 3 credits; Letter Graded Condensed format; Eleven (11) weeks in Fall Term	3	3
Sept/Dec	<i>Indigenous Research Methodologies and Knowledge Development (Course 4 - SWRK 7730)</i> Instructor-led; 3 credits; Letter Graded Condensed format; Eleven (11) weeks in Fall Term	3	3
Dec	<i>Remembering Our Histories – Setting our Knowledges (Course 2 - SWRK 7710)</i> Elder-led, in conjunction with an Instructor; 3 credits; Pass/Fail Condensed module format; Last week in Fall Term	3	3
WINTER TERM		Credits Earned	
January through April		Project Track	Thesis Track
Jan	<i>Indigenous Peoples, Identity, and Social Work (Course 5 - SWRK 7740)</i> Elder-led, in conjunction with an Instructor; 3 credits; Pass/Fail Condensed module format; First week of Winter Term	3	3
Jan/Apr	<i>Indigeneity, Power, Privilege, and Social Work (Course 6 - SWRK 7750)</i> Instructor-led; 3 credits; Letter Graded Condensed format; Eleven (11) weeks in Winter Term	3	3
Apr	<i>Project/Thesis Seminar 1 (Course 7 - SWRK 7760)</i> Instructor-led; 0 Credit; Pass/Fail Seminar format; Entire Winter Term	0	0

SUMMER TERM		Credits Earned	
April through June		Project Track	Thesis Track
Apr	<i>Social Challenges and Indigenous Helping Practices (Course 8 - SWRK 7770)</i> Elder-led, in conjunction with an Instructor; 3 credits; Pass/Fail Condensed module format; First week in Summer I Term	3	3
Apr/June	<i>Social Work, Social Challenges, and Indigenous Peoples (Course 9 - SWRK 7780)</i> Instructor-led; 3 credits; Letter Graded Condensed format; Six (6) weeks in Summer I Term	3	3
Apr/June	<i>Project/Thesis Seminar 2 (Course 10 - SWRK 7790)</i> Instructor-led; 0 Credit; Pass/Fail Seminar format; Entire Summer I Term	0	0
SUMMER TERM		Credits Earned	
June through August		Project Track	Thesis Track
Jun	<i>Indigenism (Course 11 - SWRK 7800)</i> Elder-led, in conjunction with an Instructor; 3 credits; Pass/Fail Condensed module format; First week in Summer II Term	3	3
Jul/Aug	<i>Anti-Colonial Social Work (Course 12 - SWRK 7810)</i> Instructor-led; 3 credits; Letter Graded Condensed format; Six (6) weeks in Summer II Term	3	3
Jun/Aug	<i>Project Seminar 3 (Course 13 - SWRK 7820)</i> Instructor-led; 3 credits; Letter Graded Seminar format; Entire Summer II Term OR <i>GRAD 7000 Master's Thesis</i> 0 Credit; Pass/Fail Includes seminars; Entire Summer II Term	3 n/a	n/a 0
Total Credits Earned in MSW-IK Program		30	27
PROJECT/THESIS DEADLINE		CONVOCATION	
Last week of August *		October	

*Actual deadline subject to Faculty of Graduate Studies Calendar

FALL TERM – September through December

MONTH	SEPTEMBER				OCTOBER					NOVEMBER				DECEMBER			
TOTAL WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
WEEK OF THE MONTH	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
COURSE ONE	—																
COURSE TWO														▲			
COURSE THREE		—							★	—							
COURSE FOUR		—							★	—							

WINTER TERM COURSES

- Concentrated, Elder-led, 0 credit, pass/fail course, required to proceed
- ▲ Concentrated, Elder-led, 3 credit, pass/fail course
- ★ Instructor-led, 3 credit, letter graded course

Grounding Our Foundation in Indigenous Knowledges and Social Work

(Course 1 - SWRK 7700) 0 Credit, Pass/Fail

All students accepted into the MSW-IK Program will begin in September with this preparatory course, which will be delivered in a condensed module format the first week of the Fall Term. This is an in-person Elder-led course, working in conjunction with an Instructor, and requires mandatory participation in a 5-day Culture Camp.

Remembering our Histories – Setting our Knowledges (Course 2 - SWRK 7710)

3 credits, Pass/Fail

This is an in-person Elder-led course, working in conjunction with an Instructor that will be delivered in a condensed module format the last week of the Fall Term in December.

Critical Theory and Indigenous Peoples (Course 3 - SWRK 7720)

3 credits, Letter Graded

This is an in-person Instructor-led course that will be delivered over a condensed eleven (11) week period from September through November (may be offered through a variety of formats making it amenable to distance delivery). This course can also be taken as an elective by students in other graduate programs.

Indigenous Research Methodologies and Knowledge Development

(Course 4 - SWRK 7730)

3 credits, Letter Graded

This is an in-person Instructor-led course that will be delivered over a condensed eleven (11) week period from September through November.

WINTER TERM – January through April

MONTH	JANUARY					FEBRUARY					MARCH				APRIL	
TOTAL WEEKS	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
WEEK OF THE MONTH	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	
COURSE FIVE	▲															
COURSE SIX		★														
COURSE SEVEN		■														

WINTER TERM COURSES

▲	Concentrated, Elder-led, 3 credit, pass/fail course
★	Instructor-led, 3 credit, letter graded course
■	Project/ThesisSeminar 1, 0 credit, pass/fail

Indigenous Peoples, Identity, and Social Work (Course 5)

3 credits, Pass/Fail

This course is in-person Elder-led, working in conjunction with an Instructor that will be delivered in a condensed module format during the first week of the Winter Term in January.

Indigeneity, Power, Privilege, and Social Work (Course 6 - SWRK 7750)

3 credits, Letter Graded

This is an in-person Instructor-led course that will be delivered during an eleven (11) week period in the Winter Term from January through April (may be offered through a variety of formats making it amenable to distance delivery).

Project/Thesis Seminar 1 (Course 7 - SWRK 7780)

0 Credit, Pass/Fail

This is an in-person Instructor-led seminar course, with the support of each individual student's Project Council/Thesis Committee, which will focus on initiating knowledge development in practice settings. Students will finalize their project/thesis proposal and/or begin their projects (may utilize a variety of formats making it amenable to distance delivery). Students will work with their Advisory Councils/Thesis Committees to determine the number of hours work towards their projects/research activities that they will complete during Project/Thesis Seminar 1. This course will be delivered over the full Winter Term during January through April.

SUMMER TERM – April through June

MONTH	APRIL		MAY					JUNE	
TOTAL WEEKS	33	34	35	36	37	38	39	40	41
WEEK OF THE MONTH	3	4	1	2	3	4	5	1	2
COURSE EIGHT									
COURSE NINE									
COURSE TEN									

SUMMER ONE COURSES

-  Concentrated, Elder-led, 3 credit, pass/fail course
-  Instructor-led, 3 credit, letter graded course
-  Project/ThesisSeminar 2, 0 credit, pass/failcourse

Social Challenges and Indigenous Helping Practices (Course 8 - SWRK 7770)

3 credits, Pass/Fail

This is an in-person Elder-led course, working in conjunction with an Instructor that will be delivered in a condensed module format during the first week of the Summer Term in late April.

Social Work, Social Challenges, and Indigenous Peoples (Course 9 - SWRK 7780)

3 credits, Letter Graded

This is an in-person Instructor-led course that will be delivered during a six (6) week period in the Summer Term in May and June (may be offered through a variety of formats making it amenable to distance delivery).

Project/Thesis Seminar 2 (Course 10 - SWRK 7790)

0 Credit, Pass/Fail

This is an in-person Instructor-led seminar course, which will continue to guide students working with their Project Council/Thesis Committees (may utilize a variety of formats making it amenable to distance delivery). Students will work with their Advisory Councils/Thesis Committees to determine the number of hours work towards their projects/research activities that they will complete during Project/Thesis Seminar 2. This course will be delivered over the Summer Term during April through June.

SUMMER TERM – June through August

MONTH	JUNE		JULY					AUGUST			
TOTAL WEEKS	42	43	44	45	46	47	48	49	50	51	52
WEEK OF THE MONTH	3	4	1	2	3	4	5	1	2	3	4
COURSE ELEVEN	▲										
COURSE TWELVE			★								
COURSE THIRTEEN or THESIS			■								

SUMMER TWO COURSES

- ▲ Concentrated Elder led 3 credit, pass/fail course
- ★ Instructor led 3 credit, letter graded course
- Project Seminar 3 (final graded project seminar course) or Thesis

Indigenism (Course 11 - SWRK 7800)

3 credits, Pass/Fail

This is an in-person Elder-led course, working in conjunction with an Instructor that will be delivered in a condensed module format during the first week of the Summer II Term in late June.

Anti-Colonial Social Work (Course 12 - SWRK 7810)

3 credits, Letter Graded

This is an in-person Instructor-led course that will be delivered in a six (6) week period during in the Summer Term in July and August (may be offered through a variety of formats making it amenable to distance delivery).

Project Seminar 3 (Course 13 - SWRK 7820) OR ***GRAD 7000 Master's Thesis***

Project Seminar 3 – 3 credits, Letter Graded

GRAD 7000 Master's Thesis – 0 Credit, Pass/Fail

Project Seminar 3 is an in-person Instructor-led seminar course; students will be required to successfully complete their written and oral components of their project with their Advisor Council (may utilize a variety of formats making it amenable to distance delivery). Students will have completed the remaining hours towards their project for a minimum total of 450 hours of work is dedicated to their project. Thesis students will participate in seminars that support them in the completion of their thesis research. Both the Project Seminar 3 and seminars associated with GRAD 7000 will be delivered over the Summer Term during July and August.

THE MSW-IK PART-TIME PROGRAM

Part-time students will not be admitted until the MSW-IK Program has been established. The MSW-IK Program allows for a variety of structured formats, making the program amenable to part-time students. Three (3) examples of part-time delivery formats are identified here. These represent potential options that support students as they progress through the program.

As in the full-time MSW-IK Program, part-time students must successfully complete *Grounding Our Foundation in Indigenous Knowledges and Social Work* (Course 1 - SWRK 7700) during the first week of the Fall Term in September before proceeding to the remaining courses. All courses would be offered as discussed above and thus would allow part-time students to develop their schedule based upon this advanced knowledge of when courses would be offered.

THE MSW-IK TWO YEAR (PART TIME) PROGRAM — A FORMAT

Part-time students could elect to complete the following Elder-led courses:

- *Grounding Our Foundation in Indigenous Knowledges and Social Work* (Course 1 - SWRK 7700)
- *Remembering Our Histories – Setting Our Knowledges* (Course 2 - SWRK 7710)
- *Indigenous Peoples, Identity, and Social Work* (Course 5 - SWRK 7720)
- *Social Challenges and Indigenous Helping Practices* (Course 8 - SWRK 7770)
- *Indigenism* (Course 11 - SWRK 7800)

OR

Part-time students could elect to complete the following Instructor-led courses:

- *Critical Theory and Indigenous Peoples* (Course 3 - SWRK 7720)
- *Indigeneity, Power, Privilege, and Social Work* (Course 6 - SWRK 7750)
- *Social Work, Social Challenges, and Indigenous Peoples* (Course 9 - SWRK 7780)
- *Anti-Colonial Social Work* (Course 12 - SWRK 7810)

In the second year, the students would take the second set of courses not taken in their first year, along with the Research Methodologies course and Project/Thesis Seminar courses:

- *Indigenous Research Methodologies and Knowledge Development* (Course 4 - SWRK 7730)
- *Project/Thesis Seminar 1* (Course 7 - SWRK 7760)
- *Project/Thesis Seminar 2* (Course 10 - SWRK 7790)
- *Project Seminar 3* (Course 13 - SWRK 7820) OR *GRAD 7000 Master's Thesis*

THE MSW-IK TWO YEAR (PART-TIME) PROGRAM — B FORMAT

Students would complete the following Elder-led courses:

- *Grounding Our Foundation in Indigenous Knowledges and Social Work* (Course 1 - SWRK 7700)
- *Remembering Our Histories – Setting Our Knowledges* (Course 2 - SWRK 7710)
- *Indigenous Peoples, Identity, and Social Work* (Course 5 - SWRK 7740)
- *Social Challenges and Indigenous Helping Practices* (Course 8 - SWRK 7770)
- *Indigenism* (Course 11 - SWRK 7800)

AND

Students would complete the following Instructor-led courses:

- *Critical Theory and Indigenous Peoples* (Course 3 - SWRK 7720)
- *Indigeneity, Power, Privilege, and Social Work* (Course 6 - SWRK 7750)
- *Social Work, Social Challenges, and Indigenous Peoples* (Course 9 - SWRK 7780)
- *Anti-Colonial Social Work* (Course 12 - SWRK 7810)

In the second year, the students would complete the Research Methodologies course and Project/Thesis Seminar courses:

- *Indigenous Research Methodologies and Knowledge Development* (Course 4 - SWRK 7730)
- *Project/Thesis Seminar 1* (Course 7 - SWRK 7760)
- *Project/Thesis Seminar 2* (Course 10 - SWRK 7790)
- *Project Seminar 3* (Course 13 - SWRK 7820) OR *GRAD 7000 Master's Thesis*

THE MSW-IK THREE YEAR (EXTENDED PART-TIME) PROGRAM

Students would then complete the following Elder-led courses:

- *Grounding Our Foundation in Indigenous Knowledges and Social Work* (Course 1 - SWRK 7700)
- *Remembering Our Histories – Setting Our Knowledges* (Course 2 - SWRK 7710)
- *Indigenous Peoples, Identity, and Social Work* (Course 5 - SWRK 7740)
- *Social Challenges and Indigenous Helping Practices* (Course 8 - SWRK 7770)
- *Indigenism* (Course 11 - SWRK 7800)

In the second year, the students would complete the following Instructor-led courses:

- *Critical Theory and Indigenous Peoples* (Course 3 - SWRK 7720)
- *Indigeneity, Power, Privilege, and Social Work* (Course 6 - SWRK 7750)
- *Social Work, Social Challenges, and Indigenous Peoples* (Course 9 - SWRK 7780)
- *Anti-Colonial Social Work* (Course 12 - SWRK 7810)

In the third year, the students would complete the Research Methodologies course and Project/Thesis Seminar courses:

- *Indigenous Research Methodologies and Knowledge Development* (Course 4 - SWRK 7730)
- *Project/Thesis Seminar 1* (Course 7 - SWRK 7760)
- *Project/Thesis Seminar 2* (Course 10 - SWRK 7790)
- *Project Seminar 3* (Course 13 - SWRK 7820) OR *GRAD 7000 Master's Thesis*

II. Estimate the enrollment for the first 5 years of the program and provide the evidence on which the project is based.

The following is based on the projected registration of up to twenty (20) students in each MSW-IK Program course. This projection allows for the MSW-IK Program to be offered on a full-time basis for the first two years of the program. The projections are based on expressions of interest in the program from eligible students that have been received by the Program Development Committee. These projections allow for a minimum of two (2) spots in the following MSW-IK courses to be open to students from the Fort-Garry-based MSW Program:

- *Critical Theory and Indigenous Peoples* (Course 3 - SWRK 7720)
- *Indigenous Research Methodologies and Knowledge Development* (Course 4 - SWRK 7730)
- *Indigeneity, Power, Privilege, and Social Work* (Course 6 - SWRK 7750)
- *Social Work, Social Challenges, and Indigenous Peoples* (Course 9 - SWRK 7780)
- *Anti-Colonial Social Work* (Course 12 - SWRK 7810)

Year 1

18 MSW-IK full-time students will be admitted

Year 2

18 MSW-IK full-time students will be admitted

Years 3, 4, & 5

18 MSW-IK students, with a combination of full-time and part-time students, will be admitted

III. *State whether there is an intent to provide some aspects of the program through distance education and if so, how this will be effected.*

It is the intention to offer the Instructor-led courses using educational technology that will allow for blended learning. The model for blended learning may vary according to the Instructor. For example, the Instructor may include:

- Face-to-face sessions;
- Online portions of the course;
- Audio and/or video conferenced sessions, where students are able to join from a variety of locations; and/or
- Social media elements, such as wikis for collaborative work, or blogs, and/or labs for skill development.

IV. *Schedule Of Implementation*

Once approved and funded, the following schedule would be followed:

Application Deadline – December 1

Selection Process:

- December to January 30 – review applications for admission requirements
- February 1 – Letters to applicants who do not meet admission requirements.
 - ❖ 20 working days to appeal
- March 1 – Offers made to successful applicants
- April 30 – Deadline for acceptance.
 - ❖ Criminal Reference Check
 - ❖ Child Abuse/Vulnerable Sector Checks
 - ❖ Declaration of project or thesis option

B. HUMAN RESOURCES

1. FACULTY

I. For research-based programs (i.e. thesis) indicate their expected association as:

- a) Thesis advisors*
- b) Thesis committee members*
- c) Course teachers*

II. For non-research-based programs (i.e. practicum or comprehensive) indicate their expected association as:

- a) Student program advisors*
- b) Course teachers*

The following Faculty of Social Work members submitted their abbreviated curriculum vitae for consideration in teaching course(s) in the MSW-1K Program (See attached).

Tenured Faculty of Social Work

- Maria Cheung
- Harvy Frankel
- Donald Fuchs
- Michael Hart (effective July 1, 2013)
- Tuula Heinonen
- Brad McKenzie
- Yvonne Pompana
- Judy Hughes

Tenure-Track Faculty of Social Work

- Kipling (Kip) Coggins

Instructors

- Gwen Gosek, MSW
- Deana Halonen, MSW

Describe the impact of the proposed program on teaching loads.

The Program will require the equivalent of 4.5 new faculty positions, including 2.5 positions (.5 for the Program Director), and two full time Elder (Other Academic) positions. While some current faculty will teach in the Program (as per above), the new positions will ensure that the proposed Program is adequately resourced and delivery of the Program will not affect current teaching loads. All faculty teaching in the Program will have a clear understanding of Indigenous peoples, communities, experiences, and perspectives along with expertise and

knowledge in areas of critical theories and practices, including anti-oppressive practice, social justice, colonialism, and anti-colonialism.

Two full time positions will be filled by Elders. These will be individuals who are recognized by the Indigenous community as Elders with deep understanding of Indigenous knowledge focused around ways of helping individuals, families, and communities. The Elders will bring this specialized knowledge and skill to the program and will participate as teachers in the delivery of specific courses as detailed in the description of the curriculum.

The Elders will be leading in 5 courses, namely the following:

SWRK 7700	Grounding our Foundations in Indigenous Knowledges and Social Work
SWRK 7710	Remembering Our Histories and Setting Our Knowledges
SWRK 7740	Indigenous Peoples, Identity, and Social Work
SWRK 7770	Social Challenges and Indigenous Helping Practices
SWRK 7800	Indigenisim

Leading means that the Elder in each course will be the first person responsible for the course content, first person responsible presenting material, and establishing the format for the class interactions. The Elder will work with the Instructor who will join the Elder to co-teach the course. The Instructor will be the second person responsible for developing course content. Upon the Elder's request, the Instructor will be the second person presenting the material, and participate in establishing the format for the class. The Instructor will be responsible for grading and confirming the grading with the Elder. The Instructor will be the Instructor of record for the course. Each the Elder and Instructor will be provided with half a credit (1.5 of 3 credit hours). As with any co-teaching scenario, the two individuals would work together to ensure the delivery of the course. A student would approach both individuals regarding the course delivery. In regards to the content, the student would approach the Elder. In regards to grading, the student would approach the Instructor.

2. SUPPORT STAFF

Indicate the role or participation, if any, or clerical or technical support staff in the delivery or administration of the program.

The MSW-IK Program will require a half-time Director (one of the faculty positions). This individual will be a Social Work faculty member who holds a PhD and has a graduate degree

in social work. In addition to work experience in Indigenous communities, the Director will be well connected with Indigenous communities and will be seen by persons from Indigenous communities as having significant understandings of Indigenous knowledges and helping practices and critical theories and practices. This position will be responsible for the overall administration of the program.

There will be one Academic Advisor and one Program Assistant who will have thorough knowledge of the University of Manitoba systems, experience working within an Indigenous community, and the ability to interact in a supportive manner with students, staff, academics, and Elders. This individual will provide administrative support to graduate students, faculty advisors, Elders, and committees regarding MSW-IK students' programs of study. In addition, this individual will assist in the liaison between students, their advisors/Advisor Councils, and the Faculty of Graduate Studies. This individual will also assist the MSW-IK Program Director.

3. OTHER

Indicate the participation in the program, if any, of individuals and/or groups external to the University of Manitoba and provide their rationale for their participation.

List the credential for each individual/group supporting their involvement.

C. PHYSICAL RESOURCES

1. SPACE

Describe the physical space in which students will carry out this program of study and in which this program will be administered. (Classrooms for existing courses are assumed in place and no comment is required, but may be included if desired.)

The program will be delivered at the William Norrie Centre, 485 Selkirk Avenue, home to the Faculty of Social Work, Inner City Social Work Program. Classroom and office space is available at this site for the MSW-IK Program.

I. Students

Student offices, study carrels, study/reading rooms, rooms with computer connections (if not included in other spaces), laboratory space, other research or study space as may be appropriate for the program.

The William Norrie Centre currently has a library and student study space (including computers for student use) that would be available for students in this program.

II. Administrative

Office space for the MSW-IK Program Director and the Academic Advisor and Program Assistant are available at the William Norrie Centre.

2. EQUIPMENT

I. Teaching

Instructional equipment needed in delivery of courses/workshops/seminars in the program (projectors, video, computers, etc.)

All instructional equipment for the delivery of courses is currently available at the William Norrie Centre. The proposed budget includes funds for additional equipment and for replacement of this equipment when necessary.

II. Research

Major research equipment accessible to graduate students in the program, plans to retire/upgrade equipment or to obtain new equipment over the next 5 years.

Computer access required for student research is available at the William Norrie Centre. Students are also able to access all resources available to students on the Fort Garry campus. The Faculty of Social Work is in the process of developing videoconference facilities at the William Norrie Centre, the Northern BSW Program site in Thompson, and at the Fort Garry campus which will be available for student research.

3. COMPUTER

Facilities available to graduate students in the program (laptops, PC's, mainframe, scanners, printers, etc.), and anticipated usage of open areas, facilities reserved for students in the program, availability of University account for use with email, internet access, etc.

Students will have access to computers in the library at the William Norrie Centre as well as in the computer labs at the Fort Garry campus. The William Norrie Centre has wireless internet access. All students will have a University of Manitoba account for email.

4. LIBRARY

a) Describe existing resources available for use in the program.

The University of Manitoba Libraries system is able to support the proposed program and has provided a “*Statement for New Programme for the Faculty of Social Work, Master of Indigenous Social Work*” (see attached). The library resources required for this new MSW-IK Program are congruent with the needs of the existing MSW and PhD programs in the Faculty of Social Work.

b) Describe new resources required.

The University of Manitoba Libraries, Statement for New Programme allows for any new resources required.

D. FINANCIAL RESOURCES

1. DELIVERY COSTS

List and describe immediate and projected additional costs involved in the MSW-IK Program.

I. Costs associated with Human Resources implications under the headings B. 1, 2, and 3

II. Costs associated with Physical Resources implications under the above headings B. 1, 2, and 3

III. Costs associated with research not covered above

New costs associated with delivering the MSW-IK Program are expected to be as follows:

Academic Salaries/Instructional costs (Estimated costs of course instruction, project/thesis advising, and Elders’ salaries)	\$412,335
Elders’ Advisor Council (Cost of 2 meetings per year of an Elder Advisor Council made up of Elders from the north and south – estimated costs of travel and accommodation)	\$15,000
Academic Advisor and Program Support (2 FTE)	\$89,945
Rent (Estimated costs of space in the William Norrie Centre)	\$48,000
Operating Costs (Estimated costs of office supplies, printing, books, communications, etc.)	\$56,100
Culture Camp	\$15,000

(Estimated costs of the Culture Camp, which students will be required to complete at the beginning of the program)

Cultural support events (Funds available to support attendance at cultural events)	\$13,000
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2. INDIRECT PROGRAM COSTS

Complete the following spreadsheet as required by the Senate Planning and Priorities Committee (SPPC): Indirect Program Costs

See attached.

The Faculty would be providing in kind administrative support by way of the already established positions that would make up the 10% administrative overhead costs in the indirect costs of the program section. The figure of \$50,280 would be made up of small percentages of the Associate Dean Research and Graduate Program for overseeing the program and liaising with the MSW –IK student advisor, the students’ advisor councils and the Faculty of Graduate Studies in relation to student standing issues ; the Student Services Coordinator who would work in partnership with the newly created office assistant; the Business Manager and Financial Assistant’s positions who provide advice and assistance on human resources and budget matters; the Faculty’s Communication Officer for developing program information in various mediums such as website (development, maintenance and support), brochures, newsletters and forms. Other indirect and administrative costs could also include materials and regular office supplies that are purchased centrally and in bulk from the Dean’s office overall budget but are available for use for all programs/units within the Faculty. I.e. paper, small office supplies such as pens, staples, and binders.

3. STUDENT SUPPORT

Indicate how and to what extent support of students is anticipated and indicate what commitment is made for student recruitment.

Students in this program will be eligible to apply for existing federal, university, and Faculty of Social Work funding. The Elizabeth Hill Scholarship and the Esther Seidl Scholarship are particularly suited for students in this Program. As well, the recently funded CRC awarded to Dr. Michael Hart includes funding for graduate students.

The proposed budget includes ongoing funds for student recruitment.

4. IDENTIFICATION OF NEW FINANCIAL RESOURCES

Indicate any new sources of funds that are anticipated for supporting the program.

The Council on Post-Secondary Education (COPSE) will be required to provide funds of \$648,020 for the first year to support the program.

5. BALANCE SHEET

Provide a financial statement summarizing the expected costs and the revenue anticipated. Present a financial plan that includes all costs from start-up to achievement of a “steady-state” operation of the program. Include such items as capital start-up needs and phasing in of FTE growth.

See attached.

E. SUPPORTING DOCUMENTS

Provide letters of support from departments/faculties/units and outside groups/agencies/organizations as appropriate.

Standard Curriculum Vitae Format

See attached.

REFERENCES

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Master of Social Work Based in Indigenous Knowledges

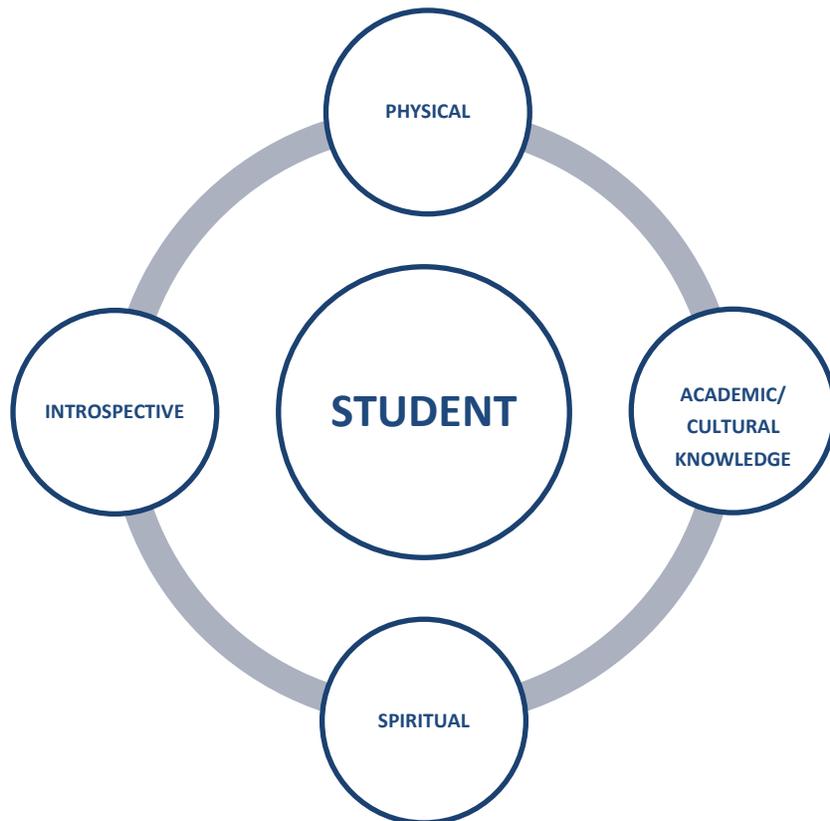
Student Evaluation

Program Suitability

Determining suitability for the Master of Social Work based in Indigenous Knowledges Program (MSW-IK) is a two way street, with faculty and Elders evaluating students as well as students evaluating the program. The initial determination of suitability begins at the interview process that will be part of the program application process. The interview will be in person or face-to-face via web-based video conferencing. During the interview the applicant will be given detailed information about the structure and demands of the program. In addition, the student will be asked a series of questions by faculty and Elders to determine the degree of fit between the applicant and the program of study. Applicants' answers to questions in the interview will give faculty members and Elders information that will be considered in concert with grade point averages, personal statements, and other materials submitted for review. Questions from applicants to faculty members and Elders will assist potential students in deciding whether the program meets their educational goals and aspirations.

Evaluation of Students in the MSW – IK Program

The process of student evaluation for the MSW-IK will be holistic in nature, emphasizing personal development in academic, spiritual, introspective, and physical realms. This evaluative process is intended to assess the capacity of each student to both understand and embrace Indigenous worldviews and practices. Likewise, students will be assessed in relation to their capacity to recognize and form meaningful connections between social work and Indigenous ways of knowing.



It is recognized that the program is based on the concept that learning is a journey. In each of the steps when the evaluation takes place (end of each term), it will be recognized by the student's Advisor Council that a focus is the demonstration of positive progression in their journey.

Academic/Cultural Knowledge Evaluation

This realm of student evaluation corresponds with the acquisition of new knowledge as well as the capacity to communicate that learning in the successful completion of assignments, courses, and other academically related components of the program. Academic knowledge will be coupled with the incorporation of culturally-based Indigenous perspectives on life and learning.

Evaluation in this realm will include an assessment of the student in relation to:

1. Successfully meeting learning objectives linked to assignments within courses.
2. Demonstrating understanding of culturally-based approaches to learning and knowing.
3. Demonstrating capacity to design culturally appropriate interventions.
4. Capacity to recognize links between social work knowledge and Indigenous knowledges.

Spiritual Evaluation

The spiritual realm of student evaluation is not related to a one dimensional academic understanding of specific religious traditions. Neither is it the purpose of the program to evaluate engagement in religious/spiritual indoctrination. Rather the spiritual evaluation is intended to assess the degree to which students have developed an understanding of themselves in relation to many layers of existence ranging from self to family, community, nation, the natural environment, and the total universe. Furthermore, students will be assessed in regards to the ability they develop to attend to the spiritual needs of Indigenous populations at the level of the individual, family, group, organization, community, and Indigenous Nation.

Evaluation in this realm will include an assessment of the student in relation to:

1. Successfully communicating an understanding of the self, and personal meaning embedded within the multifaceted, multilayered, and interconnected aspects life.
2. Demonstrating understanding of culturally-based components of healing ceremonies, and the concomitant spiritual development within oneself and others.
3. Demonstrating capacity to design culturally appropriate and spiritually nurturing interventions for a variety of Indigenous client systems.
4. Capacity to recognize the importance of broadly and inclusively defined personal spiritual development as part of balanced holistic approach to health for self and others.

Emotional Self-awareness Evaluation

The emotional realm is focused on introspection, reflection, and connecting with others. In this realm of holistic evaluation students are expected to develop that ability to look within themselves and reflect on the many levels and manifestations of their beliefs, attitudes, assumptions, feelings, and emotions. Students should be able to critically evaluate their reactions and emotional responses to persons, places, policies, and a wide range of life experiences. Likewise, students should be able to demonstrate the capacity for empathy and empathic responses to client systems of various sizes and at various levels, demonstrating an ability to make a true human connection with others.

Evaluation in this realm will include an assessment of the student in relation to:

1. Ability to identify personal feelings and emotional/physiological responses, connected to a wide array of learning experiences.
2. Capacity to understand and critically analyze the cultural, social, religious, and spiritual foundations of their own beliefs, attitudes, and behaviours.
3. Developing capacity to incorporate Indigenous ways of knowing and understanding in a manner that demonstrates comfort with Indigenous worldviews.
4. Demonstrating the ability to respond empathically to others in a wide variety of settings.

Physical Evaluation

As human beings we are influenced by the physical environment within which we live. Pure water, clean air, physical activity, food that feeds both body and spirit, and shelter that keeps us physically, spiritually, and emotionally protected is of great importance. This realm will involve an evaluation of the student's capacity to go beyond a basic health and wellness approach to physical existence. Indeed, evaluation in this area will include some attention to student self-care. However, the importance of understanding the impact of the physical environment on many aspects of self and others will also be assessed.

Evaluation in this realm will include an assessment of the student in relation to:

1. Ability to identify physiological and affective responses to the physical environment and learning experiences that include physical elements such as sweat lodge.
2. Demonstration of an understanding of the manner in which physical aspects of life impact all other realms of existence for self and others.
3. Capacity to develop approaches to existence that address emotional, spiritual, and psychological components of physical health and well-being.

4. Ability to meaningfully incorporate and demonstrate Indigenous knowledge and worldviews related to human existence within the physical world around us.

Review of Academic Performance by the Advisor Councils

Students will meet at regularly determined intervals with their Faculty/Elder Advisor Councils to complete the evaluation. The purpose of the evaluation is one of providing support and guidance. However, when an occasion does arise that warrants potential removal from the program, the student will be engaged in a four-step process:

1. The student will be evaluated using the four realm model outlined above. The student will be included as a participant in the creation of a plan to address areas needing attention.
2. The student and her/his Advisor Council will work collaboratively to develop a reasonable timeline to remedy identified areas of needed development, change, or transformation.
3. The student and her/his Advisor Council will meet to mutually assess progress toward identified objectives.
4. Depending on the outcome of the evaluation related to progress in step three of this process, the student will either continue in the program with a plan for re-evaluation within the time span of one moon, or 28 days,

OR

the matter will be taken to the Faculty and Elders Collective by the Chair of the Advisor Council for review. The Advisor Council Chair will provide a recommendation on behalf of the Advisor Council. The Faculty and Elder Collective will review the standing of the student. The student will have the opportunity to be present and speak on her/his own behalf. Recommendation will be made by the Collective and forwarded to the Faculty of Graduate Studies by the Chair of the Graduate Program who is a standing member of the Collective.

Course introductions:

SWRK 7700 Grounding Our Foundation in Indigenous Knowledges and Social Work Cr.Hrs. 0

This course provides a general overview of Indigenous approaches to healing and helping. Connections to social work practice/policy are identified. The course is focused on experiential and participatory learning and involves a 5-day intensive retreat. Students will be graded on a pass/fail basis.

SWRK 7710 Remembering Our Histories - Setting Our Knowledges Cr.Hrs. 3

This course will set a foundation for understanding historical perspectives of Indigenous knowledges in relation to social work. Raise awareness of traditional and spiritual connections to languages, families, communities, nations, and lands to establish an understanding of "relationship" in Indigenous ways of being. Students will be graded on a pass/fail basis.

SWRK 7720 Critical Theory and Indigenous Peoples Cr.Hrs. 3

This course will review critical social theories with primary focus on colonialism and social justice, in relation to social work. Anti-colonialism, anti-oppressive approaches, feminist approaches and other critical perspectives, in relation to Indigenous Peoples, will be examined from Indigenous perspectives. May not hold with SWRK 7600.

SWRK 7730 Indigenous Research Methodologies and Knowledge Development Cr.Hrs. 3

This course will examine research epistemologies and methodologies based in Indigenous ontologies and social experiences in the context of social work research with Indigenous Peoples. The course will present the influences of colonization, Indigenism, and decolonization on knowledge development.

SWRK 7740 Indigenous Peoples, Identity, and Social Work Cr.Hrs. 3

This course will give students an understanding of how they see themselves and how their relationships at individual, family, clan, community, and nation levels contribute to identity development. It deepens understanding of how people view themselves and react in contemporary contexts. Students will be graded on a pass/fail basis.

SWRK 7750 Indigeneity, Power, Privilege, and Social Work Cr.Hr. 3

This course will examine identity development influenced by gender, ethnicity, Indigeneity, internalized oppression, aboriginalism, internalized domination, whiteness, white privilege, racism, and in relation to social policies and social work practice with individuals, families, communities, and nations.

SWRK 7760 Project/Thesis Seminar 1 Cr.Hr. 0

This course will focus on initiating knowledge development in practice settings. Students will learn to apply Indigenous and critical social work epistemological and methodological concepts by finalizing their project/thesis proposal and beginning their projects. Students will be graded on a pass/fail basis.

SWRK 7770 Social Challenges and Indigenous Helping Practices Cr.Hrs. 3

This course will teach students how Indigenous Elders, traditional teachers and/or medicine people identify, interpret and meet current social challenges. The course looks at how positive identities and relationships are fostered through traditional Indigenous helping practices and how they currently inform social work. Students will be graded on a pass/fail basis.

SWRK 7780 social Work, Social Challenges, and Indigenous Peoples Cr.Hrs. 3

This course will present challenges Indigenous peoples face through lenses of critical theories, particularly decolonization and social justice. It reviews social policies and social work practices

affecting Indigenous peoples, including those of Indigenous organizations that centre Indigenous perspectives Prerequisite: SWRK 7750.

SWRK 7790 Project/Thesis Seminar 2 Cr.Hrs. 2

This course will continue to guide students on their application/research of Indigenous practice knowledges in their chosen projects/theses and to ensure the student is actively implementing the projects/theses as outlined in their approved proposals. Students will be graded on a pass/fail basis.

SWRK 7800 Indigenism Cr.Hrs. 3

This course will focus on Indigenous knowledges shared through group participation in Indigenous helping practices. It looks at how these practices could be supported by social workers in communities and organizations for people facing social challenges. Students will be graded on a pass/fail basis.

SWRK 7810 Anti -Colonial Social Work Cr.Hrs. 3

This course will focus on design and participation in community service and research projects. This course will challenge the student to include reflection, application, and evaluation of critical social work knowledge and research on how the student project(s) and/or action(s) contribute to development of anti-colonialism, social justice, and Indigenism.

SWRK 7820 Project Seminar 3 Cr.Hrs. 3

Students in this course will complete their major projects. Students will also complete a written paper and oral presentation addressing their respective projects.

COPSE

Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4* , remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview	
Institution:	University of Manitoba
Program Name:	Masters of Social Work in Indigenous Knowledges
Contact Information:	Dr. Lyn Ferguson, Associate Dean, Research and Graduate Programs
Date:	March 13, 2014



University of Manitoba Libraries

Statement for New Programme

Libraries

Faculty	Social Work
Department	Master's of Indigenous Social Work

Statement

The Libraries' collection can support this new programme, as it currently exists.

This review of library resources is largely based on a check of a variety of bibliographies from key monographs and on a comparison of a large selection of social work and Native studies research journals against the holdings of the UML. This review concludes that the University of Manitoba Libraries is able to support this new program at a Master's level.

While the main library serving the Faculty of Social Work is the Elizabeth Dafoe Library, the review has taken into consideration resources available at all University of Manitoba Libraries. Other notable collections exist on both U of Manitoba campuses and are worthy of mention including the St. John's College Library which has a strong collection of Canadian publications by and about Aboriginals, and the E.K. Williams Law Library which holds the materials that constituted the research collection of the Aboriginal Justice Inquiry for 1988-1991. Additionally, the Aboriginal Health Collection, housed at the Neil John Maclean Health Sciences Library, supports graduate work related to Aboriginal health. This collection was established in 2007 and consists of over 2500 items (including 250 dissertations on Aboriginal health from other universities).



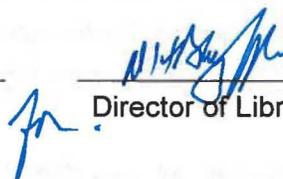
 Emma Hill Kepron
 Liaison Librarian, Faculty of Social Work



 Nicole Michaud-Oystryk
 Head, Elizabeth Dafoe Library



 Jan Homer
 Coordinator, Collections Management



 Director of Libraries

12 August 2011

 Date

**Faculty of Social Work: New Programme
Proposed Indigenous Master's of Social Work**
Statement of the University of Manitoba Libraries

Library Resources

a) Current assessment

Date of review	July/August 2011
Journal collection level	85% or 4, doctoral support level. ¹
Monograph collection level	71% or 3c, Master's support level
Other resources collection level	A recent review of the area of Aboriginal Wellness assessed that collection to be between a 3c, Master's level and 4, doctoral level.

b) Existing resources available for the programme

Journals	Journals are of central importance to this discipline. This assessment found that access to journals is at a doctoral level. Titles from <i>Journal Citation Reports</i> and <i>Ulrich's Periodical Directory</i> were checked. See Appendix for details.
Monographs	Monographs are also of central importance to this discipline. Our monograph collection is able to support a Master's level programme. Current funding is sufficient to maintain this level but funding and monograph prices are always subject to change. The current average price for a monograph in this subject area is \$49.
Databases and other resources	Relevant journal collections and databases include: <i>Bibliography of Native North Americans</i> <i>Canadian Human Rights Reporter</i> <i>Child Development and Family Studies</i>

¹ The Conspectus methodology of evaluating university library collections was developed by the Research Libraries Group. The UML adopts this methodology and assigns "levels" to a library collection by measuring holdings: e.g., 3a – basic undergraduate level (30% - 49%), 3b – upper undergraduate level (50% - 64%), 3c – Master's level (65% - 79%), 4 – doctoral level (80% - 94%), 5 – comprehensive level (95% - 100%).

	<p> <i>Child Welfare Information Gateway</i> <i>Encyclopedia of Canada's Peoples</i> <i>ERIC</i> <i>Family and Society Studies World Wide</i> <i>Indigenous Studies Portal</i> <i>In the First Person: An Index to Letters, Diaries, Oral Histories and Personal Narratives</i> <i>Metis National Historic Online Database</i> <i>Native Health Database</i> <i>North American Indian Thought and Culture</i> <i>PsycINFO</i> <i>Royal Commission on Aboriginal Peoples</i> <i>Social Sciences Abstracts</i> <i>Social Services Abstracts</i> <i>Sociological Abstracts</i> </p> <p> Many of the above resources are integrated with the Libraries' collections using <i>Get It@UML</i>, and some can be conveniently searched along with other databases and the library catalogue using <i>One Stop Search</i>. Students and researchers can also take advantage of <i>RefWorks</i> for managing their research sources and <i>RefShare</i> for collaborative work. </p>
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c) Resources added within the last five years

Journal budget	<p>The 2010/2011 journal budget for the Elizabeth Dafoe Library was \$400,817. This budget covers journals acquired for many departments and programmes including social work. This figure does not include the budget for most electronic journals, which are paid from a central budget.</p> <p>Key journals that have been acquired in the last five years include: <i>Journal of Indigenous Studies</i>; <i>Indigenous Nations Studies Journal</i>, <i>Span</i>, and <i>Antipodes</i>.</p>
Monographic budget expenditures	<p>With the firm order budget, individual books are selected (often with input from faculty) and ordered. Approval plan monographs are sent by vendors when they match preset subject and other criteria. Expenditures reflect acquisitions for Social Work and thus do not reflect relevant titles purchased for other areas such as Native Studies. Not all titles purchased were at the graduate level.</p>

	Fiscal year	Firm order expenditures	Approval plan expenditures	Gift fund expenditures	Total expenditures
	2006/2007	\$3,900	\$8,970	\$520	\$13,390
	2007/2008	\$6,097	\$8,977	\$0	\$15,074
	2008/2009	\$9,577	\$8,575	\$0	\$18,152
	2009/2010	\$8,052	\$6,234	\$1,781	\$16,067
	2010/2011	\$9,335	\$2,748	\$130	\$12,213
Special library materials and other resources	Resources added in the last five years of particular interest to this new graduate programme include: dissertations from other universities dealing with Inuit studies; material covering Metis studies and <i>Scopus</i> , an interdisciplinary abstract and citation database which covers the social, life and health sciences encompassing over 17,000 journals and over 6,000 conference proceedings.				

d) Resources anticipated in the next five years

It is difficult to anticipate what resources will be required in the next five years. Current journal package licenses include a significant number of important journals supporting the graduate programme, and every effort will be made to continue funding them. It is also difficult to determine what library resources will be needed by new faculty members hired over the next five years. Since the library collection is based largely upon the programmes of teaching and research, additional budget money may be needed when curriculum and research programmes change.

e) Services available to the programme

Information literacy	The goal of information literacy is to help students develop the ability to access, evaluate and manage information in all formats. In partnership with faculty, librarians will work with students as they progress to develop increasingly higher levels of skills in retrieving, evaluating, synthesizing and presenting information in a credible and responsible manner.
Document delivery	Materials not held in the UML collection may be borrowed free of charge from other libraries and research centres around the world, including the Center for Research Libraries. The <i>Get It@UML</i> link is available in most bibliographical databases allowing users to conveniently place Document Delivery requests. The turn-around time for receipt of journal articles has steadily improved so that most journal articles now arrive within three business days of placing a request. Monograph loans usually arrive within two to three weeks.

Library information	The Elizabeth Dafoe Library functions as the humanities and social sciences library at the University of Manitoba and is the main library for the Faculty of Social Work.	
	Library hours	Elizabeth Dafoe Library 8:00am – 11:00pm Monday – Friday 9:00am – 5:00pm Saturday 1:00pm – 9:00pm Sunday during regular fall and winter sessions. Hours are reduced during summer and intersession periods.
	Reference service hours	Elizabeth Dafoe Library 9:00am – 7:00pm Monday – Thursday 9:00am – 5:00pm Friday 1:00pm – 5:00pm Saturday During regular fall and winter sessions. Hours are reduced during summer and intersession periods. In addition to visiting the reference desk in person, students and faculty can receive reference assistance via telephone, online chat and e-mail.
	Liaison librarian(s)	The liaison librarian, Emma Hill Kepron, has five years' experience with collection development, teaching and reference work. Previously assigned to the Faculty of Nursing she has experience with evidence based research and as well as locating resources on public health and policy.
	Study and lab space	Students may use any study areas available in the Elizabeth Dafoe Library. There are 2 computer labs available for use with 16 computers each, 41 computers in the commons areas, 1 in the Icelandic Reading room, in addition to 10 Notebook computers available for borrowing from the Circulation desk.
Other services	The social work librarian is available for classroom and individual teaching on researching for term papers and theses. She holds office hours during fall and winter terms and is also available by appointment for longer consultations.	

Appendix

Monographs

In checking the bibliographies from the following titles, the holdings of all University of Manitoba Libraries were taken into account. Later editions of titles cited were considered held. Excluded from the checking were titles in languages other than English; non-Canadian government publications; titles where the author was an association, institute or department; conference proceedings; congresses; symposiums; meetings; workshops; working papers; discussion papers; lectures; reports; web sites; and unpublished material.

Audlin, J. (2006). *Circle of life; Traditional teachings of Native American elders*. Santa Fe, NM: Clear Light Publishers.

Davies, M. (2000). *Blackwell encyclopaedia of social work*. Oxford, UK: Blackwell.

Library and Archives Canada. (2002, 2007). *Native residential schools in Canada: A selective bibliography*. <http://www.collectionscanada.gc.ca/native-residential/index-e.html>

Oakes, J. et al. (Eds.) (2003). *Native voices in research*. Winnipeg: Aboriginal Issues Press.

Sefa Dei, G.J., Hall, B.L. & Rosenberg, D. G. (2000). *Indigenous knowledges in global contexts: Multiple readings of our world*. Toronto: University of Toronto Press.

Turner, F.J. (2005). *Encyclopedia of Canadian social work*. Waterloo, ON: Wilfrid Laurier University Press.

Table 1 Results of Monograph Checking				
Source	Total checked	Total held	Percentage held	Level
Audlin	34	22	65	3c
Davies	40	28	69	3c
Library and Archives Canada	100	76	76	3c
Sefa Dei et al	145	96	66	3c
Turner	165	123	75	3c

Journals

In checking core social work journal titles from the *Journal of Citation Reports* database, and core Native Studies journal titles from *Ulrich's Periodicals Directory*, the holdings of all the University of Manitoba Libraries were taken into account. Titles currently received in paper format or available electronically in full-text were considered held, unless the title had an embargo period (publisher restriction). Titles in languages other than English were excluded as well as conference proceedings and titles that were clearly out of scope.

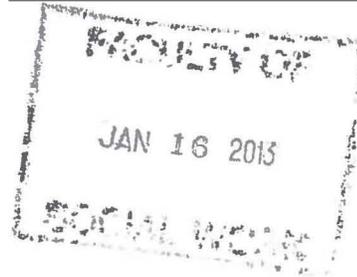
Table 2 Results of Journal Checking				
Source	Total checked	Total held	Percentage held	Level
JCR	30	28	93	4
Ulrich's	18	13	72	3c



UNIVERSITY
OF MANITOBA

Information Services
And Technology

General Office
E3-606 EITC
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-9249
Fax: (204) 474-7515



January 10, 2013

Harvy Frankel, M.S.W., Ph.D.
Professor & Dean
Faculty of Social Work
University of Manitoba

Dear Dr. Frankel:

Thank you for sending me the proposal for the Master of Social Work based in Indigenous Knowledge, Faculty of Graduate Studies.

Based on the material therein, this proposed new program should have no significant effect on IST facilities.

Sincerely,

Mike Langedock, CIO
Information Services & Technology



UNIVERSITY
OF MANITOBA

Department of Native Studies

204 Isbister Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9266
Fax (204) 474-7657

Winnipeg, November 29, 2012

To: Dr. Harvy Frankel
Dean of Faculty of Social Work
University of Manitoba

From: Dr. Renate Eigenbrod,
Head of Department of Native Studies
University of Manitoba

Re: Letter of Support for the Graduate Program Proposal for Master of
Social Work Based in Indigenous Knowledge

Dear Dr. Frankel,

I read the Graduate Program Proposal for a "Master of Social Work Based in Indigenous Knowledge" with great interest as I am well aware of the need for social workers educated for the special demands of Indigenous communities. I think I also understand that to indigenize graduate studies in Social Work is not a question of adding one or two courses but that, as you explain in your proposal, the whole graduate program has to be embedded in and emerge from Indigenous worldviews and epistemologies. I therefore support your proposed Master's program without any reservations. I want to add, however, that the Department of Native Studies also aims at "deconstructing oppressive and colonialist structures and reconstructing in a contemporary sense what has been previously destroyed." Although our academic achievements are different in so far as we educate students for a wide variety of professions whereas you specialize in Social Work, I hope that we will not only continue to work collaboratively on thesis committees but also on delivering your new proposed graduate courses on *Critical Theory and Indigenous Peoples* and *Indigenous Research Methodologies and Knowledge Development* as we offer similar courses.

My best wishes for the approval and successful delivery of this important new Master's program.

Sincerely,

Renate Eigenbrod

cc. Dr. Michael Hart

Dr. Yvonne Pompana





UNIVERSITY
OF MANITOBA

Faculty of Education

Office of the Associate Dean
(Graduate & Professional
Programs, and Research)
227 Education Building, U of M
Winnipeg, Manitoba R3T 2N2
Charlotte.Enns@ad.uumanitoba.ca

December 19, 2012

Diane Hiebert-Murphy, PhD, CPsych
Professor and Associate Dean, Faculty of Social Work
Associate Director, Psychological Service Centre
417A Tier Bldg
University of Manitoba
Winnipeg, Manitoba R3T 2N2

Dear Dr. Hiebert-Murphy:

I would like to commend you and your colleagues in the Faculty of Social Work for the development of your proposed *Master of Social Work based in Indigenous Knowledge (MSW-IK)*. This unique program will fulfill an important need for social workers to gain a better understanding of Indigenous forms of caring and the specific circumstances of Indigenous clients and communities. I think it is important that you have involved Indigenous communities in Manitoba in the development of this program to ensure that the goals and values of the program are rooted in the traditional knowledge, social structures, and healing practices of First Nations People. I believe this initiative contributes significantly to the University of Manitoba's commitment to Aboriginal Achievement.

I would also like to indicate that your proposed *MSW-IK* does not duplicate coursework or programs that are available in the Faculty of Education. In the Faculty of Education we are also concerned with preparing educators with an understanding of Indigenous ways of teaching and learning. For this reason, some of the content within your proposed program, particularly in the areas of social justice, anti-oppression and anti-colonialism, appears similar to that in some of our courses; however, you are applying these concepts to the practice of social work which differs from how we apply them within the educational context.

Thank you for the opportunity to review your proposed *MSW-IK*. You have clearly taken a variety of factors into consideration in the preparation of the proposal and it reflects a very comprehensive and creative program. I wish you all the best with the ongoing process of development and implementation of the proposed program.

Sincerely,

Charlotte Enns, PhD
Professor & Acting Associate Dean
Faculty of Education



UNIVERSITY
OF MANITOBA

Department of Psychology

190 Dysart Road
Winnipeg, Manitoba
Canada R3T 2N2
Phone (204) 474-9338

December 18, 2012

To Whom It May Concern:

RE: MSW Based in Indigenous Knowledge Program

I am writing in strong support of the proposed program. The program addresses an important priority for the University of Manitoba and for the Province of Manitoba. It also provides a valuable and innovative approach to incorporating Indigenous knowledge into social work training.

After reviewing the course and other requirements of the program I do not perceive any duplication or overlap with the Clinical Psychology training program offered in the psychology department. If you require any further information, please feel free to contact me.

Sincerely,

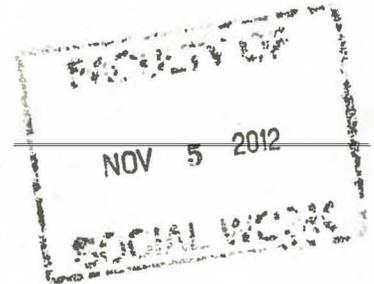
Edward Johnson, Ph.D., C.Psych.
Associate Professor
Director, Clinical Training



Ma Mawi Wi Chi Itata Centre

We all work together to help one another

November 2, 2012



Faculty of Social Work
University of Manitoba
521 Tier Building
Winnipeg, MB R3T 2N2

To whom it may concern:

RE: Letter of Support "MSW-IK Proposal"

The Ma Mawi Wi Chi Itata Centre is pleased to submit a letter of renewed support for the *Master of Social Work based in Indigenous Knowledge (MSW-IK)*.

The educational objections that this program consists of are valuable to the provision for students in their personal development as social workers. MSW-IK consists of eight objectives that will allow the Indigenous Caucus members and community representatives' vision to actively have a leading role in the social-economic-cultural development of the Province, where the place of Indigenous peoples remains significant and prominent.

We feel that this will benefit our Community and the Province by having funding support to a structured and grounded program that is intended to foster growth and development with respect to Cultural teachings.

Sincerely,

Diane Roussin
Executive Director

Strengthening Children and Families... Investing in the Future

Administrative Site | 445 King Street Winnipeg, MB R2W 2C5 | tel 204-925-0300, fax 204-946-5042

McGregor Neighbourhood Site | 363 McGregor St., Winnipeg, MB R2W 4X4 | tel 204-925-0340, fax 204-925-0371

Anderson Neighbourhood Site | 318 Anderson St., Winnipeg, MB R2W 1E5 | tel 204-925-0349, fax 204-925-0306

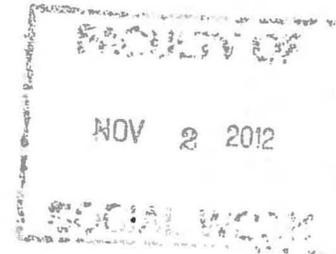
Spence Neighbourhood Site | 443 Spence St., Winnipeg, MB R3B 2R8 | tel 204-925-0348, fax: 204-925-0308

Windy Hill Community Learning & Wellness Centre | tel 204-925-0379, fax 204-925-0306

Kā Ni Kānīchihk Inc.
ᓅᓂᓂᓂ

October 24, 2012

Harvy Frankel, M.S.W., Ph.D.
Dean, Faculty of Social Work
521 Tier Building
University of Manitoba, Winnipeg, MB R3T 2N2 Canada



Dear Dr. Frankel:

Re: Master of Social Work based in Indigenous Knowledge

Ka Ni Kanichihk is an indigenous led, community based human services organization located in Winnipeg. For the past decade, Ka Ni Kanichihk has designed and implemented culturally safe programs focusing on various aspects of human and community development.

Ka Ni Kanichihk has been very supportive of the leadership of the Indigenous Caucus and its consultation and development process in preparing and moving this application forward. With the ever growing Indigenous population, it is imperative that systems reflect and actively engage in anti oppressive and decolonization practice.

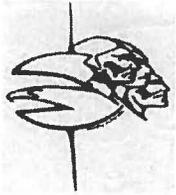
As I'm writing this letter, I am reminded that not too long ago, the Faculty of Social Work devolved its community counselling centre – the Elizabeth Hill Counselling Centre – to a non indigenous run social service agency. One would have hoped that, in this day and age, representatives from the Faculty and that particular agency would have opted for choices other than perpetuating colonial relationships by reinforcing the denomination of non indigenous settler cultures over predominately indigenous peoples. That they did not, illustrates the significant need to provide an enhanced level of critical thinking; one source of which is the pedagogy entertained in the proposed MSW –IK.

Ka Ni Kanichihk is supportive of all actions which have the potential to eliminate the "power over" structures, attitudes and behaviors hat have long characterized settler and indigenous peoples relationships and is in support of the MSW – IK application.

Sincerely,

Leslie Spillett
Executive Director
Ka Ni Kanichihk Inc.

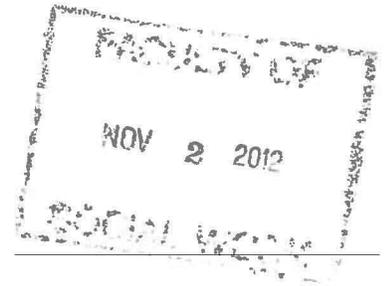
c.c. Dr. Michael Hart



The Aboriginal Social Workers Society in Manitoba Inc
115 Dorge Drive Winnipeg, Manitoba R3V 1M3

November 1, 2012

Dr. Harvy Frankel,
Dean, Faculty of Social Work
521 Tier Building
University of Manitoba
Winnipeg, MB R3T 2N2



Dear Dr. Harvy Frankel,

Re: Letter of Support- The Proposed Master of Social Work based in Indigenous Knowledges Program

It is the pleasure of the Aboriginal Social Workers Society in Manitoba, Inc. (ASWS) to write a letter of support for the proposed Master of Social Work based in Indigenous Knowledges (MSW-IK) Program, Faculty of Social Work, University of Manitoba.

The ASWS is a self-sustaining organization composed of Aboriginal peoples working in the area of social work in Manitoba and who are committed to the wellness of Aboriginal peoples. As such, the ASWS's vision is to support "our own cultural ways of conduct and practice in the helping professions" which leads to the wellness of Aboriginal peoples. The ASWS is very encouraged by the proposed MSW-IK Program with its commitment to provide social work education that ensures respectful, culturally-sensitive, effective, and ethical social work practice for Indigenous peoples.

One of the ASWS's committee members shared the following comment, which speaks to the strong belief in the MSW-IK Program as well as its necessity: *It is important we as a profession truly understand how to reach out and connect with our community. With understanding offered by this program, our children and community will, I believe, be offered respectful service strengthened by understanding.* The MSW-IK Program will certainly be a valuable component of the Faculty of Social Work, University of Manitoba.

In closing, the ASWS is in full support of the MSW-IK Program as it will be instrumental in addressing the need of graduate social work students seeking to develop their social work practice skills from Indigenous perspectives; and, it will also strengthen the social work support accessed by the high Indigenous populations of Manitoba. If you have any further questions, please feel free to contact Edna McPherson, ASWS co-spokesperson (mcpersonemm@yahoo.com) or Kimberly Hart, ASWS co-spokesperson (kim_hart@shaw.ca).

Sincerely,

Kimberly Hart
ASWS Co-Spokesperson
On behalf of the ASWS Board

November 6, 2013

Dr. J. Doering
Dean
Faculty of Graduate Studies
500 University Centre
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Doering,

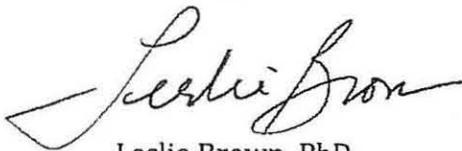
**Re: Report of the External Reviewers: Proposed Master of Social Work Based
in Indigenous Knowledges (MSW-IK), Faculty of Social Work**

We are pleased to provide the attached report of our external review of the proposed MSW Based in Indigenous Knowledges (MSW – IK) to be offered by the Faculty of Social Work at the University of Manitoba.

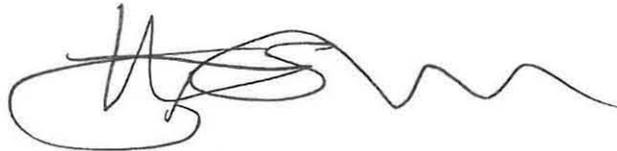
We greatly appreciate the opportunity to have reviewed this proposal and to offer our considered opinion, which was shared verbally with you, Professor MacLean and members of the Faculty of Social Work at the conclusion of our visit on 29 October. We wish to thank you and the Faculty of Social Work again for your hospitality and for the frankness with which the program was presented and discussed among the many different stakeholders both on and off campus; they both made the production of this report a pleasure.

With our best wishes for your university's continued success,

Sincerely,



Leslie Brown, PhD
Professor, School of Social Work
Director, Institute for Studies & Innovation
in Community-University Engagement
University of Victoria, BC



Hugh Shewell, PhD
Associate Professor & Director
School of Social Work
Carleton University, Ottawa, ON

Proposed Master of Social Work Based in Indigenous Knowledges

(MSW-IK)

Report of the External Reviewers

November 4, 2013

Attention: Dr. J. Doering

Dean, Faculty of Graduate Studies

University of Manitoba

The following report is based on our thorough examination of the document, "Faculty of Social Work Submission for a New Program: MSW Based in Indigenous Knowledges," our meetings with: the Deans of Social Work and of Graduate Studies, members of the Faculty of Social Work at both the Fort Garry and William Norrie Centre (Inner City) campuses, the University of Manitoba librarian responsible for the social work collection, the Vice- Provost for Planning and Programs, stakeholders from the outside community, administrative and technical staff.

Overall, we fully support the program going forward and receiving adequate resources to sustain it. We were impressed by the program's design and are convinced that it has an internal pedagogical integrity that is critical to its success. As a consequence, we strongly caution the university against the creation of a hybrid MSW program using existing curricula, rather we recommend implementation of the MSW-IK program as proposed. While it would be tempting administratively to introduce a hybrid program, such a move would defeat the integrity of the proposal. It is not detrimental to mainstream programs to have Indigenous content, but that content does not *per se* address the needs and particular aspirations of Indigenous communities and peoples. Cultural competence and sensitization to Indigenous issues have their place, but they are not solutions for Indigenous peoples. It is our experience and we heard this from some community stakeholders that many graduates of existing hybrid programs often feel that they have survived an ordeal and/or have felt continually accommodated within a dominant paradigm. It is very important that students come out with feelings of energy and they graduated from a great program. Graduates of programs that sensitize students and train them in cultural competence produce social workers who have optics of Indigenousness but do not generally possess Indigenous thinking and genuine models of Indigenous practice. The proposed program would be a springboard to something else, to new forms of social work practice heretofore not developed or taught. Furthermore, it could lead to profound transformation within Indigenous communities and serve as a catalyst and a model for other universities.

- Recommendation: That the proposed MSW-IK be preserved in its current conception, curriculum and format, that its integrity be protected and that the program be implemented as designed.

The Program: Curriculum and Structure

Notwithstanding the above recommendation we do have some comments to make about the proposed degree, its curriculum and objectives. The eight overall objectives of the program are sound and clearly reflect the fundamental intent of the program. That said, we were concerned that there was no specific objective related to the preparation of students for advanced social work practice based in Indigenous ways of knowing and being.

- Recommendation: That an overall objective be included that states the program's intent to provide social work education and advanced social work practice skills that are based in Indigenous ways of knowing and being.

The curriculum as constructed is solid, having breadth and comprehensive foci. Indeed, it is a rigorous, demanding program and whichever option a student follows in its completion – project or thesis – the student will have completed a degree that is 3 credits over the Faculty of Graduate Studies' standard and the accreditation standard of the Canadian Association of Social Work Education (CASWE). In addition, some courses – like the introductory Foundation course – are non-credit but require extensive commitment. On the one hand, we understand and commend the rigour that is inherent in the program; on the other hand, we urge caution about it.

The course outlines/descriptions as presented while clearly original and reflective of the intent of the proposal were sometimes “thin” and would benefit from further development and explanation. This proposal is a unique opportunity to showcase the distinct and growing foundation of Indigenous and Indigenous-related social work literature. We think that including recent graduate work (theses, major research papers), related websites, videos, social media, etc. could be drawn upon to support the Indigenous knowledges curriculum and its application to social work practice. We were impressed that in addition to the instructor-led courses, the inclusion of elder-led courses is a distinct and essential feature of the program. We were also impressed that all courses have both instructors and elders involved and respect the knowledge and contributions that both make. Thus, this ensures that traditional knowledge and helping practices constantly and consistently inform the learning objectives of each course.

The “project” option in the curriculum requires further explanation. It was not well described if at all in the proposal. From our discussions however, we understand that the project will constitute 450 hours (based on CASWE Accreditation standards for field practica at the MSW level) and will represent many possibilities from field practicum to research-type experiences. However, a fuller description of the nature of the projects would help showcase the social work nature of this degree program. A course outline similar to that developed for the thesis option together with a suitable description of the “project” in the text of the proposal would strengthen and clarify the proposal itself as well as this important option.

Because the program's perspective and curriculum are strengths- based rather than deficit-based the program significantly affirms Indigenous participants in the program. As we noted earlier, we anticipate that graduates will come out of the program confident in who they are and what they are going to do, rather than feeling they have survived or been accommodated, the feeling frequently experienced by Indigenous students coming out of a mainstream program.

- Recommendation: That each course outline be reviewed with a view to expanding its description and enhancing its Indigenous content by identifying relevant, current literature produced by Indigenous scholars including graduate dissertations. In addition, we recommend identifying other forms of Indigenous knowledge found on websites, videos, social media and other sources.
- Recommendation: That the "project" option be better defined and described, that a complete course outline be developed and that it be assigned a course number specific to the program.

Finally, with reference to the curriculum and the overall structure of the program we thought four other points were important to emphasise. First, it is critical that there be an organic, symbiotic relationship among the Indigenous community, the Faculty of Social Work, the wider university community and to the profession of social work. Certainly, the program will face complex challenges in maintaining accountability to these various bodies. We were impressed, therefore, by the inclusion of an Advisor Council for all students in the program. The Advisor Council will help the program remain accountable to the Indigenous community and will ensure the continued authenticity of Indigenous knowledge.

Second, we found the introductory, non-credit Foundation course to be a real strength of the program's structure. Because it plays a gate-keeping role in final suitability and admission into the program and because it provides an immersion into Indigenous ways of knowing and being we thought it would also be important for all faculty – Indigenous and non-Indigenous – who will be part of the program to take part in this course. This will help ensure that students and faculty alike are attuned each year to the unique educational adventure before them and to the uniquely holistic character of the curriculum.

- Recommendation: That in addition to students all faculty members participating in the MSW-IK program annually attend the introductory Foundation course.

A third feature of the program that we thought important to emphasise and which came to our attention during our meeting with community members was the idea of academic safety, the ability to speak Indigenous truth. Some members of the community expressed the idea that in more conventional social work programs Indigenous students' views were secondary to non-Indigenous ones and/or that Indigenous truths about Canada were not welcomed or there was an implicit message that silence was preferred. The Indigenous community welcomes the MSW-IK program not only because of its structure and curriculum content but because it will offer a place of safety in learning and affirmation of the Indigenous students.

The fourth and final feature of the program is that it will, according to the community members with whom we consulted, produce a new and different kind of Indigenous leadership. Two things were meant by this. First, as Indigenous social problems and issues arise in the broader society graduates of the MSW-IK program will be better educated and equipped to explain them and to propose and engage in meaningful practice and policy solutions. Second (and this follows from the first), the graduates of the MSW-IK program will become the voice of new policies and new ways of doing things and will be effective in advising government and organisations including Indigenous organisations, band and tribal councils in developing more effective demands, policies and responses.

Demand for an MSW-IK Program

We are completely satisfied that there is a demand for this program. This demand is satisfied in part anecdotally from those parties inside and outside the university from whom we have heard in the course of this review. Given the very high proportion of the social work student body that is Indigenous (26.7% in contrast with the overall Aboriginal University of Manitoba student population at 7.7% of the student body) we believe there is a ready market for the proposed program. Additionally, there are many Indigenous graduates both in Manitoba and elsewhere in Canada who would have many years of experience and who would be eligible to take this program.

It is widely recognized that employers in both Canadian and Indigenous governments and non-government organizations have an increasing need for graduate-educated Indigenous people to assist in better policy-making and direct practice. For example, it can be reasonably anticipated that the upcoming report from the Phoenix Sinclair inquiry will underscore the need for revised thinking about child welfare practice in Indigenous communities and will generate a need for different policy and practice approaches rooted in Indigenous knowledge and being. While child welfare services are commonly devolved to Indigenous communities this does not imply appropriate Indigenous practices; rather, devolution tends to produce a kind of hybrid service where Indigenous workers blend “cultural sensitivity” with the demands of the dominant, service delivery paradigm and its expectations. We believe the MSW-IK is well poised to respond to these kinds of contradictory issues.

Faculty and Its Expertise

The Faculty of Social Work has a long history of engagement with Indigenous peoples, including the development of the Thompson and inner-city programs. In fact, the community members with whom we met were extremely positive about this involvement and expressed their appreciation of the faculty’s support for Indigenous programming infused with experiential learning. Both the previous and current deans were described as very supportive of Indigenous social work. There is no doubting the breadth and depth of the faculty’s expertise in many areas of social work and that they will all have much to contribute to the proposed MSW-IK. Nevertheless we stress again the importance of non-Indigenous and Indigenous faculty participation in the foundation course and other professional development activities that are integral to the program. We see this as complementary to a key feature of the pedagogy of the program, the notion of community-building. Ideally, all faculty will have some connection to this program, as all have teachings to share.

Over time however, the MSW-IK will require more Indigenous faculty members at its core. This will be necessary both for credibility and for authenticity of Indigenous knowledge and being. Therefore, notwithstanding the interest of non-Indigenous faculty in the program, it is essential that an Indigenous faculty recruitment and retention strategy be developed in support of this program. Importantly, it is anticipated that the program's existence will help with recruiting Indigenous faculty.

- Recommendation: That the Faculty of Social Work with the support of the university develop an Indigenous faculty recruitment and retention strategy that will contribute to the overall support and survival of the MSK-IK program.

Space and Resources

We visited the William Norrie Centre and agree that it is the appropriate place to house the new program. The classroom space appears, for the present, to be adequate to meet the needs of the program. That said, thought should be given to ensuring some eventual expansion of classroom space since we would anticipate as the program becomes established and with the continued offering of the Inner-City BSW classroom space will become an issue. Of more immediate concern is the availability of office space to support the new program's faculty, staff and elders. The current proposal envisages the addition of four new faculty (including the elders) and one administrator – although we believe that will not be sufficient (we address this later). The potential for expansion to the neighbouring Palace Theatre offers some hope. Nevertheless, more office space will be required.

- Recommendation: That the faculty and the university conduct a closer review of available and needed office space to ensure the support of the new MSW-IK and plan to provide more office space as required.
- Recommendation: That the faculty and the university plan for eventual expansion of classroom space in the William Norrie Centre.

Based on our meetings with technical staff and our observations both at the Fort Garry and William Norrie Centre campuses we think technical support for the program is fully adequate. We also met with the librarian responsible the social work collection, Camille Callison. Ms. Callison not only maintains superb library resources but she is especially supportive of this initiative. We were impressed by her dedication and by the Library's resources for social work.

As we indicated above we are concerned about the administrative support budgeted in the proposal. What is proposed is 1.0 FTE that will provide 0.5 administrative support for the director, faculty and students as well as 0.5 student advising and liaison with graduate studies, main campus and community. This complex set of roles is more than even one highly competent person can achieve. Given the particular importance of connection with community that is integral to this program's pedagogy, administrative staff will be expected, among other tasks, to develop relationships that support courses and student practice projects. It is more feasible that these tasks and functions be conducted with the equivalent of 2.0 FTEs.

- Recommendation: That 2.0 FTEs be allocated for the administrative support, community and student liaison functions of this program.

The proposed budget requests 2.5 FTE additional faculty positions and 1.5 elder positions for a total of four new positions. Of the 2.5 faculty positions, 0.5 would fulfil the role of Director of the program. We support the need for 2.5 FTE faculty positions including the .5 allocated for the Director. However, we are concerned that 1.5 elder positions (2 x .75) are not adequate given the desire to have elders involved in all courses, all student project committees and many other aspects of the program.

Recommendation: That the program budget include at least 3 elders @0.75 for a total of 2.25 FTEs.

Overall we found it difficult to comment on the budget because in the year one budget that was presented it was not possible to distinguish between start up and ongoing (operational) base requirements. Further, only year one budget needs were provided. The proposal needs to be very clear not only about what is needed for start up and what is needed for ongoing operations but what will be required in subsequent years two and three.

- Recommendation: That the proposed budget distinguish between start-up and ongoing base requirements.
- Recommendation: That the proposed budget include years two and three.

Finally, with respect to the budget we would caution the use of large in-kind resources such as the Faculty donation of space. The fiscal context of the university may change and the Faculty may not be able to contribute this amount over the long haul.

There is no mention of support for students in the proposal. This is understandable, however we would strongly encourage the university to formulate a development plan in support of student fellowships and bursaries. We have been informed that there are foundations and individuals who might be receptive to an approach, and finding support for students is important to the success of the program. The program is envisioned as a fulltime program to begin with, and this means that many students will be unable to maintain the professional positions that they currently hold. Once part-time options are available as planned, financial support of these students would also be helpful as even the part-time student populations will likely have family and other responsibilities.

- Recommendation: That the Faculty together with the University develop a plan to support students in need including bursaries, scholarships and fellowships.

Concluding Comment

In conclusion, the expectations of the community are high for both the potential graduates of the MSW-IK and for the university to follow through in implementing the MSW-IK. It is anticipated that graduates of the proposed program will bring a new quality of leadership to the complexity of social problems and issues in Manitoba and elsewhere. The community expects them to have a significant impact in “transforming” the world as it is currently experienced by Manitoba’s and Canada’s Indigenous peoples. This level of expectation

translates into a parallel expectation that the University will deliver on a program founded in Indigenous knowledges and not a program modified to accommodate Indigenous peoples. Because Indigenous knowledge is at the core of the proposed MSW-IK program, the Indigenous community feels empowered to be stewards of the program. This is something to be nurtured and promoted. The University has a significant opportunity to move forward with unique Indigenous programming in social work and we unequivocally recommend that it seize that opportunity.

To: Dean Jay Doering and Members of the Executive Committee, Faculty of Graduate Studies

From: Lyn Ferguson, Associate Dean Research and Graduate Programs, Faculty of Social Work

Re: Faculty of Social Work Response to the Report of the External Reviewers: Proposed Master of Social Work Based in Indigenous Knowledges (MSW-IK), Faculty of Social Work.

The Faculty of Social Work was very pleased to read the report of the external reviewers of the proposed MSW based in Indigenous Knowledges and heartened by their very strong support of the design of the program and their perception of its potential to influence Graduate Social Work education and Social Work practice with Indigenous populations and communities. We appreciate their observation that this proposal is superior to what they call a hybrid program that would still reflect the dominant knowledge paradigm and curricula of the existing MSW program.

We were gratified, therefore, to see in **recommendation 1** (p. 2 of the report) that the reviewers felt this program with its current conception, curriculum, and format be implemented as designed.

We also appreciate the time taken by the reviewers to strengthen the proposal through making recommendations many of which we have incorporated into a reworked proposal that has been included in our documentation. Below I address each of these recommendations.

Recommendation 2 (p. 2) notes “That an overall objective be included that states the program’s intent to provide social Work education and advanced social work practice skills that are based on Indigenous ways of knowing and being. That objective has been added on page 2 of the reworked proposal.

Recommendation 3 (p. 3) addresses the need for enhancing the course outlines by adding relevant current literature produced by Indigenous scholars and other forms of content found on website, videos, and other sources. Course outlines for the 13 new courses in the reworked proposal have been edited to reflect this additional content.

Recommendation 4 (p. 3) speaks to the need to clarify the “project” option in the program incorporating the minimum 450 hours required by the Canadian Associate for Social Work Education for a MSW advanced social work practice experience.

The reworked proposal clarifies the project option by more clearly specifying the three courses in the current proposal that incorporate the project: Seminar 1 (SWRK 7760) Seminar 2 (SWRK 7790); and Seminar 3 (SWRK 7820) each of which incorporate some of the required hours for the placement. By the end of Seminar 3 (SWRK 7820) each student must complete their project with a minimum of 450 hours of social work practice in the field.. These changes are found in the reworked proposal on pages 11-12, 15, 23, 24, 25, in the course outlines for these courses and p. 39 in Supplementary Regulations.

Please note that Seminars 1 & 2 (SWRK 7760 and 7790) are also taken by the students opting for the thesis option. The purpose of these seminars is to support and work with students to ensure they progress in

either their thesis or project work. As specified in the proposal, the breakdown of specific hours spent in the project or tasks completed for the thesis within each of these two courses will be negotiated for each student with their Advisory Councils/Thesis Committees. Seminar 3 (SWRK 7820) is taken only by those students opting for the project option while the Thesis students register in GRAD 7000 to complete their thesis. As noted in the course outline In Seminar 3 (SWRK 7820) students are required to complete a written and oral component of their project and it is a graded course. Seminars 1 and 2 are pass/fail courses.

Recommendation 5 (p. 3) speaks to recommending that all faculty members (in addition to students) participating in the MSW-IK program annually attend the Introductory Foundation Course (SWRK 7700). Our response to this recommendation, as articulated by our Dean Jim Mulvale, is that our Faculty will continue its work of indigenizing its curriculum and academic culture that has been underway for some time. This work has had as one of its most important outcomes the development of this proposal for a MSW program grounded in Indigenous ways of knowing. We will encourage faculty members and staff to use a range of educational and learning opportunities to better understand Indigenous knowledge, culture, history and communities. Some of these developmental opportunities will be provided by the MSW-IK program itself, including the possibility of faculty members auditing courses or parts of courses when space is available after all registered students have been accommodated.

Recommendation 6 (p. 5) addresses the need for the Faculty of Social Work, with the support of the university, to develop an Indigenous faculty recruitment and retention strategy to support the long term survival of the MSW-IK program. For many years the Faculty of Social Work has had an Education Equity Plan including a focus on supporting Indigenous Students among other groups and giving priority to hiring Indigenous Faculty. With BSW programs in Thompson and the Inner-City in Winnipeg at the William Norrie Centre, and significant numbers of Indigenous students in our Distance Education Program, we currently have a number of Indigenous Faculty although not the ideal numbers we would like. We realize that adding the MSW I-K program to our Faculty will require an additional responsibility in this regard. We anticipate addressing this issue in our Faculty Strategic Planning process beginning in January 2014.

Recommendations 7 and 8 (p. 5) address the need for conducting a closer review of available and needed office space for staff associated with the MSW-IK and the eventual need for the expansion of classroom space in the William Norrie Centre. A review of space within and near the William Norrie Centre is in process and the Faculty is confident we will be able to provide office and classroom space to accommodate the MSWI-K program.

Recommendation 9 (p. 6) The reviewers felt that 2.0 FTE's be allocated for the administrative support, community and student liaison functions of this program was more realistic than the 1 FTE in the original proposal. See the budget changes and summary on page 31 of the reworked proposal.

Recommendation 10 (p. 6) The reviewers recommended increasing the budget for elders from 1.5 (2 x.75) to 3 elders @.75. Their justification was that elders were involved in all courses among other aspects of the program. In fact elders are involved in many courses and all student project/advisory committees, but not all courses so we have increased the budget to 2.0 FTE. Elders. See the reworked budget and summary on page 31.

Recommendations 11 and 12 (p. 6) address the need to distinguish between start-up funds and ongoing base budget requirements and the addition of Years 2 and 3 in the budget. Please see the reworked budget

on the SPPC New Program and Approval Process form that develops budget requirements for years 1 – 4 including the start-up costs for year 1.

Please also note in that in relation to the caution expressed by the reviewers (p. 6) about the use of large in-kind resources such as the faculty donation of space the reworked budget adds a line for rent at the William Norrie Centre ranging from \$48, 000 in year 1 to \$50, 938 in year 4.

Recommendation 13 (p. 6) encourages the Faculty together with University to develop a plan to support students in need including bursaries, scholarships and fellowships. While the Faculty of Social Work currently has some scholarships and bursaries targeted to those working with Indigenous populations we appreciate the need for additional financial support for potential students for this program. To that end we have added \$25,000 to the budget request for student support. See the budget request on the SPPC New Program and Approval Process form. We will also consider this issue during our Faculty strategic planning process in January 2014 as well as work with the Faculty of Graduate Studies and the Office of Private Funding to enhance the level of support for these students.

In summary, I thank the Indigenous caucus in our Faculty and in particular, Dr. Michael Hart, our Canada Research Chair in Indigenous Knowledges for all their years of work in developing this innovative proposal including their recent work modifying the proposal based on the reviewers' site visit. We also thank Dr.'s Hugh Shewell from Carlton University and Leslie Brown from University of Victoria for their invaluable input into the site visit and their well written final report. We have done our best to address the issues they raise and hope that we have the support from the Faculty of Graduate Studies to move this proposal forward.

Respectfully submitted,

Lyn Ferguson, Ph.D., Associate Dean Research and Graduate Programs, Faculty of Social Work.

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 for a Master of Social Work in Indigenous Knowledges from the Faculty of Social Work.

Observations:

1. The **Faculty of Social Work** proposes the establishment of a Master of Social Work in Indigenous Knowledges.
 - The credential to be offered will be an MSW.
 - The MSW in Indigenous Knowledges is a different pathway, i.e., program, to the MSW degree. The MSW-IK would be set up with its own program code in Aurora.
 - The program was developed according to the accreditation standards established by the Canadian Association for Social Work Education, by which the existing MSW is accredited.
 - The program is to be housed within the Faculty of Social Work at the University of Manitoba, William Norrie Centre, 485 Selkirk Ave. Classroom, office, and study space is available at this site to accommodate the M.S.W.-I.K. program. The site also includes a library.
 - *From A. 1. I. of the full program proposal:* “Canada’s Indigenous communities have long been the recipients of social programs. With the growing urban Indigenous population and the gaps of services for rural Indigenous populations, there is an important need for social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities, in both rural and urban areas. More and more, Indigenous communities and social work agencies are revealing their frustrations with the absence of long-term, accessible, and Indigenous-centred educational programs. The existing curriculum has given Indigenous people a different knowledge set to support their participation in the broader Canadian society, but it has yet to empower Indigenous identity by promoting an understanding of Indigenous worldviews, languages, knowledges, perspectives, experiences, and practices (Battiste & Henderson, 2000).”

- Admission criteria will include:
 - Completion of a BSW degree (recognized by the University of Manitoba) or successful completion of the Pre-MSW program at the University of Manitoba
 - Minimum 3.0 GPA (Applicants with a GPA between 2.5 and 3.0 who meet the eligibility for consideration under the Educational Equity Initiative within the Faculty of Social Work will also be considered)
 - Work/Volunteer Experience
 - Statement of Intent
 - Three letters of reference
 - Interview

- Program Requirements will include:
 - Project option: 30 credit hours including:
 - 18 credit hours of letter-graded course
 - 12 credit hours of pass/fail courses
 - 3 zero (0) credit hour seminars/courses
 - Minimum of 450 project work hours
 - Thesis option: 27 credit hours including:
 - 15 credit hours of letter-graded course
 - 12 credit hours of pass/fail courses
 - 3 zero (0) credit hour seminars/courses
 - 1 zero (0) credit thesis registration course (GRAD 7000)
 - Students taking either the project or thesis option will have to complete the same 12 core courses
 - All coursework is at the 7000 level
 - Some courses are instructor-led, some are elder-led in conjunction with an instructor (all courses will ensure academic continuity, including those that are elder-led)
 - Anticipated completion of all program requirements: 12-18 months of full-time study over fall, winter and summer terms. Students who choose the thesis option may require more time depending on the nature of their research.

- Predicted Enrollment:
 - Year 1: 18 full-time students will be admitted
 - Year 2: 18 full-time students will be admitted
 - Years 3, 4, & 5: a combination of 18 full- and part-time students will be admitted

- The funding request is included in full program proposal. The program will require the equivalent of 4.5 new Academic positions.

- New course proposal include:
 - **SWRK 7700 Grounding Our Foundation in Indigenous Knowledges and Social Work** (0 CH, pass/fail)
 - **SWRK 7710 Remembering Our Histories – Setting Our Knowledges** (3 CH, pass/fail)
 - **SWRK 7720 Critical Theory and Indigenous Peoples** (3 CH, letter grades)
 - **SWRK 7730 Indigenous Research Methodologies and Knowledge Development** (3 CH, letter grades)

- **SWRK 7740 Indigenous Peoples, Identity, and Social Work** (3 CH, pass/fail)
- **SWRK 7750 Indigeneity, Power, Privilege, and Social Work** (3 CH, letter grades)
- **SWRK 7760 Project/Thesis Seminar 1** (0 CH, pass/fail)
- **SWRK 7770 Social Challenges and Indigenous Helping Practices** (3 CH, pass/fail)
- **SWRK 7780 Social Work, Social Challenges, and Indigenous Peoples** (3 CH, letter grades)
- **SWRK 7790 Project/Thesis Seminar 2** (0 CH, pass/fail)
- **SWRK 7800 Indigenism** (3 CH, pass/fail)
- **SWRK 7810 Anti-Colonial Social Work** (3 CH, letter grades)
- **SWRK 7820 Project Seminar 3** (3 CH, letter grades)

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated February 11, 2014] regarding the establishment of a Master of Social Work in Indigenous Knowledges.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

Report of the Senate Planning and Priorities Committee on a proposal to establish a Master of Social Work in Indigenous Knowledges

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Graduate Studies has approved, and recommends that Senate approve a proposal to establish a Master of Social Work in Indigenous Knowledges.

Observations:

1. The purpose of the proposed Master of Social Work in Indigenous Knowledges would be to, "...facilitate connections and relationships with key aspects of Indigenous cultures, including Elders from various Nations; enable students interested in understanding and working with Indigenous communities to practice in culturally based ways and facilitate culturally appropriate social development; reflect Indigenous perspectives and assist students in their personal decolonization processes so they, in turn, could nurture others in their journeys; and prepare students, who successfully complete the... program, to practice competently in advanced social work roles."
2. The proposed program would address a need in the province of Manitoba, which has a significant and growing Indigenous population, for a curriculum that would prepare social workers to explore Indigenous forms of caring that are rooted in traditional knowledge, values, social structures, and healing practices and are applicable to unique circumstances of Indigenous clients and communities, in rural and urban areas of the province. The need for such a program has been identified by current students, graduates, practitioners in Aboriginal child welfare agencies, and faculty members in Social Work.
3. It is anticipated that there would be significant demand for graduates of the program whose training would prepare them for supervisory roles within Child and Family Services and other government agencies, where they might develop new programs and policy that reflect the perspectives of the Indigenous communities they serve.
4. The program would be consistent with: (i) the mission of the Faculty of Social Work, as set out in section A.1.III. of the proposal, in that it would offer accessible and inclusive education, promote the principles of social justice, and prepare students for ethical, competent, critically reflective, innovative, anti-oppressive, accountable, and effective social work practice; (ii) the research priorities of the Faculty, which recently received a Canada Research Chair on Indigenous Knowledges and Social Work; and (iii) a University priority for Aboriginal achievement, as identified in the Strategic Planning Framework (Senate, June 24, 2009).
5. The projected enrolment is 18 students each year.
6. Students would complete the program over a period of 12 to 18 months and could elect to complete either a project option (30 credit hours plus a project) or a thesis option (27 credit hours plus a thesis), including 12 core courses.

7. The program would require the introduction of thirteen courses, including ten 3 credit hour and three 0 credit hour courses, as described in the attachments to this report.
8. The total cost of delivering the program would be \$794,151. Resources would be derived or sought from the following sources:
 - a request to COPSE for \$709,667 in new resources;
 - 24 percent of tuition fees, which would generate \$20,060 annually, assuming an annual intake of 18 students;
 - Faculty in kind (\$58,124), in the form of academic and administrative salaries and materials and office supplies purchased centrally by the Dean's office;
 - \$6,300 in other revenue from student fees for the culture camp (SWRK 7700).
9. Resources would be required for (i) salaries and benefits for: 4.5 academic positions, including 2.5 full-time faculty positions and 2.0 full-time positions for Elders; 1.0 full-time equivalent Academic Advisor, 1.0 full-time equivalent Program Assistant, and one part-time (0.5) Director, to be filled by a faculty member; (ii) operating costs; (iii) rent for space at the William Norrie Centre; (iv) biennial meetings of an Elder Advisor Council; (v) a culture camp; and (vi) cultural support events.
10. The Faculty of Social Work has adequate library resources, computer facilities, and classroom and office space to support the program. With respect to space resources, the program would be housed at the William Norrie Centre.
11. The Elders, who would serve as co-instructors in Elder-led courses and as members of students' Advisor Councils, among other responsibilities, would hold full-time appointments in the category of Other Academic and would be members of the Faculty of Graduate Studies, with voting rights on students' thesis committees.
12. The committee discussed the respective roles of the Elder and the co-instructor in Elder-led courses, as set out in section B.1. of the proposal, at some length. It will be important to ensure that students are clear that questions concerning course content would be referred to the Elder and questions concerning grading and evaluation would be directed to the co-instructor, who would be the instructor of record for the course.
13. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommends that a high priority level be assigned to the proposal for a Master of Social Work in Indigenous Knowledges, as the proposed program: is consistent with the existing institutional strategic planning framework; is consistent with the strategic academic and/or research plans of the unit making the proposal; promotes student success and addresses student needs; addresses the need to promote the social, economic and cultural well-being of the people of Manitoba.

¹ http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Recommendation

The Senate Planning and Priorities Committee recommends THAT:

Senate approve and recommend to the Board of Governors that it approve the proposal to establish a Master of Social Work in Indigenous Knowledges in the Faculty of Social Work. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) and Provost not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to include an Adult Abuse Registry Check, and Respiratory Mask-Fit Testing, in the Bachelor of Nursing program non-academic admission requirements (2014.04.29)

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 College of Nursing is proposing that an Adult Abuse Registry Check, and Respiratory Mask-Fit Testing be included in the Bachelor of Nursing non-academic admission requirements
3. The proposal was approved by the College of Nursing Faculty Council and then by SCADM on April 29, 2014

Observations:

1. The current policy requires that students meet the Criminal Record Search, including Vulnerable Sector Search, Child Abuse Registry Check, immunization, and CPR requirements by the published deadline or admission will be revoked. The WRHA recently added Adult Abuse Registry Check, and previously added Respiratory Mask-Fit Testing in order to do clinical practice in their agencies. The College of Nursing wishes to have all agency requirements included in the non-academic admission requirements.
2. If students do not meet all of the requirements, they would be unable to do the clinical practice that is required in the Bachelor of Nursing program.
3. A significant number of students fail to comply with the requirements. This situation creates unnecessary additional work for student services staff and the Associate Dean, who must respond to numerous emails and telephone calls from students who either do not wish to meet the requirements or who think they have met the requirements and ignore repeated requests for the missing information. Therefore, the same consequence would apply if any requirement is not met.
4. The policy would ensure that all students in the undergraduate Nursing program would meet the new requirements before beginning the program. Students would not inadvertently be missed and be unable to attend clinical practice and meet program requirements because they have not met the agency requirements.

Recommendation:

The Senate Committee on Admissions recommends that the proposal from the College of Nursing to include an Adult Abuse Registry Check, and Respiratory Mask-Fit Testing in the Bachelor of Nursing non-academic admission requirement be approved effective upon approval by Senate.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

Faculty of Health Sciences; College of Nursing
Bachelor of Nursing Program
Proposed Revisions to Non-Academic Admission Requirements
Effective for Admission in Fall Term 2015

The Winnipeg Regional Health Authority (WRHA) has recently mandated that all students must meet an additional requirement of Adult Abuse Registry Check. Respiratory Mask-Fit Testing and Personal Health Information Act (PHIA) Training are also required prior to entering one of their facilities but these were not previously included in the non-academic admission requirements.

Recommendation:

That the following statement be amended to include the above requirements in the existing policy:

*All successful applicants are admitted provisionally pending compliance with the Non-Academic Admission Requirements (i.e., immunization; Criminal Record Search Certificate, including vulnerable sector search; Child Abuse Registry Check; CPR; **Adult Abuse Registry Check; Respiratory Mask Fit Testing; and WRHA Personal Health Information Act (PHIA) Training**) of the College of Nursing.*

Failure to meet the requirements by the published deadline will result in the offer of admission being revoked.

Rationale for Revisions:

1. The current policy requires that students meet the Criminal Record Search, including Vulnerable Sector Search, Child Abuse Registry Check, immunization, and CPR requirements by the published deadline or admission will be revoked. The WRHA recently added *Adult Abuse Registry Check, and previously added Respiratory Mask-Fit Testing, and Personal Health Information Act (PHIA) Training* in order to do clinical practice in their agencies. The College of Nursing wishes to have all agency requirements included in the non-academic admission requirements.
2. If students do not meet all of the requirements, they would be unable to do the clinical practice that is required in the Nursing program.
3. A significant number of students fail to comply with the requirements. This situation creates unnecessary additional work for student services staff and the associate dean, who must respond to numerous emails and telephone calls from students who either do not wish to meet the requirements or who think they have met the requirements and ignore repeated requests for the missing information. Therefore, the same consequence would apply if any requirement is not met.
4. The policy would ensure that all students in the undergraduate Nursing program would meet the new requirements before beginning the program. Students would not inadvertently be missed and be unable to attend clinical practice and meet program requirements because they have not met the agency requirements.

/kd

April 14, 2014

Advance Standing and Admissions Committee\Entrance Requirements\BN Non-Academic Reqs – additions April 2014

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to modify their Special Consideration category (2014.04.29)

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 College of Nursing is proposing the following modifications to their Special Consideration category:
 - a. The number of spaces available will change from 5% of admission spaces per year (12 spaces) to 20 admission spaces per year.
 - b. References will no longer be required.
 - c. Implementation of a ranking score, based on the AGPA and information submitted by the applicants on the supplementary application form.
3. The proposal was approved by the College of Nursing Faculty Council and then by SCADM on April 29, 2014

Observations:

1. The College of Nursing believes that it is important to increase the number of Indigenous people within the nursing profession. It is a priority to identify obstacles to participation and success and to develop strategies to address these issues. The admission process is designed to facilitate access to nursing education and the profession for Indigenous people.
2. Some highlights of the proposed model are:
 - a. Applicants in the Indigenous category must meet the admission requirements including the minimum AGPA of 2.5
 - b. Applicants do not have to meet the competitive AGPA of admitted students in the admission year
 - c. The Advance Standing and Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year
 - d. Applicants who are not selected for Indigenous category will be placed in the regular admission category
3. Appendix I outlines the new policy and procedures in detail
4. Appendix II outlines the existing policy and procedures

Recommendation:

The Senate Committee on Admissions recommends that the proposal from the College of Nursing to modify their Special Consideration category be approved effective for the September, 2015 intake.

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 – Proposed policy and procedure

Eligibility Requirements

Applicants in the Indigenous category must meet the admission requirements including the minimum AGPA of 2.5. Applicants do not have to meet the competitive AGPA of admitted students in the admission year. Up to 20 admissions spaces may be offered to First Nations, Metis and Inuit applicants to the Indigenous category. The Advance Standing and Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.

Selection is determined by the Advance Standing and Admissions Committee (Special Considerations Subcommittee). The Advance Standing and Admissions Committee reserves the right to deny admission to the Bachelor of Nursing Program based on any of the supplementary information. The Advance Standing and Admissions Committee reserves the right to consider the applicant who has applied for the Indigenous category under the regular admission category, if it benefits the applicant. Applicants who are not selected for the Indigenous category will be placed in the regular admission category. Appeals of decisions are limited to questions of procedural regularity only. The merits of the decision are not subject to review.

Applicants must complete a supplementary application form that is made available with the online application. Applicants are considered for the Special Consideration Category in the Fall term selections only. This facilitates 'cohorting' students for academic support. The following information is due no later than May 1. Applications that are missing any information will not be considered.

Applicants must provide:

1. Proof of First Nations, Metis or Inuit ancestry. This proof can appear as a:
 - a. Copy of a Status or Treaty card
 - b. Copy of a Metis membership card
 - c. Copy of a Nunavut Trust Certificate card
 - d. Roll number or any other proof accepted by Inuit communities

Enquiries may be made to the Faculty of Nursing regarding other acceptable documentation

2. Supplementary Application Form (available with the online application)

Selection Procedure

1. The supplementary application forms of applicants who meet the eligibility requirements will be evaluated by the Special Considerations Subcommittee of the Advance Standing and Admission Committee. Each member of the subcommittee will score the supplementary information individually. The scores will be averaged to determine the score (out of a maximum of 40) to be used in the admission score calculation.
2. The admission score will be calculated from the AGPA and supplementary scores. The AGPA will contribute 60% to the final score. The supplementary score will contribute 40

% of the admission score. The highest possible admission score is 100. The admission score is calculated in the following way:

$(\text{AGPA} \times 60) + \text{Supplementary Score}$

4.5

3. The Admission Scores will be ranked. The students with the highest admission scores will be considered for admission. Up to 20 admissions spaces may be offered to applicants to the Indigenous category. The Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.

Appendix II – Existing policy and procedure

The Special Consideration Category will consider applicants from Aboriginal populations of Canada only. Applicants in this category must meet the minimum entrance requirements of Option 1 including a minimum AGPA of 2.5. Although competitive, less weight will be given to background academic performance. Applicants in this category do not have to meet the competitive AGPA of admitted students in the admission year.

- Apply by April 1st.
- Provide the names and emails of 3 professional references at the time of application by completing the 'Recommendations' section of the online application. References will be contacted by email, and must complete an online reference form to be submitted no later than May 1st. References must be able to address the applicant's suitability for Nursing and the potential for success. Examples of suitable references include a teacher, employer, clergy, or health professional. References from friends or family will not be accepted.
- Complete a supplementary form, providing additional information by May 1st.
- Meet the minimum entrance requirements of the Faculty of Nursing Option 1 category, including a minimum AGPA of 2.50.
- Provide proof of Aboriginal ancestry.

Applicants must complete a supplementary form, which can be downloaded at the time of application. You can either upload the form with your application by April 1st or send the completed form to the Faculty of Nursing by May 1st.

The Supplementary Application and additional information are due no later than May 1st. Selection is determined by the Advance Standing and Admissions Committee.

In considering applications in this category, less weight will be given to background academic performance.

The Admissions Committee reserves the right to deny admission to the University of Manitoba based on any of the supplementary information.

Up to five percent of admission spaces may be offered to Special Consideration Category applicants. The allocation of available spaces is entirely at the discretion of the Faculty of Nursing.

The Admissions Committee shall not be bound to admit the maximum percentage of applicants in the Special Consideration category in any given year.

The Admissions Committee reserves the right to consider the applicant who has applied for Special Consideration under the regular admission category, if it benefits the applicant. Appeals of decisions are limited to the question of procedural regularity only. The merits of the decision are not subject to review.

University of Manitoba Faculty of Nursing
Admission to the Bachelor of Nursing Program
Special Considerations - Indigenous Category

The Faculty of Nursing believes that it is important to increase the number of Indigenous People, including individuals of First Nations, Metis and Inuit heritage, within the nursing profession. We make it a priority to identify obstacles to participation and success and to develop strategies to address these issues. Our admission process is designed to facilitate access to nursing education and the profession for Indigenous people.

The Faculty of Nursing is proposing the following modifications to the Special Consideration Category of admission:

1. The number of spaces available are changed from 5% of admission spaces per year (12 spaces) to 20 admission spaces per year.
2. References are no longer required.
3. Implementation of a ranking score, based on the AGPA and information submitted by the applicants on the supplementary application form.

Proposed Policy and Procedure:

Eligibility Requirements

Applicants in the Indigenous category must meet the admission requirements including the minimum AGPA of 2.5. Applicants do not have to meet the competitive AGPA of admitted students in the admission year. Up to 20 admissions spaces may be offered to First Nations, Metis and Inuit applicants to the Indigenous category. The Advance Standing and Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.

Selection is determined by the Advance Standing and Admissions Committee (Special Considerations Subcommittee). The Advance Standing and Admissions Committee reserves the right to deny admission to Bachelor of Nursing Program based on any of the supplementary information. The Advance Standing and Admissions Committee reserves the right to consider the applicant who has applied for Indigenous category under the regular admission category, if it benefits the applicant. Applicants who are not selected for Indigenous category will be placed in the regular admission category. Appeals of decisions are limited to questions of procedural regularity only. The merits of the decision are not subject to review.

Applicants must complete a supplementary application form that is made available with the online application. Applicants are considered for the Special Consideration Category in the Fall term selections only. This facilitates cohorting students for academic support. **The following**

information is due no later than May 1. Applications that are missing any information will not be considered.

Applicants must provide:

1. Proof of First Nations, Metis or Inuit ancestry. This proof can appear as a:
 - a. Copy of a Status or Treaty card
 - b. Copy of a Metis membership card
 - c. Copy of a Nunavut Trust Certificate card
 - d. Roll number or any other proof accepted by Inuit communities

Enquiries may be made to the Faculty of Nursing regarding other acceptable documentation

2. Supplementary Application Form (available with the online application

Selection Procedure

1. The supplementary application forms of applicants who meet the eligibility requirements will be evaluated by the Special Considerations Subcommittee of the Advance Standing and Admission Committee. Each member of the subcommittee will score the supplementary information individually. The scores will be averaged to determine the score (out of a maximum of 40) to be used in the admission score calculation.
2. The admission score will be calculated from the AGPA and supplementary scores. The AGPA will contribute 60% to the final score. The supplementary score will contribute 40 % of the admission score. The highest possible admission score is 100. The admission score is calculated in the following way:

$$\frac{(\text{AGPA} \times 60) + \text{Supplementary Score}}{4.5}$$

3. The Admission Scores will be ranked. The students with the highest admission scores will be considered for admission. Up to 20 admissions spaces may be offered to applicants to the Indigenous category. The Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.

Existing Policy and Procedure:

The Special Consideration Category will consider applicants from Aboriginal populations of Canada only. Applicants in this category must meet the minimum entrance requirements of Option 1 including a minimum AGPA of 2.5. Although competitive, less weight will be given to background academic performance. Applicants in this category do not have to meet the competitive AGPA of admitted students in the admission year.

- Apply by April 1st.
- Provide the names and emails of 3 professional references at the time of application by completing the 'Recommendations' section if the online application. References will be contacted by email, and must complete an online reference form to be submitted no later than May 1st. References must be able to address the applicant's suitability for Nursing and the potential for success. Examples of suitable references include a teacher, employer, clergy, or health professional. References from friends or family will not be accepted.
- Complete a supplementary form, providing additional information by May 1st.
- Meet the minimum entrance requirements of the Faculty of Nursing Option 1 category, including a minimum AGPA of 2.50.
- Provide proof of Aboriginal ancestry.

Applicants must complete a supplementary form, which can be downloaded at the time of application. You can either upload the form with your application by April 1st or send the completed form to the Faculty of Nursing by May 1st.

The Supplementary Application and additional information are due **no later than May 1st**.

Selection is determined by the Advance Standing and Admissions Committee.

In considering applications in this category, less weight will be given to background academic performance.

The Admissions Committee reserves the right to deny admission to the University of Manitoba based on any of the supplementary information.

Up to five percent of admission spaces may be offered to Special Consideration Category applicants. The allocation of available spaces is entirely at the discretion of the Faculty of Nursing.

The Admissions Committee shall not be bound to admit the maximum percentage of applicants in the Special Consideration category in any given year.

The Admissions Committee reserves the right to consider the applicant who has applied for Special Consideration under the regular admission category, if it benefits the applicant.

Appeals of decisions are limited to the question of procedural regularity only. The merits of the decision are not subject to review.

Report of the Senate Committee on Admissions concerning a proposal from the College of Pharmacy to include an Adult Abuse Registry Check in their registration process (2014.04.29)

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 College of Pharmacy is proposing that all students admitted to the College of Pharmacy obtain an Adult Abuse Record Check, in addition to a Criminal Record Check and Child Abuse Record Check, prior to the beginning of classes in September of the year that they are admitted to the program.
3. The proposal was approved by the College of Pharmacy Faculty Council in March, 2014 and by SCADM on April 29, 2014.

Observations:

1. A significant number of Pharmacy students complete experiential rotations in Winnipeg Regional Health Authority facilities.
2. The Winnipeg Regional Health Authority implemented a new policy in January 2014 requiring all students to have completed an Adult Abuse Registry Check in addition to the Criminal Record Check and Child Abuse Registry Check as part of the requirement for experiential rotations.
3. The College currently requires a Criminal Record Check and a Child Abuse Registry Check for Pharmacy students with all documents required by the Dean's office submitted prior to the start of classes in September.

Recommendation:

The Senate Committee on Admissions recommends that the proposal requiring that all students admitted to the College of Pharmacy must obtain an Adult Abuse Record check prior to the beginning of classes in September of the year that they are admitted to the program be approved and would be effective upon approval by Senate.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

Request from the Faculty of Pharmacy Faculty Council to the Senate Committee on Admissions concerning the following change in admission requirements: addition of the Adult Abuse Registry check (AAR) once admitted to the program.

Preamble:

The Admission Committee for the Faculty of Pharmacy proposes the following change to their Admissions process.

A significant number of pharmacy students' complete experiential rotations in Winnipeg Regional Health Authority (WRHA) facilities. The additional requirement of an Adult Abuse Registry (AAR) check to the required Criminal Record Check (CRC) and Child Abuse Registry (CAR) checks was implemented in January 2014.

Observations:

The Winnipeg Regional Health Authority (WRHA) implemented a new policy in January 2014 requiring all students to have completed an Adult Abuse Registry check in addition to the Criminal Record Check (CRC) and Child Abuse Registry (CAR) checks as part of the requirement for experiential rotations. We currently require a CRC and a CAR for pharmacy students with all documents required by the Dean's office submitted prior to the start of classes in September. A motion to include the requirement of an AAR was submitted to Faculty Council via email in March 2014. The motion was passed with 27 in favor and 0 opposed to the motion.

Recommendations

The Faculty of Pharmacy Faculty Council proposes to the Senate Committee on Admissions that all students admitted to the Faculty of Pharmacy obtain an Adult Abuse Record (AAR) check, in addition to a Criminal Record Check and Child Abuse Record check, prior to the beginning of classes in the September of the year that they are admitted to the program. It is recommended that this change to Admissions be implemented for the September 2015 cohort or as soon as possible as the requirement is already in effect.

Respectfully submitted on behalf of the Admissions Committee of the Faculty of Pharmacy

Nancy Kleiman (Chair)

Report of the Senate Committee on Admissions concerning a proposal from the College of Pharmacy to remove section two from the Special Considerations category (2014.04.29)

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 College of Pharmacy is proposing that section two be removed as an option from the Special Consideration category.
3. The proposal was approved by the College of Pharmacy Faculty Council in March, 2014 and by SCADM on April 29, 2014.

Observations:

1. In order to be eligible under section two of the Special Consideration category, an applicant must have completed and passed the general eligibility requirements and they must meet the following criteria:
International applicants who are officially sponsored by government agencies (e.g., C.I.D.A.) recognized by the University of Manitoba. (It is not possible to consider applications from international applicants without such sponsorship)
2. This category has not been included in the admissions process for a number of years.
3. It is not clear who might be included in this category. In January 2014, an environmental scan was completed by Enrolment Services and they were not able to determine any other agencies that would be recognized by the University within this category.

Recommendation:

The Senate Committee on Admissions recommends that the proposal from the College of Pharmacy to remove category two from the Special Consideration category be approved effective for the September 2015 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

Request from the Faculty of Pharmacy Faculty Council to the Senate Committee on Admissions concerning the following change in admission requirements: removal of Section 2 from the Special Considerations Category of the Admissions Bulletin

Preamble:

The Admission Committee for the Faculty of Pharmacy proposes the following change to their Admissions process.

The removal of Section 2 from the Special Considerations category was requested to Faculty Council as this category has not been included in the admissions process for a number of years. A motion was put forward via email to Faculty Council and approved in March 2014 with a vote of 27 in favor and 0 opposed.

Observations:

The Faculty Council met on June 22, 2011 and voted on the motion to remove Section 2 (below) of the Special Considerations category. The vote was updated via email in March 2014.

2. International applicants who are officially sponsored by government agencies (e.g., C.I.D.A.) recognized by the University of Manitoba. (It is not possible to consider applications from international applicants without such sponsorship.)

It is not clear who might be included in this category and this section of the bulletin has not been utilized for an indeterminate number of years by the Faculty. In January, an environmental scan was completed by Enrollment Services and they were not able to determine any other agencies that would be recognized by the University within this category. Enrollment Services also looked at other programs within the University and determined that there have been no applicants from C.I.D.A applying through this category in more than 5 years.

Recommendations

The Faculty of Pharmacy Faculty Council proposes to the Senate Committee on Admissions that Section 2 of the Special Considerations Category be removed from the Bulletin and that it become effective for the 2015-2016 Bulletin.

2. International applicants who are officially sponsored by government agencies (e.g., C.I.D.A.) recognized by the University of Manitoba. (It is not possible to consider applications from international applicants without such sponsorship.)

Respectfully submitted on behalf of the Admissions Committee of the Faculty of Pharmacy

Nancy Kleiman (Chair)

Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy and Procedures Concerning FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension, and Dismissal, College of Medicine

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 October 22, 2013 and on April 24, 2014, to consider a proposal from the College of Medicine to revise its policy and procedures concerning FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension, and Dismissal.

Observations:

1. The College of Medicine is proposing changes to the policy and procedures concerning PGME Evaluation, Remediation, Probation and Dismissal (Senate, January 6, 2010), to more fully and clearly outline policies and procedures for the fair and transparent assessment, progression and promotion of Postgraduate Medical Education (PGME) students, including corrective remediation, probation, suspension, and dismissal.
2. Notable changes to the document include:
 - a) significant reorganization of the document to clearly lay out policy statements for each step in the assessment and progression process (i.e. assessment, promotion, remediation, probation, suspension, and dismissal) followed immediately by the procedures for each of these steps;
 - b) a revised title, FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension, and Dismissal, that reflects:
 - (i) the addition of a policy and procedures related to promotion (sections 4 and 5), and
 - (ii) revised terminology, which is consistent with current standards, that would see references to “evaluation” replaced by “assessment” in the document;
 - c) removal of the Probation Committee terms of reference, which would be specified in a separate document;
 - d) the addition of a list of references at the end of the document.
3. Section 11 Procedures – Suspension and section 13 Procedures – Dismissal have been amended to require that the Faculty of Medicine, via the PGME office, send written notification of a resident’s suspension or dismissal to the Professional Association of Interns and Residents of Manitoba (PARIM) within 24 hours of such action (sections 11.6.3 and 13.6.3). The requirement is consistent with the contract between PARIM and the Winnipeg Regional Health Authority.

4. In order to address concerns raised by Senate Executive (November 20, 2013) regarding an earlier draft, section 2 Statement of Policy – Assessment has been amended to prohibit the use of anonymous materials in any evaluative or disciplinary proceeding or action involving a resident (section 2.3.1). The same section specifies that the Dean or the Associate Dean (Postgraduate Medical Education) may investigate matters raised by anonymous materials. Also, in section 9 Procedures – Probation, a statement has been added to stipulate that the resident and faculty, and their representatives, have the right to call, hear, and cross-examine witnesses, to submit other evidence, and to have access to all documentation (section 9.3.3.1.2).
5. A number of changes have also been made to the minimum standards for In-Training Evaluation Reports (ITERS) and to the Remediation and Probation Plans, which are referenced in the document as Attachments, but do not require Senate’s approval and are not included with this Report. The changes are required for compliance with standards established by the Royal College of Physicians and Surgeons of Canada, CanMEDS Physician Competency Framework.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised College of Medicine policy and procedures concerning FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension, and Dismissal, effective July 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.



Policy Name:	FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy
Application/Scope:	All Postgraduate Medical Education Residents
Approved (Date):	FEC, 16Jan09; Addendum 11March09; FPGME Executive Nov. 6, 2008
Review Date:	September 2015
Revised (Date):	FPGME Executive September 9, 2013
Approved By:	Senate: Dean's Council & Faculty Executive Council: September 10, 2013

BACKGROUND

The training requirements of residency programs define specific competencies attained by residents in accordance with the standards and objectives of the Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC).

The processes of resident assessment, progression and promotion are guided by the following principles:

- The assessment is linked to the rotation-specific learning objectives.
- The assessment is criterion-based.
- The process is clear and is uniformly applied.
- The assessment provides informative, accurate and timely feedback to the residents and to the Residency Program Directors.
- The formative assessment information supports ongoing resident development and provides valuable information to instructors in order to design appropriate remediation experiences.
- Summative assessment information obtained from end of rotation assessments support the ongoing learning of residents and assist in confirming that residents have met the required standards and are safe to practice upon completion of their residency training.
- The process ensures fairness, the right of the resident to be heard and to respond within a reasonable period of time.
- All decisions pertaining to the assessment and the potential outcomes for residents **must** be justified and documented in writing.
- It is important that the process for identification of those learners who may be in academic difficulty is timely, transparent and fair.

DEFINITIONS

Academic Year – is the time interval that commences July 1st and finishes June 30th and constitutes thirteen four-week blocks of training for residents. On occasion, a trainee may be out-of-phase and may have a starting date other than July 1st and will be promoted to the next year of training on the anniversary of his/her start date, adjusted on an ongoing basis.

Anonymous materials - materials in which the authorship has not been disclosed

Assessment - Borderline – is one where the resident is deemed to have passed but there are weaknesses that warrant further attention. This may occur on a rotation assessment (ITER) on a Summary Assessment.

Assessment - Formative – is a process that provides information to residents and faculty about how well the resident is progressing in each area being assessed. This information supports the ongoing learning and development for the residents. Furthermore, it may provide diagnostic information regarding the need for remediation.

Assessment - Mid-Rotation Evaluations– are interim assessments that occur as close to the mid-point of the rotation as is feasible

Assessment - Summary – is a process that is based on multiple information sources on the global performance of the resident over a specified period of time.

Assessment – Unsatisfactory (Failed) - is one where the resident has failed to meet the primary goals and objectives of the rotation and the resident is considered to have failed that rotation.

Block – is one of thirteen intervals within each year of training. With the exception of the first and last (Block 13), all blocks are four-week intervals of training and are considered equivalent for the purposes of scheduling educational activities for residents.

CFPC – College of Family Physicians of Canada

CMPA – Canadian Medical Protective Association

CPSM – College of Physicians and Surgeons of Manitoba

Dismissal – is the termination of the resident's involvement with the training program for reasons of academic and/or general unsuitability.

FPGME – Faculty (of Medicine) Postgraduate Medical Education

Forward Feeding – is the sharing of summative assessment information about a resident by his/her Residency Program Director with specific faculty for rotations to which the resident is scheduled in the future.

ITER / ITAR – In Training Evaluation / Assessment Report

PARIM – Professional Association of Residents and Interns of Manitoba

Probation – is an interval outside of the scheduled rotations for the resident which is designed to allow specific additional opportunity for a resident to correct areas of clinical, academic or professional deficiency as well as to determine the suitability of the resident for continuation in the Residency Program.

Probation Agreement – is a formal document approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a probationary rotation.

Probation Committee – is an ad hoc sub-committee of the FPGME Executive Committee struck by the Associate Dean, PGME to deliberate over requests from Residency Program Director(s) to place resident(s) on probation.

RCPSC – Royal College of Physicians and Surgeons of Canada

Remediation – is an interval of training which is designed to allow specific opportunity for a resident to correct areas of learning deficiency. The remediation interval is outside of the scheduled rotations for the resident.

Rotation – is an interval of time, usually consisting of one or more blocks, to which residents are assigned for training. For each rotation there are specific learning objectives. Rotations are usually a minimum of four weeks in duration in order to allow for appropriate resident assessment. There are several allowable exceptions where rotations may be two weeks in duration.

Rotation - Incomplete – is a rotation in which the resident has missed more than 25% of the rotational activities for any reason, such as medical illness, conference or holiday.

Supervisor - Clinical – is the physician to whom the resident reports during a given interval of time, such as an on-call shift.

Supervisor - Rotation – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the specific learning objectives and competencies during the rotation.

Suspension – is the temporary removal of a resident from clinical and academic activities.

Trigger event - is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training and assessment, the trigger event may involve unsatisfactory performance or failure to attain the necessary clinical, academic or professional goals and objectives. This may lead to a series of actions, including Remediation, Probation or Dismissal of the resident.

WRHA – Winnipeg Regional Health Authority

Working Days – shall be counted as Monday to Friday days only and will exclude weekend days, statutory days and acknowledged University of Manitoba closure days.

1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment, progression and promotion of postgraduate learners.
- 1.2 Outline the policies and procedures for managing postgraduate learners with areas of deficiency in their training. The policies and procedures will include the following and are illustrated in the process flow chart in **Appendix 1**:
 - 1.2.1 Remediation
 - 1.2.2 Probation
 - 1.2.3 Suspension
 - 1.2.4 Dismissal

2. STATEMENT OF POLICY – ASSESSMENT

- 2.1 For all Residency Programs, there must be a clear statement outlining the goals and the educational objectives for the residents.
- 2.2 There must be clearly-defined rotation-specific objectives as follows:
 - 2.2.1 The objectives must cover the CanMEDS competencies for specialty programs.
 - 2.2.2 The objectives must cover the CanMEDS-FM competencies and must be consistent with the CFPC Triple C Curriculum for Family Medicine.
 - 2.2.3 The educational objectives must be reflected in the assessment of residents.
 - 2.2.4 The current goals and objectives for the Residency Program must be distributed to all residents and faculty prior to the beginning of the rotation.
 - 2.2.5 The statement of goals and objectives must be reviewed regularly (at least every two years) by the Residency Program Director and the Residency Program Committee.
- 2.3 For all Residency Programs, the residents must receive regular and timely feedback on their performance and progress by means of the use of appropriate written and performance-based assessment as well as by direct observation.
 - 2.3.1 No anonymous material may be used in any evaluative or disciplinary proceeding or action involving a resident. The Dean or Associate Dean, PGME may inquire or investigate into matters raised by anonymous material.
- 2.4 Resident assessment must comply with the following:
 - 2.4.1 Assessment must occur on a regular basis as follows:
 - 2.4.1.1 Mid-rotation assessment is very important as it is intended to be formative to guide the resident toward successful completion of the rotation. As such, it is **not** subject to appeal.
 - 2.4.1.2 End-of-rotation assessment must occur with the resident on a face-to face basis **and** the assessment must be documented in writing/online (see 2.5).
 - 2.4.1.3 End of the Year and other Summary Assessment (see 2.6)
 - 2.4.2 Assessment must be timely
 - 2.4.3 The assessment must meet the specific requirements of the Residency Program
 - 2.4.4 The assessment must be appropriate for the competency being assessed

- 2.4.5 Assessment must be based on the rotation-specific goals and objectives
- 2.4.6 The assessment process must include identification of the expected level of resident performance
- 2.5 All Residency Programs must have formal written/online mid-rotation and end-of-rotation forms (ITER) for resident assessment. Guidelines for minimum standards for ITERs are included in **Appendix 2 and two sample ITERs follows**. The forms must comply with the following:
 - 2.5.1 Approved by the Residency Program Committee
 - 2.5.2 Include assessment of the rotation-specific goals and objectives
 - 2.5.3 Available to all residents prior to commencement of the rotation
 - 2.5.4 Include a clear indication of the performance of the residents
 - 2.5.5 Include space for the resident to sign the assessment and to write comments
- 2.6 At least once every academic year, the Residency Program Director or designate must complete a written/online summary assessment for each resident in the Residency Program and must discuss it with the resident at a face-to-face meeting.
- 2.7 Assessments are the property of the resident and the University of Manitoba and will be kept confidential unless patient safety could be compromised in the process.
 - 2.7.1 The Residency Program Committee will make a decision regarding the benefit to the resident of Forward Feeding to Rotation Supervisors of future rotations, the areas of deficiency requiring improvement.

3. PROCEDURES – ASSESSMENT

- 3.1 **Prior to** commencement of the rotation, the following procedures apply:
 - 3.1.1 The resident must be provided with and must review information from his/her Residency Home Program that clearly outlines the goals and objectives and the assessment processes for the rotation.
 - 3.1.2 The resident should meet face-to-face with the Rotation Supervisor and review the goals and objectives, clinical, academic and professional expectations and duties for the rotation.
- 3.2 At the **mid-point** of the rotation, the following procedures apply:

- 3.2.1 For all rotations of less than six weeks in duration, a face-to-face discussion by the Rotation Supervisor with the resident is acceptable, unless there is **borderline** or **unsatisfactory** performance.
 - 3.2.2 For all rotations of at least six weeks in duration, the Rotation Supervisor must complete a written/online mid-rotation report. The report must be discussed at a timely face-to-face meeting with the resident.
 - 3.2.3 For residents considered to have **borderline** or **unsatisfactory** performance, regardless of the duration of the rotation, the Rotation Supervisor must complete a written/online mid-rotation report **and** must discuss it at a face-to-face meeting with the resident.
 - 3.2.3.1 The report must clearly state that the resident's performance is **borderline** or **unsatisfactory** and must outline the specific areas of deficiency that require improvement by the completion of the rotation.
 - 3.2.3.2 The resident must sign each assessment report as verification that he/she has read it. The signature implies neither agreement nor acceptance on the part of the resident.
- 3.3 At the **completion** of the rotation, the following procedures apply:
- 3.3.1 The Rotation Supervisor must complete a written/online assessment report (ITER) which must be available to the resident within ten working days of the last day of the rotation.
 - 3.3.1.1 The resident must sign each assessment report as verification that he/she has read it. The signature implies neither agreement nor acceptance on the part of the resident.
 - 3.3.1.2 The resident is free to add any comments to the report.
 - 3.3.1.3 Failure to sign the report is considered unprofessional conduct.
 - 3.3.1.4 The resident may decide to appeal the assessment (see Resident Appeals Policy; Faculty of Medicine, Student Appeals Policy; University of Manitoba, Senate Appeals Policy).
 - 3.3.2 For the resident whose overall performance meets or exceeds the expectations of the rotation, the Rotation Supervisor must discuss the assessment report at a face-to-face meeting with the resident, preferably prior to the last day of the rotation.
 - 3.3.3 For any resident whose overall performance is **borderline** or **unsatisfactory**, the Rotation Supervisor **and** the Home Residency Program Director or Stream Director for Family Medicine residency programs, must discuss the assessment report at a face-to-face meeting with the resident, ideally, within ten working days of the last

day of the rotation, or as soon after. Where Stream Leads are based in distributed sites, teleconference (phone or videoconferencing) is equivalent to the face-to-face meeting.

3.4 For **Incomplete Rotations**, the following procedures apply:

3.4.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Residency Program Director must record this as an incomplete rotation on the rotation assessment.

3.4.2 In order to receive credit on the rotation the resident must complete a supplementary rotation and must meet all of the goals and objectives of the rotation, taking both the original incomplete and the supplementary rotation credits into account.

3.4.2.1 The exact nature and duration of a supplementary rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined by the Rotation Supervisor and the Residency Program Director.

3.4.2.2 If a resident completes a supplementary rotation and passes, then he/she will receive credit for a pass on one rotation.

3.4.2.3 If the resident's assessment is **borderline** or **unsatisfactory** on the combination of the incomplete and supplementary rotations taken as a whole, then this will be considered to be the equivalent of a **borderline** or **unsatisfactory** assessment on the original rotation.

3.5 In the case of an assessment that indicates unsatisfactory resident performance and the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see Section **8** and Section **9**).

3.6 For **Summary Assessments** (End of Year and other), the following procedures apply:

3.6.1 The Summary Assessments are global and are based on multiple sources as follows:

3.6.1.1 Rotation assessments

3.6.1.2 Feedback from health care team members, patients and families

3.6.1.3 In-training and other examination results

3.6.2 The Summary Assessments must include the resident's strengths, weaknesses and opportunities for improvement.

- 3.6.3 The Summary Assessments may conclude that a resident's performance is **borderline** or **unsatisfactory** despite the absence of similar outcomes on individual rotation assessments.
- 3.6.4 The Residency Program Director must complete the Summary Assessment report as a written/online document for each resident in the Residency Program **and** must discuss the report with each resident at a face-to-face meeting.
- 3.6.4.1 The resident must sign each Summary Assessment report as verification that he/she has read it. The signature implies neither agreement nor acceptance on the part of the resident.
- 3.6.4.2 The resident is free to add any comments to the report.
- 3.6.4.3 Failure to sign the report is considered unprofessional conduct.
- 3.6.4.4 The resident may decide to appeal the assessment (see Resident Appeals Policy; Faculty of Medicine, Student Appeals Policy; University of Manitoba, Senate Appeals Policy).
- 3.6.5 In the case of an **unsatisfactory** Summary Assessment and the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see Section **8** and Section **9**).
- 3.7 For **Borderline Assessments**, the following procedures apply:
- 3.7.1 While a single **borderline** assessment is not in and of itself a failure, the Residency Program Director may decide that **Remediation** is the most appropriate option.
- 3.7.2 Two **borderline** assessments must be considered equivalent to an **unsatisfactory** assessment. This situation constitutes grounds for **Remediation**.
- 3.7.3 Two **borderline** assessments will be considered equivalent to an **unsatisfactory** assessment for the purpose of calculating the maximum of three **unsatisfactory** assessments.
- 3.8 For **Unsatisfactory Assessments**, the following procedures apply:
- 3.8.1 In the event of an **unsatisfactory** assessment on a rotation, the Rotation Supervisor will immediately inform the Home Residency Program Director that the resident has **failed** the rotation.
- 3.8.2 The Residency Program Director and Rotation Supervisor must discuss the assessment at a face-to-face meeting with the resident within ten working days of the last day of the rotation.

- 3.8.3 The Residency Program Director must inform the resident that he/she will require **Remediation** in light of the assessment.
- 3.8.4 The Residency Program Director must submit a written/e-mail request for **Remediation** to the Associate Dean, PGME within five working days of receiving notification of the assessment by the Rotation Supervisor.

4. STATEMENT OF POLICY – PROMOTION

- 4.1 A resident shall be promoted from one to the next level of training when he/she has overall met expectations with respect to assessment for **all** rotations and Summary Assessments for the preceding academic year.
- 4.2 Time spent in **Remediation** may or may not be counted toward the total of the thirteen blocks comprising the year of training (see **Appendix 4: Remediation Contract**).
- 4.3 Time spent on **Probation** is not counted toward the total of the thirteen blocks comprising the year of training (see **Appendix 5: Probation Contract**).

5. PROCEDURES – PROMOTION

- 5.1 The Residency Program Director in discussion with the Residency Program Committee must approve all promotions of residents in the Residency Program.
- 5.2 The Residency Program Director must submit on behalf of each resident, a signed **Notice of Renewal/Change form (Appendix 2)** for signed approval by the Associate Dean, PGME.
 - 5.2.1 Any changes in the resident's starting date for the next year of training must be documented.
- 5.3 For a resident in his/her final year of training who is expected to successfully complete the Residency Program, the completed and signed **Final In-Training Evaluation Report (FITER)** must be submitted for signed approval by the Associate Dean, PGME.

6. STATEMENT OF POLICY – REMEDIATION

- 6.1 Remediation is generally considered a learning opportunity for the resident to correct a deficiency related to clinical, academic or professional competencies or objectives.
- 6.2 A resident is required to undergo a remedial rotation on the basis of one or more of the following:
 - 6.2.1 One **unsatisfactory** rotation assessment

- 6.2.2 Two **borderline** rotation assessments
- 6.2.3 A pattern of consistent deficiency or weakness resulting in an **unsatisfactory** Summary Assessment
- 6.2.4 A failing grade on an in-training examination
- 6.3 The duration of a Remediation must not exceed the length of the failed rotation.
- 6.4 The duration of a Remediation must not be less than one-half the length of the failed rotation or four weeks.
- 6.5 The Associate Dean, PGME must approve all Remediation Plans prior to commencement of the Remediation rotation.

7. PROCEDURES – REMEDIATION

- 7.1 The Residency Program Director must submit a formal request for Remediation to the Associate Dean, PGME with a copy to the resident, within five working days of the notification to the Program Director of the “trigger event” for the Remediation. The reason(s) for the request for Remediation must be included in the submission.
- 7.2 The Residency Program Director must submit a formal **Remediation Plan** to the Associate Dean, PGME within fifteen working days of the notification to the Program Director of the occurrence of the “trigger event” for the Remediation. An extension of this timeline may be allowed, upon request to the Associate Dean PGME in cases of marked complexity. The Remediation Plan must include the following:
 - 7.2.1 Description of the deficiencies
 - 7.2.2 The specific resources being offered and deployed for correcting the deficiencies
 - 7.2.3 Duration of the Remediation rotation (see 6.3 and 6.4)
 - 7.2.4 Potential outcomes
 - 7.2.5 Remediation Supervisor, who is one of the following:
 - 7.2.5.1 One of the Residency Program faculty
 - 7.2.5.2 Not the Rotation Supervisor
 - 7.2.5.3 Not administratively involved in the sequence of events that led to the Remediation

- 7.3 The formal Remediation Plan must be detailed in conformity with the **Remediation Agreement Document** of the University of Manitoba, Faculty of Medicine and must be signed by the resident, Residency Program Director, Remediation Supervisor and Associate Dean, PGME (see 6.5).
- 7.4 A rotation assessment will be completed for the Remediation rotation (see 3.2 and 3.3)
- 7.5 If the resident passes the Remediation rotation, then he/she subsequently returns to his/her regularly scheduled rotations in the Residency Program.
- 7.5.1 The time spent during Remediation is usually **not** credited toward the final requirements of training
- 7.5.2 The Associate Dean, PGME will exercise discretion in determining whether the Remediation is credited in accordance with the requirements of the RCPSC and CFPC.
- 7.6 If the resident does **not** pass the Remediation rotation, then the Residency Program Director will recommend to the Associate Dean, PGME, one of the following:
- 7.6.1 An additional Remediation rotation
- 7.6.2 A Probation rotation
- 7.6.3 Dismissal from the Residency Program
- 7.7 The Associate Dean, PGME will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed.

8. STATEMENT OF POLICY – PROBATION

- 8.1 A resident may be required to undergo Probation on the basis of one or more of the following:
- 8.1.1 One **unsatisfactory** Remediation rotation assessment
- 8.1.2 One **unsatisfactory** regular rotation assessment, if the clinical, academic or professional deficiency is considered by the **Probation Committee** to be of sufficient gravity to warrant immediate Probation
- 8.1.3 Two **borderline** rotation assessments, if the clinical, academic, or professional deficiency is considered by the **Probation Committee** to warrant immediate Probation

- 8.1.4 A failing grade on an in-training examination, if the deficiency is considered by the **Probation Committee** to be of sufficient gravity to warrant immediate Probation
 - 8.1.5 One **unsatisfactory** Summary Assessment, if the clinical, academic or professional deficiency is considered by the **Probation Committee** to warrant immediate Probation
 - 8.1.6 The occurrence of a clinical, academic or professional event or incident that indicates a deficiency considered by the **Probation Committee** to be either non-remediable or of sufficient gravity to warrant immediate Probation
- 8.2 The duration of a Probation rotation will be at least four weeks or one-half of the duration of the failed rotation, whichever is longer.
- 8.3 The duration of the Probation rotation will not exceed twelve weeks or the duration of the failed rotation, whichever is shorter.
- 8.4 The Associate Dean, PGME must approve all Probation Plans prior to the commencement of the Probation rotation.

9. PROCEDURES – PROBATION

- 9.1 The Residency Program Director, in consultation with the Residency Program Committee must submit a formal request for Probation to the Associate Dean, PGME with a copy to the resident within five working days of the notification to the Program Director of the occurrence of the “trigger event” for the Probation. The reason(s) for the request must be included in the submission.
- 9.2 The Associate Dean, PGME will convene a **Probation Committee** within ten working days of the request for Probation.
- 9.3 With respect to the **Probation Committee**, the following apply:
- 9.3.1 Membership includes the following:
 - 9.3.1.1 Chair - a Residency Program Director from a Program that has not had supervisory involvement with the resident
 - 9.3.1.2 Two Faculty Representatives
 - 9.3.1.2.1 One member from the Home Residency Program of the resident facing Probation and who has not had a supervisory relationship with the resident
 - 9.3.1.2.2 One member from an external department and who has not had a supervisory relationship with the resident

9.3.1.3 One Resident Representative – a resident from another Residency Program who does not have a working relationship with the resident facing Probation

9.3.2 The Committee must be appointed by the Associate Dean, PGME within ten working days of the request for Probation or Dismissal by a Residency Program Director.

9.3.3 The Committee will meet at the call of the Chair within five working days of the receipt of the request for Probation or Dismissal **and** Probation Plan (if applicable) from the Residency Program Director. At the meeting, the following will occur:

9.3.3.1 The Residency Program Director, the resident facing possible Probation Dismissal, and any other witnesses deemed by the Chair to be relevant and appropriate will be interviewed.

9.3.3.1.1 The resident is entitled to representation by a Student Advocate.

9.3.3.1.2 The resident and the faculty, and/or their respective representatives excluding legal counsel, shall have the right to call, hear and cross-examine witnesses, to submit other evidence, and to have access to all documents submitted for consideration. Written notice to call any witness shall be given to the other party prior to the meeting.

9.3.3.1.3 The resident is entitled to be present during the interview of the Residency Program Director and other witnesses.

9.3.3.1.4 Lawyers may attend as observers only and may not speak on behalf of the resident or interrogate witnesses.

9.3.3.2 The grounds for Probation or Dismissal will be reviewed

9.3.3.3 The Committee is expected to review all germane resident file materials, including assessments.

9.3.3.3.1 The resident may request the Chair to arrange for other documents to be provided. The Chair will arrange for such documents to be provided if they are deemed by the Chair to be relevant and required for the resident to receive a fair hearing before the Committee.

9.3.3.4 The Committee may seek input as needed in order to recommend to the Associate Dean, PGME one of the following actions:

9.3.3.4.1 Re-instatement without further intervention

9.3.3.4.2 Remediation without Probation

9.3.3.4.3 Probation

9.3.3.4.4 Dismissal

9.3.4 If the Probation Committee upholds a request to proceed with Probation, then at the same meeting the **Probation Plan** will be reviewed and the Committee will approve it as written or may modify it as necessary, and the final **Probation Plan** will be submitted to the Residency Program Director and to the Associate Dean, PGME (see 9.4).

9.3.5 During the **Probation Rotation**, the following apply:

9.3.5.1 The Probation Supervisor will provide interim reports to the Chair of the Probation Committee as stipulated in the Probation Agreement.

9.3.5.2 The Chair will share the interim assessments with other Committee members, as necessary

9.3.5.3 At the completion of the Probation rotation, the Committee will again meet to review the assessments and to recommend to the Associate Dean, PGME one of the following:

9.3.5.3.1 Re-instatement

9.3.5.3.2 Extension of the Probation with specification of deficiencies remaining to be addressed and specific plans for resolution

9.3.5.3.3 Dismissal

9.3.6 The resident involved must receive a copy of all documentary evidence.

9.4 The Residency Program Director must submit a copy of the request for Probation along with a formal **Probation Plan** to the Chair of the Probation Committee within 15 working days of the notification to the Program Director of the occurrence of the “trigger event”. This Plan must include the following:

9.4.1 Description of the deficiencies

9.4.2 Specific resources available for correcting the deficiencies

9.4.3 Duration of the Probation rotation (see 8.2 and 8.3)

9.4.4 Potential outcomes

9.4.5 Probation Supervisor, who is one of the following:

9.4.5.1 One of the Residency Program faculty

9.4.5.2 Not a Rotation Supervisor

9.4.5.3 Not administratively involved in the sequence of events that led to the Probation

9.5 A Probation rotation, including nature and content will be determined by the Residency Program Director and the Probation Committee and detailed in the **Probation Agreement Document** and will include the following:

9.5.1 Goals and objectives

9.5.2 Resources identified to achieve the goals and objectives

9.6 The formal Probation Plan must be detailed using the **Probation Agreement Document** of the University of Manitoba, Faculty of Medicine and signed by the resident, Residency Program Director, Probation Supervisor and Chair of the Probation Committee.

9.7 The Associate Dean, PGME may change any element of the Probation Plan after consulting with the Probation Committee, to ensure that all policies and procedures have been followed (see 8.4).

9.8 A rotation assessment will be completed for the Probation rotation (see 3.2 and 3.3).

9.9 If the resident passes the Probation rotation assessment, then he/she subsequently returns to his/her regularly scheduled rotations in the Residency Program.

9.9.1 The time spent during the Probation rotation is not credited toward the final requirements of training and the total training interval is adjusted accordingly.

9.10 If the resident does **not** pass the Probation rotation assessment, then the Probation Committee, in consultation with the Residency Program Director, will recommend one of the following outcomes:

9.10.1 Pass – Return to Training

9.10.2 An extended Probation rotation

9.10.3 Dismissal

9.11 The Associate Dean, PGME will review the recommendations of the Probation Committee to ensure that all policies and procedures have been followed.

9.12 The decision to place a resident on Probation may be appealed as an academic appeal per the **Faculty Appeals Policy**.

10. STATEMENT OF POLICY – SUSPENSION

10.1 Suspension of a resident may be imposed as an interim measure for determination of the best definitive course of action in the following circumstances:

10.1.1 There is a breach of the policies, by-laws or Codes of Conduct of and/or suspension of clinical privileges by one or more of the following:

10.1.1.1 University of Manitoba

10.1.1.2 WRHA

10.1.1.3 CPSM

10.1.2 There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to the well-being of the patients, colleagues, students, staff and/or the resident him/herself.

10.1.3 There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to University of Manitoba, WRHA or other property.

10.1.4 Failure of the resident to agree to a Remediation Plan or a Probation Plan.

10.2 When a resident is placed on **Suspension**, the following principles apply:

10.2.1 Licensure and registration with CPSM are suspended.

10.2.2 Payment through WRHA may be suspended.

10.2.3 Medical malpractice coverage (CMPA) may be suspended.

11. PROCEDURES – SUSPENSION

11.1 In the event of a circumstance warranting **Suspension**, the Residency Program must immediately inform the Department Head **and** the Associate Dean, PGME in writing, indicating the following:

11.1.1 The inciting circumstances leading to the Suspension

11.1.2 The request for the resident's interim Suspension pending determination of the appropriate course of action

11.2 The Residency Program Director must inform the resident immediately in writing of a request for Suspension.

11.3 The resident should be provided the opportunity of a face-to-face meeting with the Residency Program Director to discuss the following:

11.3.1 The reasons for the Suspension

11.3.2 Expected duration of the Suspension

11.3.3 Expected outcomes of the Suspension

11.4 The request for resident Suspension must be reviewed by the Associate Dean, PGME, who determines the course of action as follows:

11.4.1 Denial of the request for Suspension

11.4.2 Affirmation of the Suspension on an interim basis pending further investigation (see 11.5)

11.4.3 Recommendation of proceeding directly to Remediation, Probation or Dismissal

11.5 Where a Suspension is affirmed, the Associate Dean, PGME will conduct an investigation into the matters of concern that led to the Suspension within ten working days of the commencement of the Suspension **and** thereafter will make a final decision on how the matters should be addressed.

11.6 When a resident is placed on, or taken off Suspension, the FPGME Office must ensure **electronic or written notification is sent** to the following:

11.6.1 CPSM regarding licensure and registration

11.6.2 WRHA regarding payment and medical malpractice coverage (CMPA)

11.6.3 **PARIM, within 24 hours of such action.**

11.7 The resident may appeal the decision for Suspension as an academic appeal per the **Faculty Appeals Policy**.

11.8 The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**.

12. STATEMENT OF POLICY – DISMISSAL

12.1 Grounds for Dismissal of a resident from the Residency Program may include reasons of academic and/or general unsuitability for practice.

12.1.1 Academic

12.1.1.1 A resident will be dismissed after **unsatisfactory** (failing) assessments on any three rotations over the course of his/her Residency Program. Typically, these would be **unsatisfactory** assessments on a rotation and

the subsequent Remediation and Probation, **but** it could also include any combination of regular rotations and Remediation rotations.

An example: A resident who passes two separate Remediation rotation assessments after two separate **unsatisfactory** regular rotation assessments will still face the possibility of Dismissal upon a third new **unsatisfactory** regular rotation assessment (also see 3.7.2 and 3.7.3 regarding **borderline** assessment and **unsatisfactory** assessment equivalency).

12.1.2 Unsuitability for Practice

12.1.2.1 This may be on the basis of behavior that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment in conformity with any **Professional Unsuitability By-Law** adopted by the University of Manitoba, Faculty of Medicine and the professional and ethical standards of the CPSM.

13. PROCEDURES – DISMISSAL

13.1 The Residency Program Director, after consultation with the Residency Program Committee must submit a written/ e-mail request for Dismissal to the Associate Dean, PGME within five working days of the notification to the Program Director of the occurrence of the “trigger event “for the Dismissal, including the following:

13.1.1 Reason(s) for the request

13.1.2 A copy of the request must be sent to the resident

13.2 The Associate Dean, PGME must appoint a **Probation Committee** within five working days of the request for Dismissal (see 9.2 and 9.3)

13.3 The Probation Committee will meet within ten working days of the request for Dismissal to determine whether Dismissal is warranted or if another course of action is indicated (see 9.3.3.5).

13.4 If the Probation Committee upholds the request for Dismissal, then the Chair of the Committee informs the Associate Dean, PGME immediately, in writing.

13.5 The Associate Dean, PGME presents the decision regarding Dismissal at the FPGME Executive Committee for final review.

13.5.1 If the FPGME Executive Committee upholds the decision, then the resident will be dismissed from all further postgraduate training at the University of Manitoba.

13.6 When a resident is dismissed from Postgraduate training, the FPGME Office must ensure the **electronic or written notification is sent** to the following:

13.6.1 CPSM regarding licensure and registration

13.6.2 WRHA regarding payment and medical malpractice coverage (i.e. CMPA).

13.6.3 PARIM, within 24 hours of such action.

13.7 The decision for Dismissal may be appealed as an academic appeal per the **Faculty Appeals Policy** and the University of Manitoba **Senate Committee on Appeals**.

POLICY CONTACT: Associate Dean, PGME

REFERENCES

College of Family Physicians, Triple C Curriculum

http://www.cfpc.ca/Triple_C/

Royal College of Physicians & Surgeons, General Standards of Accreditation, The Descriptors Document, January 2011 / Editorial Revision July 2012

http://www.royalcollege.ca/portal/page/portal/rc/common/documents/accreditation/accreditation_b_lue_book_b_descriptors_e.pdf

University of Manitoba, Governing Documents: Senate Appeals Policy and Procedure

http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html

http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_procedures.html

University of Manitoba, Faculty of Medicine, Student Appeals Policy

[http://umanitoba.ca/faculties/medicine/media/Student_Appeals_\(final_June_12_2012\).pdf](http://umanitoba.ca/faculties/medicine/media/Student_Appeals_(final_June_12_2012).pdf)

[http://umanitoba.ca/faculties/medicine/media/Appeal_Form\(1\).pdf](http://umanitoba.ca/faculties/medicine/media/Appeal_Form(1).pdf)

University of Manitoba, Faculty of Medicine, PGME Resident Appeals Policy; Draft, July 2013

Link to be noted when on PGME website:

University of Manitoba, Faculty of Medicine, PGME Forward Feeding Policy, Draft, July 2013

Link to be noted when on PGME website:

University of Toronto, Postgraduate Medical Education, PGME Minimum Standards for Resident in Training Evaluation Reports (ITERS), PGMEAC April 27, 2012

APPENDICES

Appendix 1: PGME Assessment, Remediation, Probation Flow Chart

Appendix 2: PGME Minimum Standards for Resident in Training Evaluation Reports (ITERS); two sample ITER forms

Appendix 3: PGME Renewal Change Form

Link to Form:

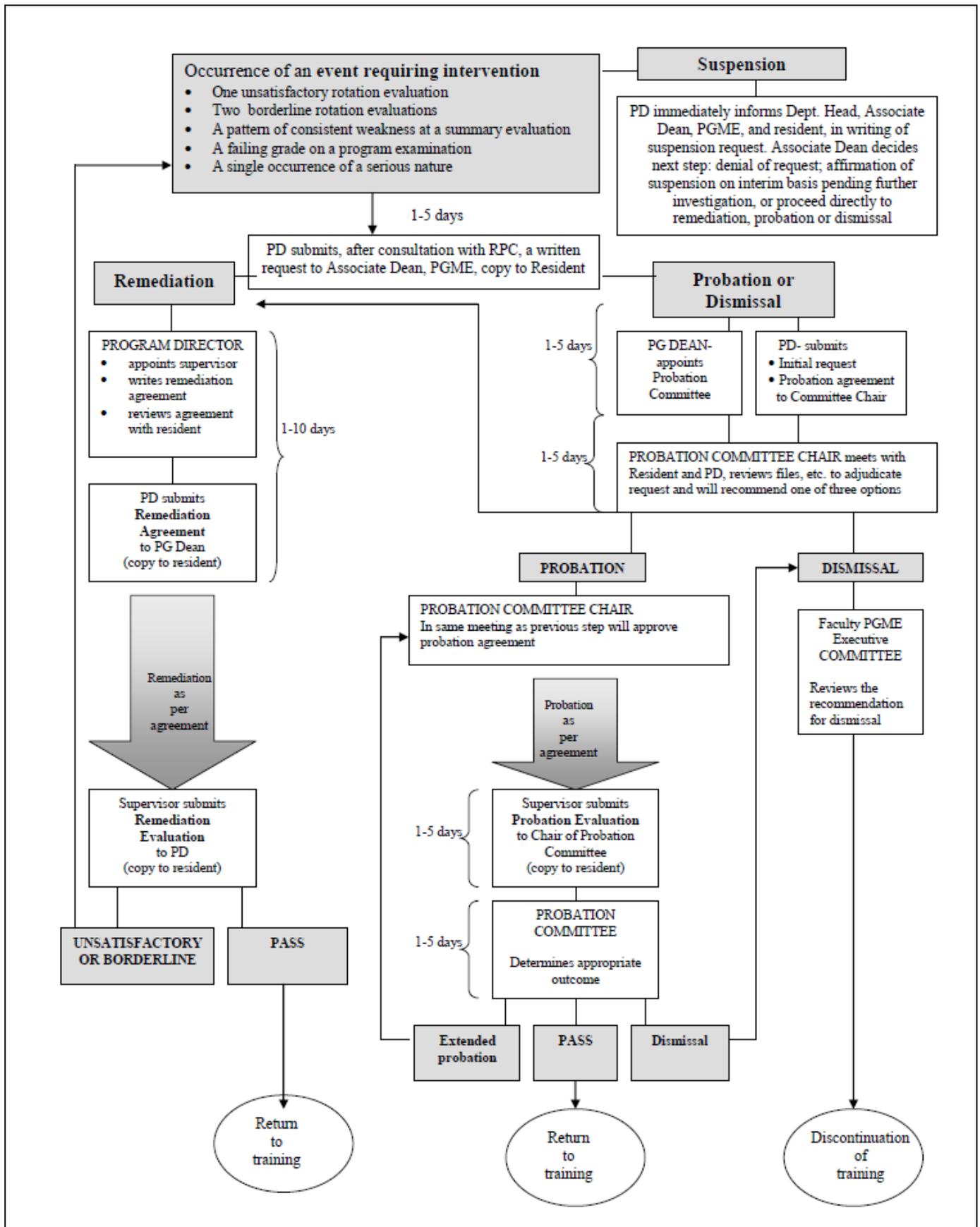
Appendix 4: PGME Remediation Agreement Template

Link to Template

Appendix 5: PGME Probation Agreement Template

Link to Template

Appendix 1: PGME Assessment, Remediation, Probation Flow Chart



Report of the Senate Committee on Instruction and Evaluation RE: Proposed Promotion and Failure Policy, College of Medicine

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 April 24, 2014, to consider a proposal from the College of Medicine to establish a Promotion and Failure policy.

Observations:

1. The College of Medicine is proposing to establish a policy on Promotion and Failure, to set out the conditions for promotion and failure of students in the Undergraduate Medical Education (UGME) program. The policy, which would replace the existing Faculty regulation, "Terms of Failure of the Clerkship," would apply to students in both the Pre-Clerkship (Years 1 and 2) and Clerkship (Years 3 and 4).
2. The proposed policy on Promotion and Failure takes into account (i) major changes recently made to the curriculum of the UGME program, including a revised program structure, with courses and modules rather than blocks, and (ii) changes to assessments, with the introduction of course examinations and module examinations, that will result in students writing more examinations. The revised document, therefore, sets out distinct policies on promotion and failure for students who began the Pre-Clerkship/Clerkship prior to 2014 and who will complete the previous curriculum, and for those students commencing Pre-Clerkship/Clerkship in 2014 and later, who will complete the revised curriculum.
3. Section 3.5 of the policy outlines the criteria for promotion, in the Pre-Clerkship (Years 1 and 2) and Clerkship (Years 3 and 4), for students who will complete the revised curriculum.
 - In Years 1 and 2, successful completion of an academic year is defined as either (a) passing each course/module or (b) failing a number of courses/modules up to the maximum allowable failures (defined in terms of credit weeks or CW) and successfully completing the corresponding supplemental examinations.
 - In Years 3 and 4, successful completion of the academic year is defined as either (a) attaining a pass on: each of the six required National Board of Medical Examiners (NMBE) examinations, all of the Clerkship rotation evaluations (FITERs), and on the Comprehensive Clinical Examination (CCE) or (b) successful remediation of core/elective rotations and/or CCE and/or a pass on all necessary supplemental NMBE examinations.

4. Section 3.6 of the policy defines the conditions for failure of an academic year, in the Pre-Clerkship (Years 1 and 2) and Clerkship (Years 3 and 4), for students who will complete the revised curriculum.
- In Years 1 and 2, failure of an academic year is defined as either (a) failing a number of courses/modules in excess of the maximum allowable failures, which is nine credit weeks (CW) in Year 1 and ten CW in Year 2 or (b) failing any two supplemental course examinations in the same course or (c) failing any three longitudinal course, or any supplemental examination in a longitudinal course.
 - In the revised curriculum, courses have been assigned a weighting of credit weeks (CW) based on the number of contact hours, where one credit week is equivalent to 34 hours of contact time. In Year 1, a student would have to fail three or four courses, depending on the combination of CW weightings, to exceed the maximum allowable failures of nine CW.
 - Significant changes have not been made to the conditions for failure of the Clerkship (Years 3 and 4). Minor changes follow from organizational changes to the various clerkship disciplines, including, for example, additional time allocated to Emergency Medicine and to Anesthesia, which were formerly minor rotations and will now be major rotations.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT the regulation concerning Terms of Failure of the Clerkship (Senate, May 19, 2010) be rescinded and THAT Senate approve the proposed policy and procedures concerning Promotion and Failure for the Undergraduate Medical Education program, effective August 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.

Date: April 22, 2014

To: Dr. Janice Ristock, Chair SCIE

From: Bryan Payne, Program Manager, UGME on behalf of
Dr. Barry Cohen, Director Evaluations UGME

Re: Promotion and Failure Policy for Approval

Background: Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the commencement of a renewed curriculum, it was determined that subject policy with respect to evaluation required modification to meet the new timelines and configuration of the UGME curriculum.

Purpose: To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students complementing extant University of Manitoba Examination Regulations.

Revisions: It is proposed that this policy completely replaces the “Terms of Failure of the Clerkship” established by Senate May 19, 2010.

Evidence of Best Practice: The University of Manitoba Examination Regulations document was used as a guide for the creation of the Promotion and Failure Policy document.

Consultation Process: As with all policy and procedure documents, this document has been vetted through a variety of committees including Progress and UGME Management. Faculty of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage of the Undergraduate Medical Education website.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout

the academic year. Faculty are also referred to the Policy & Procedures page of the UGME website.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed prior to the commencement of the Class of 2019.

Enclosure: 2



Faculty of Medicine Policy

Policy Name:	Promotion and Failure
Application/Scope:	Year I to Year IV Undergraduate Medical Education students
Approved (Date):	
Review Date:	
Revised (Date):	
Approved By:	

1. PURPOSE

To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination Regulations.

2. DEFINITIONS

- 2.1 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.3 Module Examination – A multiple choice and/or short answer examination at the end of a module at the Pre-Clerkship level of the UGME program. Module examinations will occur at the end of Module Zero (M0) and Module Three (M3). Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place
- 2.4 Maximum Allowable Failures - The number of Pre-Clerkship courses, or modules, which, if exceeded, indicates immediate failure of the Pre-Clerkship year, and precludes the writing of supplemental examinations. This number is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students within each course. A breakdown of weightings assigned to each course is included at Annex A. In order to be eligible to write any supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.5 NBME Examination – A multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.6 OSCE-type Examination – An Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating

80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.

- 2.7 Module - A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.8 FITER – Final In-Training Evaluation Report. A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.9 Clerkship – Year III and Year IV of the UGME program.
- 2.10 COE Pre-Clerkship – Committee on Evaluations for Year I and Year II.
- 2.11 COE Clinical—Committee on Evaluations for Year III and Year IV.
- 2.12 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.
- 2.13 Progress Committee - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum

3. **POLICY STATEMENTS**

STUDENTS BEGINNING PRECLERKSHIP/CLERKSHIP PRIOR TO 2014

- 3.1 Students commencing Pre-Clerkship/Clerkship in 2013, or earlier, must complete each academic year successfully in order to be promoted to the following year.
- 3.2 **Successful completion of an academic year is deemed as follows:**
- Year I (MED I)
 - Case One. Attaining a pass on each of the three (3) Block Examinations.
 - Case Two. Failing one (1) or two (2) Block Examinations and successfully completing the corresponding supplemental examination(s).
 - Year II (MED II)
 - Case One. Attaining a pass on each of the three (3) Block Examinations and attaining a pass on the OSCE.
 - Case Two. Failing up to two (2) examinations, whether Block Examinations or OSCE, and successfully completing the corresponding supplemental examination(s).
 - Clerkship (MED III/IV)

- Case One. Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on Comprehensive Clinical Examination (CCE)
- Case Two. Successful remediation of rotations and/or CCE and/or attaining a pass on a supplemental NBME examination.

3.3 **Failure of an academic year is deemed as follows:**

- Year One (MED I)
 - Case One. Failing all three (3) Block Examinations.
 - Case Two. Failing any supplemental Block Examination.
- Year Two (MED II)
 - Case One. Failing all three (3) Block Examinations.
 - Case Two. Failing two (2) Block Examinations and the OSCE.
 - Case Three. Failing any supplemental examination.
- Clerkship – A student will be determined to have failed Clerkship if:
 - Failure of Clinical Assessments

The student has received failing evaluations in one or more of the following:

- a) Two major clerkships in different disciplines (Internal Medicine, Internal Medicine Selective, Surgery, Surgery Selective, Pediatrics, Obstetrics/ Gynecology, Psychiatry, and Family Medicine)

OR

- b) One major Clerkship and:
 - i) It's remedial, or
 - ii) An ITC remedial, or
 - iii) A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology), or
 - iv) An elective remedial

OR

- c) Remedials in two of the following:
 - i) Anesthesia
 - ii) Emergency Medicine
 - iii) Otolaryngology
 - iv) Ophthalmology
 - v) Elective
 - vi) Community Health Sciences
 - vii) ITC

- Failure of Examinations

The student has failures in one or more of the following:

- a) A single NBME subject examination three (3) times

OR

b) A total of five (5) NBME examinations

OR

c) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks, the student will be deemed to have failed the Clerkship Program.

STUDENTS COMMENCING PRECLERKSHIP/CLERKSHIP IN 2014 AND BEYOND

3.4 Students commencing Pre-Clerkship/Clerkship in 2014, and beyond, must complete each academic year successfully in order to be promoted to the following year. Students who fail any repeat year will be dismissed from the Faculty of Medicine.

3.5 Successful completion of an academic year is deemed as follows:

- Pre-Clerkship (MED I/II)
 - Case One. Attaining a pass on each course/module
 - Case Two. Failing a number of courses/modules up to the maximum allowable failures (CW) and successfully completing the corresponding supplemental examination(s).
- Clerkship (MED III/IV)
 - Case One. Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
 - Case Two. Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

3.6 Failure of an Academic Year is deemed as follows:

- Pre-Clerkship (MED I/II)
 - Case One. Failing a number of courses/modules in excess of the maximum allowable failures. Student may fail up to nine (9) CW in Year One or ten (10) CW in Year Two.
 - Case Two. Failing any two (2) supplemental Course Examinations in the same course.
 - Case Three. Failing any three (3) longitudinal courses, or any supplemental exam in a longitudinal course.

- Clerkship – A student will be determined to have failed Clerkship if:

- Failure of Clinical Assessments

The student has received failing evaluations in one or more of the following:

- a) Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- b) One major Clerkship and:
 - i) Its remedial, or
 - ii) A Medicine Selective remedial
 - iii) The MSK Course remedial
 - iv) A Community Health Sciences remedial or an
 - v) Elective remedial

OR

- c) Remedials in two of the following:

- i) Medicine Selective
- ii) MSK Course
- iii) Community Health Sciences
- iv) Elective

- Failure of Examinations

The student has failures in one or more of the following:

- a) A single NBME subject examination three (3) times

OR

- b) A total of five (5) NBME examinations

OR

- c) The CCE after remediation

- Remediation Period

CLERKSHIP

- If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program.

FINAL IN-TRAINING EVALUATION REPORT PASS/FAIL CRITERIA (ALL YEARS)

3.7 FITER's may be assessed as a Pass, Borderline Pass, or Fail.

3.8 The following situations constitute a FAIL:

- a) If a student receives a grade of "unsatisfactory" in ONE MAJOR criterion.
- b) If a student receives a grade of "unsatisfactory" in TWO MINOR criteria.
- c) If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.

3.9 The following situation constitutes a BORDERLINE PASS:

- a) If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass" constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.

3.10 The following constitutes a PASS:

- a) If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

GENERAL POLICY STATEMENTS

- 3.11 A student who fails Year One must apply for readmission to the Undergraduate Medical Education Program.
- 3.12 A student who fails Year Two may be permitted to repeat the year pending the recommendation of the Associate Dean, UGME, to the Progress Committee. This is not subject to review by the Admissions Committee.
- 3.13 A student, who fails Clerkship, be it because of failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the Clerkship Program.
- 3.14 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Faculty of Medicine program.
- 3.15 Acceptance of student results for Block, Course, Module, NBME, OSCE-type Examinations, and FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for approval.
- 3.16 At any time, a student, may appear in person before Progress Committee, and be represented by an advocate from the office of Student Advocacy, a representative from the University of Manitoba Students' Union, a member of the University community not receiving payment for appearing, or a member of the student's immediate family. It is the student's sole responsibility to determine the adequacy of their representation. If the student wishes to have a lawyer present, the lawyer may only be a non-participating observer at the committee meeting. The student may also provide a written submission to the Progress Committee, received at least five (5) days prior to the meeting.
- 3.17 Students have a right to request a reappraisal of a mark on any type of internal examination and FITER as per the Policy on Reappraisal of Student Evaluations.
- 3.18 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

4. PROCEDURES

4.1 **Pre-Clerkship—Block/Module Examinations, OSCE-type examinations**

- Each course must have at least two assessments; the final exam is to be no more than 70% of the course, and at least 75% of the assessment must be MCQ. Course directors may add points for written assignments, attendance, lab exams, etc. The assessment criteria will be articulated in the respective course syllabus.
- Normally, remediation periods will begin immediately after a course is failed. Remediation periods will run concurrent with other courses and will take from three (3) to six (6) weeks based on a two (2) half day per week remediation schedule. Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. Two (2) summer remediation periods will be created following each year to allow students to continue with their academic progress.
- Remediation within Pre-Clerkship will in some instances occur during other mandatory curricular time. In some instances (e.g. CV1/RESP 1) remediation shall occur during the year (i.e. during breaks or the free afternoons. All other remediation (and supplemental exams) to occur in the summers following Y1 and Y2.
- Evaluation personnel track student performance on these exams in each year/module of the Pre-Clerkship Program.

- This tracking is reported to PSEC.
- At the end of the academic year, PSEC determines whether a student has passed or failed based on cumulative performance.
- The Administrative Assistant, Evaluation prepares a letter for the signature of the Associate Dean, UGME, which will be sent, within three working days after decision of PSEC, to each student who did not meet the criteria for promotion.
- The Administrative Assistant, Evaluation sends a listing to the Administrator, Admissions and Enrolment Services within three (3) working days after the decision of PSEC of students who:
 - Have successfully completed the academic year
 - Are writing supplemental examination(s)
 - Have failed the academic year
- The Administrative Assistant, Evaluation sends a listing to the Associate Dean, UGME, Associate Dean, Students, Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
 - Are writing supplemental examination(s)
 - Have failed the academic year
- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).
- The Administrative Assistant, Evaluation will prepares a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.
- The Administrative Assistant, Evaluation sends a listing to the Administrator, Admissions and Enrolment Services, the Associate Dean, UGME, Associate Dean, Students, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of COE, Pre-Clerkship of students who wrote the supplemental examination(s) and:
 - Successfully completed the academic year
 - Failed the academic year
- Evaluation personnel track the changes arising from completion of supplemental examinations.
- The Chair of PSEC brings all information to Progress Committee for discussion and approval when necessary.

4.2 **Clerkship--FITERs, NBME examinations, CCE**

- Evaluation personnel track student performance on evaluation criteria in the Clerkship Program. This tracking is reported to CSEC.
- CSEC and Progress Committee will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all the different evaluation criteria.
- In October of each academic year, the Academic Lead, Evaluation begins to prepare a preliminary graduand listing of Med IV students together with the Administrator, Admissions and Enrolment Services (see Policy and Procedures for Graduand Lists).

- When a student meets the criteria for Clerkship failure, the Administrative Assistant, Evaluation, will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.
- Students who pass the Repeat Clerkship program will be included in the spring or fall graduand listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.
- The Chair of the COE Clinical brings all information to Progress Committee for discussion.

5. REFERENCES

- 5.1 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)
- 5.2 [UGME Policy & Procedures – Deferred Examination](#)
- 5.3 [UGME Policy & Procedures - Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.4 [UGME Policy & Procedures – Supplemental Examinations](#)
- 5.5 [UGME Policy & Procedures - Examination Results](#)
- 5.6 [UGME Policy & Procedures – Invigilation of Examiners](#)
- 5.7 [UGME Policy & Procedures – Examination Conduct](#)

6. POLICY CONTACT

Director, Student Assessment

COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND

Commencing with the Class of 2018, course weights (CW) are as follows:

Year One

- Module Zero/Foundation (M0) – 4
- Blood and Immunology One – 3
- Skin One – 0
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women's Reproductive Health/Obstetrics – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary One – 2
- Infectious Disease – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

Year Two

- Oncology – 0
- Blood and Immunology Two - 4
- Skin Two – 0
- Neuroscience Two – 6
- Women's Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6

April 24, 2014

**Report of the Senate Committee on Instruction and Evaluation RE: Revised
Deferred Examination Policy, College of Medicine**

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 April 24, 2014, to consider proposed revisions to the Deferred Examination policy of the College of Medicine.

Observations:

1. The College of Medicine is proposing changes to its Deferred Examination policy. A number of the changes correspond to changes to the curriculum of the Undergraduate Medical Education (UGME) program and to changes to examination practices in the Faculty including, in particular, the institution of mid-term examinations in some courses.
2. Revisions to the policy do not include changes to the circumstances in which students would be granted a deferred examination. The definition of “deferred examination,” in section 2.7 has been replaced with definition set out in the University policy on Final Examinations and Final Grades (section 1.3).
3. Sections 3.3, 4.1, and 4.4 have been amended to specify that students who wish to request a deferred examination must do so within 48 hours of the scheduled date of the missed examination. The change is consistent with section 2.2 of the University procedures concerning Deferred and Supplemental Examinations.
4. In section 2, definitions have been added for a number of terms related to the revised curriculum including, “course examination,” “module,” and “module examination.”

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Deferred Examination policy for the Undergraduate Medical Education program, effective August 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.

Date: March 04, 2014

To: Dr. Janice Ristock, Chair SCIE

From: Bryan Payne, Program Manager, UGME on behalf of
Dr. Barry Cohen Director, Evaluations UGME

Re: Deferred Examination Policy for Approval

Background: Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the commencement of a renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy with respect to deferred examinations required modification to meet the constructs and content of the renewed UGME curriculum.

Purpose: To provide the Faculty of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Examination Regulations.

Revisions: Substantive revisions were made in key areas as follows:

- Definitions: Addition of new definitions for Course Examination, Module Examination, Deferred Examination, Maximum Allowable Failures, Module, Pre-Clerkship /Clerkship Student Evaluation Committee, and Progress Committee. All other definitions were modified to account for changes in terminology.
- Para 3 Policy Statements were amended to reflect changes in terminology otherwise, no substantive changes to the existing policy were made.

Evidence of Best Practice: The University of Manitoba Examination Regulations document was used as a guide for the creation of the Promotion and Failure Policy document.

Consultation Process: As with all policy and procedure documents, this document will be vetted through a variety of committees including Progress, UGME Management, Dean's Council, and Faculty Executive Council. Faculty of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised

policy and procedure documents with reference to the Policy and Procedures webpage of the Undergraduate Medical Education website.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year. Faculty are also referred to the Policy & Procedures page of the UGME website.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed prior to the commencement of the Class of 2019.

Enclosure: 1

Policy Name:	Deferred Examination
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	
Revised (Date):	
Approved By:	

1. **PURPOSE**

To provide the Faculty of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.3 Module Examination – A multiple choice and/or short answer examination at the end of a module at the Pre-Clerkship level of the UGME program. Module examinations will occur at the end of Module Zero (M0) and Module Three (M3). Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.4 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.5 OSCE-type Examination – an Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.6 Module - A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

- 2.7 Deferred Examination – A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time.
- 2.8 Summative Examination (hereafter referred to as Examination) – Block, Module NBME, OSCE-type Examination of which the primary purpose is to determine the extent to which the stated learning objectives have been met.
- 2.9 Supplemental Examination – An opportunity to rewrite an examination that was failed.
- 2.10 Mid-term Examination - A summative multiple-choice examination conducted at the midpoint of a Block or Course.
- 2.11 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal workday hours are Monday through Friday 8:30 a.m. to 4:30 p.m.
- 2.12 Supporting Documentation – A medical certificate from a licensed practitioner that states the student is unfit to sit the examination on the scheduled date. Examples include:
- Documentation from registered practitioner of another professional body, such as a psychologist or a social worker which states the student is unfit to sit the examination on the scheduled date.
 - A death notice or death certificate in the event of the death of an immediate relative.
 - A police report.
- 2.13 Emergency Circumstances – A situation, which the student was not anticipating such as a car accident on day of examination.
- 2.14 Eligibility for a Deferred Examination - The normally accepted causes for a student to apply for a deferral of an examination include, but are not limited to, the following:
- Acute serious illness – illness that requires hospital admission, serious injury, severe asthma, severe anxiety or depression, or high-grade fever.
 - Death or serious illness of a person in the immediate family or other person with whom the student has a similarly close relationship.
 - Trauma – accident, criminal assault, robbery, or similar traumatic experience.
 - Delivery of a child – applies to either parent.
 - Religious Obligations.
 - Participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.
- The following causes are not normally accepted as Eligibility for a Deferred Examination:
- Minor illness – headache, cold, insomnia, malaise.
 - Travel, vacation, social plans, airline flights.
 - Employment issues.
 - Childcare issues, unless related to serious illness as described above.
 - Conflict with examination or course requirements as part of another program or school.
- 2.15 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations.
- 2.16 COE Pre-Clerkship – Committee on Evaluations for Year I and Year II.
- 2.17 COE Clinical—Committee on Evaluations for Year III and Year IV.

- 2.18 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.
- 2.19 Progress Committee - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum

3. **POLICY STATEMENTS**

- 3.1 A student seeking to defer an Examination must make application to the Associate Dean, Students, or designate as outlined in the procedures section of this document.
- 3.2 The Associate Dean, Students, or designate is responsible for making a determination with respect to a student request to defer an Examination.
- 3.3 The Associate Dean, Students, or designate reserves the right to waive the deadline for application for Deferred Examination in Emergency Circumstances.
- 3.4 Deferred Examinations will be scheduled in accordance with the Procedures outlined in this document.
- 3.5 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed prior to a student writing one or more Supplemental Examinations.
- 3.6 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME examinations prior to any Supplemental NBME Examinations are written.
- 3.7 The Associate Dean, Students, or designate reserves the right to deny a request for a Deferred Examination.
- 3.8 A student has the right to appeal the decision of the Associate Dean, Students, or designate to the Associate Dean, UGME.
- 3.9 A student who does not follow the Procedures outlined in this document while seeking to defer an Examination will be considered to have failed the Examination (Refer to Examination Conduct Policy).
- 3.10 As noted in the Examination Conduct Policy, content of the Examination is confidential to UGME course Faculty, and related support staff. The transmission of any Examination content, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Use the Deferred Examination Form to make application to the Associated Dean, Students, or designate, to defer a specific Examination. This form must be completed and forwarded to the Associate Dean, Students, or designate at Faculty of Medicine Student Affairs Office (S204) no later than within 48 hours of the scheduled dates of the missed examination.

- 4.2 Ensure that any supporting documentation including the statement “The student is unfit to sit the examination on the scheduled date” for medical certificates and those from a registered practitioner of another professional body such as a psychologist or a social worker” is included with the Deferred Examination Form.
- 4.3 Contact the respective Evaluations Administrator within the UGME Program Office, outlining the Emergency Circumstance, when the Associate Dean, Students or designate is not available to rule on a request for a deferral i.e. Emergency Circumstance on day of scheduled Examination.
- 4.4 If a request to defer an Examination is approved based on Emergency Circumstances, ensure the Deferred Examination Application and Supporting Documentation are provided to the Associate Dean, Students or designate within 48 hours of the scheduled dates of the missed examination.
- 4.5 Accept the right to appeal to the Associate Dean, UGME if the Associate Dean, Students decision is to deny the request for deferral of an Examination. The appeal to the Associate Dean, UGME must be in written format and include the supporting Deferred Examination Application and Supporting Document. This appeal letter shall be presented to the Associate Dean, UGME within two working days of receipt of denial from Associate Dean, Students.
- 4.6 Be prepared to write the Deferred Block or OSCE-type Examination within ten (10) working days after the scheduled Examination, where circumstances permit. The applicable Administrator, Evaluations will inform the student of the scheduled Deferred Examination date.
- 4.7 Be prepared to write the Deferred Block or OSCE-type Examination, on a date determined by the Administrator Evaluations if the Deferred Examination could not be accommodated within ten (10) working days of the scheduled Examination. The applicable Administrator, Evaluations shall inform the student, no less than four (4) weeks in advance of a scheduled Deferred Examination date.
- 4.8 Be prepared to write the Deferred NBME Examination on the scheduled date as outlined in the Schedule for Deferred and Supplemental NBME Examinations, which is published on an annual basis.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.9 Review each student’s application for a Deferred Examination to ensure all required documentation is included and that the request meets the requirements outlined in this policy.
- 4.10 Inform the student in writing within two (2) working days of receipt of student application of the decision respecting the deferral of an Examination. A copy of this communication is sent to the Associate Dean, UGME, Director of Evaluations, the Chair of the relevant Student Evaluation Committee, and the applicable Administrator Evaluations.
- 4.11 Inform the student in writing of the decision to defer an Examination if, due to Emergency Circumstances, the five (5) working days deadline for submission of the Deferred Examination application is waived. The Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Student Evaluation Committee, and the applicable UGME Evaluation support staff personnel must be notified in writing of such a decision. This written communication includes a statement that the Deferred Examination Application and Supporting Documentation is submitted to Associate Dean or designate within five (5) working days following the date of the scheduled Examination.
- 4.12 Inform the student in writing within two (2) working days of a denial of a request to defer an Examination. This communication shall indicate the student’s right to appeal this decision to the Associate Dean, UGME. A copy of this communication shall be sent to the Associate Dean, UGME, and Director, Evaluation.

RESPONSIBILITIES OF ASSOCIATE DEAN, UGME

- 4.13 Arrange to meet with the student in the case of the student appealing the decision of the Associate Dean, Students or designate to deny the request to defer an Examination. This shall be completed within three (3) working days of receipt of the student's appeal documentation
- 4.14 Inform the student in writing of the appeal decision. These is completed within two (2) working days of meeting with the student with a copy also sent to the Associate Dean, Students or designate, Director, Evaluation, and student's active file.

RESPONSIBILITIES OF ADMINISTRATOR, PRE-CLERKSHIP EVALUATION AND OSCE-TYPE EXAMINATIONS

- 4.15 Organize for the student to write the Deferred Examination if the decision is for the student to write this examination within ten (10) working days of the original Examination. This necessarily involves confirming the date, time and location with applicable Chair, Student Evaluation Committee; informing the student of the confirmed Examination related information; and arranging Examination invigilation.
- 4.16 Prepare a schedule for deferred Block and/or OSCE-type Examinations. This schedule is developed in consultation with the Director, Remediation (if Supplemental Examination is scheduled for same time), and Chair(s) of applicable Student Evaluation Committee's.
- 4.17 Inform each student in writing of the Deferred Examination schedule a minimum of four (4) weeks prior to the Deferred Examination. This communication shall include the date, time, and location of the Examination. A copy of this communication shall be sent to the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair(s) of applicable Student Evaluation Committees, and Director, Remediation (if applicable).

RESPONSIBILITIES OF ADMINISTRATOR, CLERKSHIP EVALUATION

- 4.18 Organize and distribute the Deferred NBME Examination schedule for each academic year.
- 4.19 Inform the student, in writing of the date, time, and location of each deferred NBME Examination copying the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair of COE (Clinical), and Director, Remediation (if applicable).

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Examination Conduct](#)
- 5.2 [UGME Policy & Procedures - Supplemental Examination](#)
- 5.3 [UGME Policy & Procedures - Promotion and Failure](#)
- 5.4 [UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. **POLICY CONTACT**

Administrator, Pre-Clerkship and OSCE-Type Examinations
Administrator, Clerkship Evaluation

.

Policy Name:	Deferred Examination
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	June 2014
Revised (Date):	October 2012
Approved By:	Senate 07 November 2012

1. **PURPOSE**

To provide the Faculty of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Examination Regulations.

2. **DEFINITIONS**

2.1 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the Undergraduate Medical Education Program/UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.

2.2 Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.

2.3 Module Examination – A multiple choice and/or short answer examination at the end of a module at the Pre-Clerkship level of the UGME program. Module examinations will occur at the end of Module Zero (M0) and Module Three (M3). Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place

2.2.4 NBME Examination – A multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal/Surgery, Internal medicine, obstetrics/gynecology, pediatrics/Obstetrics/Gynecology, Pediatrics, Family Medicine, and psychiatry/Psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program/UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

2.3.2.5 OSCE-type Examination – An Objective Structured Clinical Examination/examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.

2.4 Deferred Examination – An approved delay in writing a summative examination.

2.6 Module - A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.

2.7 Deferred Examination – A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time.

2-52.8 Summative Examination (hereafter referred to as Examination) – Block, Module NBME, OSCE-type Examination of which the primary purpose is to determine the extent to which the stated learning objectives have been met.

2-62.9 Supplemental Examination – An opportunity to rewrite an examination that was failed.

2-72.10 Mid-term Examination - A summative multiple-choice examination conducted at the midpoint of a Block ~~4~~ or Course.

2-82.11 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal ~~work day~~ workday hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

2.12 Supporting Documentation – A medical certificate from a licensed practitioner that states the student is unfit to sit the examination on the scheduled date; ~~documentation~~.
Examples include:

2-9•Documentation from registered practitioner of another professional body, such as a psychologist or a social worker which states the student is unfit to sit the examination on the scheduled date; ~~death notice or death certificate; police report~~.

- A death notice or death certificate in the event of the death of an immediate relative.
- A police report.

2-102.13 Emergency Circumstances – A situation, which the student was not anticipating such as a car accident on day of examination. ~~This could include circumstances outlined in Definition 2-11.~~

2-112.14 Eligibility for a Deferred Examination - The normally accepted causes for a student to apply for a deferral of an examination include, but are not limited to, the following:

- Acute serious illness – illness that requires hospital admission, serious injury, severe asthma, severe anxiety or depression, or high-grade fever.
- Death or serious illness of a person in the immediate family or other person with whom the student has a similarly close relationship.
- Trauma – accident, criminal assault, robbery, or similar traumatic experience.
- Delivery of a child – applies to either parent.
- Religious Obligations.
- Participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.

2-12 The following causes are not ~~usually~~ normally accepted as Eligibility for a Deferred Examination:

- Minor illness – headache, cold, insomnia, malaise.
- Travel, vacation, social plans, airline flights.
- Employment issues.

- Childcare issues, unless related to serious illness as described above.
- Conflict with examination or course requirements as part of another program or school.

2.132.15 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations.

2.16 –COE Pre-Clerkship – Committee ~~of~~ on Evaluations for Year I and Year II.

2.17 COE Clinical—Committee on Evaluations for Year III and Year IV.

2.142.18 Pre-Clerkship Student Evaluation- Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.

2.19 Progress Committee - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum

3. **POLICY STATEMENTS**

- 3.1 A student seeking to defer an Examination must make application to the Associate Dean, Students, or designate as outlined in the procedures section of this document.
- 3.2 The Associate Dean, Students, or designate is responsible for making a determination with respect to a student request to defer an Examination.
- 3.3 -The Associate Dean, Students, or designate reserves the right to waive the ~~five working day~~ five working day deadline for application for Deferred Examination in Emergency Circumstances.
- 3.4 Deferred Examinations will be scheduled in accordance with the Procedures outlined in this document.
- 3.5 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed ~~before~~ before ~~prior to~~ a student ~~can write~~ can write ~~writing~~ one or more Supplemental Examinations.
- 3.6 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME examinations ~~before~~ before ~~prior to~~ any Supplemental NBME Examinations are written.
- 3.7 The Associate Dean, Students, or designate reserves the right to deny a request for a Deferred Examination.
- 3.8 A student has the right to appeal the decision of the Associate Dean, Students, or designate to the Associate Dean, UGME.
- 3.9 A student who does not follow the Procedures outlined in this document while seeking to defer an Examination will be considered to have failed the Examination (Refer to Examination Conduct Policy).
- 3.10 As noted in the Examination Conduct Policy, content of the Examination is confidential to UGME course Faculty, and related support staff. The transmission of any Examination

content, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Use the Deferred Examination Form (~~Appendix 1~~) to make application to the Associate Dean, Students, or designate, to defer a specific Examination. This form must be completed and forwarded to the Associate Dean, Students, or designate at Faculty of Medicine Student Affairs Office (~~P125S204~~) no later than ~~seven working days after~~ within 48 hours of the scheduled dates of the missed examination.
- 4.2 Ensure that any ~~Supporting Documentations~~ supporting documentation including the statement "The student is unfit to sit the examination on the scheduled date" for medical certificates and those from a registered practitioner of another professional body such as a psychologist or a social worker" is included with the Deferred Examination Form.
- 4.3 Contact the respective ~~person in~~ Evaluations Administrator ~~within~~ the UGME ~~Evaluation Unit~~ Program Office, outlining the Emergency Circumstance, when the Associate Dean, Students or designate is not available to rule on a request for a deferral i.e. Emergency Circumstance on day of scheduled Examination.
The contacts:
- ~~Administrator, Pre-Clerkship Evaluation & OSCE-type Examinations at 789-3560 for Block Examinations and OSCE-type Examinations including Comprehensive Clinical Examination.~~
 - ~~Administrator, Clerkship Evaluation at 977-5657 for NBME Examinations.~~
- 4.4 If a request to defer an Examination is ~~approved~~ based on Emergency Circumstances, ensure the Deferred Examination Application and Supporting Documentation are provided to the Associate Dean, Students or designate within ~~five working days following the date~~ 48 hours of the scheduled dates of the missed examination.
- 4.5 Accept the right to appeal to the Associate Dean, UGME if the Associate Dean, Students decision is to deny the request for deferral of an Examination. The appeal to the Associate Dean, UGME ~~is~~ must be in written format and ~~includes~~ include the supporting Deferred Examination Application and Supporting Document. This appeal letter ~~is~~ shall be presented to the Associate Dean, UGME within two working days of receipt of denial from Associate Dean, Students.
- 4.6 Be prepared to write the Deferred Block or OSCE-type Examination within ten (10) working days after the scheduled Examination, where circumstances permit. The applicable Administrator, Evaluations will inform the student of the scheduled Deferred Examination date.
- 4.7 Be prepared to write the Deferred Block or OSCE-type Examination ~~during the summer vacation~~, on a date determined by the ~~Evaluation Unit, UGME~~ Administrator Evaluations if the Deferred Examination could not be accommodated within ten (10) working days of the scheduled Examination. The applicable Administrator ~~will~~, Evaluations shall inform the student, no less than four (4) weeks in advance of ~~the~~ the scheduled Deferred Examination date.
- 4.8 Be prepared to write the Deferred NBME Examination on the scheduled date as outlined in the Schedule for Deferred and Supplemental NBME Examinations, which is published on an annual basis.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.9 Review each student's application for a Deferred Examination to ensure all required documentation is included and that the request meets the requirements outlined in this policy.
- 4.10 Inform the student in writing within two (2) working days of receipt of student application of the decision respecting the deferral of an Examination. A copy of this communication is sent to the Associate Dean, UGME, Director of ~~Evaluation~~Evaluations, the Chair of the relevant ~~Student Evaluation Committee of Evaluation~~, and the applicable ~~UGME Evaluation support staff personnel (see 4.3 for contact information)~~.Administrator Evaluations.
- 4.11 Inform the student in writing of the decision to defer an Examination if, due to Emergency Circumstances, the ~~five (5)~~ working days deadline for submission of the Deferred Examination application is waived. The Associate Dean, UGME, Director of Evaluation, the Chair of the relevant ~~Committee of Student Evaluation Committee~~, and the applicable UGME Evaluation support staff personnel must be notified in writing of such a decision. This written communication includes a statement that the Deferred Examination Application and Supporting Documentation is submitted to Associate Dean or designate within five (5) working days following the date of the scheduled Examination.
- 4.12 Inform the student in writing within two (2) working days of a denial of a request to defer an Examination. This communication shall indicate the student's right to appeal this decision to the Associate Dean, UGME. A copy of this communication ~~is~~shall be sent to the Associate Dean, UGME, and Director, Evaluation.

RESPONSIBILITIES OF ASSOCIATE DEAN, UGME

- 4.13 Arrange to meet with the student in the case of the student appealing the decision of the Associate Dean, Students or designate to deny the request to defer an Examination. This ~~is~~shall be completed within ~~three (3)~~ working days of receipt of the student's appeal documentation
- 4.14 Inform the student in writing of the appeal decision. These is completed within two (2) working days of meeting with the student with a copy also sent to the Associate Dean, Students or designate, Director, Evaluation, and student's active file.

RESPONSIBILITIES OF ADMINISTRATOR, PRE-CLERKSHIP EVALUATION AND OSCE-TYPE EXAMINATIONS

- 4.15 Organize for the student to write the Deferred Examination if the decision is for the student to write this examination within ~~ten (10)~~ working days of the original Examination. This ~~necessarily~~ involves confirming the date, time and location with applicable Chair, ~~COE~~Student Evaluation Committee; informing the student of the confirmed Examination related information; ~~and~~ arranging Examination invigilation.
- 4.16 Prepare a schedule for deferred Block and/or OSCE-type Examinations ~~if the deferred Examinations are scheduled during the summer vacation.~~ This schedule is developed in consultation with the Director, Remediation (if Supplemental Examination is scheduled for same time), and Chair(s) of applicable ~~COEs~~Student Evaluation Committee's.

- 4.17 Inform each student in writing of the Deferred Examination schedule a minimum of [four \(4\)](#) weeks prior to the Deferred Examination. This communication ~~includes~~[shall include](#) the date, time, and location of the Examination. A copy of this communication ~~is~~[shall be](#) sent to the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair(s) of applicable ~~COEs~~[Student Evaluation Committees](#), and Director, Remediation (if applicable).

RESPONSIBILITIES OF ADMINISTRATOR, CLERKSHIP EVALUATION

- 4.18 Organize and distribute the Deferred NBME Examination schedule for each academic year.
- 4.19 Inform the student, in writing of the date, time, and location of each deferred NBME Examination copying the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair of COE (Clinical), and Director, Remediation (if applicable).

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Examination Conduct](#)
- 5.2 ~~UGME Policy & Procedures – Supplemental Examination~~[UGME Policy & Procedures - Supplemental Examination](#)
- 5.3 [UGME Policy & Procedures - Promotion and Failure](#)
- ~~5.4 UGME Policy & Procedures – Invigilation of Examinations~~
- ~~5.4 UGME Policy & Procedures – Remediation~~[UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. **POLICY CONTACT**

Administrator, Pre-Clerkship and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Report of the Senate Committee on Instruction and Evaluation RE: Revised Supplemental Examinations Policy, College of Medicine

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 April 24, 2014, to consider proposed revisions to the Supplemental Examinations policy of the College of Medicine.

Observations:

1. The College of Medicine is proposing changes to its Supplemental Examinations policy. The proposed changes follow from (i) major changes recently made to the curriculum of the Undergraduate Medical Education (UGME) program, including a revised program structure, with shorter courses and modules rather than blocks, and (ii) changes to assessments, with the introduction of course examinations and module examinations, that will result in students writing a larger number of examinations.
2. The revised document sets out the policies on supplemental examinations for students who began the Pre-Clerkship/Clerkship prior to 2014, who will complete the previous curriculum, and for students beginning the Pre-Clerkship/Clerkship in 2014 and later, who will complete the revised curriculum.
3. In particular, section 3.1 has been revised to specify the conditions under which students beginning the Pre-Clerkship in 2014 and later would be eligible to write a supplemental examination. The proposed revisions arise from changes to the curriculum and also take into account the rules for promotion and failure in the Pre-Clerkship, as outlined in the Faculty of Medicine policy on Promotion and Failure that was also considered and endorsed by SCIE at the April 24th meeting.
4. Section 3.7 has been amended to specify the requirements for remediation prior to the writing of a supplemental examination for students beginning the Pre-Clerkship / Clerkship in 2014 and later, as follows:
 - remediation may begin immediately after a course is failed for Cardiovascular 1 (CV1) and RESP 1 within Year 1, concurrent with subsequent course(s);
 - all other remediations will be conducted during the summer period;
 - after a period of remediation of three to six weeks, a supplemental examination will be made available;
 - students in the Class of 2018 and beyond may complete one remedial course at a time when tentative course/examination/remediation schedules have been mapped out within the curriculum.

5. In section 2, definitions have been added for a number of terms related to the revised curriculum including, “module,” “course examination,” “module examination,” “deferred examination,” and “maximum allowable failures.”

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Supplemental Examinations policy for the Undergraduate Medical Education program, effective August 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.

Date: March 04, 2014

To: Dr. Janice Ristock, Chair SCIE

From: Bryan Payne, Program Manager, UGME on behalf of
Dr. Barry Cohen Director, Evaluations UGME

Re: Supplemental Examination Policy for Approval

Background: Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the commencement of a renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy with respect to supplemental evaluations required modification to meet the constructs and content of the renewed UGME curriculum.

Purpose: To provide the Faculty of Medicine specific processes for students to complete a rewrite of a failed examination that complements extant University of Manitoba Examination Regulations.

Revisions: Substantive revisions were made in key areas as follows:

- Definitions: Addition of new definitions for Course Examination, Module Examination, Deferred Examination, Maximum Allowable Failures, and Module. All other definitions were modified to account for changes in terminology.
- Para 3 Policy Statements were amended to reflect the necessary eligibility for supplemental examination for Classes prior to the Class of 2017 and after the Class of 2018.
- Para 3.7 was modified to formally structure the timing of supplemental examinations in relation to the mandatory remediation periods within the renewed curriculum.

Evidence of Best Practice: The University of Manitoba Examination Regulations document was used as a guide for the creation of the Promotion and Failure Policy document.

Consultation Process: As with all policy and procedure documents, this document will be vetted through a variety of committees including Progress, UGME Management, Dean's Council, and Faculty Executive Council. Faculty of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage of the Undergraduate Medical Education website.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year. Faculty are also referred to the Policy & Procedures page of the UGME website.

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed prior to the commencement of the Class of 2019.

Enclosures: 2

Policy Name:	Supplemental Examinations
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	
Revised (Date):	
Approved By:	

1. **PURPOSE**

To provide the Faculty of Medicine specific processes for students to complete a rewrite of a failed examination that complements extant University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.3 Module Examination – A multiple choice and/or short answer examination at the end of a module at the Pre-Clerkship level of the UGME program. Module examinations will occur at the end of Module Zero (M0) and Module Three (M3). Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.4 Deferred Examination – A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time.
- 2.5 Maximum Allowable Failures - The number of Pre-Clerkship courses, or modules, which, if exceeded, indicates immediate failure of the Pre-Clerkship year, and precludes the writing of supplemental examinations. This number is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students within each course. A breakdown of weightings assigned to each course is included at Annex A to the Promotion and Failure Policy. In order to be eligible to write any supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.6 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

- 2.7 OSCE-type Examination – an Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.8 Module - A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period
- 2.9 FITER – Final In-Training Evaluation Report. A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.10 Clerkship – Year III and Year IV of the UGME program.
- 2.11 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.12 Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block/Module/Course examination, NBME examination, OSCE-Type Examination or FITER. The type of remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a rotation (the repeated rotation is known as a remedial rotation). Failure of the examination and/or FITER after a remediation experience generally carries significant consequences for the student.
- 2.13 Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

- 3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental examinations under the following conditions:

Pre-Clerkship

- MED I/II (Pre-Clerkship/Clerkships beginning in 2013 and earlier) – Failure in up to two examinations, whether block examinations or OSCE.
- MED I/II (Pre-Clerkship/Clerkships in 2014 and beyond).
 - Failure of any course or module examination, up to but not in excess of the maximum allowable failures per year.
 - - Failure of a first supplemental exam in any modular course.

Clerkship:

- Failure in up to two NBME subject examinations for the same subject.
- Failure in up to four NBME examinations provided there are no more than two failures in the same subject.
- CCE.

- 3.2 Within Pre-Clerkship, where the schedule permits, all deferred examinations must be completed prior to a student writing one or more Supplemental Examinations.

- 3.3 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations prior to any Supplemental NBME Examinations.
- 3.4 Within Pre-Clerkship, for Pre-Clerkships/Clerkships beginning in 2013 and earlier, if a student is eligible for more than one Supplemental Examination in an academic year and fails the first Supplemental Examination, the student will not be eligible to write the second Supplemental Examination.
- 3.5 Supplemental Examinations will cover material from the entire course/block/module or clinical rotation.
- 3.6 The format of Supplemental Block Examinations, NBME Examinations, OSCE, and CCE will be the same as the original examinations.
- 3.7 For Pre-Clerkships/Clerkships commencing prior to 2013, Supplemental Examinations within Pre-Clerkship will take place in the summer following remediation as stated in the Remediation Policy. For Pre-Clerkships/Clerkships commencing in 2014 and beyond, remediation may begin immediately after a course is failed for CV1 and RESP I within Year One concurrent with subsequent course(s). All other remediations will be conducted during the summer period. After a period of remediation (three to six weeks), a supplemental exam will be made available. Students in the Class of 2018 and beyond may complete one remedial course at a time when tentative course / examination / remediation schedules have been mapped out within the curriculum.
- 3.8 Supplemental CCE Examinations will take place during an elective period within MED IV following Remediation as stated in the Remediation Policy.
- 3.9 A student may write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the Administrator Clerkship Evaluation.
- 3.10 A student who participates in a Supplemental Examination must follow the requirements of the Examination Conduct Policy and Invigilation of Examinations Policy.

4. **PROCEDURES**

PRE-CLERKSHIP

- 4.1 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will maintain a list of students approved for deferred examinations and will work with Director, Evaluation, the Chair of the relevant Student Evaluation Committee, and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.2 At the end of teach course or academic year, as appropriate, the Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations, will liaise with the Director of Remediation and Coordinator, OSCE-type Examinations to determine dates for remediation and supplemental examinations.
- 4.3 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will provide each student writing supplemental examination(s) the schedule for remediation and supplemental examination(s) within three working days of the decision. A copy of this information will also be provided to the Associate Dean, Students.

- 4.4 The student shall participate in assigned supplemental examination(s) on the specified date(s).
- 4.5 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations shall communicate the results of supplemental examinations to the affected student(s) within seven working days of writing.
- 4.6 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will communicate to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean, Students, or designate, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship within three working days of release of the results a listing of students who wrote the supplemental examination(s) and who:
- Successfully completed the examination(s) and,
 - Failed the examination(s);

CLERKSHIP

- 4.7 The Administrator, Clerkship Evaluation will maintain a list of students approved for deferred NBME examinations and will liaise with the Director, Evaluation, the Chair of the relevant Student Evaluation Committee, and Director, Remediation to ensure the deferred examinations are written prior to Supplemental Examinations as outlined in the policy statements.
- 4.8 The Administrator, Clerkship Evaluation shall inform a student of his or her eligibility to write a supplemental NBME subject examination in accordance with a pre-defined schedule. A copy of this information shall be provided to the Associate Dean, Students or designate.
- 4.9 The student shall participate in the supplemental NBME subject examination(s) on the specified date(s).
- 4.10 The Administrator, Clerkship Evaluation shall communicate the results of supplemental examinations to the student(s) within three working days of receipt of the results from the NBME.
- 4.11 The Administrator, Clerkship Evaluation shall send a listing of students to the Associate Dean, UGME, Associate Dean, Students or designate, and Director, Remediation (in case of a second failure in the same subject) who wrote the supplemental examination(s) outlining those who:
- Successfully completed the examination(s) or,
 - Failed the examination(s).
- 4.12 The Administrator, Clerkship Evaluation shall inform the student of the date on which to write the supplemental CCE. A copy of this information shall also be sent to the Associate Dean, Students or designate.
- 4.13 The student shall participate in the supplemental CCE on the specified date.
- 4.14 The Administrator, Clerkship Evaluation shall communicate the results of supplemental CCE to the student within three weeks.
- 4.15 The Administrator, Clerkship Evaluation shall send a listing to the Administrator, Admissions and Enrolment Services, Associate Dean, UGME, and Associate Dean, Students within three working days of release of results to the student. of students who wrote the supplemental CCE and who:
- Successfully completed the CCE or,
 - Failed the CCE.

5. REFERENCES

- 5.1 [UGME Policy & Procedures – Promotion and Failure](#)
- 5.2 [UGME Policy & Procedures – Deferred Examinations](#)
- 5.3 [UGME Policy & Procedures – Examination Conduct](#)
- 5.4 [UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. POLICY CONTACT

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Policy Name:	Supplemental Examinations
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	07 November 2012
Review Date:	June 2014
Revised (Date):	10 Oct 2012;
Approved By:	Senate 07 November 2012

1. **PURPOSE**

To provide the Faculty of Medicine specific processes for students to complete a rewrite of a failed examination that complements extant University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – [a](#) set of multiple choice and/or short answer examinations at the end of a unit of work ([Block](#)) at the Pre-Clerkship level of the [Undergraduate Medical Education Program/UGME program](#). There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- [2.2](#) [Course Examination – A multiple choice and/or short answer examination at the end of a unit of work \(Course\) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.](#)
- [2.3](#) [Module Examination – A multiple choice and/or short answer examination at the end of a module at the Pre-Clerkship level of the UGME program. Module examinations will occur at the end of Module Zero \(M0\) and Module Three \(M3\). Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place](#)
- [2.4](#) [Deferred Examination – A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time.](#)
- [2.5](#) [Maximum Allowable Failures - The number of Pre-Clerkship courses, or modules, which, if exceeded, indicates immediate failure of the Pre-Clerkship year, and precludes the writing of supplemental examinations. This number is based on the sum of the weights \(course weights \(CW\)\) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students within each course. A breakdown of weightings assigned to each course is included at Annex A to the Promotion and Failure Policy. In order to be eligible to write any supplemental exams, students cannot exceed nine \(9\) CW in Year One or ten \(10\) CW in Year Two.](#)

- ~~2-22.6~~ NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the ~~surgery, internal~~[Surgery, Internal](#) medicine, ~~obstetrics/gynecology, pediatrics~~[Obstetrics/Gynecology, Pediatrics, Family Medicine](#), and ~~psychiatry~~[Psychiatry](#) rotations at the Clerkship level of the ~~Undergraduate Medical Education Program~~[UGME program](#). Attaining a mark at the 11th percentile or higher is considered a pass.
- ~~2-32.7~~ OSCE-type Examination – an Objective Structured Clinical ~~Examination~~[examination](#) used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- ~~2.8~~ [Module - A module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven \(7\) modules and six \(6\) longitudinal courses occurring over a four \(4\) year period](#)
- ~~2.9~~ [FITER – Final In-Training Evaluation Report. A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies \(knowledge, skills and attitudes\) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.](#)
- ~~2-42.10~~ Clerkship – Year III and Year IV of the UGME program.
- ~~2-52.11~~ Supplemental Examination – an opportunity to rewrite an examination that was failed.
- ~~2-62.12~~ Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block/[Module/Course](#) examination, NBME examination, OSCE-Type Examination or FITER. The type of remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a rotation (the repeated rotation is known as a remedial rotation). Failure of the examination and/or FITER after a remediation experience [generally](#) carries significant consequences for the student.
- ~~2.7~~ ~~A set period to review specific academic work under specified conditions for writing a supplemental examination.~~
- ~~2-82.13~~ Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

- 3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental ~~examination~~[examinations](#) under the following conditions:

~~Year~~[Pre-Clerkship](#)

- ~~MED I—Failure/II~~ [\(Pre-Clerkship/Clerkships beginning in up to two block examinations.](#)
- ~~Year #~~[2013 and earlier](#) – Failure in up to two examinations, whether block examinations or OSCE.
- [MED I/II \(Pre-Clerkship/Clerkships in 2014 and beyond\).](#)

- [Failure of any course or module examination, up to but not in excess of the maximum allowable failures per year.](#)
 - [- Failure of a first supplemental exam in any modular course.](#)
 -
 - Clerkship:
 - Failure in up to two NBME subject examinations for the same subject.
 - Failure in up to four NBME examinations provided there are no more than two failures in the same subject.
 - CCE.
- 3.2 [At the Within Pre-Clerkship level](#), where the schedule permits, all deferred examinations ~~are must be~~ completed [before prior to](#) a student ~~can write~~ [writing](#) one or more Supplemental Examinations.
- 3.3 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations [before prior to](#) any Supplemental NBME Examinations ~~are written~~.
- 3.4 [At the Within Pre-Clerkship level, for Pre-Clerkships/Clerkships beginning in 2013 and earlier](#), if a student is eligible for more than one Supplemental Examination in an academic year and fails the first Supplemental Examination, the student will not be eligible to write the second Supplemental Examination.
- 3.5 Supplemental Examinations will cover material from the entire [course/block/module](#) or clinical rotation.
- 3.6 The format of Supplemental Block Examinations, NBME Examinations, ~~Year II~~ OSCE, and CCE will be the same as the original examinations.
- 3.7 ~~In general~~ [For Pre-Clerkships/Clerkships commencing prior to 2013](#), Supplemental Examinations [at the within Pre-Clerkship level](#) will take place in the summer following remediation as stated in the Remediation Policy. [For Pre-Clerkships/Clerkships commencing in 2014 and beyond, remediation may begin immediately after a course is failed for CV1 and RESP I within Year One concurrent with subsequent course\(s\). All other remediations will be conducted during the summer period. After a period of remediation \(three to six weeks\), a supplemental exam will be made available. Students in the Class of 2018 and beyond may complete one remedial course at a time when tentative course / examination / remediation schedules have been mapped out within the curriculum.](#)
- 3.8 Supplemental CCE Examinations will take place during ~~the an~~ elective period [of Year within MED IV](#) following Remediation as stated in the Remediation Policy.
- 3.9 A student ~~can may~~ write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the [Administrator Clerkship Evaluation Unit in the UGME office](#).
- 3.10 A student who participates in a Supplemental Examination must follow the requirements of the Examination Conduct Policy and Invigilation of Examinations Policy.

4. **PROCEDURES**

PRE-CLERKSHIP

- 4.1 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will maintain a list of students approved for deferred examinations and will work with Director, Evaluation, the Chair of the relevant [Committee of Student Evaluation Committee](#), and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.2 At the end of ~~the~~[teach course or](#) academic year, [as appropriate](#), the Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations, [work will liaise](#) with the Director of Remediation and Coordinator, OSCE-type Examinations to ~~decide on the~~[determine](#) dates for remediation and supplemental examinations.
- 4.3 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will provide each student writing supplemental examination(s) the schedule for remediation and supplemental examination(s) within three working days of the decision. A copy of this information ~~is sent~~[will also be provided](#) to the Associate Dean, Students.
- 4.4 The student ~~participates~~[shall participate](#) in ~~the~~[assigned](#) supplemental examination(s) on the specified date(s).
- 4.5 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations [shall](#) communicate the results [of supplemental examinations](#) to the [affected](#) student(s) within seven working days of writing ~~the supplemental examination~~.
- 4.6 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations [send will communicate to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean, Students, or designate, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship within three working days of release of the results](#) a listing of students who wrote the supplemental examination(s) and who:
- Successfully completed the examination(s) and,
 - Failed the examination(s);

~~to the Administrator, Admissions and Enrolment Services, the Associate Dean, UGME, Associate Dean, Students, or designate, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship within three working days of release of the results to the student.~~

CLERKSHIP

- 4.7 The Administrator, Clerkship Evaluation will maintain a list of students approved for deferred NBME examinations and will [work liaise](#) with ~~the~~ Director, Evaluation, the Chair of the relevant [Committee of Student Evaluation Committee](#), and Director, Remediation to ensure the deferred examinations are written ~~before~~[prior to](#) Supplemental Examinations as outlined in the policy statements.
- 4.8 The Administrator, Clerkship Evaluation ~~informs the~~[shall inform a](#) student of his or her eligibility to write a supplemental NBME subject examination in accordance with a pre-defined schedule. A copy of this information ~~is sent~~[shall be provided](#) to the Associate Dean, Students or designate.
- 4.9 The ~~students~~[student shall](#) participate in the supplemental NBME subject examination(s) on the specified date(s).

- 4.10 The Administrator, Clerkship Evaluation ~~communicates~~[shall communicate](#) the results of [supplemental examinations](#) to the student(s) within three working days of receipt of the results from the NBME.
- 4.11 The Administrator, Clerkship Evaluation ~~sends~~[shall send](#) a listing of students to the Associate Dean, UGME, Associate Dean, Students or designate, and Director, Remediation (in case of a second failure in the same subject) who wrote the supplemental examination(s) outlining those who:
- Successfully completed the examination(s) or,
 - Failed the examination(s).
- 4.12 The Administrator, Clerkship Evaluation ~~informs~~[shall inform](#) the student of the date on which to write the supplemental CCE. A copy of this information ~~is~~[shall also be](#) sent to the Associate Dean, Students or designate.
- 4.13 The student ~~participates~~[shall participate](#) in the supplemental CCE on the specified date.
- 4.14 The Administrator, Clerkship Evaluation ~~communicates~~[shall communicate](#) the results of [supplemental CCE](#) to the student within three weeks.
- 4.15 The Administrator, Clerkship Evaluation ~~sends~~[shall send](#) a listing to the Administrator, Admissions and Enrolment Services, Associate Dean, UGME, and Associate Dean, Students within three working days of release of results to the student. of students who wrote the supplemental CCE and who:
- Successfully completed the CCE or,
 - Failed the CCE.

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures – Promotion and Failure](#)
- 5.2 ~~[UGME Policy & Procedures – Deferred Examinations](#)~~[UGME Policy & Procedures – Deferred Examinations](#)
- 5.3 [UGME Policy & Procedures – Examination Conduct](#)
- 5.4 [UGME Policy & Procedures – Invigilation of Examinations](#)
- ~~5.5 [UGME Policy & Procedures – Remediation](#)~~
5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. **POLICY CONTACT**

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Report of the Senate Committee on Instruction and Evaluation RE: Proposal for a Professional Unsuitability By-law, 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 May 30, 2014 to consider a proposal from the School of Social Work, *Université de Saint-Boniface*, to establish a Professional Unsuitability By-law (*Règlement sur l'Inaptitude Professionnelle*).

Observations:

1. The proposed Professional Unsuitability By-law (*Règlement sur l'Inaptitude Professionnelle*) for students in the Bachelor of Social Services program, in the School of Social Work at the *Université de Saint-Boniface* (USB) is based on the Professional Unsuitability By-law for the Faculty of Social Work at the University of Manitoba (U of M).
2. The proposed Professional Unsuitability By-law differs from that established by the Faculty of Social Work at the U of M in one respect, the membership of the Professional Unsuitability Committee (PUC). Membership of the committee would include a President (chair) nominated by the Dean of the Faculty of Education and Professional Studies from among faculty members in the School of Social Work who are not Senators (USB); a second faculty member in the School who is not a Senator (USB); a social worker in good standing with the Manitoba Institute of Registered Social Workers recommended by the Dean of the Faculty of Education and Professional Studies; and one student registered in any program at the USB who does not hold a position in the *Association étudiante de l'USB*.
3. The different membership reflects that, unlike the Faculty of Social Work, the School of Social Work does not have a Committee on Academic Standing. In the Faculty of Social Work, it is the Chair of the latter committee who also chairs the PUC. The membership also takes into account the small number (4) of faculty in the School and the possibility for a conflict of interest where a faculty member on the Professional Unsuitability Committee might be involved with a student who is referred to the PUC. In order to ensure there is objectivity when cases are considered, the membership of the PUC includes one faculty representative who is external to the School of Social Work and excludes faculty from the School who are Senators, as Senate might receive information on student appeals through the USB's internal appeal process.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve a Professional Unsuitability By-law (*Règlement sur l'Inaptitude Professionnelle*) for the Bachelor of Social Services program, School of Social Work, *Université de Saint-Boniface*, and corresponding changes to the Article G of the *Université of Saint-Boniface* Calendar, 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.



Université de
Saint-Boniface

Une éducation supérieure depuis 1818

Winnipeg, May 22, 2014

Mr. Jeff Leclerc
University Secretary
University of Manitoba
312 Administration Bldg.
Winnipeg (Manitoba) R3T 2H2

Dear Sir,

In order to eliminate ambiguity, the School of Social Work at *Université de Saint-Boniface* (USB) is proposing the following changes to Article G of the USB Calendar. These changes are in accordance with the Professional Unsuitability Bylaw for students in the Faculty of Social Work at the University of Manitoba (UM).

The proposed changes were presented to the Senate Committee on Instruction and Evaluation earlier this year, however some errors regarding the makeup of the Professional Unsuitability Committee Membership within the proposed Bylaw were later identified. Therefore, certain changes need to be resubmitted outlining the correct composition of the committee. Given that USB does not have a Faculty of Social Work Committee on Academic Standing, members of the USB Professional Unsuitability Committee will be as follows: A Committee President (a professor at the School of Social Work (USB) that does not sit on the USB Senate); a second professor (that does not sit on Senate); a Social Worker in good standing with the Manitoba Institute of Registered Social Workers recommended by the Dean of the Faculty of Education and Professional Studies; and a student from USB.

In closing, we feel that these changes will benefit both students and staff at the School of Social Work (USB) and help them gain a better understanding of expectations related to the profession.

Should you have any questions, please do not hesitate to contact me at 204-237-1818, ext. 302 or at sdelaquis@ustboniface.ca.

Sincerely,

Stéfán Delaquis, Ph. D.
Dean
Faculty of Education and Professional Studies

Motifs de la modification proposée

Les étudiantes et étudiants de l'École de service social ont l'obligation de faire preuve d'intégrité et de diligence dans l'exercice de leurs responsabilités professionnelles et leur comportement à l'égard des autres doit être empreint de considération, de respect et de bonne foi. Cela dit, malgré les nombreux efforts de la part des membres de l'École de service social d'assurer un appui solide et un encadrement, ainsi que la mise en place d'une variété d'interventions, les étudiantes et étudiants peuvent toutefois rencontrer des difficultés lors de leur cheminement académique.

La proposition de la Faculté d'éducation et des études professionnelles de modifier le libellé G - Retrait d'un programme professionnel (page 108 de l'annuaire) vise précisément à mieux informer les étudiantes et étudiants et à établir une procédure formelle. La proposition suivante servirait à cette fin et reflète la politique de la *Faculty of Social Work – University of Manitoba*.

G - Règlement sur l'inaptitude professionnelle pour les étudiants et étudiantes à l'École de service social de l'Université de Saint-Boniface (USB)

Le Sénat de l'Université de Saint-Boniface a approuvé un règlement qui confère l'autorité à l'École de service social de demander à une étudiante ou à un étudiant à se retirer de l'École de service social pour des raisons d'inaptitude professionnelle. Une étudiante ou un étudiant peut être tenu de se désister de l'École de service social, à n'importe quel moment, si le Comité d'examen de l'inaptitude professionnelle (CEIP) détermine que l'étudiante ou l'étudiant fait preuve d'inaptitude professionnelle pour la profession de service social. Une copie de cette politique est disponible en ligne [www.école de service social...](http://www.école.de.service.social...)).

UNIVERSITÉ DE SAINT-BONIFACE

ÉCOLE DE SERVICE SOCIAL

RÈGLEMENT SUR L'INAPTITUDE PROFESSIONNELLE

Ce règlement s'inspire du règlement de la Faculty of Social Work de l'Université du Manitoba (approuvée par le conseil de la Faculty of Social Work à l'Université du Manitoba juin 2007 et approuvé par le Sénat de l'Université du Manitoba mai 2010) et de celui de la Faculté d'éducation de l'Université de Saint-Boniface (approuvée par le Sénat de l'USB avril 2013).

1.0 DOMAINE DE COMPÉTENCE

Le présent règlement s'applique à toutes les étudiantes et à tous les étudiants inscrits au baccalauréat en service social, y compris ceux et celles qui ont accepté une offre d'admission, ceux et celles qui sont actuellement inscrits à un cours ou ceux et celles qui étaient inscrits à un cours, mais qui ne se sont pas retirés du programme ou n'en ont pas été retirés.

Il peut arriver qu'une étudiante ou un étudiant rencontre des difficultés pendant son cheminement académique à l'École de service social. Le cas échéant, l'École s'engage à lui offrir un appui particulier au moyen d'interventions diverses.

1.1 Généralités

L'École de service social peut faire une recommandation, notamment exiger qu'un étudiant ou une étudiante quitte la Faculté d'éducation et des études professionnelles en vertu des procédures énoncées dans le présent règlement si cette personne est jugée inapte à la pratique du travail social pour des raisons relatives à la compétence ou à l'aptitude professionnelle. On peut exiger le départ d'une étudiante ou d'un étudiant à n'importe quel moment au cours de l'année universitaire ou après la sortie des résultats d'examens de fin de session universitaire. Ce droit d'exiger le départ d'un étudiant ou d'une étudiante prévaut sur toute autre disposition des règles ou des règlements de l'USB.

1.2 Motifs pouvant justifier un renvoi :

On peut exiger qu'un étudiant ou une étudiante quitte l'École de service social si cette personne :

- a) a été trouvée coupable d'un comportement tel qu'il constitue une infraction au *Code de déontologie* de l'Association canadienne des travailleuses et travailleurs sociaux;
- b) a reçu une condamnation en raison d'une infraction au *Code criminel* dont la nature est jugée assez sérieuse pour refléter un manque d'intégrité, un manque de jugement ou toute autre inaptitude professionnelle;
- c) a été trouvée coupable d'un comportement tel qu'il constitue une infraction au *Code des droits de la personne du Manitoba* dont la nature est jugée assez sérieuse pour refléter un manque d'intégrité, un manque de jugement ou toute autre inaptitude professionnelle;
- d) a été trouvée coupable d'un comportement tel qu'il entraînerait son inscription en tant qu'agresseur au registre concernant les mauvais traitements;

- e) a adopté un comportement exploiteur, irresponsable ou destructeur envers des clients, d'autres étudiants ou étudiantes, des collègues, l'école ou le public;
- f) a fait preuve d'incompétence en raison d'une déficience fonctionnelle.

L'incompétence¹ peut être définie comme suit :

- i. un manque de connaissances, d'habiletés ou de jugement ou un mépris du bien-être du public dont la nature ou la gravité montrent que l'étudiant ou l'étudiante n'est pas apte à assumer les responsabilités liées à la pratique du travail social;
- ii. un état physique ou mental qui nuit à l'exécution des tâches essentielles du travail social, en reconnaissant que des accommodements raisonnables pour répondre aux besoins spéciaux des personnes sont exigés par le *Code des droits de la personne du Manitoba*.

1.3 Dans l'éventualité où une étudiante ou un étudiant serait visé par les points énoncés aux alinéas 1.2 a)-f), que ce soit avant son admission à l'École de service social ou au cours du programme, il est de la responsabilité de cette personne d'avertir immédiatement le coordinateur ou la coordinatrice du programme des accusations ou de l'enquête auxquelles elle fait face. La non-divulgation de cette information pourrait entraîner l'expulsion de l'étudiant ou de l'étudiante de la Faculté d'éducation et des études professionnelles et sa comparution devant le Comité d'examen de l'inaptitude professionnelle.

2.0 COMITÉ D'EXAMEN SUR L'INAPTITUDE PROFESSIONNELLE (CEIP)

2.1 La Faculté d'éducation et des études professionnelles doit établir un comité appelé Comité d'examen sur l'inaptitude à exercer (CEIP) qui sera appelé « Comité d'examen » pour la suite de ce propos. Le Comité d'examen sera établi afin d'entendre toute affaire relative aux motifs justifiant un examen mentionnés à la section n° 1 et de prendre une décision.

2.2 La composition du CEIP sera la suivante :

- a) Présidente ou président :
Un membre de la Faculté à temps plein nommé par la doyenne ou le doyen de la Faculté d'éducation et des études professionnelles (une professeure ou un professeur de l'École de service social qui ne siège pas au Sénat de l'USB).
- b) Membres du comité :
 - (i) un (1) professeur ou une (1) professeure à temps plein de l'École de service social (qui ne siège pas au Sénat de l'USB). Dans l'absence d'une professeure ou d'un professeur à temps plein l'École de service social, demandera à une professeure ou un professeur de la *Faculty of Social Work* de siéger, le cas échéant;

¹ Basé, avec modifications, sur la définition utilisée par le *Code de déontologie* © 2005 de l'Association canadienne des travailleuses et travailleurs sociaux (ACTS).

- (ii) un (1) travailleur social ou une travailleuse sociale en exercice et membre en règle de la Manitoba Institute of Registered Social Workers (MASW/MIRSW) qui sera recommandé par la MIRSW au doyen de la Faculté d'éducation et des études professionnelles;
 - (iii) une (1) étudiante ou d'un étudiant du premier cycle inscrit à n'importe quel programme à l'USB (l'étudiante ou l'étudiant ne peut occuper un poste à l'Association étudiante de l'USB)
- 2.3 Si un membre du Comité d'examen est dans l'incapacité, pour une raison quelconque, de remplir ses fonctions, un remplaçant sera nommé par la doyenne ou le doyen ou son représentant désigné.
- 2.4 Le quorum pour le Comité d'examen sera des deux tiers des membres.
- 2.5 Un membre de l'École de service social ne sera pas privé du droit de siéger en tant que membre du Comité d'examen pour la seule raison qu'il aurait eu des antécédents avec l'étudiante ou l'étudiant, ou qu'il aurait personnellement eu vent de la cause.

3.0 PROCÉDURE

- 3.1 Les questions en lien avec les circonstances ou le comportement décrit à l'article 1.2 seront adressées par écrit à la doyenne ou au doyen de la Faculté d'éducation et des études professionnelles et signées par la personne soumettant la demande. La doyenne ou le doyen renverra au Comité d'examen, dans un rapport écrit, dans les cinq (5) jours ouvrables, toute question qui, à son avis, correspond aux circonstances décrites à l'article 1.2 du présent document, en précisant le nom de la personne soumettant la demande, celui de l'étudiante ou de l'étudiant, les faits présumés et la ou les raisons qui justifieraient son renvoi conformément aux articles 1.1 et 1.2.
- 3.2 À la réception du rapport de la doyenne ou du doyen, la présidente ou le président du Comité d'examen, dans les dix (10) jours ouvrables :
- a) déterminera si la suspension de l'étudiante ou de l'étudiant est justifiée pendant l'étude de l'affaire et, le cas échéant, fera parvenir un avis de suspension temporaire à l'étudiante ou à l'étudiant;
 - b) fera parvenir un avis d'audience à l'étudiante ou à l'étudiant, tel que décrit à l'article 4.0;
 - c) déterminera, à l'audience, s'il existe des motifs qui justifieraient un renvoi conformément aux articles 1.1 et 1.2 du présent règlement;
 - d) prendra une décision conformément à l'article 6.0 de ce même règlement.
 - e) s'assurera de traiter l'affaire avec diligence.
- 3.3 Une fois l'affaire renvoyée au Comité d'examen, la procédure se poursuit, peu importe si l'étudiante ou l'étudiant a par la suite quitté l'École de son propre chef ou si cette personne a refusé de prendre part à la procédure.

4.0 AVIS D'AUDIENCE À L'ÉTUDIANTE OU À L'ÉTUDIANT

- 4.1 Dans les dix (10) jours ouvrables suivant la réception de la demande d'examen, la présidente ou le président du Comité d'examen :

- a) fait parvenir à l'étudiante ou à l'étudiant une copie du rapport de la doyenne ou du doyen au présidente ou président du Comité d'examen;
 - b) informe l'étudiante ou l'étudiant, par écrit, des motifs allégués pour lesquels on pourrait lui demander de quitter l'École;
 - c) informe l'étudiante ou l'étudiant par écrit de la composition du Comité d'examen;
 - d) fait parvenir à l'étudiante ou à l'étudiant un exemplaire du *Règlement sur l'inaptitude professionnelle* de l'USB;
 - e) informe l'étudiante ou l'étudiant par écrit de la date, de l'heure et du lieu considérés par le Comité d'examen pour l'étude de ce dossier;
 - f) informe l'étudiante ou l'étudiant de la date de l'audience au moins dix (10) jours ouvrables avant celle-ci.
- 4.2 L'avis sera envoyé par courrier recommandé à la dernière adresse connue de l'étudiante ou de l'étudiant, telle qu'elle apparaît dans son dossier à l'USB.
- 4.3 L'avis de la présidente ou du président doit mentionner que si les allégations dont on lui a fait part sont confirmées à la satisfaction du Comité d'examen, il se peut qu'on demande à l'étudiante ou à l'étudiant de quitter l'École.
- 4.4 L'étudiante ou l'étudiant a le droit, au plus tard cinq (5) jours ouvrables avant la date de l'audience, de faire part à la présidente ou au président du Comité d'examen de ses inquiétudes au sujet de tout membre dudit Comité qui, selon lui, serait incapable de garder son objectivité au moment d'entendre sa cause. Si la présidente ou le président est informé de telles inquiétudes, ce dernier devra, avant l'audience, les présenter aux membres du Comité d'examen et informer tout membre identifié par l'étudiante ou l'étudiant qu'il a le droit de répondre à ces inquiétudes par écrit. La présidente ou le président réunira le Comité, à l'exclusion du membre identifié par l'étudiante ou l'étudiant, afin de déterminer si la modification de la composition du Comité est justifiée. Au besoin, la présidente ou le président peut prendre cette décision à elle seule ou à lui seul.
- 4.5 Le non-respect par le Comité d'examen de l'une ou l'autre ou de toutes les conditions énumérées à l'article 4.1 n'affectera pas la validité de la suite des procédures en lien avec cette affaire. Cependant, ce non-respect pourrait être pris en compte lors de procédures subséquentes.

5.0 PROCÉDURES D'AUDIENCE

- 5.1 L'étudiante ou l'étudiant a le droit de se présenter en personne à l'audience et de se faire représenter ou accompagner par un porte-parole de l'AEUSB, un conseiller juridique ou autre conseiller ou par un aîné. Les représentants désignés et le conseiller juridique n'ont pas de droit de vote et ne peuvent participer directement aux délibérations du Comité d'examen.
- 5.2 En vertu de l'article 5.1, l'étudiante ou l'étudiant doit fournir au Comité d'examen l'identité de toute personne qui l'accompagnera ou le représentera au moins cinq (5) jours ouvrables avant l'audience.
- 5.3 La Faculté d'éducation et des études professionnelles peut choisir de recourir aux services d'un conseiller juridique à titre consultatif lors de l'audience. Si c'est le cas, la présidente ou le président du Comité d'examen doit en avvertir l'étudiante ou l'étudiant au moins cinq (5) jours ouvrables avant la date de l'audience.

- 5.4 L'audience se tient à huis clos et ne peuvent y assister que les membres du Comité d'examen et l'étudiante ou l'étudiant. S'il y a lieu, les représentants désignés de l'étudiante ou de l'étudiant et le conseiller juridique peuvent être présents. S'il y a lieu, le conseiller juridique de la Faculté d'éducation et des études professionnelles sera présent.
- 5.5 L'étudiante ou l'étudiant et son représentant ont le droit d'entendre et de contre-interroger les témoins, d'accéder à tous les documents soumis au Comité d'examen, de présenter des témoins et de soumettre d'autres preuves. Un avis par écrit de l'intention de faire appel à des témoins doit être remis à l'autre partie au moins cinq (5) jours ouvrables avant la date de l'audience.
- 5.6 L'étudiante ou l'étudiant n'a pas l'obligation de témoigner, mais s'il choisit de le faire, il s'expose à un contre-interrogatoire par les membres du Comité d'examen.
- 5.7 Une majorité simple des membres présents à l'audience est requise pour toute conclusion et pour la prise d'une décision appropriée dans cette affaire.
- 5.8 La présidente ou le président du Comité d'examen vote uniquement en cas d'égalité.
- 5.9 Les membres du Comité d'examen sont tenus au secret sur tous les renseignements dont ils ont pris connaissance au Comité et les documents sont traités conformément à l'article 8.0. Ne sera divulguée que l'information raisonnablement nécessaire à l'exécution de l'enquête, à la finalisation des dispositions de toute décision imposée, ou comme l'exige la loi.
- 5.10 Les résultats de l'audience et les motifs invoqués pour déterminer l'inaptitude professionnelle sont transmis par écrit, par la présidente ou le président du Comité d'examen, à la doyenne ou au doyen de la Faculté d'éducation et des études professionnelles, à l'étudiante ou l'étudiant, ou, avec le consentement de ce dernier, à son représentant désigné dans les dix (10) jours ouvrables suivant l'audience. De plus, la doyenne ou le doyen de la Faculté d'éducation et des études professionnelles fournit l'information aux membres concernés de l'École en expliquant les conditions que l'étudiante ou l'étudiant doit remplir avant de pouvoir soumettre toute demande d'admission à l'École de service social pour réexamen et les conditions précises dictant le comportement futur de l'étudiante ou de l'étudiant. La doyenne ou le doyen peut aussi fournir de l'information pertinente aux professeures et professeurs, à l'agent de liaison, au superviseur de stage de l'étudiante ou de l'étudiant ainsi qu'au directeur de l'organisme où se déroule son stage.

6.0 RÈGLEMENT DE L'AFFAIRE

- 6.1 Après avoir entendu toutes les preuves, les membres du Comité d'examen se réunissent à huis clos pour examiner ses conclusions et prendre une décision quant à l'affaire à l'étude.
- 6.2 Le Comité d'examen peut déterminer que l'étudiante ou l'étudiant n'a pas enfreint le *Règlement sur l'inaptitude professionnelle* et peut choisir de rejeter l'affaire ou de faire toute autre recommandation qu'il juge appropriée.
- 6.3 Le Comité d'examen peut déterminer que l'étudiante ou l'étudiant a enfreint le *Règlement sur l'inaptitude professionnelle* et, selon les conclusions, faire une recommandation tirée des alinéas 6.3 a)-g). Le Comité d'examen peut :
- a) déterminer qu'aucune mesure ne sera prise quant à l'affaire et permettre à l'étudiante ou à l'étudiant de rester à l'École de service social;

- b) réprimander l'étudiante ou l'étudiant et lui permettre de rester à l'École de service social;
 - c) exiger que l'étudiante ou l'étudiant se retire de l'École de service social pour une période déterminée;
 - d) exiger que l'étudiante ou l'étudiant quitte l'École de service social indéfiniment;
 - e) exiger que l'étudiante ou l'étudiant quitte l'École de service social et lui imposer des conditions qu'il devra remplir avant de pouvoir présenter une nouvelle demande d'admission à l'École de service social;
 - f) exiger que l'étudiante ou l'étudiant quitte l'École de service social sans possibilité de faire une nouvelle demande d'admission;
 - g) imposer des conditions aux alinéas 6.3 a)-f) relatives au comportement futur de l'étudiante ou de l'étudiant.
- 6.4 Les alinéas 6.3 c), d), e) et f) peuvent être inscrits sur le relevé de notes.
- 6.5 Avant de recevoir son diplôme d'études, l'étudiante ou l'étudiant peut demander au CEIP que ces inscriptions soient effacées du relevé de notes.
- 6.6 En vertu de l'article 6.3, le Comité d'examen recommandera à la doyenne ou au doyen de la Faculté d'éducation et des études professionnelles de nommer un membre du Comité d'examen ou plus pour surveiller le respect des conditions spécifiées. Une fois que ces conditions auront été remplies, ou que le délai sera échu, le Comité d'examen sera convoqué de nouveau pour examiner le respect des conditions par l'étudiante ou l'étudiant. Dans le cas d'un désaccord quant au respect des conditions ou du non-respect de celles-ci, le Comité d'examen sera convoqué de nouveau pour déterminer la prochaine mesure à prendre. Si l'étudiante ou l'étudiant ne respecte pas les conditions spécifiées dans un délai prescrit, il devra quitter l'École de service social.

7.0 APPELS

- 7.1 L'étudiante ou l'étudiant peut faire appel de la décision du Comité d'examen auprès du Comité d'appels du Sénat (USB) en vertu du règlement du Sénat.
- 7.2 Dans le cas d'un appel, la mise en application de toute décision du Comité d'examen est suspendue jusqu'à ce que l'organisme qui entend l'appel soit parvenu à une décision.
- 7.3 Sous réserve de ce qui précède, si la rectrice ou le recteur de l'Université est d'avis qu'il agit dans le meilleur intérêt de l'Université, il peut, à n'importe quel moment, rendre une ordonnance d'exclusion temporaire de l'étudiante ou de l'étudiant de tout programme de l'Université, sujette à la décision finale par l'autorité appropriée.

8.0 DOSSIERS ET DESTRUCTION DES DOCUMENTS

- 8.1 Un dossier de toute détermination d'inaptitude professionnelle et des mesures prises à cet égard sera conservé dans le dossier académique de l'étudiante ou de l'étudiant au Registrariat. Cette détermination d'inaptitude professionnelle pourrait paraître sur le relevé de notes de l'étudiante ou de l'étudiant. Tout autre document en lien avec l'audience sera gardé confidentiellement dans le bureau de la doyenne ou du doyen. Ces

documents seront détruits un an après l'expiration de la période d'appel. Dans les cas où les appels ont été amorcés, la période de détention pourrait être prolongée.

9.0 MODIFICATIONS

- 9.1 Le présent règlement ne peut être modifié que par le Sénat de l'Université de Saint-Boniface et par le Sénat de l'Université du Manitoba après approbation des modifications par l'École de service social.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Progression Rules, School of Dental Hygiene

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 May 30, 2014 to consider a proposal from the School of Dental Hygiene to revise the Progression Rules for students in the Bachelor of Science in Dental Hygiene program.

Observations:

1. The School of Dental Hygiene is proposing to revise its Progression Rules in order to establish progression rules for students who are admitted to the B.Sc. in Dental Hygiene through Direct Entry. The School has been admitting students via the Direct Entry route since June 2012. The School continues to admit Advanced Entry students through the traditional route (i.e. through University 1).
2. It was noted that most students are admitted to the program through the Advanced Entry route. It is anticipated that, in the Fall of 2014, five Direct Entry students will have completed all of the requirements for DH 1 and will advance to DH 2. In any given year, there are between five and ten students registered in DH 1.
3. In section (i) Definition of Year Class, the definition for DH 1 has been amended to refer to Direct Entry students who are in Year 1 of the B.Sc. in Dental Hygiene, which is also referred to as the pre-professional year. DH 2 has been amended to refer to Direct Entry and Advanced Entry students who are in Year 2 of the program, and DH 3 has been added to refer to students (Direct Entry and Advanced Entry) who are in Year 3 of the program.
4. Section (iii) sets out progression rules for DH 1 students. It is proposed that, in order to proceed to DH 2, Direct Entry students must (i) complete DH 1 within a period of two years, (ii) achieve a minimum term grade point average of 2.0 in each term they are registered in the pre-professional year, and (iii) achieve a minimum grade of "C+" in English and a minimum grade of "C" in all other courses in the pre-professional year.
5. It was noted that the proposed progression rules for DH 1 students are aligned with the minimum academic requirements for admission to the program through the Advanced Entry route.
6. The School of Dental Hygiene is not proposing changes to the Progression Rules for students in DH2 and DH3. Section (iv) of the revised regulation clarifies, though, that "D" is the passing grade for courses attempted for the first time.

7. In section (iv)(b) Deferred Examinations – All Students (DH 1, DH 2, and DH 3), the definition of “deferred examination” has been updated so it is consistent with the definition used in the University policy on Final Examinations and Final Grades.
8. Sections (ii) and (iv)(b) have been amended to reflect that students who wish to request a deferred examination must apply to the School of Dental Hygiene. The change is consistent with the University’s procedures on Deferred and Supplemental Examinations, which specifies that students who wish to request a deferred examination must apply to the faculty or school in which they are registered. Previously, the regulation indicated that students would be subject to the rules and regulations of the faculty or school that offered the course for which a deferral was requested.
9. The School has confirmed that it would be feasible for DH 1 students, who complete all of the pre-professional courses at the Fort Garry Campus, to submit a request for a deferral to the School.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised Progression Rules for the Bachelor of Science in Dental Hygiene, School of Dental Hygiene, 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.

School of Dental Hygiene

Progression Rules

Definition of “Direct Entry” and “Advanced Entry” students

As approved by the University of Manitoba Senate, the School of Dental Hygiene offers a blended entry approach for admissions; this means prospective students can now apply “directly” from high school or as an “advanced entry” student after completing pre-requisite course work from University 1 (U1) or another direct entry faculty.

“Direct entry” students go directly into year 1 of the DH program and complete all three years as School of Dental Hygiene students; first year courses will be the equivalent to those pre-requisite courses completed by advanced entry students. These courses are taken at Fort Gary campus along with other first year students; these courses are collectively referred to as “pre-professional” courses.

“Advanced entry” students are admitted into year 2 of the DH program after completing U1 pre-professional courses as per the traditional admissions route. Alternately, advanced entry students may apply from another direct entry program providing the pre-professional courses have been satisfactorily completed.

Regardless of entry point, all students will complete a three-year program (1 pre-professional year + 2 Dental Hygiene didactic/clinical years).

i) Definition of Year Class:

In regard to reference to a student’s year class within the following regulations, the following shall be used:

DH 1: Direct entry students in year 1 (pre-professional year)

DH 2: All students (direct entry and advanced entry) entering the 2nd year of the program/1st DH didactic/clinical year (previously DH 1)

DH 3: All students (direct entry and advanced entry) entering the 3rd year of the program/2nd DH didactic/clinical year (previously DH 2)

ii) General Rules and Regulations of the School of Dental Hygiene:

Direct Entry students should note that while they are admitted directly to the School of Dental Hygiene and are subject to the rules and regulations of the School, the first year of the program requires registration in courses that are contained within faculty/schools outside of the School of Dental Hygiene (generally the Faculty of Science). Direct Entry Students should be aware that the rules and regulations that pertain to the course's home faculty/school apply to their registration within that course (such as rules in regard to examination scheduling/challenge for credit/voluntary withdrawal deadlines/fees/etc.)

Regardless if students are admitted via Direct Entry or Advance Entry admission categories, years 2 and 3 of the dental hygiene program must be taken on a full-time basis and in their entirety as detailed in the University of Manitoba Academic Calendar & Catalog at the time of admission.

iii) Rules and Regulations Direct Entry Year 1 – DH 1

The letter grade of "C" is the lowest acceptable level of performance per course in DH 1 (pre-professional year), with the exception of English, which is a C+, to progress further in the dental hygiene program. Students admitted to the School via Direct Entry must complete the first year (DH 1) curriculum, including electives, within 2 years of admission. If students do not successfully complete the first year course requirements within this time frame, they will, except under special circumstances under the discretion of the Director of the School of Dental Hygiene, be required to withdraw from the program; this does not preclude these students from re-applying to the program via the advanced entry route. Direct entry students must achieve a minimum term grade point average of 2.0 in all terms during the completion of their pre-professional program (DH 1).

iv) Rules and Regulations~Years DH 2 and DH 3

In years DH 2 and DH3 the lowest acceptable grade is a "D" if the course is being taken for the first time (see below for a minimum requirement of repeated courses).

A minimum sessional grade point average of 2.0 in years DH 2 and DH 3 of the program is required to qualify a student for standing in that year. A student in years DH 2 and DH 3 who fails to obtain a minimum sessional grade point average of 2.0 and who is not granted supplemental privileges will be considered to have failed the year.

Except by special permission of Dental Faculty Council, no student in years DH 2 and DH 3 may repeat more than one year of the program, nor may any single year be repeated more than once. The work requirements of any repeated dental hygiene course year may be modified at the discretion of the Dental Faculty Council. The passing grade in each course of a repeated year in Dental Hygiene is "C".

A student in DH 2 or DH 3 who has obtained a grade of "F" in more than two subjects or who fails to obtain a sessional G.P.A. of 2.0 ~~1.6~~ will be regarded as having failed the year and will be required to repeat the work of that year in a succeeding annual session.

(Comment: GPA was raised to 2.0 – approved at Senate March 5, 2008)

a) Attendance~Years DH 2 and DH 3

Regular attendance is expected of all students in all School of Dental Hygiene courses. Students should make themselves familiar with School of Dental Hygiene attendance policies and should be aware that there may be academic consequences with not complying with these regulations. For details on these policies please see the University of Manitoba's Attendance Policy as listed in the on-line Calendar as well as individual HYG N course outlines for specific course requirements.

Only under exceptional circumstances may students be granted approval for absences exceeding one day for reasons other than illness. Students must make such a request in advance from the Director of the School to obtain prior approval.

Students registered in the School of Dental Hygiene are expected to conform to any new requirements that may be adopted from year to year. Any student returning to resume studies after an interval away is expected to conform to any new requirements that have been adopted during their absence.

b) Deferred Examinations~All Students (DH 1, DH 2 & DH 3)

A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time. Making a false or misleading claim may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.

A dental hygiene student (DH 1, 2 and 3) who is unable to sit an examination because of illness or other affliction may file an application for a deferred examination with the Director of the School of Dental Hygiene. Application for deferral must normally be filed within seven days of the examination and must be accompanied by a medical certificate or an otherwise appropriate document certifying the inability of the student to write the examination at the regular scheduled time, and, where possible, indicating the period of disability. Based on the overall application submission, the Director shall determine if the application is approved.

When an application for a deferred HYG N examination is approved, the Director, in consultation with the course coordinator concerned may:

- a. Permit a student to take a deferred examination in such a form as the Director//course coordinator may determine.
 - b. Grant standing in a course without examination. In such cases a grade shall be assigned to the course on the basis of term work and assignments.
- Further information on the deferral of examinations can be found at:

[http://umanitoba.ca/admin/governance/media/Deferred and Supplemental Examinations Procedures - 2013 11 25.pdf](http://umanitoba.ca/admin/governance/media/Deferred_and_Supplemental_Examinations_Procedures_-_2013_11_25.pdf)

(Not applicable to DH)

Any student who for medical reasons withdraws from the program or receives deferred examination privileges for all of the final examinations in the same examination period may not be permitted re-register or sit any deferred examination until he/she has established, through proper medical consultation, fitness to resume studies.

c) Withdrawal~ All Students(DH 1, DH 2 & DH 3)

Voluntary

Any student intending to withdraw from a portion or all of their courses must report immediately in person or in writing to the Office of the Director. A student who withdraws from the School of Dental Hygiene without notice will be considered to have terminated his or her connection with the School.

If a subsequent application for registration is approved, the student will be required to conform to the rules and regulations, fee schedules, sequence of courses, etc., in effect at the time of such subsequent application.

In certain cases students are obliged to withdraw because of ill health or other sufficient reasons after the final date for withdrawal posted on the University of Manitoba web-site; these cases will be considered on an individual basis by the Director of the School of Dental Hygiene.

Required

Senate has approved by-laws granting the School of Dental Hygiene the authority to require a student to withdraw on the basis of professional unsuitability; such right may be exercised at any time throughout the academic year.

This right to require a student to withdraw prevails notwithstanding any other provisions in the academic regulations of the particular faculty or school regarding eligibility to proceed or repeat. For more information see the University of Manitoba Academic Calendar and Catalog Services)

Link to: [Professional Unsuitability By-Law.](#)

Link to: [Essential Skills and Abilities by-laws](#)

d) Supplemental Examinations~Years DH 2 and DH 3

A supplemental examination is an examination that may be offered as a privilege to a

dental hygiene student who has failed a dental hygiene (HYGN) course or failed to achieve a satisfactory result. Such examinations are offered in order to grant the student an opportunity to rectify the inadequacy without repeating the course.

Supplemental examination privileges are permitted in the School of Dental Hygiene for all HYGN courses with the **exception** of those in which remediation/re-examination is not realistically feasible. Such privileges must be approved by Dental Faculty Council. Students seeking supplemental privileges should contact the Director indicating her/his request. Applications to write a supplemental examination must be accompanied by the paid fee before the supplemental examination can be written. The student will be notified in a letter from the Director's Office if she/he is granted the privilege and under what specific conditions.

A student in DH 2 and DH 3 who has failed in not more than two HYGN courses at the end of the regular term, may, at the discretion of the Director and with approval from Dental Faculty Council, be awarded the privilege of one or two supplemental examination(s). A student must maintain a minimum sessional (combined Fall and Winter terms) GPA of 2.0 in that year in order to be eligible for supplemental privileges. The passing grade in supplemental examinations is "C" for each course.

A student who is granted supplemental privileges is obliged to sit the examination at the earliest opportunity. The student must contact the course coordinator within 7 days of the date the notification letter from the Director's Office to schedule a plan for remediation and a date to write their supplemental examination. Supplemental examinations must be held prior to the opening of the Fall academic session.

A student who has not successfully exercised supplemental privileges will be considered to have failed the year and may be required to repeat the entire year or a modified program as required by Dental Faculty Council. If/when the condition is removed in that session, the student will be regarded as having completed the year to which the condition applied.

NOTE: DH I students (direct entry in pre-professional program) should note that supplemental examination privileges are not normally permitted within the courses in which they will be registered. Failure of any course/s in year DH 1 of the program (pre-professional year) will normally require the course/s to be repeated during the next available offering of the course. DH 1 students should be aware that this may impact the student's ability to progress in the dental hygiene program (see Section iii).

School of Dental Hygiene

Progression Rules

Definition of “Direct Entry” and “Advanced Entry” students

As approved by the University of Manitoba Senate, the School of Dental Hygiene offers a blended entry approach for admissions; this means prospective students can now apply “directly” from high school or (at the conclusion of their pre-professional year as an “advanced entry” student from University 1 (U1) after completing pre-requisite course work from University 1 (U1) or another direct entry faculty as an “advanced entry” student.

“Direct entry” students go directly into year 1 of the DH program and complete all three years as School of Dental Hygiene students; first year courses will be the equivalent to those pre-requisite courses completed by advanced entry students. These U1-courses and will be are taken at Fort Gary campus along with other first year U1-students; these courses are collectively referred to as “pre-professional” courses.

“Advanced entry” students are admitted transfer into year 2 of the DH program after completing U1 pre-professional courses as per the traditional admissions route. Alternately, advanced entry students may apply from another direct entry program providing the pre-professional courses have been satisfactorily completed.

Regardless of entry point, all students will complete a three-year program (1 pre-professional year + 2 Dental Hygiene didactic/clinical years).

i) Definition of Year Class:

In regard to reference to a student’s year class within the following regulations, the following shall be used:

DH 1: Direct entry students in year 1 (pre-professional year)

DH 2: All students (direct entry and advanced entry) entering the 2nd year of the program/1st DH didactic/clinical year (previously DH 1)

DH 3: All students (direct entry and advanced entry) entering the 3rd year of the program/2nd DH didactic/clinical year (previously DH 2)

ii) General Rules and Regulations of the School of Dental Hygiene:

Direct Entry students should note that while they are admitted directly to the School of Dental Hygiene and are subject to the rules and regulations of the School, the first year of the program requires registration ~~in of~~ courses that are contained within ~~f~~Faculty/~~s~~Schools outside of the School of Dental Hygiene (generally the Faculty of Science). Direct Entry Students should be aware that the rules and regulations that pertain to the course's home faculty/~~school~~department apply to their registration within that course (such as rules in regard to examination scheduling/~~deferred examination~~/challenge for credit/voluntary withdrawal deadlines/fees/etc.)

Regardless if ~~For both~~ students are admitted via Direct Entry or Advance Entry admission categories, years 2 and 3 of the dental hygiene program must be taken on a full-time basis and in their entirety as detailed in the University of Manitoba Academic Calendar & Catalog at the time of admission.

iii) Rules and Regulations ~Direct Entry Year 1 – DH 1

The letter grade of "C" is the lowest acceptable level of performance per course in DH 1 (pre-professional year), with the exception of English, which is a C+, to progress further in the dental hygiene program. Students admitted to the School via Direct Entry must complete the first year (DH 1) curriculum, including electives, within 2 years of admission. If students do not successfully complete the first year course requirements within this time frame, they will, except under special circumstances under the discretion of the Director of the School of Dental Hygiene, be required to withdraw from the program; this does not preclude these students from re-applying to the program via ~~from~~ the ~~U1~~ advanced entry route. Direct entry students must achieve a minimum term grade point average of 2.0 in all terms during the completion of their pre-professional program (DH 1 Year 1).

iii)iv) Rules and Regulations~Years DH 2 and DH 33 (All Students)

In years DH 2 and DH3 the lowest acceptable grade is a "D" if the course is being taken for the first time (see below for a minimum requirement of repeated courses).

A minimum sessional grade point average of 2.0 in ~~both~~ years DH 2 and DH 3 of the program is required to qualify a student for standing in that year. A student in years DH 2 and DH 3 who fails to obtain a minimum sessional grade point average of **2.0** and who is not granted supplemental privileges will be considered to have failed the year.

For students in Year 2 and 3, ~~e~~Except by special permission of ~~the~~ Dental Faculty Council, no student in years DH 2 and DH 3 may repeat more than one year of the program in Dental Hygiene, nor may any single year be repeated more than once. The work requirements of any repeated dental hygiene course year may be modified at the

discretion of the Dental Faculty Council. The passing grade in each course of a repeated year in Dental Hygiene is "C".

A student in [DH 2 or DH 3 Dental Hygiene](#) who has obtained a grade of "F" in more than two subjects or who fails to obtain a ~~sessional~~ ~~overall~~ G.P.A. of [2.0](#) ~~1.6~~ will be regarded as having failed the year and will be required to repeat the work of that year in a succeeding annual session. [\(Comment: GPA was raised to 2.0 – approved at Senate March 5, 2008\)](#)

a) Attendance~Years [DH 2](#) and [DH 3](#) (All Students)

Regular attendance is expected of all students in all [Faculty of Dentistry/School of Dental Hygiene](#) courses. [Students should make themselves familiar with](#) ~~The~~ School of Dental Hygiene ~~has~~ attendance policies and ~~students~~ should be aware that there may be academic consequences with not complying with these regulations. For details on these policies please see the University [of Manitoba's](#) Attendance Policy [as listed in the on-line Calendar](#) [as well as](#) ~~an~~ individual [HYGN](#) course outlines for specific course requirements.

Only under exceptional circumstances may students be granted approval for absences exceeding one day for reasons other than illness. Students must make such a request in advance from the Director of the School to obtain prior approval.

Students registered in the School of Dental Hygiene are expected to conform to any new requirements that may be adopted from year to year. Any student returning to resume studies after an interval [away of absence](#) is expected to conform to any new requirements that have been adopted during their absence.

b) Deferred Examinations~[Years 2 and 3](#) (All Students ([DH 1](#), [DH 2](#) & [DH 3](#)))

~~A deferred examination is an examination that may be offered as a privilege to a student at a time after the regularly scheduled examination. Such examinations are offered to compensate for extenuating circumstances (eg: illness) that have prohibited a student from undergoing examination at the regularly scheduled time.~~

[A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled or a student who knows in advance that he or she is unable to write an examination at the scheduled time. Making a false or misleading claim may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.](#)

~~A student who is unable to sit an examination because of illness or other affliction may file an application for a deferred examination with the Director of the School of Dental Hygiene. Direct Entry students in Year 1 (pre-professional year) should be aware that exam deferral from courses other than HYGN courses, require approval by the~~

~~Department/Faculty/School in which the course is held belongs and are subject to the Deferred Examination rules and regulations of that department/Faculty/School.~~

~~Direct Entry (DH 1) students who miss a final examination due to medical or compassionate reasons, who and wish to apply for a deferred writing must do so within 48 hours of the missed exam. Further information on the deferral process can be found on-line via the Registrar's Office web page as well as the advising office of the faculty/school where the course is held. apply to the advising office of the faculty/school where the course is held. Direct entry students may also contact the University 1 Student Help Centre for further information and help on this process.~~

~~A dental hygiene student (DH 1, 2 and 3) who is unable to sit an examination because of illness or other affliction may file an application for a deferred examination with the Director of the School of Dental Hygiene. Application for deferral must normally be filed within seven days of the examination and must be accompanied by a medical certificate or an otherwise appropriate document certifying the inability of the student to write the examination at the regular scheduled time, and, where possible, indicating the period of disability. Based on the overall application submission, the Director shall determine if the application is approved.~~

~~When an application for a deferred HYG N examination is approved, the Director, in consultation with the course coordinator concerned may:~~

- ~~a. Permit a student to take a deferred examination in such a form as the Director/course coordinator may determine.~~
 - ~~b. Grant standing in a course without examination. In such cases a grade shall be assigned to the course on the basis of term work and assignments.~~
- ~~Further information on the deferral of examinations can be found at:~~

~~[http://umanitoba.ca/admin/governance/media/Deferred and Supplemental Examinations Procedures - 2013 11 25.pdf](http://umanitoba.ca/admin/governance/media/Deferred_and_Supplemental_Examinations_Procedures_-_2013_11_25.pdf)~~

~~A DH 2 or DH 3 student who is unable to sit an examination because of illness or other affliction may file an application for a deferred examination with the Director of the School of Dental Hygiene.~~

~~For Faculty of Dentistry and HYG N courses, the a Application for deferral must normally be filed within seven days of the examination and must be accompanied by a medical certificate or an otherwise appropriate document certifying the inability of the student to write the examination at the regular scheduled time, and, where possible, indicating the period of disability. Based on the overall application submission, the Director shall determine if the application is approved.~~

~~When an application for a deferred HYG N examination is approved, the Director, head of the department in which the course is offered, in consultation with the course coordinator concerned may:~~

- ~~a. Permit a student to take a deferred examination in such a form as the Director/department head/course coordinator may determine.~~
~~b. Grant standing in a course without examination. In such cases a grade shall be assigned to the course on the basis of term work and assignments.~~

~~(Not applicable to DH) In the case where more than one department is concerned and each department recommends that the student sit deferred examinations in the same examination period, deferred examinations may be granted by the Director with the concurrence of the Department Heads concerned.~~

Any student who for medical reasons withdraws from the a program or receives deferred examination privileges for all of the final examinations in the same examination period ~~shall be informed by the Director of Student Records that he/she may not re-register in any faculty or school may not be permitted re-register or sit any deferred examination~~ until he/she has established, through proper medical consultation, fitness to resume studies.

- c) Withdrawal~ Direct Entry Year 1 and All Year 2 and 3 All Students(DH 1, DH 2 & DH 3)

Voluntary

Any student intending to withdraw from a portion or all of their courses must report immediately in person or in writing to the Office of the Director. A student who withdraws from the Faculty of Dentistry/School of Dental Hygiene without notice will be considered to have terminated his or her connection with the Faculty/School.

If a subsequent application for registration is approved, the student will be required to conform to the rules and regulations, fee schedules, sequence of courses, etc., in effect at the time of such subsequent application.

In certain cases students are obliged to withdraw because of ill health or other sufficient reasons after the final date for withdrawal posted on the University of Manitoba web-site; these cases will be considered on an individual basis by the Director of the School of Dental Hygiene.

Required

Senate has approved by-laws granting the Faculty of Dentistry/School of Dental Hygiene the authority to require a student to withdraw on the basis of professional unsuitability; such right may be exercised at any time throughout the academic year. This right to require a student to withdraw prevails notwithstanding any other provisions in the academic regulations of the particular faculty or school regarding eligibility to proceed or repeat. For more information see the University of Manitoba Academic Calendar and Catalog Services)

Link to: [Professional Unsuitability By-Law.](#)

Link to: [Essential Skills and Abilities by-laws](#)

d) Supplemental Examinations~Years [DH 2](#) and [DH 3](#) ([All Students](#))

A supplemental examination is an examination that may be offered as a privilege to a dental hygiene student who has failed a dental hygiene ([HYGN](#)) course or failed to achieve a satisfactory result. Such examinations are offered in order to grant the student an opportunity to rectify the inadequacy without repeating the course.

Supplemental examination privileges are permitted in the School of Dental Hygiene for all HYGN courses with the **exception** of those in which remediation/re-examination is not realistically feasible. Such privileges must be approved by Dental Faculty Council. Students seeking supplemental privileges should contact the Director indicating her/his request. Applications to write a supplemental examination must be accompanied by the paid fee before the supplemental examination can be written. The student will be notified in a letter from the Director's Office if she/he is granted the privilege and under what specific conditions.

A student in [DH 2 and DH 3](#)~~second and third year~~ who has failed in not more than two HYGN courses at the [end of the](#) regular term/~~final examinations~~, may, at the discretion of the Director and with approval from Dental Faculty Council, be awarded the privilege of one or two supplemental examination(s). A student must maintain a minimum sessional (combined Fall and Winter [terms](#)) GPA of 2.0 [in that year each year](#) in order to be eligible for supplemental privileges.

The passing grade in supplemental examinations is "C" ~~in-for~~ each course.

A student who is granted supplemental privileges is obliged to sit the examination at the earliest opportunity. The student must contact the course coordinator within 7 days of the date the notification letter from the Director's Office to schedule a plan for remediation and a date to write their supplemental examination. Supplemental examinations must be held prior to the opening of the Fall academic session.

A student who has not successfully exercised supplemental privileges will be considered to have failed the year and may be required to repeat the entire year or a modified program as required by Dental Faculty Council. If/when the condition is removed in that session, the student will be regarded as having completed the year to which the condition applied.

NOTE: DH I students (direct entry in pre-professional program) should note that supplemental examination privileges are not normally permitted within the courses in which they will be registered. Failure of any course/s in year ~~1~~-[DH 1](#) of the program (pre-professional year) will normally require the course/s to be repeated during the next

| available offering of the course. [DH 1 students should be aware that this, which](#) may impact the student's ability to progress in the dental hygiene program (see Section iii).

Report of the Senate Committee on Instruction and Evaluation RE: Revised Regulations concerning First Class Honours, School of Art

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 May 30, 2014 to consider a proposal from the School of Art to amend the requirements for the designation of First Class Honours, for students in the Bachelor of Fine Arts (Honours) and the Bachelor of Fine Arts (Honours) in Art History.

Observations:

1. The School of Art is proposing to amend the requirements for the designation of First Class Honours, for both the B.F.A.(Hons.) and the B.F.A.(Hons.) in Art History, so the requirements for students in the two programs would be equivalent.
2. In order to be awarded a degree with First Class Honours, students would be required to achieve a minimum degree grade point average of 3.75. Currently, students in the B.F.A.(Hons.) must achieve a minimum grade point average of 3.5 on courses applicable to the last two years of the program, and students in the B.F.A.(Hons.) in Art History must achieve a minimum grade point average of 3.75 on all courses applicable to the last three years of the program.
3. It was noted that the same requirements would apply to both full-time and part-time students.
4. The revised requirements would apply to students admitted to the School of Art in September 2014 or later.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised requirements for the designation of First Class Honours, for students in the Bachelor of Fine Arts (Honours) and the Bachelor of Fine Arts (Honours) in Art History, 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.



UNIVERSITY
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To: Janice Ristock, Chair, Senate Committee on Instruction and Evaluation
From: Paul Hess, Director, School of Art
Date: May 1, 2014

re: Proposed Changes to First Class Honours Notation for Graduating School of Art Students

The School of Art is proposing changes to the requirements that students must meet to be awarded the notation of "First Class Honours" on their degree at the time of graduation with the Bachelor of Fine Arts Honours and Bachelor of Fine Arts Art History Honours. School Council met and approved the motion for this change on April 22, 2014.

The proposed changes to the requirements will provide equality between the two degrees by aligning both the grade standards and method of calculation.

Attached to this memo are details of the proposed changes.

Bachelor of Fine Arts Art History Honours

Current Regulation

Students graduating with a B.F.A. Art History (Honours) degree (whether full-time or part-time) will have their degree granted with “First Class Honours” if they have a minimum cumulative Grade Point Average of 3.75 in all courses applicable to the second, third and fourth year of the program.

Proposed Regulation

Students admitted to the School of Art in September 2014 and thereafter who graduate with a B.F.A. Art History (Honours) degree will have their degree granted with “First Class Honours” if they obtain a Degree Grade Point Average of 3.75 or better in all courses required for graduation in the program.

Bachelor of Fine Arts Honours

Current Regulation

Upon completion of the requirements for the BFA Honours Program, a student who achieves a degree GPA of 3.5 in courses applicable to the last two years of the Honours Program will be awarded the BFA Honours Degree First Class.

Proposed Regulation

Students admitted to the School of Art in September 2014 and thereafter who graduate with a B.F.A. (Honours) degree will have their degree granted with “First Class Honours” if they obtain a Degree Grade Point Average of 3.75 or better in all courses required for graduation in the program.

Report of the Senate Committee on Academic Dress

Preamble

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

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

wherein the Committee is charged with the responsibility to recommend to Senate on the colours of the linings of hoods for new degrees.

The Committee met on May 5, 2014 and considered:

- a hood colour for the Master of Physical Therapy
- a hood colour for the Interdisciplinary Health Program, Bachelor of Health Sciences and Bachelor of Health Studies
- a hood colour for the Master of Fine Art
- a stole colour for the Internationally Educated Agrologists Post-Baccalaureate Diploma Program

Observations

1. The Master of Physical Therapy degree was approved by Senate on May 13, 2009 and by the Board of Governors on June 16, 2009. The suggested hood colour was approved by the School of Medical Rehabilitation Council on January 20, 2014, and is the same colour as that approved by Senate in 1991 when the Master of Physical Therapy degree was previously offered.
2. The Bachelor of Health Sciences and Bachelor of Health Studies degrees were approved by Senate on May 17, 2006 and by the Board of Governors on June 20, 2006. The suggested hood colour was approved by the Interdisciplinary Health Programs Council on January 15, 2014.
3. The Master of Fine Art degree was approved by Senate on April 2, 2008 and by the Board of Governors on April 22, 2008. The suggested hood colour was approved by the School of Art School Council on April 22, 2014.
4. The Internationally Educated Agrologists Program was approved by Senate on April 4, 2012 and by the Executive Committee of the Board of Governors on April 17, 2012. The suggested stole colour for the Internationally Educated Agrologists Post-Baccalaureate Diploma Program was approved by the Faculty of Agricultural and Food Sciences Faculty Council on April 23, 2014.

Recommendations

The Senate Committee on Academic Dress recommends to Senate:

1. **THAT** the lining of the hood for the Master of Physical Therapy degree be light purple.
2. **THAT** the hood for the Interdisciplinary Health Program, Bachelor of Health Sciences and Bachelor of Health Studies degrees have the following design:
 - hood lining of maroon satin
 - one-inch pewter grey braid, one-inch below the edge of the hood
 - 3/16-inch white braid on top of and in the middle of the grey braid
3. **THAT** the hood for the Master of Fine Art degree have the following design:
 - hood lining of asphalt satin
 - two brick red chevrons, 1³/₄ inch each separated by 2¹/₂ inch asphalt satin
 - 1/4 inch whiskey gold cord, one inch below the edge of the hood
4. **THAT** the stole for the Internationally Educated Agrologists Post-Baccalaureate Diploma Program be old gold satin with a double row of one-eighth inch cream soutache braid.

Respectfully submitted,

Prof. Paul Hess, Chair
Senate Committee on Academic Dress

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

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on June 16, 2014 (electronically) to consider nominations to fill vacancies on the standing committees of Senate.

Observations

1. Listed below are Senate committees with student vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.
2. Vacancies for undergraduate students have yet to be filled. The Senate Committee on Nominations will report to Senate once the names of the nominees have been received.

Recommendations

The Senate Committee on Nominations recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Academic Computing	Mr. Armin Hamta	Graduate Studies	2016.05.31
Senate Committee on Academic Dress	Ms Jill Bueddefeld	Graduate Studies	2015.05.31
	Ms Maia Kredentser	Graduate Studies	2015.05.31
Senate Committee on Academic Freedom	Mr. Olivier Gagne	Graduate Studies	2015.05.31
Senate Committee on Academic Review	Mr. Richard From	Graduate Studies	2015.05.31
Senate Committee on Admission Appeals	Mr. Dmitri Krassioukov-Enns	Graduate Studies	2015.05.31

Senate Committee on Admissions	Mr. Faizan Khan	Graduate Studies	2015.05.31
	Mr. Dmitri Krassioukov-Enns	Graduate Studies	2015.05.31
Senate Committee on Appeals	Mr. Adam Pawlak	Arts	2015.05.31
	Mr. Binudith Warnakulasooriya	Science	2015.05.31
	Mr. Jayanta Debnath	Graduate Studies	2015.05.31
Senate Committee on Awards	Mr. Gustavo Mejicanos	Graduate Studies	2015.05.31
Senate Committee on the Calendar	Ms Diba Vafabakhsh	Graduate Studies	2015.05.31
Senate Committee on Curriculum and Course Changes	Mr. Kristjan Mann	Graduate Studies	2015.05.31
Senate Committee on Instruction and Evaluation	Mr. Ravikanth Lankapalli	Graduate Studies	2015.05.31
	Mr. Richard From	Graduate Studies	2015.05.31
Joint Senates Committee on Master's Programs	Ms Beibei Lu	Graduate Studies	2015.05.31
Senate Committee on Nominations	Mr. Hooman Derakhshani	Graduate Studies	2015.05.31
Senate Planning and Priorities Committee	Ms Laura Rempel	Graduate Studies	2016.05.31
Senate Committee on Rules and Procedures	Ms Chido Uchime	Graduate Studies	2014.05.31
Senate Committee on University Research	Mr. Olivier Gagne	Graduate Studies	2016.05.31
	Ms Anastasia Sizykh	Graduate Studies	2016.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations