

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 6, 2016
1:30 p.m.

AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Reports of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes**
 - (a) **RE: Departments of Classics, Biochemistry and Medical Genetics, and Physical Therapy
[November 18, 2015]** Page 4
 - (b) **RE: Department of Human Anatomy and Cell Science
[November 18, 2015]** Page 7

III MATTERS FORWARDED FOR INFORMATION

1. **Report of the Senate Committee on Awards – Part A
[November 10, 2015]** Page 9
2. **In Memoriam: Dr. Guenter Rudolf Krause** Page 18
3. **Items Approved by the Board of Governors
[November 24, 2015]** Page 19

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 2, 2015

VII BUSINESS ARISING FROM THE MINUTES

1. **Editorial Changes to the Report of the Senate Committee on Curriculum and Course Changes on Course and Program Changes [October 30, 2015] (*for information*)** Page 20

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

1. **Report of the Senate Executive Committee** Page 21
2. **Report of the Senate
Planning and Priorities Committee**

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

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

1. **Report of the Senate Committee on Awards – Part B
[November 10, 2015]** Page 22
2. **Proposal for a Bachelor of Midwifery, College of Nursing,
University of Manitoba, and Faculty of Health, University
College of the North** Page 27
 - a) **Report of the Senate Committee on Curriculum
and Course Changes** Page 187
 - b) **Report of the Senate Planning and Priorities
Committee** Page 190
 - c) **Report of the Senate Committee on Admissions** Page 193
 - d) **Report of the Senate Committee on Instruction
and Evaluation** Page 194
3. **Revised Academic Regulations, Faculty of Science**
 - a) **RE: B.Sc.(Major) Degree Graduation Requirements**
 - (i) **Report of the Senate Committee on Curriculum
and Course Changes** Page 197
 - (ii) **Report of the Senate Committee on Instruction
and Evaluation** Page 198
 - b) **RE: B.Sc.(Honours) Degree Entrance, Continuation,
and Graduation Requirements**
 - (i) **Report of the Senate Committee on Curriculum
and Course Changes** Page 201
 - (ii) **Report of the Senate Committee on Instruction
and Evaluation** Page 203

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| 4. | <u>Reports of the Senate Committee on Admissions</u> | |
| a) | RE: Proposal for a Diversity Admission Policy for the B.Ed. Program, Faculty of Education | Page 208 |
| | (i) <u>Comments of the Senate Executive Committee</u> | Page 222 |
| b) | RE: Revised Admission Requirements for the B.Ed. Program, Université de Saint-Boniface | Page 223 |
| c) | RE: Revised Admission Process for Sequential High School Students, Enrolment Services | Page 231 |
| 5. | <u>Reports of the Senate Committee on Instruction and Evaluation</u> | |
| a) | RE: Revised Academic Regulations, B.Ed. Program, Faculty of Education | |
| | (i) <u>Academic Standing</u> | Page 239 |
| | (ii) <u>Repeating a Course</u> | Page 242 |
| b) | RE: Regulation concerning NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7, Bachelor of Nursing Degree, College of Nursing | Page 246 |
| c) | RE: Proposed Revisions to Withdrawal Policies and Associated Changes | Page 250 |
| | (i) <u>Revised Voluntary Withdrawal Policy</u> | Page 269 |
| | (ii) <u>Authorized Withdrawal Policy and Procedure</u> | Page 274 |
| | (iii) <u>Repeated Course Policy</u> | Page 282 |
| | (iv) <u>Revised Grade Point Averages Policy</u> | Page 286 |

X **ADDITIONAL BUSINESS** - none

XI **ADJOURNMENT**

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

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 Classics (Arts), Dept. of Biochemistry & Medical Genetics (Medicine), Dept. of Physical Therapy (Rehabilitation Sciences).

Observations

1. **The Dept. of Classics** proposes two (2) course introductions. The courses will expose students to the variety of fields within Classics and introduce them to basic techniques and resources. They are not meant to lead to mastery of complex fields, but rather to introduce subfields and supply a 'toolkit' of major bibliography, databases, and other resources. They will also provide an opportunity to introduce issues around professional standards, ethics, and research integrity. Practical professional skills such as writing abstracts or scholarship/grant applications can also be included.

Course Introductions:

CLAS 7000 Proseminar in Classical Studies 1 **0**

Seminars in which faculty members or invited speakers introduce subfields, methods, and resources within Classics. Attendance and participation are required from Classics MA students during the first year in the program. This is part of a pair of required courses. This course is graded Pass/Fail. Prerequisite: none.

CLAS 7002 Proseminar in Classical Studies 2 **0**

Seminars in which faculty members or invited speakers introduce subfields, methods, and resources within Classics. Attendance and participation are required from Classics MA students during the first year in the program. This is part of a pair of required courses. This course is graded Pass/Fail. Prerequisite: none.

NET CHANGE IN CREDIT HOURS **0**

2. The **Dept. of Biochemistry and Medical Genetics** proposes three (3) course introductions. There are currently no graduate-level courses offered at the University of Manitoba that introduce the fundamentals of population and evolutionary genetics or are dedicated to establishing a knowledge of the fundamentals necessary for research development in computational biology.

Course Introductions

IMED 7130 Foundations in Human Population and Evolutionary Genetics +1.5

This course will examine how human evolutionary history and sociogenetic processes have shaped contemporary patterns of genetic variation, how we can use these patterns to understand the histories and relationships of contemporary human populations, and appropriate methods to assay and interpret these genetic variation patterns. Prerequisite: Incoming students must have passed the graduate Medical Genetics (IMED 7170) course or its undergraduate equivalent, Introduction to Human Genetics (BGEN 3020), or equivalent course prior to taking this course.

IMED 7140 Advanced Topics in Human Population and Evolutionary Genetics +1.5

This course will examine the latest genetic evidence on the origins and evolution of anatomically modern humans and their peopling of the world, the coevolution of genes and culture, and the emergence and dispersal of genetic risk factors for Mendelian and complex diseases and traits that afflict contemporary human populations. Prerequisite: Incoming students must have passed the Foundations in Human Population and Evolutionary Genetics (IMED 7130) or an equivalent course prior to taking this course.

IMED 7280 Medical Computational Biology +3

“Medical Computational Biology” provides the basic knowledge necessary for students to pursue research in the use of computational methods in biomedical research. The course will focus on concepts necessary for applying computation to genomics, transcriptomics and proteomics experimental data and their application to topics relevant to human health. This course is suitable for a broad range of students with interest in large scale biomedical research. Prerequisites: a basic course in biology and mathematics or the consent of the instructor(s).

NET CREDIT HOUR CHANGE +6

5. The **Dept. of Physical Therapy** proposes two (2) course modifications. The calendar descriptions are being updated to accurately reflect course content and to stipulate course prerequisites.

Course Modifications

PT 6260 Physical Therapy Practice and Professional Issues 1 3

Through lecture and tutorial sessions, students will address various professional topics to develop their knowledge concerning of business, ethical and legal principles for physical therapy practice.

PT 7160 Physical Therapy Practice and Professional Issues 2

3

Through lecture and tutorial sessions, students will integrate their knowledge and clinical experience concerning business, ethical and legal principles for physical therapy practice.

NET CREDIT HOUR CHANGE

0

Recommendations

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

Dept. of Classics

Dept. of Biochemistry & Medical Genetics

Dept. of Physical Therapy

Respectfully submitted,

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

/py

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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 Human Anatomy & Cell Science.

Observations

1. The **Dept. of Human Anatomy and Cell Science** proposes five (5) course deletions and one (1) course introduction. Courses that are being deleted haven't run for several years. In recent years, it has been common in the field of brain imaging to employ complicated mathematical modeling such as multivariate analyses and graph theory, which have made it more challenging to truly understand the results that have been reported in scientific journals. Students often lack the skills of critical reading because they are unaware of the limitations of each brain imaging analytic method. The new IMED 7004 will provide students a capacity to critically evaluate what is reported in the current brain imaging literature.

Course Deletions

| | |
|---|-----------|
| ANAT 7090 Methodology of Research | -3 |
| ANAT 7270 Neuroscience 1 | -6 |
| ANAT 7350 Cardiac Lipids / Membrane Function | -3 |
| ANAT 7280 Neuroscience 2 | -6 |
| ANAT 7262 Human Neuroscience | -3 |

Course Introduction

IMED 7004 Human Brain Imaging Methods

+1.5

The role of in vivo brain imaging (e.g., CT, MRI, PET, SPECT) have been rapidly increasing in the multiple disciplines that investigate the human brain in both clinical and nonclinical domains. The basic concepts, mechanisms and analytical techniques will be introduced for different imaging methods. Students will gain knowledge about what can be done and what cannot be done with each modality.

NET CREDIT HOUR CHANGE

-19.5

Recommendations

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

Dept. of Human Anatomy & Cell Science

Respectfully submitted,

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

/py

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

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 November 10, 2015 the Senate Committee on Awards approved six 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 November 10, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve six new offers, five amended offers, and the withdrawal of five awards as set out in Appendix A (dated November 10, 2015). 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

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

SENATE COMMITTEE ON AWARDS

Appendix A

November 10, 2015

1. NEW OFFERS

Albert Rosen Memorial Scholarship in Law

Albert Rosen's nephew, Mr. Richard Brettschneider, has established an annually funded scholarship in his memory at the University of Manitoba. Mr. Rosen was a lawyer who believed that his chosen career path was a calling, not a career. He loved the law and took pride in remaining up to date in all of its intricacies long after his professional retirement. The purpose of the scholarship is to recognize students in the Faculty of Law who have gained admittance through the Individual Consideration category. Each year for ten years, beginning in 2015-2016 and ending in 2024-2025, one scholarship of \$500 will be offered to an undergraduate student who:

- (1) is enrolled full-time in either the second or third year of study in the Faculty of Law;
- (2) was admitted to the Faculty of Law through the Individual Consideration category;
- (3) has achieved a minimum sessional grade point average of 3.0 in the previous academic year.

The donor will notify Financial Aid and Awards by March 31 in any year this award is not to be offered.

The Dean of the Faculty of Law (or designate) shall name the selection committee for this award.

BioVision Seed Labs Scholarship

BioVision Seed Labs has established an annually funded scholarship to recognize students in the Faculty of Agricultural and Food Sciences. Each year, beginning in 2015-2016, one scholarship of \$1,000 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the Faculty of Agricultural and Food Sciences;
- (2) has completed a minimum of 24 credit hours toward their degree;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has a farming background.

Candidates will be required to submit a letter (maximum 250 words) that describes how they meet criterion (4) and how they expect this background will affect their studies.

If in any given year, there is no candidate that meets all of the criteria, the scholarship may be offered to a student who otherwise meets criteria (1) to (3), with no application required.

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

The donor will notify the Financial Aid and Awards Office by March 31 in any year this award is not to be offered.

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. Ben Claman Bursary in Dentistry

In honour of Dr. Benjamin Claman, and to celebrate his life and commitment to dentistry in Manitoba, his wife Tess and their sons Sheldon and Ussher established an endowment fund at the University of Manitoba. The purpose of the bursary is to support students in the College of Dentistry. Each year,

beginning in 2015-2016, 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 at least the third year of study in the College of Dentistry;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba Bursary Application form.

The selection committee will be the College of Dentistry Awards Committee.

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.

James C. Thomas Fellowship in Landscape Planning

Mr. James C. Thomas has established an annual fellowship in landscape planning for a student in the Master of Landscape Architecture program at the University of Manitoba. The purpose of the fund is to reward the academic achievements of graduate students pursuing studies in the Master of Landscape Architecture program in the Faculty of Architecture. The fellowship will be offered annually for six years beginning in 2016-2017 and ending in the 2021-2022 academic year.

Each year, one fellowship valued at \$5,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Master of Landscape Architecture program at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) has submitted a thesis or practicum proposal that is focused on one or more of the following:
 - a. the application of principles/concepts of landscape planning;
 - b. the relationships between humans, communities, cultures, and land;
 - c. natural processes and the environment (landscapes).
- (4) has demonstrated a commitment to the profession of Landscape Architecture.

To demonstrate how they meet criteria (3) and (4), candidates will be required to submit a copy of their Thesis / Practicum Proposal approved by their Thesis / Practicum Advisor and a statement (maximum 1000 words) which includes a description of their thesis or practicum proposal, how it relates to one or more of the listed concepts above, along with a description of how they have demonstrated commitment to the profession of Landscape Architecture

Students will not be eligible to receive this fellowship more than once.

If in any year there are no applicants that meet the above criteria then the award will not be made and it will carry forward to the following year.

The Vice-Provost (Graduate Education) and the Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee for this award. The selection committee will include the Head of the Department of Landscape Architecture (who will serve as chair), one full-time faculty member from the Department, and Mr. James Thomas (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.

Matthew M. Jones Scholarship for Accounting

In honour of Matthew M. Jones, FCA, an endowment fund was established in 2015 to commemorate Matthew's contributions to the profession during his long and distinguished career in Winnipeg. The purpose of the fund is to provide scholarships to students in the I.H. Asper School of Business who are pursuing studies towards a B.Comm (Hons.) in accounting. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in at least their second year of study in the B.Comm. (Hons.) program in the I.H. Asper School of Business at the University of Manitoba;
- (2) have either:
 - (a) declared a major in Accounting; or
 - (b) indicated their intention to pursue a major in Accounting;
- (3) have achieved a minimum degree grade point average of 3.0;
- (4) have demonstrated community service.

To support criteria (2) and (4), candidates will be required to submit an application to the Financial Aid and Awards office that includes their declared major or intention to pursue a major in Accounting, and a brief statement (maximum 250 words) outlining their community service involvement.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds.

A student may receive the Matthew M. Jones Scholarship for Accounting only once.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Ron Connors Memorial Bursary

In memory of Ron Connors, his family will provide an annual contribution of \$500, for five years, to offer the Ron Connors Memorial Bursary. The purpose of the bursary is to provide support to hard-working students in the College of Pharmacy. Each year, beginning in 2015-2016 and ending in 2019-2020, one bursary of \$500 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second year of the B.Sc. (Pharmacy) program in the College of Pharmacy 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.

Preference in selection will be given to students in the following order:

- (i) a graduate of Daniel McIntyre Collegiate in Winnipeg, MB;
- (ii) a graduate of Gimli High School in Gimli, MB, or Riverton Collegiate Institute in Riverton, MB.

The selection committee will be the College of Pharmacy Awards Committee.

The donor will notify the Financial Aid and Awards office by March 31 in any year this award will not be offered as scheduled.

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

Clayton H. Riddell Faculty of Environment, Earth, and Resources Undergraduate Admission Scholarships

The following amendments have been made to the terms of reference for the Clayton H. Riddell Faculty of Environment, Earth, and Resources Undergraduate Admission Scholarships:

- The opening paragraph has been revised to:
The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers up to five annual admission scholarships, valued at \$1,000 each, to undergraduate students newly admitted to the Faculty via a route other than the Direct Entry Program Option. These scholarships will be available to students who:
- The first selection criterion was revised to:
(1) have completed a minimum of 24 credit hours and a maximum of 60 credit hours of university-level courses;

Dr. Frank Kennedy Memorial Bursaries

The following amendments have been made to the terms of reference for the Dr. Frank Kennedy Memorial Bursaries:

- The second paragraph was revised to:
The bursaries will be offered to students in the Bachelor of Physical Education program and the Bachelor of Kinesiology program. The available annual income from the fund will be used to offer one or more bursaries to students who:
- The selection criteria were revised to:
(1) have been admitted into, and are currently enrolled full time (minimum 60% course load) in their first year of study in the Faculty of Kinesiology and Recreation Management in either the Bachelor of Physical Education program or the Bachelor of Kinesiology program;
(2) have achieved a minimum degree grade point average of 2.5;
(3) have demonstrated financial need on the standard University of Manitoba bursary application form.
- The following paragraph was added:
If, in the discretion of the selection committee, an insufficient number of entering students are deserving of these bursaries, the bursaries which are not awarded to entering students may be awarded to students beyond their first year in the Faculty of Kinesiology and Recreation Management and who are in either the Bachelor of Physical Education program or the Bachelor of Kinesiology program (minimum 60% course load) provided that they have met criteria (2) and (3).
- The following paragraph was removed:
So long as regular bursary considerations are met, the selection committee shall seek to use as additional selection criteria: rural or urban domicile; female or male sex; elementary or secondary teaching preference in order to attain balance in selection.

- The selection committee was revised to:

The selection committee will be named by the Dean of the Faculty of Kinesiology and Recreation Management (or designate).

Lyla May Guest Hugill Scholarship in Classics

The following amendments have been made to the terms of reference for the Lyla May Guest Hugill Scholarship in Classics:

- The opening paragraph was revised to:

From the bequest of Lyla May Guest Hugill, The University of Manitoba has received approximately \$100,000 which is to be divided evenly between the departments of English and Classics. The purpose of this fund is to reward the academic achievements of students pursuing studies in Classics at the University of Manitoba. Each year, the available annual income from this fund will be used to offer one or more scholarships to graduate students who:

- The selection criteria were revised to:

- (1) are enrolled full-time in the Faculty of Graduate studies in any year of either the pre-Master or Master of Arts in Classics program;*
- (2) have achieved a minimum degree grade point average of 3.5 based on the last 60 credit hours of study (or equivalent);*
- (3) have shown, in the opinion of the selection committee, outstanding academic achievement as demonstrated through a high degree grade point average and excellent written work.*

In the event that there are no students who have met all of the above criteria, the selection committee shall have the discretion to offer one or more scholarships to undergraduate students who have met one of the following criteria with preference given in the order listed below:

- (1) are enrolled full-time (minimum 80% course load) in the Faculty of Arts, have achieved a minimum degree grade point average of 3.5, have declared their major(s) in Greek and/or Latin, and have shown, in the opinion of the selection committee, outstanding academic achievement as demonstrated through a degree high grade point average and excellent written work;*
- (2) are enrolled full-time (minimum 80% course load) in any Faculty, School, or College at the University of Manitoba, have achieved a minimum degree grade point average of 3.5, have declared their minor as Greek or Latin, and have shown, in the opinion of the selection committee, outstanding academic achievement as demonstrated through a high degree grade point average and excellent written work;*
- (3) are enrolled full-time (minimum 80% course load) in the Faculty of Arts, have achieved a minimum degree grade point average of 3.5, have declared their major in Classical Studies have taken or are currently registered in one or more courses in Greek language and/or Latin language, and have shown, in the opinion of the selection committee, outstanding academic achievement as demonstrated through a high degree grade point average and excellent written work.*

- The following selection criteria were removed:

In Classics, the award is to be offered to:

- (1) an outstanding student at the graduate or pre-Master of Arts level beginning full-time study towards the Master of Arts in Classics; or,*
- (2) an outstanding student or students at the undergraduate level declaring a major in either Greek or Latin; or,*

(3) *an outstanding student or students at the undergraduate level declaring a minor in either Greek or Latin.*

- The following paragraph was removed:

Each year the Department will decide if any student or students qualify under category (1) above; if not, students under category (2) will be considered and then under category (3). In categories (2) and (3) the award would take the form of a tuition scholarship (or scholarships).

- The selection committee was revised to:

The Vice-Provost (Graduate Education) and the Dean of the Faculty of Graduate Studies will ask the Department Head of Classics (or designate) to name the selection committee. Any graduate student recipients named to receive the award will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate studies.

- The standard Board of Governors statement was added.

McCrorie-West Family Fellowship for Alzheimer Research

The following amendments have been made to the terms of reference for the McCrorie-West Family Fellowship for Alzheimer Research:

- The opening paragraph was revised to:

The family of Mary McCrorie (nee West) has established a fund in her memory which will provide two fellowships to be awarded yearly to graduate students at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the fund is to support promising students who plan on making a career in research for the treatment or cure of Alzheimer disease. The fellowship shall be first awarded for the 1998-1999 academic year. In the 2001-2002 and 2002-2003 academic years, the fellowship was valued at \$2500. From the 2003-2004 to the 2014-2015 academic years, the fellowship was valued at \$3000. Beginning in the 2015-2016 academic year, the revenue from the fund will be used to offer two fellowships. The first fellowship will be offered to a new recipient and will be valued at \$3500. The second fellowship will be offered as a renewal to the previous year's recipient and will be valued at the remaining amount of the available annual income with a maximum value of \$3500. The first fellowship will be offered to the graduate student who:

- The biographical information has been excised from the body of the terms and relocated to the end of the document under the heading "Biographical Information".

- The selection criteria were revised to:

- (1) *is enrolled full-time in the Faculty of Graduate Studies in any Ph.D. program at the University of Manitoba;*
- (2) *has achieved a minimum grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;*
- (3) *has an outstanding academic record and has demonstrated an aptitude for conducting research directly related to finding a treatment or cure for Alzheimer disease;*
- (4) *is conducting research within the Province of Manitoba in the year in which the award is tenable.*

To demonstrate how they meet criterion (3), applicants will be required to submit an application to the Faculty of Graduate Studies Dean's Office which must include all of the following materials:

- i. a letter of intent which includes a statement of plans for a career in research directly related to finding a treatment or cure for Alzheimer disease;*

- ii. *a research proposal;*
- iii. *an official academic transcript;*
- iv. *a curriculum vitae.*
- The following paragraphs were added:
 - *The second fellowship will be offered to the previous year's recipient as a renewal. In order to be considered for the renewal, the previous year's recipient must submit a statement (maximum 500 words) to the Faculty of Graduate Studies Dean's office by May 15 indicating how they continue to meet the qualifying criteria for this award. In the event that the previous year's recipient is not eligible for renewal, then only one new award should be offered, provided that a suitable candidate exists, while the portion of the income from the fund dedicated to the renewal of the award will be returned to the capital of the fund.*
 - *Note that for the 2015-2016 academic year, the selection committee will have the discretion to offer the renewed fellowship to a previous recipient that continues to meet the eligibility criteria but wasn't necessarily the recipient in the 2014-2015 academic year.*
- The following paragraph was removed:

The purpose of the annual, non-renewable fellowship is to support a promising student at the University of Manitoba who plans to make a career in research for the cure of Alzheimer disease. Applicants must be registered in the Ph.D. programme at the University of Manitoba, must have an outstanding academic record, plus a strong research proposal addressing research for the cure for Alzheimer disease. This fellowship will be offered to a student who submits a letter of intent which includes a statement of plans for a career in research in the field of Alzheimer disease, a research proposal, transcripts from the University, and a curriculum vitae.
- The selection committee was revised to:

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate), and will include a representative from the Centre on Aging and a representative of the family for as long as they wish to remain involved in the process.

Prof. Paul and Anna Stelmaschuk Awards

The following amendment has been made to the terms of reference for the Prof. Paul and Anna Stelmaschuk Awards:

- The first selection criterion was revised to:

(1) receive the highest and second highest grade, respectively, in the Management Planning Project 2 (currently numbered DAGR 0690);

3. WITHDRAWALS

Advanced Degree Education Scholarship in Medicine

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

Envirothon Scholarship

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

Faculty of Agricultural and Food Sciences Endowment Bursaries

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

Faculty of Agricultural and Food Sciences Endowment Bursary

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

Faculty of Agricultural and Food Sciences Endowment Fund Graduate Studies

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

In Memoriam: Dr. Guenter Rudolf Krause

With great sadness the Department of Mathematics announces that Guenter Rudolf Krause died unexpectedly on August 29, 2015. Although he suffered from a degenerative heart disease, to all appearances he had been in good health.

Guenter was German by birth, having been born in Frankfurt am Main in 1941. He was awarded (the equivalent of) a PhD from J. W. Goethe University in Frankfurt in 1967. His first academic appointment was at Washington State University in Pullman. He emigrated to Canada in 1969 as an Assistant Professor in the Department of Mathematics and Astronomy at the University of Manitoba. He was already fluent in English when he came to Winnipeg; and in later years became fluent in French as well.

During his 45 year career at Manitoba, Guenter fulfilled many roles. His accomplishments in research and teaching resulted in his being promoted, first to Associate Professor (1973) and then to Professor (1979). He published almost three dozen research papers (in three languages) and was continuously supported by NSERC for more than 40 years. His book, with T. H. Lenagan of the University of Edinburgh, *Growth of Algebras and Gelfand-Kirollov dimension*, was first published in 1985 and became the standard reference in the subject area. A second edition was prepared, and published in 2000.

Guenter supervised one PhD student, who graduated in 1998, and served as a co-advisor or on the supervisory committees of many other MSc and PhD candidates over his career. In 1995, with T. Kucera, he founded the Rings and Modules Seminar, which is still active in the Department of Mathematics. He was also very active in service to the research community, refereeing many articles for a wide range of journals, and producing over 200 reviews for each of *Mathematical Reviews* and *Zentralblatt für Mathematik*. He also reviewed grant applications for a wide range of agencies, including NSERC, NSF, NSA, and EPSRC.

Guenter contributed mightily to the administration of the Mathematics Department over a span of seventeen years, first as Associate Head, then as Acting Head, then as Head, and finally as Acting Head once again. The role of an administrator can be difficult and controversial. Guenter was a good listener, always accessible to those who wanted to make a case on a given issue, and it was clear that he had given all sides of an argument full consideration. He was a popular department head, liked by all.

Guenter's service to the University of Manitoba was not confined to the Department of Mathematics. He served one term on Senate, and a period on the UMFA Board of Representatives. He became widely known across campus for his insight into administrative processes, and made many friends. His colleagues in the Department of Mathematics have been touched by the many expressions of sympathy received from University of Manitoba community.

Guenter's dedication to service was reflected in his life outside the University. He was a very "early adopter" of the condominium movement, and organized a strong Condo Committee to wage a successful struggle over construction problems with the builder.

Guenter was physically active all his life, enjoying swimming (several times a week), cycling, and cross country skiing. He had a good sense of humour, and always took care to emphasize with a smile that "GK-dimension" had nothing whatsoever to do with "Guenter Krause".

Guenter was devoted to his family, and is survived by his second wife Ruth Hodder, first wife Renate Christine Singh, their son Robert and wife Daria, grandchildren Oskar and Isla, and several nieces and nephews and their children.



MEMORANDUM

DATE: November 25, 2015

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING – November 24, 2015***

At its meeting on November 24, 2015, the Board of Governors approved the following motions:

THAT the Board of Governors approve the Admission Targets policy and procedure, as recommended by Senate, effective upon approval by the Board.

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 September 22, 2015].

THAT the Board of Governors approve five new offers, five 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 September 22, 2015].

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 October 7, 2015].

Copy: Shannon Coyston

JML/sf

Report of the Senate Committee on Curriculum and Course Changes: Corrections to the Report of October 30, 2015 (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. 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 is provided as a record of editorial corrections to the Report of October 30, 2015.

Observations:

1. It was noted that, on pages 7 and 47, of the December 2, 2015 Senate agenda, the Minor (Concentration) in Labour Studies should be removed from the list of degree programs for which program modifications were proposed. No modifications were proposed for the Minor (Concentration) in Labour Studies.
2. On page 41 of the December 2, 2015 Senate agenda, a correction has been made to the course description for course introduction, FREN 3920, as indicated below in bold font:

FREN 3920 Enjeux majeurs en littératures francophones postcoloniales (B) Cr.Hrs. 3
L'objectif de ce cours est d'approfondir d'un aspect important en littératures francophones postcoloniales d'Afrique et des Caraïbes ou d'étudier les oeuvres d'un auteur francophone majeur originaire d'Afrique ou des Caraïbes. Students may not hold credit for both FREN 3920 and FREN 3840 when titled “Littérature africaine.”
Prerequisite: [a grade of “C” or better in any 2000-level French course] or written consent of department head. **FREN 2610 may not be used as a prerequisite.**

Respectfully submitted,

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

December 9, 2015

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor Paul Hess will be the Speaker for the Executive Committee for the January meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

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

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 November 10, 2015, the Senate Committee on Awards reviewed one new offer and one amended offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated November 10, 2015).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated November 10, 2015). 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
November 10, 2015

1. NEW OFFERS

Lisa Lewis and Ian Robertson Indigenous MBA Scholarship

With an initial gift of \$25,000 in 2015, Lisa Lewis and Ian Robertson established an endowment fund at the University of Manitoba. The purpose of the fund is to recognize, support and encourage eligible Indigenous students undertaking the MBA program in the I.H. Asper School of Business. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one renewable scholarship to a graduate student who:

- (1) is a member of the Aboriginal Business Education Partners (ABEP) program;
- (2) is enrolled full-time or part-time in the Faculty of Graduate Studies, in the M.B.A. program delivered by the I.H. Asper School of Business;
- (3) has achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (4) of the students that meet criteria (1) through (3), has achieved the highest grade point average based on the previous 60 credit hours (or equivalent) of study.

The scholarship is renewable for one year, providing the student continues to meet criteria (1) through (3) as outlined above. In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on all four of the established criteria above.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the I.H. Asper School of Business (or designate) to name the selection committee for this award, which will include the Director of the MBA program (or designate) and the Coordinator of the Aboriginal Business Education Partners program (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 establishing the award.

(Attachment I)

2. AMENDMENTS

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

The following amendments have been made to the terms of reference for the Clayton H. Riddell Faculty of Environment, Earth, and Resources Aboriginal Undergraduate Admission Scholarships:

- The title of the award has been revised to: *Clayton H. Riddell Faculty of Environment, Earth, and Resources Indigenous Undergraduate Admission Scholarship*
- All references to the term "Aboriginal" have been replaced with the term "Indigenous".
- The second selection criterion was revised to:
has completed a minimum of 24 credit hours and a maximum of 60 credit hours of university-level courses;

(Attachment II)



UNIVERSITY OF MANITOBA | Asper School of Business

September 30, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
420 University Centre
University of Manitoba

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone 204-474-9712
Fax 204-474-7928
Email: Dean_AasperSchool@UManitoba.ca

RE: Lisa Lewis and Ian Robertson Indigenous MBA Scholarship

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment of the Lisa Lewis and Ian Robertson Indigenous MBA Scholarship.

In the Fall Term of 2014, the Master of Business Administration (MBA) program's self-declared Indigenous student population was 6.3% of total enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%.

Indigenous student enrolment percentages for the past five years in the MBA program delivered by the I.H. Asper School of Business, is provided for context in the table below.

| Year (Fall Term) | % Indigenous Students |
|------------------|-----------------------|
| 2014 | 6.3 |
| 2013 | 4.3 |
| 2012 | 5.4 |
| 2011 | 4.5 |
| 2010 | 3.8 |

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the I.H. Asper School of Business the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,



Michael Benarroch





UNIVERSITY
OF MANITOBA

500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: (204) 474-9887
Fax: (204) 474-7553

September 18, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
420 University Centre
University of Manitoba

RE: Lisa Lewis and Ian Robertson Indigenous MBA Scholarship

Dear Dr. Hultin:

The Faculty of Graduate Studies supports the establishment of the Lisa Lewis and Ian Robertson Indigenous MBA Scholarship.

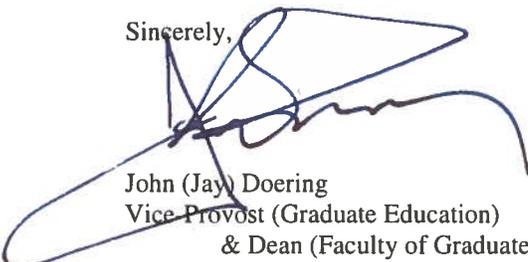
In the Fall Term of 2014, the Faculty's self-declared Indigenous student population was 4.2% of total enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%.

Indigenous student enrolment data for the past five years in Faculty of Graduate Studies is provided for context in the table below.

| Year (Fall Term) | Number of Indigenous Students | Total Student | % Indigenous Students |
|---------------------|----------------------------------|---------------|-----------------------|
| 2014 | 158 | 3,719 | 4.2 |
| 2013 | 158 | 3,748 | 4.2 |
| 2012 | 147 | 3,580 | 4.1 |
| 2011 | 139 | 3,501 | 4.0 |
| 2010 | 133 | 3,333 | 4.0 |

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the Faculty of Graduate Studies the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,



John (Jay) Doering
Vice Provost (Graduate Education)
& Dean (Faculty of Graduate Studies)



UNIVERSITY
OF MANITOBA

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

October 26, 2015

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

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

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

Dear Dr. Hultin,

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

In the Fall Term of 2014, the Clayton H. Riddell Faculty of Environment, Earth, and Resources' self-declared Indigenous undergraduate student population was 6.8% of total enrolment, compared to the University of Manitoba Indigenous undergraduate student population average of 7.9%.

Indigenous undergraduate student enrolment data for the past five years in the Clayton H. Riddell Faculty of Environment, Earth, and Resources' is provided for context in the table below.¹

| Year (Fall Term) | Number of Indigenous Students in the Riddell Faculty | Total Students in the Riddell Faculty | % Indigenous Students |
|------------------|--|---------------------------------------|-----------------------|
| 2014 | 32 | 469 | 6.8% |
| 2013 | 29 | 471 | 6.2% |
| 2012 | 29 | 488 | 5.9% |
| 2011 | 20 | 450 | 4.4% |
| 2010 | 14 | 408 | 3.4% |

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This scholarship will provide the Clayton H. Riddell Faculty of Environment, Earth, and Resources the opportunity to recruit, support, and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

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

¹ The University of Manitoba's Office of Institutional Analysis. Cited October 21, 2015

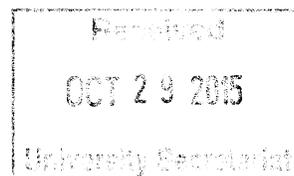


UNIVERSITY OF MANITOBA | Faculty of Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452
Fax: 204-474-7682

September 4, 2015

Shannon Coyston
Office of the University Secretary
314C Administration Building
University of Manitoba



Re: UM/UCN Joint Bachelor of Midwifery Program

Dear Shannon,

The College of Nursing Council approved the program proposal on September 2, 2015. The Faculty of Health Sciences Executive Committee approved the program proposal on September 3, 2015.

If you require any further information, please do not hesitate to ask.

Kind Regards,

Beverly O'Connell, RN, MSc, PhD, FACN
Dean

Program Proposal

College of Nursing, Faculty of Health Sciences
University of Manitoba
Faculty of Health,
University College of the North

kanáchí otinawáwasowin
Joint Bachelor of Midwifery program



UNIVERSITY
OF MANITOBA | Faculty of
Health Sciences



College of Nursing
University of Manitoba

Faculty of Health
University College of the North

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

Formal Program Proposal

UM/UCN Joint Bachelor of Midwifery Program

2016-2017

Formal Program Proposal

Institution(s): University of Manitoba (UM), University College of the North (UCN)

Title of Proposed Program: kanáchí otinawáwasowin¹ Joint Bachelor of Midwifery program

Credential to be offered: Bachelor of Midwifery (B.Mid.)

Identify credential granting institution (for joint programs only): UM/UCN

Length of Program: 4 years (130 credit hours), includes one preparatory year.

Proposed Date of Program Implementation:

Fall 2016: Transition of UCN students admitted in Fall 2015 to the JBMP
Pre-midwifery year for students interested in applying to the JBMP

Fall 2017: First intake of students into the JBMP under the JBMP admission policy

Critical factors that may impact the start date:

Delays in moving the full program approval process through both the University of Manitoba and University College of the North's approval processes in time for the JBMP to begin in September 2016 with the transition of the UCN students to the JBMP.

Faculty/College/Department in which the Proposed Program will be located:

College of Nursing, Faculty of Health Sciences, UM
Faculty of Health, UCN

Name of Person(s) responsible for the Program (please include contact information):

Dr. Beverly O'Connell, Dean, *College of Nursing, Faculty of Health Sciences, UM*
Phone: 204.474-9201 Email: Beverly.OConnell@umanitoba.ca

Dr. Kellie Thiessen, Director, *College of Nursing, Faculty of Health Sciences, UM*
Phone: 204.474.6684 Email: Kellie.Thiessen@umanitoba.ca

Vicki Zeran, Dean, *Faculty of Health, UCN*
Phone: 204.627.8583 Email: vzeran@ucn.ca

¹ The sacredness of delivering the baby

PREAMBLE

Insert summary statement, general description of program and intent of program proposal.

Summary Statement

The College of Nursing (University of Manitoba) and the Faculty of Health (University College of the North) are proposing the introduction of a Joint Bachelor of Midwifery Program (JBMP).

Background

Midwifery was established as a regulated profession in Manitoba in 2000. In the 1990s, extensive consultations regarding the legislative policies, educational requirements and practice standards required to implement professional midwifery practice in Manitoba were carried out by the Manitoba Working Group on Midwifery and, subsequently, the Midwifery Implementation Council. As part of their mandate, the Midwifery Implementation Council held extensive consultations with Aboriginal women and organizations across the province. These organizations called for the development of an educational program that would incorporate the traditional knowledge of Aboriginal people, the participation of Elders, and the blending of western and Aboriginal knowledge about midwifery practice. In particular, Northern Aboriginal communities sought a culturally appropriate strategy that would address their concerns regarding the lack of midwifery/obstetrical services in or near their communities and the subsequent need to have pregnant women travel far from their communities to deliver their infants.

Provincial funding to support the delivery of a midwifery program was granted to UCN in 2006. Since that date, UCN has admitted students to their program twice (2006, 2010) and will admit a third intake for the fall of 2015. In 2010, the program was moved from UCN to Winnipeg.

For a variety of reasons, it has been difficult for UCN to sustain the midwifery program. In November, 2013, the Council on Post-Secondary Education (COPSE) instructed the University of Manitoba (UM) and UCN to create a partnership to jointly deliver the Bachelor of Midwifery Program. The letter specified that the joint program should include the following features:

- Be delivered as a partnership
- Create clinical placement opportunities throughout the province where feasible
- Increase seat capacity
- Ensure increased access to northern students
- Provide inter-professional educational opportunities
- Build on UCN's current curriculum

General Program Description

The proposed Joint Bachelor of Midwifery Program consists of 130 credit hours of coursework. Thirty (30) credit hours are completed in the pre-midwifery year, after which students can apply for admission to the Program, which consists of 100 credit hours taken over 3 years (7 terms).

The curriculum is based on UCN's current curriculum, which received approval from the College of Midwives of Manitoba in 2014. Content related to traditional Aboriginal midwifery practices is woven throughout the curriculum and will be an integral part of every course in the Program.

Because of limited clinical resources, the student census for all years of the Program will be limited to a total of 36 students. To achieve this outcome, the JBMP proposes that up to 12 students be admitted to the Program each year. One-half of the seats would be offered under a Special Consideration Category to Aboriginal students. The majority of the Special Consideration seats are reserved for Aboriginal students residing in Northern Manitoba.

UM and UCN propose that the students admitted to UCN in 2015 be transferred to the JBMP in the fall of 2016 and that the first intake of students to the JBMP occur in the fall of 2017. For up to the first five years of the JBMP, UM will teach all course work required for the JBMP and all students will receive instruction at UM. By the fifth year of the Program, UCN will open a Northern Cohort so that students can remain in the north during their studies. UCN will begin to offer course work as soon as they are able to employ a masters or PhD prepared registered midwife to deliver course work from UCN. Each course will be delivered by one Instructor via distance delivery to students at both UM and UCN so that duplication of teaching effort is avoided.

Joint Governance of the JBMP

Governance of the JBMP will be achieved by amending the current governance structures in the College of Nursing. The terms of reference of all committees concerned with the governance of the undergraduate nursing programs will be amended to 1) create a sub-committee to deal with issues related to the JBMP and 2) to enable UCN representatives and representatives of the College of Midwives of Manitoba (when necessary) to sit on these committees. These amendments will occur after the JBMP is approved and funded.

SECTION 1. Program Description

1.1 Describe the program as it will appear in the academic calendar.

The Bachelor of Midwifery Program provides the educational foundation for a career in midwifery. Graduates of the program will be eligible to apply for registration with the College of Midwives of Manitoba and to write the Canadian Midwifery Registration Exam.

1.2 Educational objectives and learning outcomes.

Outline the education objectives of the program. Describe the expected learning outcomes in terms of skills, knowledge or other attributes which students will access as a result of their involvement in the proposed program.

- Practice competently as entry-level Midwives in any Manitoban care setting.
- Practice as primary maternity care providers in collaboration with the interprofessional maternity care team.
- Practice in diverse settings recognizing the unique features of the childbearing population in Manitoba, particularly as they relate to Aboriginal and multicultural communities.
- Participate in research that contributes to the midwifery profession and maternal and newborn care.
- Demonstrate a capacity of lifelong learning.
- Pursue professional development opportunities as educators and leaders in supporting normal birth and advances in maternal and newborn care.

1.3 Program structure

Provide an overview of the program including the suggested progression of courses on a year-by-year basis (indicate prerequisites). Describe options for specialization within this program (minor, concentration, stream).

There are no options for minors, concentrations or streams in the JBMP.

All of the courses required in the pre-professional year have no pre-requisites, so students can complete all pre-professional year coursework in 30 credit hours.

All of the courses required in the pre-midwifery year are available to students registered at UM and UCN. Students registered at other universities may be able to complete most of the pre-midwifery year courses there. Two possible exceptions are MBIO 1220: Essentials of Microbiology and the Native Studies elective, which may have to be taken at UM or UCN if the equivalency of similar courses at the student's home university has not been established.

The nursing (NURS) courses used in the Program are those developed by the College of Nursing (UM) and used by the Joint Bachelor of Nursing Program (UCN).

The midwifery (MDFY) courses have been developed collaboratively by registered midwives who are faculty members of the College of Nursing (UM) and the Faculty of Health (UCN).

Outline of program requirements, by year of program

| <i>Pre-professional Year</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> |
|---|--|--|---|
| <p><u>Required Courses</u> <i>No pre-requisite courses required</i> BIOL 1410: Anatomy of the Human Body (3) BIOL 1412: Physiology of the Human Body (3) MBIO 1220: Essentials of Microbiology (3) Native Studies: elective course (3)</p> | <p><u>Required Courses</u></p> <p><u>Term 1</u> <i>BIOL 2440 pre-requisites: BIOL 1410 & 1412; no pre-requisites for any other Term 1 courses</i> MDFY 2000: Foundations of Midwifery Care (3) MDFY 2010: Midwifery in the Canadian and International Context (2) NURS 2516: Human Diversity (2) NURS 3550: Evidence Informed Practice for Health Professionals (4) BIOL 2440: Human Reproductive Physiology (3)</p> <p><u>Term 2</u> <i>Pre-requisites: all courses in Year 2, Term 1</i> MDFY 2020: Bioscience for Midwives (3) MDFY 2030: Pharmacology for Midwives (3) MDWY 2040: Normal Childbearing Skills (6) MDFY 2050: Newborn Feeding: Methods and Contemporary Issues (3)</p> | <p><u>Required Courses</u></p> <p><u>Term 1</u> <i>Pre-requisites: all courses in Year 2, Term 3</i> MDFY 3000: Complex Care (3) MDFY 3010: Clinical Placement II and Tutorial: Complex Care (12)</p> <p><u>Term 2</u> <i>Pre-requisites: all courses in Year 3, Term 1</i> MDFY 3020: Clinical Placement III and Tutorial: Culturally Diverse Settings (4) MDFY 3030: Clinical Placement IV and Tutorial: Interprofessional Practice (12)</p> | <p><u>Required Courses</u></p> <p><u>Term 1</u> <i>Pre-requisites: all courses in Year 3, Term 2</i> MDFY 4000: Clerkship I and Tutorial (12)</p> <p><u>Term 2</u> <i>Pre-requisites: all courses in Year 4, Term 1</i> MDFY 4010: Clerkship II and Tutorial (13) MDFY 4020: Professional Issues in Midwifery (3)</p> |

| | | | |
|--|---|--------------------------|--------------------------|
| | <u>Term 3</u> <i>Pre-requisites: all courses in Year 2, Term 2</i> MDFY: 2060: Clinical Placement I and Tutorial: Normal Childbearing (12) | | |
| <u>Electives</u> science electives (9) social sciences or humanities electives (9) | <u>Electives</u> None | <u>Electives</u> None | <u>Electives</u> none |
| TOTAL HRS: 30 | TOTAL HRS: 41 | TOTAL HRS: 31 | TOTAL HRS: 28 |

Coursework.

List all required and optional courses that would constitute the requirements and other components of the proposed program. Include title, course number, credit hours and calendar description. Highlight any proposed new courses and append the necessary Undergraduate Course Introduction forms.

Course Descriptions:

MDFY 2000 Foundations of Midwifery Care Cr.Hrs. 3 New Course

This course introduces theory relevant to normal care and management in the childbearing years. The focus is on assessment for prenatal, intrapartum, and postpartum care. This course will address theories and models of teaching and learning as they relate to the health promotion of individuals, groups, and communities. Strategies for interpersonal communication and counseling the client and family will be introduced. This course will include content related to traditional Aboriginal midwifery practices. Co-Requisites: MDFY 2010, NURS 2516, NURS 3550, and BIOL 2440. Registration is normally restricted to students in Year 2 of the program.

MDFY 2010 Midwifery in the Canadian and International Context Cr.Hrs. 2 New Course

This course will provide students with an understanding of the midwifery model of care globally, nationally, and across Manitoba. Students will also learn about the historical context of midwifery and the issues related to the future of the midwifery profession in Canada. This course will include content related to traditional Aboriginal midwifery practices. Co-Requisites: MDFY 2000, NURS 2516, NURS 3550, and BIOL 2440. Registration is normally restricted to students in Year 2 of the program.

NURS 2516 Client and Context 2: Human Diversity Cr.Hrs. 2

This course provides students with knowledge of the social factors that enhance or diminish the health of individuals, families and communities. Students will also analyze the concept of client-centred care

and its relevance in the practices of health care professionals. For Bachelor of Nursing Students: Pre-or Corequisites: NURS 2500 and NURS 2520. Registration is normally restricted to students in Year 2 of the program.

NURS 3550 Professional Foundations 3: Evidence Informed Practice in the Health Sciences Cr.Hrs. 4

This course provides students with the knowledge and skills to locate and critically appraise nursing and health care literature, and to make decisions about how research knowledge can be transferred into nursing and health care practice. May not be held with NURS 3210. Pre-Requisites: NURS 2542. Registration is normally restricted to students in Year 3 of the program.

BIOL 2440 Human Reproductive Physiology Cr.Hrs.3 - (Formerly ZOOL 2140, 022.214)

This course provides an in-depth understanding of human reproduction with particular emphasis on intrinsic control mechanisms and extrinsic methods of regulation of reproduction. This course also provides the basis for the understanding of alterations from normal mechanisms of reproductive processes. Prerequisites: BIOL 1410 (ZOOL 1320, 022.132) (C) and BIOL 1412 (ZOOL 1330, 022.133) (C); or consent of department. Check with the Department of Biological Sciences for course availability.

MDFY 2020 Bioscience for Midwives Cr.Hrs. 3 New Course

This course provides an overview of the biochemical and microbiological concepts that underlie screening and diagnostic testing in the childbearing year. Content areas include practical applications of clinical chemistry, specimen collection, medical microbiology, and the interpretation of laboratory results. Pre-Requisites: MDFY 2000, MDFY 2010, NURS 2516, NURS 3550, and BIOL 2440. Co-Requisites: MDFY 2030, MDFY 2040, and MDFY 2050. Registration is normally restricted to students in Year 2 of the program.

MDFY 2030 Pharmacology for Midwives Cr.Hrs. 3 New Course

This course introduces concepts of pharmacotherapeutics. It will provide the students with an overview of basic concepts in pharmacology and an introduction to therapeutics relevant to the pharmacological aspects of the practice of midwifery. Unifying concepts include pharmacokinetics, pharmacodynamics, toxicology, adverse reactions in pregnancy and lactation, and in the neonate. This course will include content related to traditional Aboriginal midwifery practices. Pre-Requisites: MDFY 2000, MDFY 2010, NURS 2516, NURS 3550, and BIOL 2240. Co-Requisites: MDFY 2020, MDFY 2040, and MDFY 2050. Registration is normally restricted to students in Year 2 of the program.

MDFY 2040 Normal Childbearing Skills Cr.Hrs. 6 New Course

This course provides students with fundamental theory, assessment skills, and psychomotor skills to support clinical practice in the normal childbearing year. Pre-Requisites: MDFY 2000, MDFY 2010, NURS 2516, NURS 3550, and BIOL 2440. Co-Requisites: MDFY 2020, MDFY 2030, and MDFY 2050. Registration is normally restricted to students in Year 2 of the program.

MDFY 2050 Newborn Feeding: Methods and Contemporary Issues Cr.Hrs. 3 New Course

This course enables the student to obtain knowledge related to all methods of newborn feeding and the evidence related to the outcomes of each method. Students will also learn about strategies for promotion and support of breastfeeding. This course also addresses policy issues related to breastfeeding in the context of family systems theory and feminist theory. Pre-Requisites: MDFY 2000, MDFY 2010, NURS 2516, NURS 3550, and BIOL 2440. Co-Requisites: MDFY 2020, MDFY 2030, and MDFY 2040. Registration is normally restricted to students in Year 2 of the program.

MDFY 2060 Clinical Placement I and Tutorial: Normal Childbearing Cr.Hrs. 12 New Course

This course enables students to apply the knowledge, skills and judgement related to the normal childbearing process to clinical practice. This course offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisites: MDFY 2020, MDFY 2030, MDFY 2040, and MDFY 2050. This course is graded on a pass/fail basis.

MDFY 3000 Complex Care Cr.Hrs. 3 New Course

This course provides students with the knowledge and skills to provide care in response to pathological and high risk conditions of pregnancy, birth, and newborn care. The focus is on advanced assessment and intervention for clients requiring complex care during the childbearing year. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisite: MDFY 2060. Co-requisite: MDFY 3010. Registration is normally restricted to students in Year 3 of the program.

MDFY 3010 Clinical Placement II and Tutorial: Complex Care Clinical Cr.Hrs. 12 New Course

This course enables the student to apply knowledge and skills related to the management of more complex and emergency care scenarios in the clinical setting. The role of the primary midwife in the management of these conditions will be the focus. The tutorial offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisite: MDFY 2060. Co-requisite: MDFY 3000. Registration is normally restricted to students in Year 3 of the program. This course is graded on a pass/fail basis.

MDFY 3020 Clinical Placement III and Tutorial: Culturally Diverse Settings Cr.Hrs. 4 New Course

This course will provide students with the opportunity to develop their skills in the provision of culturally safe care in culturally diverse cultural settings. The tutorial offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors and will include content related to traditional Aboriginal midwifery practices. Pre-requisites: MDFY 3000, and MDFY 3010. Co-requisite: MDFY 3030. Registration is normally restricted to students in Year 3 of the program. This course is graded on a pass/fail basis.

MDFY 3030 Clinical Practice IV and Tutorial: Interprofessional Practice Cr.Hrs. 12 New Course

This course enables the student to advance their skills in the provision of care during the childbearing year in interprofessional clinical settings. The tutorial offers students the opportunity to reflect about

and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisites: MDFY 3000, and MDFY 3010. Co-requisite: MDFY 3020. Registration is normally restricted to students in Year 3 of the program. This course is graded as a pass/fail basis.

MDFY 4000 Clerkship I and Tutorial Cr.Hrs. 12 New Course

This course provides students with the opportunity to integrate the knowledge and skills necessary to fulfill the role of primary care provider throughout the childbearing year. This course offers students the opportunity to reflect about and critically analyze clinical practice experiences as the primary care provider, and to share this analysis with their peers and instructors. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisites: MDFY 3020, and MDFY 3030. Registration is normally restricted to students in Year 4 of the program. This course is graded on a pass/fail basis.

MDFY 4010 Clerkship II and Tutorial Cr.Hrs. 13 New Course

This course enables the student to demonstrate entry-level competence as a primary care provider in midwifery practice. This course offers students the opportunity to reflect about and critically analyze clinical practice experiences as the primary care provider, and to share this analysis with their peers and instructors. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisite: MDFY 4000. Co-requisite: MDFY 4020. Registration is normally restricted to students in Year 4 of the program. This course is graded on a pass/fail basis.

MDFY 4020 Professional Issues in Midwifery Cr.Hrs. 3 New Course

This course enables the student to engage in a critical analysis of ethical, professional and emerging trends in the profession of midwifery in Manitoba, Canada and the international context. This course will include content related to traditional Aboriginal midwifery practices. Pre-requisite: MDFY 4000. Co-requisite: MDFY 4010. Registration is normally restricted to students in Year 4 of the program.

Joint Program Offering: Courses

UM:

- UM will offer the Pre-Midwifery Year
- UM will offer all midwifery courses initially

UCN:

- UCN will offer the Pre-Midwifery Year
- UCN is unable to determine what specific midwifery courses it can offer until it has appointed a masters or PhD prepared registered midwife who will be located on-site at UCN. The plan is that UCN will employ this individual within 5 years of the start of the JBMP.

Undergraduate Course Introduction Forms for the proposed new courses are placed in Appendix A.

The transition plan for students admitted to the UCN Bachelor of Midwifery Program in Fall 2015 is also included in Appendix A.

A letter of support from the Faculty of Science indicating its willingness to develop BIOL 2440 as a distance course for students registered in the JBMP is placed in Appendix B.

Joint Program Offering: Program Delivery and Course Offerings

UM and UCN developed the proposed JBMP collaboratively. Both universities will be responsible for the continual review of existing program requirements and for any modifications to the Program based on the review process. The Director of the JBMP will be responsible for this process and will report the findings of the Program review and modification process to the Dean, College of Nursing (UM), and Dean, Faculty of Health (UCN).

UM:

- UM will deliver all courses from its location on the Fort Garry Campus when the JBMP starts in Fall 2016.

UCN:

- UCN will begin to deliver courses when it has secured a qualified academic midwife to work out of UCN.

1.4 Cooperative/internship/practicum components of the program.

*Is there a cooperative education, work placement, internship or practicum component to the program?
If yes, please provide the details.*

In the Year 2 – 4 clinical/clerkship courses, each student will be placed in a variety of urban, rural and northern health care settings where they will be supervised by Registered Midwives. In some instances, physician preceptors will be used. Students will provide midwifery care to pregnant women and newborns, participate in and eventually take on the primary midwife role in the delivery of a newborn, conduct prenatal and postnatal examinations of both mothers and infants and conduct home visits to newborns.

1.5 Program Admission Requirements

Describe admissions policies or specific criteria for students (e.g. GPA requirements, prerequisites, language requirements or work experience).

1. Applicants to the JBMP must meet the general admission requirements of the JBMP.
2. Applicants to the JBMP must complete at least 30 credit hours at a 1000 level or higher with a minimum grade of "C" in each course. Coursework must include the following:
 - BIOL 1410: Anatomy of the Human Body (3) (same course # at UM and UCN)
 - BIOL 1412: Physiology of the Human Body (3) (same course # at UM and UCN)
 - MBIO 1220: Essentials of Microbiology (3) (same course # at UM and UCN)
 - 1 Native Studies elective (3): NATV 3240: Native Medicine & Health/ ANS.3540 Aboriginal Medicine and Health preferred
 - Science electives (9)
 - Social Sciences or Humanities electives (9)All of the above required courses can be taken at either UM or UCN.
3. Applicants must achieve a minimum AGPA of 2.5 to be eligible for admission.
4. Applicants must meet both the M and W requirements.
5. Courses taken at other universities and assessed as equivalent will be accepted.
6. The admission policy includes a Special Considerations – Indigenous Category that will reserve up to 6 of the 12 admission spaces to First Nations, Métis and Inuit applicants.

The detailed admission policy is placed in Appendix C.

Letters of support from the Faculties of Arts and Science indicating their support for the Program and their willingness to offer additional sections of required and elective courses to students in the pre-midwifery year are placed in Appendix B. The financial implications of the additional sections of required and elective courses needed to accommodate the estimated 100 students per year interested in applying to the JBMP are noted in these letters of support and reflected in the Full Program Proposal Financial Form.

Joint Program Offering: Admission Selection and Processing

UM:

- The processing of applications to the JBMP and offers of admission will be the responsibility of Admissions, UM
- Admission of students not applying under the Special Consideration – Indigenous Category is rank ordered based on their AGPA and is done at arm's length from the College of Nursing (UM) and the Faculty of Health (UCN)
- Terms of Reference for the College of Nursing Advance Standing and Admissions Committee will be amended to add a JBMP sub-committee. A representative from UCN would be a member of this sub-committee. The committee will be responsible to:
 - Provide general oversight of the admission of students to the JBMP and make recommendations regarding changes to the JBMP Admission Policy

- Meet to consider and recommend the admission of students to the JBMP who applied under the Special Consideration – Indigenous Category
- Hear admission appeals.

UCN:

- Provide a member for the JBMP sub-committee as set out above
- Actively advertise and encourage prospective applicants from northern Manitoba who would qualify for admission under the Special Consideration category
- Provide advice on the on-going recruitment of northern and indigenous students

1.6 Academic Regulations

Academic regulations for the JBMP include the following:

1. Requirement to register as a full-time student
2. Leave of absence
3. Attendance
4. Residence requirements
5. Student registration with the College of Midwives of Manitoba
6. Time to program completion
7. Supplemental examinations, tests and assignments
8. Failures in required courses in the JBMP program
9. Voluntary withdrawal from required courses in the JBMP
10. Academic progression
11. Registration in non-required/elective courses in the same term as clinical/clerkship courses
12. Travel to clinical/clerkship course placements
13. Attire for clinical practice
14. Clinical absence
15. Failures in clinical/clerkship courses
16. Unsafe clinical practice
17. Continuance in Clinical Practice Pending the Results of a Disciplinary appeal
18. Clinical Agency Requirement: Personal Health Information Act (PHIA) training
19. Clinical Agency Requirement: Non-violent Crisis Intervention (NCVI) workshop
20. Clinical Agency Requirement: Electronic Patient Record (EPR) training
21. Clinical Agency Requirement: Immunizations
22. Clinical Agency Requirement: Criminal record charge or conviction while a student in the JBMP
23. Clinical Agency Requirement: Child abuse charge or conviction while a student in the JBMP
24. Clinical Agency Requirement: Adult abuse charge or conviction while a student in the JBMP
25. Clinical Agency Requirement: Cardiopulmonary Resuscitation Certificate
26. Clinical Agency Requirement: Neonatal Resuscitation Certificate
27. Clinical Agency Requirement: Respiratory mask fitting
28. Clinical Agency Requirement: Emergency skills certification

29. Professional Unsuitability By-Law

The detailed academic regulations are placed in Appendix D.

Regulations for Graduation with Distinction and a Program Medal will be forthcoming as soon as the Program is approved and funded.

- a. Graduation with Distinction
- b. Program Medal

Joint Program Offering: Academic Assessment

UM:

- Administration of the JBMP's academic progression regulations will be the responsibility of the College of Nursing (UM) Academic Progress Committee
- The terms of reference for the College of Nursing Academic Progress committee will be amended to add a JBMP sub-committee, which would be directly responsible for monitoring the academic progress of the JBMP students at the end of each term in the program.
- A representative from UCN would be a member of this sub-committee.
- Monitoring of student progress within the term and participation in the end of term assessment of students will be the responsibility of the Director, JBMP

UCN:

- Provide a member for the JBMP sub-committee as set out above
- Instructor employed by UCN will report concerns related to student progression to the Director, JBMP

1.7 Program Delivery

Would the program offer flexible delivery options for students (e.g. blended learning, online, distance etc.)? Provide details regarding delivery method and proportion of course available via these options.

The JBMP program will be offered using a blended delivery model for all didactic courses which includes face-to-face seminars, technology mediated learning, simulation-based learning, preceptorship and independent study. At the commencement of the program, approximately 20-30% of the content will be offered in a blended learning environment. This percentage will increase each year to support the development of a northern cohort in the JBMP. The following courses will be delivered in this manner:

- MDFY 2000: Foundations of Midwifery Care (3)
- MDFY 2010: Midwifery in the Canadian and International Context (2)
- NURS 2516: Human Diversity (2)
- NURS 3550: Evidence Informed Practice for Health Professionals (4)
- MDFY 2020: Bioscience for Midwives (3)
- MDFY 2040: Normal Childbearing Skills (6)
- MDFY 2050: Newborn Feeding: Methods and Contemporary Issues (3)
- MDFY 3000: Complex Care (3)

- BIOL 2440: Human Reproductive Physiology (3)

The following courses will be delivered completely on-line to reach students in a variety of urban, rural and northern settings across Manitoba for the clinical practice/clerkship courses:

- MDFY 2030: Pharmacology for Midwives (3)
- MDFY 2060: Clinical Placement I and Tutorial: Normal Childbearing (12)
- MDFY 3010: Clinical Placement II and Tutorial: Complex Care (12)
- MDFY 3020: Clinical Placement III and Tutorial: Culturally Diverse Settings (4)
- MDFY 3030: Clinical Placement IV and Tutorial: Interprofessional Practice (12)
- MDFY 4000: Clerkship I and Tutorial (12)
- MDFY 4010: Clerkship II and Tutorial (13)
- MDFY 4020: Professional Issues in Midwifery (3)

1.8 Availability to part-time learners.

Will the program be available to part-time learners?

The program will not be available to part-time learners at this time. This may be re-considered at a future date.

The requirement for full-time study is necessary at this time because:

- The cost of offering coursework to classes of less than 12 students is prohibitive.
- The JBMP does not have the instructional or financial resources to offer courses more than once a year.
- Planning for clinical placements requires that the exact number of students requiring that placement be predictable.
- Offering an option for part-time study increases the total student census in the Program and there are not sufficient clinical resources to accommodate this situation. No more than 36 students can be accommodated in the clinical practice courses because each student will be placed 1:1 with a practicing midwife. There are only approximately 50 practicing midwives in Manitoba, and not all would be in a position to accept a student placement on a regular basis.
- Students are less likely to integrate theory and practice effectively if they are studying on a part-time basis.
- The minimum number of deliveries required by the Manitoba College of Midwives will be difficult to achieve within the 6 year limit to complete the program unless the students are enrolled full-time.

1.9 Credit for prior learning experience.

Would there be particular provisions to recognize prior learning of students and grant credit for skills/knowledge? If yes, provide details.

No. UM and UCN would consider the development of processes to guide prior learning assessment of prospective students, including internationally educated midwives, at a later date.

SECTION 16: Post-Secondary System Alignment

2.1 Similar programs in Canada (excluding Manitoba).

Have you investigated similar programs in Canada? Yes

If YES, list programs, institutions and credentials offered.

Université du Québec à Trois Rivières, QC

- Baccalauréat en pratique sage-femme

Laurentian University, Sudbury ON

- Honours Bachelor of Health Sciences (B.H.Sc.) in Midwifery

McMaster University, Hamilton, ON

- Bachelor of Health Sciences (B.H.Sc.) in Midwifery

Ryerson University, Toronto, ON

- Bachelor of Health Sciences in Midwifery (B.H.Sc.)

Mount Royal University, Calgary, AB

- Bachelor of Midwifery (B.Mid.)

University of British Columbia, BC

- Bachelor of Midwifery (BMW)

2.2. Similar programs in Manitoba

Have you investigated similar programs offered in Manitoba? Yes

If YES, list programs, institutions and credentials offered. If a similar program exists or is in the process of being developed elsewhere in the province, describe the similarities or difference in the credential to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.

University College of the North

- Bachelor of Midwifery

The JBMP will replace the program currently offered by University College of the North, and the credential and academic content of the joint program will be common to both universities. There are no areas of specialization in the JBMP.

2.3 Program fit in the Province

How will this program fill a need in the Province?

Publicly funded and regulated midwifery was introduced to Manitoba in June 2000 with the proclamation of the Midwifery Act. Four of Manitoba Health's 5 RHAs regions offer midwifery services: Prairie Mountain Health, Northern Regional Health Authority, Southern Health–Santé Sud, and Winnipeg Regional Health Authority.

Currently, there are approximately 50 practicing registered midwives in Manitoba. The demand for midwifery services exceeds the current capacity in the 4 regions that currently employ midwives. This situation, plus the lack of access to midwifery services in the 5th RHA (Prairie Mountain) indicates that there is a need for more qualified midwives in Manitoba.

Nationally, a shortage of qualified midwives also exists, as well as a shortage of other healthcare professionals providing obstetrical care. There are currently only 1,650 obstetricians and gynecologists in Canada, and of these practitioners 600 plan to retire within the next five years (The Society of Obstetricians and Gynecologists of Canada, 2008). Those remaining in practice, while overspecialized for low risk births, are absorbing the demand for obstetrical care generated by lack of access to qualified midwives. Maternal mortality has risen, and women in rural, remote and Aboriginal communities face increasing challenges in accessing care during pregnancy and childbirth.

2.4 Program fit with institutional mission and planning priorities.

Describe the extent to which this program is central to the institutional missions and planning priorities.

The establishment of the JBMP enables both UM and UCN to further achieve their institutional missions and planning priorities.

Both universities are committed to high quality educational opportunities for students that include flexible learning opportunities, a high graduation rate, and the development of graduates who understand the contributions that Aboriginal peoples have made to Manitoba and Canada. The JBMP offers students the opportunity to complete coursework while completing their clinical/clerkship courses in a variety of settings throughout Manitoba, including placements in Northern Communities. Graduates of the program will benefit from a curriculum that threads knowledge of traditional Aboriginal midwifery practices throughout the course work.

Both universities value and promote research and scholarly activities, including ethical and meaningful research that focuses on Northern and Aboriginal issues, including midwifery. UCN's partnership with UM strengthens both institutions' capacity to develop a sustainable research program to further develop midwifery's capacity to provide culturally safe care throughout Manitoba, with a particular emphasis on the knowledge, skills and attitudes that are critical to the provision of midwifery services in Northern Manitoba.

Both universities are committed to the creation of opportunities for all students to learn about Aboriginal history and culture. The JBMP curriculum supports this goal. Both universities seek to increase the number of Aboriginal students who graduate from the university. The Special Consideration Admission Policy developed for the JBMP will ensure that Aboriginal students have the opportunity to be admitted to and graduate from the Program.

2.5 Impact on existing programs.

What impact would the proposed program have on current programming?

UM

The JBMP will have minimal to no impact on programs currently offered by the College of Nursing (UM). There will be an impact on the Faculties of Art and Science because of the increased demand for space in elective courses in the pre-midwifery year. This has been discussed in 1.5. Program Admission Requirements.

Admission of the first cohort of students to the JBMP in September 2017 will increase the number of undergraduate programs administered or jointly administered by the UM College of Nursing to three. However, the small number of students who will be admitted to the JBMP and the planned integration of selected undergraduate nursing courses into the JBMP will have minimal impact on current programming. In addition, the College anticipates that synergy between the BN and JBMP will create an academic environment that enhances interprofessional collaboration in both the educational and practice settings.

UCN

UCN currently offers a Bachelor of Midwifery program in Winnipeg out of rented space at the University of Winnipeg. The staff and students associated with this program will move to the Helen Glass Centre prior to September, 2015. Instructional, laboratory and office space have already been allocated for UCN staff and students. The JBMP will have minimal to no impact on programs currently offered by the Faculty of Health at UCN. However, there will be an impact on the Faculty of Arts, Business and Science because of the increased demand for space and instructors to offer the pre-professional courses in year 1 of the program.

2.6 Agreements with other institutions/organizations.

Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program. If this program is to be offered jointly with another institution, how will each institution participate in the program?

Administration of the Program

The Joint Program will be jointly administered by the Dean, College of Nursing, University of Manitoba; the Director, Midwifery Program, College of Nursing, University of Manitoba; and the Dean, Faculty of Health, University College of the North.

Joint Program Offering: Program Administration

The JBMP will be jointly administered by the College of Nursing (UM) and the Faculty of Health (UCN) through the creation of an administrative structure that includes the Dean, College of Nursing, the Dean, Faculty of Health, and the Director, JBMP. An organizational chart that sets out the administrative structure is included in Appendix E. Each academic unit will report on the work of the JBMP through the usual reporting mechanisms of their university.

UM:

At UM, the Dean of the College of Nursing will report on the JBMP to the Dean & Vice-Provost, Faculty of Health Sciences, and to College Council, College of Nursing. The Director, Midwifery Program will report directly to the Associate Dean, Undergraduate Programs, and to the Dean, College of Nursing (UM). The Director will also report indirectly to the Dean, Faculty of Health (UCN) via the Dean, College of Nursing (UM). Faculty members employed by UM will report to the Director. Support staff and student advisors involved in supporting the Program will report directly to the Director, Curriculum Integrity and Student Support Services, but will be directed in their day to day work in the Program by the Director. The Director of the Midwifery Program and the Director of Curriculum Integrity and Student Support Services will collaborate during the development and implementation of the curriculum.

UCN:

At UCN, the Dean of the Faculty of Health will report on the JBMP to the VP, Academic and Research. Faculty members employed by UCN will be accountable to the Dean, Faculty of Health, but will be directed in their day to day work by the Director, Midwifery Program. Support staff and advisors supporting the Program will report directly to the Dean, Faculty of Health, but will be directed in their day to day work in the Program by the Director.

Joint Program Offering: Program Governance and Oversight

Because of the small size of the JBMP, separate governance structures will not be created. Instead, governance structures of the College of Nursing will be modified so that governance of the JBMP can be incorporated into the current committee terms of reference. JBMP sub-committees will be created, as appropriate, within existing committee structures, and representatives from the JBMP faculty and UCN Faculty of Health will be added to the membership of these sub-committees. In all instances, the midwifery profession's right to have authority over matters related to the program's curriculum, student assessment procedures, program outcomes, and the professional suitability of the JBMP students will be upheld and respected by the College of Nursing and Faculty of Health.

UM:

The terms of reference and membership of College Council and the following standing committees in the College of Nursing will be revised to include language and membership that reflects the joint governance and oversight of the JBMP.

- College Council
 - Terms of Reference will be amended to include the Director, Midwifery Program as a member of College Executive Council by virtue of the position
 - Dean, Faculty of Health (UCN) already sits on Council and Executive
- Academic Progress Committee
 - Joint Bachelor of Midwifery Program sub-committee will be added to committee
 - Membership of sub-committee will include:
 - Director, Midwifery Program
 - Faculty member teaching in JBMP
 - UCN representative
- Advance Standing & Admissions Committee
 - Joint Bachelor of Midwifery Program sub-committee will be added to committee
 - Membership of sub-committee will include:
 - Director, Midwifery Program
 - Faculty member teaching in JBMP
 - UCN representative
- Endowment Fund Committee
 - Modification of current membership to allow for inclusion of:
 - Faculty member teaching in JBMP
 - Student enrolled in JBMP
- Equity & Access Committee
 - Modification of current membership to allow for inclusion of a faculty member teaching in JBMP to provide advice re: acceptable accommodations for students in the JBMP
- International Initiatives Committee
 - Modification of current membership to allow for inclusion of:
 - Faculty member teaching in JBMP
 - Student enrolled in JBMP
- Student Appeals Committee
 - For the hearing of academic appeals from students in the JBMP, modification of current membership to allow for inclusion of:
 - Faculty member teaching in JBMP
 - Student enrolled in JBMP
 - Amendment of terms of reference to ensure that JBMP students can only appeal decisions of the Student Appeals Committee through UM appeal processes
 - This is necessary to prevent students from appealing through UCN processes if their appeal is not upheld by UM Senate Committee on Appeals; similar procedures are

already in place to prevent UCN Joint Bachelor of Nursing Program students from appealing through UM processes if their appeal at UCN is not upheld.

- Student Awards Committee
 - Modification of current membership to allow for inclusion of:
 - Faculty member teaching in JBMP
 - Student enrolled in JBMP

UCN:

UCN will participate fully in the governance of the JBMP through its membership on the sub-committees created within the College of Nursing's standing committees. The Director of the JBMP will be invited to participate as a member of the Selections Committee for any future hiring of a midwifery instructor/professor. In addition, the Director will be invited to participate as a resource member to provide midwifery expertise for the Curriculum Committee.

Joint Program Offering: Registration and Graduation

Information on tuition and other student fees can be found in Section 7.3: Tuition and Fees.

UM:

- UM will be the host (system of record) university. All registrations, fees and grades will be recorded at UM. Assistance with registration will be provided by UM.
- UM will collect all tuition fees. Tuition fees will then be distributed to UCN for courses taught by them.
- Shadow (cross listed) course will be created at UM for courses taught by UCN.
- Student advisors at both institutions have access to the students' full academic record.
- Graduation checks will be done collaboratively by student advisors at UM and UCN.
- Approval to have a joint parchment with crests from both institutions will be sought when the program is approved and funded.
- Academic appeals for all students (including the Northern Cohort) will be heard by the College of Nursing Student Appeals Committee as set out in Section 2.6 Joint Program Offering: Program Governance and Oversight.
- Student advisement will be provided by UM for students who are resident at UM.
- Matters related to student discipline will be dealt with under the UM Student Discipline By-Law for students resident at UM.
- Access to UM resources such as the library, computer labs, access to elders and student support services will be available to the students who are resident at UCN if they are completing coursework such as clinical/clerkship courses in locations closer to UM.

UCN

- Shadow (cross listed) course will be created at UCN for courses taught by UM.
- Matters related to student discipline will be dealt with under the UCN Conduct Subject to Disciplinary Actions Policy for students resident at UCN.

- Student advisement will be provided by UCN for students who are resident at UCN (Northern Cohort).
- Access to UCN resources such as the library, computer labs, access to elders and student support services will be available to the students who are resident at UM if they are completing coursework such as clinical/clerkship courses in locations closer to UCN.
- Student fees (not including tuition fees) assessed by UCN (University Lab fees, Student services fees, lab/material fees and Student association fees) will be collected by UM as required and reimbursed to UCN

2.7 Student Mobility

What are the student mobility opportunities for students (e.g. credit transfer, articulation agreements, laddering)? Please describe.

See Section 1.9 for information re: credit transfer.

Advanced standing to the JBMP will be considered for courses completed at any approved nursing education program, including the University of Manitoba, within 10 years of admission to the JBMP. Nursing courses from any university, including the University of Manitoba, will be considered for advanced standing/transfer credit only if they have been completed within five years prior to admission to the JBMP.

In addition, the following may be eligible for advanced placement in the JBMP:

1. LPNs
2. RPNs
3. RNs

Applicants must meet admission requirements.

3.1 Local or provincial Market Demand

3.1 Local or provincial market needs for graduates.

What is the current and projected labour market demand in Manitoba for graduates of this program? Include formal reports such as from Associations, Statistics Canada, Sector Councils, Industry or Regulators.

The regulated practice of midwifery has only existed in Manitoba for 15 years. Sophisticated analyses of current and future human resource needs for midwives are not available either provincially or nationally. The demand for midwives can only be inferred from sources such as professional bodies and the media, which consistently report that the demand for midwives outstrips the capacity of the current complement of midwives practicing in that jurisdiction. For example, in November 2013, the College of Midwives of Manitoba stated: "As is common across the country, the demand for midwifery services far exceeds the ability to provide services." On January 2, 2015, the CBC reported that more than 75 per cent of expectant mothers living in Manitoba who want a midwife cannot get access to one. The College of Midwives does not believe that the demand is actually that high at present, but they do not maintain a waiting list for women seeking midwifery services.

Market demand for midwifery services, however, must be balanced against employment opportunities for midwives. The creation of publicly funded permanent midwifery positions has lagged behind the demand for these services in most Canadian jurisdictions. In Manitoba, the first 26 midwifery positions were funded by the provincial government in 2000. Initial projections were that the number of midwifery positions would increase by 4-5 each year. In 2010, only 45 positions were funded, and in 2015, only 49 registered midwives practice in Manitoba. There appears to be no plan in place to further increase funded midwifery positions. In January 2015, the CBC reported that four midwives, recent UCN graduates, would become unemployed when their term positions end in the summer of 2015. As of August 2015, three of these graduates had attained positions vacated by other midwives.

Similar challenges exist in other provinces. In the spring of 2015, the first eight students graduated from the midwifery program at Mount Royal University. Only four students found work in the province. Three accepted employment in British Columbia and one has not found employment.

3.2 Probable employment destinations.

What are probable employers, sectors/fields or further educational opportunities?

Midwives are usually employed within the public sector by health care organizations such as provincial regional health authorities.

Graduates of an undergraduate midwifery program could be considered for admission to graduate programs within faculties of health sciences, nursing, or other health-related disciplines, depending on the specific eligibility requirements of each program. There are no graduate programs in midwifery in Canada. Entry-level midwifery programs in the US are primarily offered at the graduate level.

3.3 Potential job creation and research and development.

What potential does this program offer in terms of job creation and research and development?

As discussed in Section 3.1, two factors drive job creation for qualified midwives. One is the demand for this service, which currently significantly outstrips available resources. The other is public policy, which is the primary vehicle driving decisions regarding the allocation of health care funding and the decision to target specific areas of health care need for additional funding. Currently, Manitoba does not appear to have a detailed plan to expand the number of midwifery positions funded through the regional health authorities.

SECTION IV. Student Demand and Needs for the Program

4.1 Students the program will serve.

What student/population is the program intended to serve?

The Bachelor of Midwifery program will target all individuals interested in a career in midwifery. However, because of the unique nature of this program and the need to address the demand for Aboriginal midwives to work in Northern Manitoba, Aboriginal peoples who reside in Northern Manitoba will be specifically targeted as potential students.

One of the challenges faced by UCN's Bachelor of Midwifery Program from its inception has been the recruitment and retention of Aboriginal students who reside in Northern Manitoba. It is evident that the future success of the JBMP depends on its ability to significantly increase the number of Northern Aboriginal students interested in applying to the Program, and to work with them intensively during the pre-midwifery year to ensure that they have achieved the highest possible academic and personal goals prior to admission to the Program. Academic and personal supports must also continue throughout the Program to ensure that the retention rates are as high as possible. Funding to support the recruitment of Northern Aboriginal students and the development of academic and personal supports at UCN is an integral component of the proposed budget for the Program. At UM, the Aboriginal Nursing Cohort Initiative will be expanded to incorporate midwifery students into its mandate.

4.2 Evidence of student interest and demand for program.

Provide evidence of student demand. Append results of any consultations with students.

UCN has offered admission to a Bachelor of Midwifery program three times (2006, 2010, and 2015). In every instance, applications to the program exceeded the number of seats available in the program.

| | 2006/07 | 2010/11 | 2015/16 |
|----------------------|---------|---------|---------|
| Number of Applicants | 30 | 36 | 124 |
| Number of Seats | 10 | 10 | 10 |

4.3 Projected enrolments for the program.

What is the projected enrolment for the first intake? When would the program be expected to reach maturity (e.g. number of intakes, number of years)? What is the projected enrolment upon program maturation? What is the expected number of graduates for the first 3-5 years?

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|----------------------------------|--------------------|-----------|-----------|-----------|-----------|
| Enrolments (UM Home) | ≥12 transition yr. | 12 | 24 | 36 | 33 |
| Enrolments (UCN Northern Cohort) | 0 | 0 | 0 | 0 | 3 |
| Graduates | NA | NA | NA | 12 | 12 |

Twelve students may be admitted to the JBMP each year. The actual number admitted will be based on the total program census so that there are no more than 36 students enrolled in the program.

UCN will begin offering students admitted under the Special Consideration – Indigenous Category who are residents of Northern Manitoba the opportunity to declare residency at UCN in the 2020-2021 Academic Year. Initially it will accept 3 students. Its maximum capacity would be 5 students/year for a total of 15 students.

4.4 Proposed growth limits and minimum enrolments.

Joint Program Offering Enrolment Limitations

UM: Minimum seat capacity (all 3 years): 21 (of 36) Maximum: 36 (of 36)

UCN: Minimum seat capacity (all 3 years): 0 (of 36); Maximum 15 (of 36)

4.5 Student Supports

What student supports would be available to those enrolled in the program? Include specific supports available for under-represented groups.

Joint Program Offering: Student Supports and Services

Both UM and UCN will offer support and services to students enrolled in the JBMP as soon as the Program begins, regardless of which institution the student declares as their home university. This arrangement will allow students who are placed in clinical settings distant from their place of residence or home university to access services at the university closest to them at that time.

UM and UCN offer students a wide range of supports, including student advisement; counselling; financial aid and awards; accessibility services, student advocacy, and academic support.

In addition both universities offer specific supports to Aboriginal students, including Aboriginal centres, and access to elders.

UM

The College of Nursing plans to expand its Aboriginal Nursing Cohort Initiative (ANCI) to include students interested in admission to the JBMP. The ANCI offers small classes, tutoring, academic advisement, academic mentors and counselling services to students both prior to and after admission to the College of Nursing. If the JBMP program is approved and funded, the Initiative would likely be renamed the Aboriginal Nursing and Midwifery Cohort Initiative to more accurately reflect its new mandate.

UCN

UCN will develop an Aboriginal Midwifery Cohort Initiative to support Aboriginal students interested in a career in midwifery beginning in their pre-midwifery year and continuing after their admission to the JBMP. The pre-midwifery year support will commence when the JBMP is funded and implemented. Support to students in the JBMP will commence in the 2020-2021 Academic Year when the Northern Cohort is first offered.

5.0. FTE/M Program Resources

5.1 Current Faculty/Academic Staff

Provide a list of current faculty/academic staff who would be involved in offering the program by position and expertise.

| Name | Position | Institution | Teaching Area | Research Interest |
|---------------------|---|--------------------|----------------------|--------------------------|
| Dr. Kellie Thiessen | Assistant Prof. & Director, Midwifery Program | UM | Midwifery | Midwifery |
| Rebecca Wood | Instructor | UCN | Midwifery | Midwifery |

5.2 New Faculty/Academic Staff

Would new faculty/academic staff be required to support the program? Include faculty/academic staff that would be required from other departments and current instructional load.

UM

1.0 FTE Instructor 1
 1.0 FTE Instructor 2
 1.0 FTE Senior Instructor
 1.0 FTE Clinical Coordinator
 0.5 FTE Laboratory Coordinator
 The incumbents will be UM employees.

UCN

1.0 FTE Instructor (rank contingent on qualifications)
 At the time this individual is appointed, 1 FTE Instructor position at UM will be discontinued
 The incumbent will be a UCN employee.

5.3 Administrative and Support Staff

What administrative and support service resources would be required to deliver the program? Include new and existing resources that would be used.

UM

0.5 Office Assistant 4
 0.5 Student Services/Policy Administrator
 0.5 Blended Learning Technician
 0.2 Coordinator Aboriginal Nursing & Midwifery Program
 0.2 Counsellor
 The incumbents will be a UM employees.

Student advisement and Aboriginal Nursing and Midwifery Cohort Initiative supports will be integrated with current positions already in place at UM. See Section 4.5 Student Supports for a brief description of the ANCI.

UCN

0.5 Academic advisor/counsellor

The incumbent will be a UCN employee.

When UCN begins to offer a Northern cohort, student advisement will be integrated into their current student advisement position in the Faculty of Health.

Joint Program Offering Student Advising and Records Management

Student advisement and records management will use processes similar to those used by UM and UCN for the Bachelor of Nursing program. Student advisors at both locations follow the same procedures with respect to student advisement, and advisors from both universities sit on the College of Nursing (UM) Academic Progress Committee as non-voting members. UM and UCN student advisors also consult regularly and extensively if unusual situations arise so that an appropriate solution to the issue can be developed. These mechanisms ensure that students receive consistent advisement regarding academic requirements and program planning, regardless of their location. Student advisors at both the College of Nursing (UM) and Faculty of Health (UCN) currently have access to the UM AURORA system, so student progression decisions and program completion assessments are done using the same information and processes. This system has worked well for the Bachelor of Nursing program, and the College of Nursing (UM) and Faculty of Health (UCN) are confident that the same system will effectively support student advisement and records management for the JBMP.

UM:

Until the Northern cohort is established at UCN, all student advisement for the JBMP will be offered at UM by College of Nursing student advisors. All student records will also be housed at UM.

UCN:

Once the Northern cohort is established, UCN will take primary responsibility for the advisement of students located at UCN and will establish a system of records management that is consistent and compatible with that used by UM.

5.4 Library Resources.

Describe the adequacy of existing library resources to support the proposed program. Indicate how the institution(s) will overcome any deficiencies. Append a copy of the assessment from the libraries.

Library statements from both UM and UCN have been received. Both libraries state that their current collections can support the JBMP. Both libraries have expressed concerns regarding their long-term capacity to support, enlarge and update their current collections.

The library statements are placed in Appendix F.

Joint Program Offering: Access to Library Resources

UM:

All JBMP students who are register in the Program are UM students. They can then claim their UMNet ID and password, UM email and receive a UM student card.

As UM students they will have borrowing privileges using their UM student card and online access privileges to electronic content using their UMNet ID and password.

They will also receive information services support in the form of information literacy instruction and individual consultation or assistance from the College liaison librarian. Students can also access study space and receive information assistance in person, phone, email, or online from any UM Library.

UCN:

Any JBMP student resident at UM or UCN who is placed in Northern Manitoba for a clinical/clerkship course will have access to UCN library services beginning Fall 2017.

5.5 Computer facilities.

Are existing computer facilities and access to these facilities adequate to support the proposed program?

Existing computer facilities and access to them is adequate to support the JBMP at both UM and UCN.

Joint Program Offering: Access to Computer Facilities

UM:

All students registered in the JBMP will have full access to computer facilities at UM, including two computer laboratories located in the Helen Glass Centre for Nursing.

UCN:

Any JBMP student who is placed in Northern Manitoba for a clinical/clerkship course will have access to UCN computer services (one Nursing computer laboratory and two general computer laboratories in The Pas, and three computer laboratories in Thompson) beginning Fall 2017.

5.6 Existing infrastructure and equipment.

How will the proposed program impact on the use of existing infrastructure and equipment?

Joint Program Offering Use of infrastructure, space and equipment

UM:

Students will be situated at the Helen Glass Centre for Nursing (UM) until such time as UCN has developed the capacity to accommodate a Northern Cohort. Impact on existing infrastructure and equipment at UM will be minimal. All UCN Midwifery equipment has been moved to the UM campus for use in the JBMP. Class instruction will take place in a room already allocated within the Helen Glass Centre. Laboratory and simulation learning space is also available in the Helen Glass Centre. Instructors and support staff can be accommodated as well.

UCN:

There will be no impact on the existing infrastructure and equipment at UCN until the Northern Cohort is established in the fall of 2020. Once the Northern Cohort is established, classroom and laboratory space will be provided. In addition, instructor/s and support staff will be accommodated.

5.7 Specialized Program Materials

Describe any specialized program materials, capital or equipment that would be required.

Joint Program Offering: Access to Specialized Program Materials

UM:

No specialized program materials, capital or equipment will be required when the JBMP is funded and implemented. UCN has moved its materials and equipment to the Helen Glass Building and these, in addition with the materials and equipment already used in the Bachelor of Nursing Program are sufficient to support the introduction of the Program. The costs related to consumable supplies and replacement of lab equipment is included in the budget.

UCN:

Specialized program materials are currently not needed at UCN. However, once a northern cohort is established, it will be necessary to purchase equipment to support student learning in the laboratory setting and to include budgetary provisions for consumable supplies and replacement of lab equipment.

5.8 Additional infrastructure and equipment required.

Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.

UM:

No additional facilities, facility modifications or equipment are currently required in the Helen Glass Building for the proposed program. Additional classrooms may be needed to support instruction of required science courses in the pre-midwifery year.

UCN:

No additional facilities, facility modifications or equipment are currently required for the proposed program. However, once the Northern Cohort is established in the 2020-2021 Academic Year, additional classroom and laboratory space may be required to support instruction in midwifery courses and in the science courses required for the pre-midwifery year.

SECTION VI: Consultation and Evaluation

6.1 Institutional Evaluation and Quality Assurance

Describe the procedures for institutional evaluation of the program during the start-up phase and upon maturation. Has this program been approved and/or reviewed by appropriate institutional bodies (i.e. department/school committees, curriculum committees, etc.)? Please itemize.

Joint Program Offering Evaluations and Approvals

UM:

Evaluation and approval of the proposed JBMP (or specific elements of the proposal) has been provided by:

- College of Nursing Executive Committee
- College of Nursing Council
- Faculty of Health Sciences Executive Committee
- Senate Committee on Curriculum and Course Changes
- Senate Committee on Instruction and Evaluation
- Senate Committee on Admissions
- Senate Planning and Priorities Committee
- Senate Executive
- Senate
- Board of Governors Executive Committee
- Board of Governors

Once the JBMP has been approved and funded, the responsibility for ongoing evaluation and quality assurance of the Program will rest with the Undergraduate Curriculum Governance & Quality Assurance Committee of the College of Nursing.

UCN:

Evaluation and approval of the proposed JBMP has been provided by:

- Academic Planning Committee
- Curriculum Committee
- Learning Council

The Director, Curriculum Integrity and Student Support Services is mandated to provide leadership for the detailed course development process and on-going curriculum quality assurance and evaluation. UCN will participate in the course development and ongoing evaluation of the JBMP through membership on the UM College of Nursing Undergraduate Curriculum Governance & Quality Assurance Committee.

6.2 Consultation

What agencies, groups or institutions were consulted during the development of the program? Please indicate which have provided academic review and letters of support. Append letters of support.

During the development of the program, extensive consultation with the College of Midwives of Manitoba (CMM) was undertaken. The Registrar, Kagike Danikobidan (Standing Committee to Advise the College on Issues Related to Midwifery Care to Aboriginal Women), and the Chair of the Education Committee from the College of Midwives (CMM) have participated in and informed the proposal process. Regular meetings have occurred between these representatives to allow for information sharing between UM and CMM. Further, the CMM has had opportunities to provide feedback on the curriculum, the admission policy, the academic regulations and the professional unsuitability by-law policies proposed for the JBMP.

The CMM has provided a letter of support for the JBMP. Because of concerns expressed by CMM regarding successful completion of the Program by Aboriginal/Northern students, UM has provided a letter that articulates how these students will be supported in the JBMP. These letters are placed in Appendix B.

6.3 External review of proposed program

Provide evidence of the following, where applicable:

6.3.1 Peer review by one Manitoban post-secondary institution and one other post-secondary institution;

This requirement has been waived by the Government. The external review of the UCN Bachelor of Midwifery Program, which was completed in 2014, is placed in Appendix G.

6.3.2 Industry review from Manitoba for labour market demand; and/or

This requirement has been waived by the Government.

6.3.3 Regulatory body review (indicate how the group was consulted during the development of this proposal).

The details of the consultation process with CMM are placed in Section 6.2: Consultation.

According to the *Midwifery Act*, the CMM is given the authority to approve new and ongoing programs of education used to prepare midwives. Prior to the implementation of the JBMP, provisional approval of the program must be provided by CMM. Final approval is contingent on the graduation of the first cohort of students from the new program, and a final program approval document is completed at that time. On-going program evaluation will also be required by the CMM.

Submission of the Education Program Description document, which clearly describes how the JBMP will meet each CMM standard for educational programs, will occur by December 2016. Provisional approval

of the program will be received prior to the submission of the Program Proposal to the provincial government for approval.

SECTION VII Financial Considerations

7.1 Required Financial Resources.

What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements. Append Program Proposal Financial Form.

Program Costs have been split to each institution as below:

| | UM Program Costs | UCN Program Costs | Total Program Costs |
|---------------|-------------------------|--------------------------|----------------------------|
| | | | |
| Year 1 | \$798,925 | \$587,145 | \$1,386,069 |
| Year 2 | \$996,991 | \$484,675 | \$1,481,666 |
| Year 3 | \$1,184,833 | \$500,106 | \$1,684,939 |
| Year 4 | \$1,315,102 | \$504,194 | \$1,819,296 |

These costs could be offset by 50% of the tuition collected.

| | Tuition Revenue | Total Program Costs | Funding Requested |
|--------|------------------------|----------------------------|--------------------------|
| | | | |
| Year 1 | \$78,059 | \$1,386,069 | \$1,308,011 |
| Year 2 | \$103,259 | \$1,481,666 | \$1,378,407 |
| Year 3 | \$128,234 | \$1,684,939 | \$1,556,705 |
| Year 4 | \$126,134 | \$1,819,296 | \$1,693,162 |

Other budget notes:

- In year 1, for UCN costs, \$112,000 has been included for facilities rental due to an existing lease with University of Winnipeg that ends March 31, 2017.
- Because additional sections of Science & Arts courses will potentially need to be offered at each institution in the pre-requisite year, costs have been included for this for each institution.
- As UCN is able to hire an instructor, costs for this position would be moved from UM to UCN.
- Costs have been included in the budget for physician preceptors. Currently the College of Midwives does not request preceptors to be reimbursed for their time, but with limited numbers of Midwives in Manitoba, there is some possibility that Physicians may have to be utilized for some clinical placements.
- Increases of 4% yearly have been included on salaries.
- When courses are delivered from UCN, some of the costs from UM should be moved to UCN, for example supplies, lab costs, etc. For lab costs, if labs are being delivered at both locations, there could be an increase in costs. This would likely occur beyond the first 4 years of the program.

7.2 Reallocation of existing funds/new funds required.

Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds. Discuss the internal reallocations of financial resources which will occur to support this program.

All funds will come from new funds. There will be no reallocation of existing funds.

7.3 Tuition and fees.

Detail proposed tuition fees and ancillary fees for the program. Highlight any new fees that may be assessed with the program. What percentage of program costs will be accrued through tuition fee?

All fees for Year 2-4 will be collected at UM. At the time that UCN is able to offer courses within the Midwifery program, tuition would still be accepted through UM.

Proposed Tuition Rate of \$150.00 per credit hour.

Ancillary Fees would be assessed at the same rate that the College of Nursing currently charges. Endowment fees at \$3.30 per credit hour, UMSU Flat fee per Year \$132.11 & Faculty Fee \$0.80 per credit hour

When UCN begins to offer courses, Ancillary Fees would be assessed at the same rate that the Faculty of Health charges at that time.

Tuition Fees

Year 1 – University 1 Courses = 30 credit hours, 18 thru Science, 12 thru Arts

Year 2 = 41 credit hours = \$6150 per student

Year 3 = 31 credit hours = \$4650 per student

Year 4 = 28 credit hours = \$4200 per student

*Transition Year 2 = 43 credit hours = \$6450 per student

50% of tuition fees would be expected to be applied to the Program. Therefore approximately 7% of the Program costs would be accrued through tuition fees.

**Tuition fees for 20 students per year have been included for Year 1 University Courses

7.4 Enrolment impact on overall tuition fees.

Discuss the impact of the program's estimated enrolment on the institution's overall tuition revenues.

Estimated enrollment would have little to no impact on the institution's overall tuition revenues because the Program accepts only 12 applicants per year.

7.5 Program funding and enrolment decreases.

How will the proposed programs be funded if enrolment projections are not met?

Consideration would have to be given as to whether the Program should still be offered if enrolment numbers cannot be met. At this time, it is thought that if fewer than 8 students were admitted to the Program in any academic year, there would need to be a thoughtful analysis of the future viability of the Program. The primary issue would not be funding, since only 7% of the Program costs would be accrued through tuition fees. The issue would be market demand for midwifery services and the availability of publicly funded positions within the health care system.

7.6 Additional Funding Agreements

Are there any other sources of funding such as agreements for funding from industry or through grants (include length of agreement)?

No

7.7 Provincial Funding Request

Indicate, in dollars, the total ongoing funding request to the Province (as indicated in the Program Proposal Financial Form).

The ongoing Provincial funding needed would be \$1,693,162 per year.

The Program Proposal Financial Form is placed in Appendix H.

APPROVALS

For joint programs, provide signatures from all participating institutions.

University of Manitoba

President
<insert name>

Vice-President, Academic
<insert name>

Signature

Signature

DD/MM/YYYY
Date

DD/MM/YYYY
Date

University College of the North

President
<insert name>

Vice-President, Academic
<insert name>

Signature

Signature

DD/MM/YYYY
Date

DD/MM/YYYY
Date

Transition Plan for UCN Midwifery Students Admitted September 2015

Year 1 Course Work for UCN students admitted September, 2015

UM BIOL.1410 Anatomy of the Human Body (3)
UM BIOL.1412 Physiology of the Human Body (3)
NATV 3240 Aboriginal Native Medicine & Health/ANS.3540 Aboriginal Medicine & Health (3)
MWF.2030 Nutrition in the Childbearing Years (3)
IDS.2100 Theory and Practice of Interpersonal Communication (3)
UM BIOL 1000 (3)
MWF.1035 Midwifery Care and Practice 100 A (3)
MWF.1010 Midwifery in the Canadian and International Context (3)
NUR.1000 Cultural Safety in Health Care for Diverse Populations (3)
MWF.1060 Human Lactation and Infant Nutrition (3)

Year 2 Course Work for UCN students transitioned to UM September 2016

Year 2, Term 1

BIOL 2440 Human Reproductive Physiology (3)
MBIO 1220 Essentials of Microbiology (3)
Social Sciences & Humanities (must choose course to fulfill W requirement) (3)
Science (must choose 1 course to fulfill M requirement) (6)

Year 2, Term 2

NURS 3550 Evidence Informed Practice for Health Professionals (4)
MDFY 2020 Bioscience for Midwives (3)
MDFY 2030 Pharmacology for Midwives (3)
MDFY 2040 Normal Childbearing Skills (6)

Year 2, Term 3

MDFY 2060 Clinical Placement and Tutorial 1: Normal Childbearing (12)

By Year 2, Term 3, students will be on track with the JBMP curriculum

Year 3 and 4

All courses will be from the JBMP curriculum.

Table 1: Course Equivalency

| | UM Course | UCN Course Equiv. Completed by UCN Students | Net Credit Hr. Difference | Comments |
|--------|---|---|---------------------------|--|
| Year 1 | UM BIOL.1410 Anatomy of the Human Body (3) | UM BIOL.1410 Anatomy of the Human Body (3) | | |
| | UM BIOL.1412 Physiology of the Human Body (3) | UM BIOL.1412 Physiology of the Human Body (3) | | |
| | MBIO 1220 Essentials of Microbiology (3) | | | |
| | NATV 3240 Native Medicine and Health (3) | Native Medicine & Health (3) | | |
| | Social Science & Humanities (9) | MWF.2030 Nutrition in the Childbearing Years (3) IDS.2100 Theory and Practice of Interpersonal Communication (3) | | UM would have to explicitly state that we will accept these courses as part of the 9 credit hours of SS&H. UCN students would still have to complete 3 credit hours of SS&H courses |
| | Science (9) | BIOL 1000 (3) | | UCN students would still have to complete 6 credit hours of science courses |
| Year 2 | MDFY 2000 Foundations of Midwifery Care (3) | MWF.1035 Midwifery Care and Practice 100 A (3) | | |
| | NURS 3550 Evidence Informed Practice for Health Professionals (4) | | +1 | |
| | BIOL 2440 Human Reproductive Physiology (3) | | | |
| | MDFY 2010 Midwifery in the Canadian and International Context (2) | MWF.1010 Midwifery in the Canadian and International Context (3) | -1 | |
| | NURS 2516 Human Diversity for Health Professions (2) | NUR.1000 Cultural Safety in Health Care for Diverse Populations (3) | +1 | |
| | MDFY 2030 Pharmacology for Midwives (3) | | | |
| | MDFY 2020 Bioscience for Midwives (3) | | | |
| | MDFY 2050 Newborn Feeding: Methods and Contemporary Issues (3) | MWF.1060 Human Lactation and Infant Nutrition (3) | | |
| | MDFY 2060 Clinical Placement and Tutorial 1: Normal Childbearing (12) | | | |

Appendix B
Letters of Support



UNIVERSITY
OF MANITOBA

Faculty of Science

Office of the Dean
239 Machray Hall
Winnipeg, Manitoba
Canada R3T 2N2
Phone (204) 474-9348
Fax (204) 474-7618

June 10, 2015

Dr. Beverly O'Connell
Dean, College of Nursing
Faculty of Health Sciences
Helen Glass Centre for Nursing
89 Curry Place

Dear Beverly,

The Faculty of Science is happy to support the proposed Joint Bachelor of Midwifery Program. It is clear that it will make a valuable contribution to improving women's health, particularly in the north of the province. The Science courses included in the program and the associated pre-professional year already exist or are approved and will not require any Calendar changes for the program.

However, the Faculty of Science will require additional resources to service the increased number of students forecast to be attracted to the pre-professional year in BIOL 1410, BIOL 1412 and MBIOL 1220. The forecast is for 90 to 100 additional students and such a large number of students cannot be accommodated in the existing sections of the three courses. They are full and there is an unmet demand. Thus, another lecture section will be required in each course and this additional teaching load, and eventually that of the BIOL 2440, will best be accommodated by the appointment of a full time Instructor.

BIOL 1410 and 1412 have a laboratory component and the increased number of students will require the staging of three additional laboratory sections (30 students in each) in both courses. This will require 6 term teaching assistants (TAs) for lab supervision and overtime by the lab steward for lab set up and take down. In addition, there is a small amount of additional supplies cost and increased wear and tear on the equipment, which is normally replaced on an eight-year cycle. It should be noted that the incremental administrative cost of dealing with TA appointments and scheduling issues has not been included in our calculations.

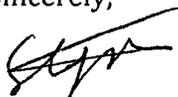
The single Science course in the professional program, BIOL 2440 (Human Reproductive Physiology), is to be presented on-line, but the curriculum has not yet been developed. A sessional position for one term should suffice for the course development.

If the number of students in the pre-professional year increases beyond the forecast number, there will be no increase in the Instructor cost because lecture sections can be increased in size, but the laboratory and invigilating costs will increase proportionally.

Yearly Financial Implications to the Faculty of Science

| | |
|---|---------------------------|
| Instructor II | 85-90K Baseline |
| Sessional position to develop BIOL 2440 | 6.2K Budget - 1 yr |
| Overtime Lab steward II | 6 K Budget |
| Teaching assistants (6 sections) | 28.8K Baseline |
| Invigilators for exams | 1.2K Baseline |
| Laboratory supplies | 0.3K Baseline |
| Equipment amortization | 0.7K Budget |

Sincerely,



Stefi

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Professor, Dept. of Physics and Astronomy
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STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form and send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A – UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Health Sciences

Department: Nursing, College of (13)

SECTION B – NATURE OF REQUEST FOR SUPPORT

- possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

Request for assessment of course intended to satisfy:

- W requirement M requirement RIC list

Request that response be provided by: 22-Jun-2015

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The proposed Joint Bachelor of Midwifery Program will be offered in collaboration with University College of the North. The proposed four-year Baccalaureate program will have a pre-professional year which includes one required elective course from the Department of Native Studies. Further requirements include up to nine credit hours of social sciences or humanities electives which could equally increase enrollment in courses which fall under this requirement.

The Department Head of Native Studies has been consulted and is aware and supports the potential increased enrollment of students.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Faculty of Arts
Faculty of Science

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for assessment for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Nursing

Department: Nursing (049)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department: Arts, Faculty of (01)

SECTION H – RESPONSE TO REQUEST

The Faculty of Arts regularly offers many courses suitable for students preparing for this program and finding 9 credits of humanities/social science options in any year will not be a problem.

NATV 3240 is offered according to faculty teaching preferences and/or when available funding for stipendiary appointments can be allocated. The Faculty of Arts is not able to guarantee that the course NATV 3240 will be offered every single year. The course is also offered via Extended Education, and can normally be offered by them when a sufficient enrollment cap is met. The program coordinators should be aware, however, that in any year where the course NATV 3240 can not be offered due to financial exigencies, or insufficient enrollment in an Extended Ed section, there may be a delay for students in completing their program requirements.

The Faculty of Arts recommends that the program be modified to require '3 credits of course work in Native Studies with preference for NATV 3240'. This expands the options for students in their pre professional program.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCC for Senate approval (e.g. Fall 2015 or Spring 2016).

No impact for the Faculty of Arts or the Department of Native Studies.

SECTION J – SIGNATURES

Department Approval: _____
Type Name Signature Date

Faculty/College/School Approval:
Greg Smith  Digitally signed by Greg Smith
DN: cn=Greg Smith, o=University of
Manitoba, ou=Faculty of Arts,
email=Greg.Smith@umanitoba.ca, c=CA
Date: 2015.06.16 11:52:28 -0500 14-Jul-2015
Type Name Signature Date

Beverly O'Connell, BN, MSc, PhD
Dean, College of Nursing *and*

Kellie Thiessen, RM(non-practising), RN, PhD
Director, Midwifery Program

University of Manitoba
89 Curry Place
Winnipeg, MB, R3T 2N2
kellie.thiessen@umanitoba.ca

June 9, 2015

Dear Ms. O'Connell and Ms. Thiessen,

Please accept this letter as indication of the College of Midwives of Manitoba's (CMM) support for the joint Bachelor of Midwifery Program being developed by the University of Manitoba and University College of the North.

The CMM has been involved in discussions about the proposed joint Bachelor of Midwifery program via our involvement in the midwifery Partnership Committee and the Curriculum Committee. The University of Manitoba has been in close contact with CMM regarding the development of this program to ensure that it understands the approval requirements of the CMM, and we anticipate the Joint Program will offer a high quality program.

Please contact me if you have any further questions. We look forward to continued discussion, and to the establishment of the joint program in 2016.

Thank you.



Janice Erickson
Registrar

Kellie Thiessen, RM, RN, PhD
Director, Midwifery Program
Assistant Professor
College of Nursing, Faculty of Health Sciences



UNIVERSITY
OF MANITOBA

89 Curry Place
Winnipeg, MB, R3T 2N2
Tel: 204-474-6684
Fax: 204-474-7682
kellie.thiessen@umanitoba.ca

May 8, 2015

Re: Supports for Aboriginal/Northern students

Dear CMM Council,

It is our intent to provide academic and personal support to Aboriginal/Northern students to facilitate academic success in the Midwifery Education Program. As you know, the University of Manitoba will be supporting UCN with the 2015 intake. As such, for the 2015 intake, we will offer the same supports that exist within the U of M Aboriginal Nursing Cohort Initiative (ANCI) to the midwifery students who are relocating from the North and have Aboriginal ancestry.

If the joint Midwifery Education Program between U of M and UCN is approved and funded the Aboriginal/Northern students will continue to be a part of the ANCI initiative in full. Furthermore, every new intake of students will participate in an orientation to the program that will include these supports delineated for the ANCI students. Please see the link provided below that gives details of the ANCI.
http://umanitoba.ca/faculties/nursing/prospective/Aboriginal_Cohort_Initiative.html

Finally, as I spoke before the Council a week ago we will ensure that the KD Committee will be invited to have a representative on one of our internal midwifery committees once these are defined.

Please contact me if you have further questions.

Thank you.

Kellie Thiessen, RM, RN, PhD



UNIVERSITY
OF MANITOBA

Faculty of Health Sciences

College of Medicine
Department of Pharmacology and
Therapeutics
A203-753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Tel (204) 789-3553

Kellie Thiessen, RM, RN, PhD
Director, Midwifery Program
Assistant Professor
College of Nursing, Faculty of Health Sciences
89 Curry Place
Winnipeg, MB, R3T 2N2

14 December 2015

Dear Dr. Thiessen:

This letter is to confirm that the Department of Pharmacology & Therapeutics, College of Medicine, is willing to deliver a 3 credit hour course in pharmacology to students enrolled in the midwifery program. This commitment is for an initial 2 year period and will cover the development and delivery of an online course by Dr. Fiona Parkinson. Renewal of this commitment is anticipated, but will be upon mutual agreement.

This commitment is subject to funding for the original recording of lectures and updating as required, as the Department of Pharmacology & Therapeutics does not have internal funding for this.

The textbook (Wainman, B., McDonald, H., Murray-Davis, B. (2014). *Pharmacology Revealed: An interactive Ebook*. The Midwifery Education Program, McMaster University, Health Sciences) is an excellent resource for this course and students must have access to this resource.

Please let us know if you have any questions regarding these points. Thank you for the opportunity to enter this new partnership with the midwifery program.

Sincerely,

Fiona E. Parkinson, Ph.D.
Professor
204-789-3589
Fiona.Parkinson@umanitoba.ca

Paul Fernyhough, PhD
Professor and Acting Head
204-235-3692
pfernough@sbrca.ca

Appendix C
Admission Policies

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Admission Requirements for the Joint Bachelor of Midwifery Program (JBMP)

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background

University of Manitoba and University College of the North are proposing a Joint Bachelor of Midwifery Program. If it is approved by the governing bodies of both universities and receives provincial funding, the Program will commence in Fall 2016 with the transfer of students who were admitted to the UCN Bachelor of Midwifery program in Fall 2015 to Year 2 of the JBMP. The first admission to the JBMP will occur in Fall 2017.

The Full Program Proposal proposes that the University of Manitoba will admit all students to the JBMP and will be the students' host university and university of record. Up to 12 admission spaces will be available to applicants each year. However, because of scarce clinical resources, the census in the JBMP cannot exceed 36 students in total. Therefore, once the JBMP achieves maturity, the actual number of students admitted to the Program will be determined each year by subtracting the number of students remaining in the program from the total number of seats (36) available.

As much as possible, the admission requirements for the JBMP mirror those required for the Bachelor of Nursing Program. The only difference is that a Native Studies elective course (3 credit hours) is required for admission to the JBMP, but not to the BN program. The goal of the College of Nursing and the JBMP is to create admission processes for its two entry-level professional programs that are equivalent, so that students applying to and admitted by both programs are assessed in a similar manner and there is no perception that students applying to one program have a policy-related advantage over students applying to the other.

Admissions to both the JBMP and the Bachelor of Nursing Program will be overseen by the College of Nursing Advance Standing and Admissions Committee. Representatives from UCN Faculty of Health are members of this committee and will participate fully in admission decisions for the JBMP.

Proposed Admission Policy

Applicants must meet the general admission requirements of the University of Manitoba as well as the admission requirements to the Joint Bachelor of Midwifery Program.

Specific admission requirements set out by the College of Nursing for the Joint Bachelor of Midwifery Program (JBMP):

1. Successful completion of the following courses with a minimum grade of “C” in each course. All required courses must be at a 1000 level or higher.

Table 1: Pre-Midwifery Year (30 Credit Hours)

| | | |
|--|--|---|
| BIOL 1410 | Anatomy of the Human Body ¹ | 3 |
| BIOL 1412 | Physiology of the Human Body ¹ | 3 |
| MBIO 1220 | Essentials of Microbiology ¹ | 3 |
| | Native Studies elective ^{1,2} | 3 |
| Science Electives^{1, 3, & 4} | | 9 |
| Electives (Any combination of the following courses/subjects for a total of 9 credit hours) | | 9 |
| | Social Sciences or Humanities ¹ (3-9 cr) | |
| NURS 1260 | Human Growth & Development (3 cr) | |
| NURS 1500 | Preparing for Professional Nursing Education ⁵ (3 cr) | |

¹ All courses can be completed in University 1, or an equivalent program, if students do not wish to extend their program of study.

² NATV 3240: Native Medicine & Health/ANS.3540 Aboriginal Medicine and Health is the preferred elective and should be taken if it is offered during the time the student is fulfilling Pre-Midwifery Year course requirements.

³ The former BIOL 1110 Health and Health Professions may not be used as a Science elective.

⁴ Science Prerequisites. Students must meet the current Science prerequisites before registration for Science courses. See the Faculty of Science section in the General Calendar for the current prerequisites. It is preferred that the above prerequisites have been completed within the last five years. Math 40S is a prerequisite for Microbiology.

⁵ NURS 1500 is currently available only to students in the Aboriginal Nursing Cohort Initiative. If the JBMP is funded, the Initiative will be expanded to include students interested in seeking admission to the JBMP.

2. All of the courses used to meet the admission requirements for the Joint Bachelor of Midwifery Program must be transferrable for credit into the Joint Bachelor of Midwifery Program. Non-midwifery and non-nursing courses must be completed within 10 years; and midwifery and nursing courses must be completed within 5 years of admission to the program in order to be eligible for admission and advanced standing (transfer credit).

3. An adjusted Grade Point Average (AGPA) of at least 2.5 is required.

The AGPA will be calculated as follows: (0.3 x the core course average) PLUS (0.7 x the average of the most recent 45 credit hours).

The core course average will be calculated on the most recent attempts of the following courses:

BIOL 1410
BIOL 1412
MBIO 1220
NATV elective course

The most recent 45 credit hours will be based on the most recently completed 45 credit hours of university level course work, including the original grades of any repeated courses if these fall within the most recent 45 credit hours. The 45 credit hours will be limited to courses completed within the past ten years.

4. Meet the University of Manitoba Written English requirement.

The University Written English requirement (W) must be completed within 10 years of admission to the Bachelor of Midwifery Program only if the course is part of the required 30 credit hours for admission. If the "W" course is in addition to the required 30 credit hours and not being transferred into the Bachelor of Midwifery Program, it does not have to meet the 10-year requirement.

5. Meet the University of Manitoba Mathematics requirement.

The University Mathematics requirement (M) must be completed within 10 years of admission to the Bachelor of Midwifery Program only if the course is part of the required 30 credit hours for admission. If the "M" course is in addition to the required 30 credit hours and not being transferred into the Bachelor of Midwifery Program, it does not have to meet the 10-year requirement.

6. Registration in the Joint Bachelor of Midwifery Program will be restricted to Canadian citizens and permanent residents. Preference will be given to Manitoba residents.

Observations:

- Similar admission requirements enable prospective candidates to apply for admission to both programs if they so desire.
- Students who prefer to remain in Northern Manitoba prior to application to the JBMP can complete all course requirements included in the pre-midwifery year at University College of the North.
- Students studying at other Manitoba universities can complete the majority of the course requirements included in the pre-midwifery year. However, some required courses may have to be taken at UM. This depends on course availability at the other university and whether equivalence of courses offered at other universities have been established at UM. Students who are not successful in application to the JBMP will have more general courses that can be transferred to other programs of study.
- The limited number of required courses may allow students who are not successful in application to the JBMP to transfer the majority of their completed coursework to other programs of study.

- The requirement that non-midwifery courses used to establish eligibility for admission to the JBMP must be completed within 10 years; and that midwifery and nursing courses must be completed within 5 years ensures that students have a current knowledge base and can comply with the expectation that material in these courses will not be re-taught or reviewed in the JBMP.
- The AGPA calculation proposed is intended to accomplish the following:
 - Place more weight on the courses required for admission to the JBMP, since these courses provide foundational knowledge necessary for students to master content included in the Program;
 - Mitigate problems associated with i) no time limit on courses eligible for inclusion and ii) the inclusion of 60 credit hours of course work in the AGPA calculation. The College's experience with applicants to the BN program is that at least 50% of the applicants have more than 30 credit hours of previous university course work prior to applying to the College. In some instances, students have returned to the University after an absence of many years and their efforts to gain admittance to a competitive program are hampered by poor grades that were earned during a different period of their life when perhaps they did not yet have the motivation, experience or life supports necessary to achieve competitive grades. In other instances, students have a recent and continuous academic record that includes poor grades initially followed by steady improvement in their academic performance. The proposed AGPA calculation policy would diminish the impact of poor academic performance prior by limiting the number of credit hours used in the AGPA calculation and the length of time since courses were taken.
- The proposed policy re: the "W" and "M" requirements would allow applicants to fulfill these university requirements even if the courses within which these requirements were achieved are older than 10 years. This policy is necessary because once the applicants are accepted to the JBMP; their coursework does not include any courses that would enable them to fulfill the "W" and "M" requirements.
- Registration in the JBMP is restricted to Canadian citizens and permanent residents, with preference given to Manitoba residents because of the limited number of seats in the program and the need to produce graduates who would be more likely to seek employment in Manitoba. In particular, there is a high need for qualified midwives to practice in northern Manitoba. This policy is further supported by the proposed Special Consideration – Indigenous Category admission policy, which would support the admission of Aboriginal students residing in northern Manitoba.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Applicants with Previous Bachelor of Midwifery Program Degree

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

Graduates of a Bachelor of Midwifery or equivalent program who do not pass national registration exams are not eligible for registration with the regulatory body and therefore cannot practice as a Registered Midwife. Regulatory bodies direct these individuals to repeat a Bachelor of Midwifery or equivalent program and then re-write the registration exams. These applicants, if admitted to the JBMP, would be required to repeat the same or essentially the same program and would graduate with another Bachelor of Midwifery degree.

It is anticipated that there will be a high demand for the JBMP and that admission to the program will be very competitive. The JBMP wishes to focus its efforts on new students with a high potential to not only successfully complete the Program, but also to pass the national registration exam rather than on those who have already had this opportunity, but have not been successful.

Proposed Admission Policy:

Applicants who have previously completed a Bachelor of Midwifery or equivalent program in Canada or the United States are not eligible for admission to the JBMP in the College of Nursing at the University of Manitoba. In exceptional circumstances students may be considered on a case-by-case basis.

Observations:

- The JBMP has a responsibility to offer the Bachelor of Midwifery program to new students who may potentially become practicing members of the midwifery profession.
- The JBMP wishes to limit enrollment to applicants who have not already graduated from a Bachelor of Midwifery program.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Applicants Who have Previously Attended but not completed a Midwifery Program

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

Potential applicants to the JBMP may include individuals with a high potential to successfully complete a midwifery program, but who have made the difficult decision to discontinue their studies in a midwifery program in the past for personal or family reasons. At a later point in their lives, they may decide that they are in a better position to focus on their studies and seek admission to the same or another midwifery program. Other students leave midwifery programs because they are struggling academically or because they have been required to withdraw for academic or disciplinary reasons (including professional unsuitability). The JBMP seeks to offer promising students a second chance to complete a degree in midwifery while at the same time reserving the right not to admit students whose previous record indicates that there could be a significant academic or disciplinary risk associated with offering them admission to the JBMP. Additional information from the student's previous program would allow the JBMP to make an informed decision regarding whether or not to offer admission to a student who has previously attended but not completed a midwifery program.

Proposed Admission Policy:

Applicants who have attended but have not completed a midwifery program, the completion of which would result in the graduate's eligibility to write the Canadian Midwifery Registration Exam (or equivalent) in order to qualify for registration to practice as a Registered Midwife, must meet admission requirements including the competitive AGPA in the year of application; apply for admission by the application deadline; and provide supplementary information, including the name of the Dean, Director, Head, or Coordinator of the Midwifery Program in which the student was previously registered. This individual and will be contacted by the College of Nursing.

The Advance Standing and Admissions Committee reserves the right to deny admission to the JBMP program based on any of the supplementary information. Applicants who would be eligible to register in third or fourth year courses will be considered for admission only if space is available.

Appeals of decision are limited to the question of procedural regularity only. The merits of the decision are not subject to review.

Observations:

- The proposed policy benefits promising students by offering them a second opportunity to earn a midwifery degree.
- Because of the limited number of seats available in the Program, the JBMP does not wish to undertake the risk of admitting students whose previous academic record indicates that they would be at high risk of not completing the Program.

- Applications received under this category will be considered by a sub-committee of the College of Nursing Advance Standing and Admissions Committee, which will have representatives of the JBMP on it.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Special Consideration - Indigenous Category

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

The Special Consideration – Indigenous Category is proposed for the JBMP because the University of Manitoba and the University College of the North believe that it is important to increase the number of Indigenous People, including individuals of First Nations, Metis and Inuit heritage, within the midwifery profession. We make it a priority to identify obstacles to their participation and success and to develop strategies to address these issues. The admission process is designed to facilitate access to midwifery education and the midwifery profession for Indigenous people.

The JBMP plans, within five years, to open a Northern cohort at UCN. The viability of this plan requires that the Program immediately begin to recruit and admit a high number of northern Aboriginal students who would be interested in completing their studies at UCN. In the time period prior to the establishment of the Northern Cohort, recruitment of applicants from the same population is necessary to provide role models for future students and to begin to address the critical shortage of midwives in Northern Manitoba. The College of Midwives of Manitoba endorses an admission policy to the JBMP that addresses both of these issues.

The Bachelor of Nursing program recently received approval from Senate to implement the same policy as set out below. The policy and procedure was first used for the Bachelor of Nursing Program for the Fall 2015 admission process. The Chair of the Advance Standing and Admissions Committee reported that the process worked well.

The process set out in the proposed policy is the same as for applicants to the UM Bachelor of Nursing Program. This will enable the Advance Standing and Admissions Committee to consider applicants to both programs using the same process and criteria.

Proposed Admission Policy:

Eligibility Requirements

Applicants to this category must be from First Nations, Metis, or Inuit populations of Canada. Applicants must meet the academic 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 6 admissions spaces may be offered to applicants in the Special Consideration – Indigenous Category. Of the 6 admission spaces, up to 5 spaces may be offered to Indigenous students who reside

in northern Manitoba. Northern Manitoba is defined as the part of Manitoba that is north of the 53rd parallel.¹

The Advance Standing and Admissions Committee shall not be bound to admit the maximum number of applicants in the Special Consideration - 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 JBMP based on any of the supplementary information. The Advance Standing and Admissions Committee reserves the right to consider the applicant who has applied for Special Consideration - Indigenous Category under the regular admission category, if it benefits the applicant. Applicants who are not selected for Special Consideration - 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 the following no later than May 1:

1. A supplementary application form that is made available with the online application.
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 Enrolment Services regarding other acceptable documentation

Applications that are missing any information will not be considered.

Special Consideration 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 6 admissions spaces may be offered to applicants to the Special Consideration - Indigenous Category. The Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.

¹ Definition of Northern Manitoba is currently under review.

Observations:

- Part of the mandate of the JBMP is to produce graduates who are prepared to provide culturally appropriate care to Aboriginal women and families living in Northern Manitoba. Recruitment of students from the same communities is a key strategy to fulfill this mandate.
- Forty percent of the admission score is allocated to the supplementary score. The relative weighting 40% supplementary and 60% GPA ensures that the greater weight of the total supplementary score is still based on academic achievement; while the 40% allocated to the supplementary score allows the overall impact of a low GPA to be mitigated in instances where the supplementary information indicates that the candidate has high potential to be successful in the program.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Provisional Admission - Non-Academic Admission Requirements

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

The health care organizations in which students from the health professions are placed for clinical practice impose certain requirements with which the student must comply before they can enter clinical areas. These requirements are non-academic and most of them must be completed by the student on their own time and at their own expense prior to admission to the Program. Under the terms and conditions of the agreements between the Program and the health care organizations, the Program must provide the health care facility with evidence that every student placed in their facility is in full compliance with the non-academic admission requirements.

Students who are not in compliance with the non-academic admission requirements at the time of admission to the Program create significant challenges for themselves, the student services staff, and the Program Director; particularly with respect to:

- their ability to complete a 100% course load (which would include clinical courses),
- the additional work on the part of student services to bring them into compliance, and
- the difficulties associated with organizing sufficient clinical spaces for students when uncertainty about how many students actually require these spaces.

In the experience of both the College of Nursing (UM) and Faculty of Health (UCN) a significant number of students will not comply with the non-academic requirements within the required time frame unless there is a consequence for non-compliance.

Proposed Admission Policy:

All successful applicants to the JBMP are admitted provisionally pending compliance with the non-academic admission requirements of the College of Nursing. Failure to meet the requirements by July 15 will result in the offer of admission being revoked.

1. Criminal Record Search Certificate

Following provisional admission to the JBMP, applicants must provide a Criminal Record Search Certificate, including Vulnerable Sector Search, by July 15.

A criminal conviction will not necessarily result in denial of admission to the College of Nursing. Criminal offences will be reviewed by a sub-committee of the College of Nursing's Advance Standing and Admissions Committee for the implications of the conviction in view of the professional mandate to protect the public. Failure to disclose any criminal record will invalidate an applicant's application and shall result in automatic expulsion from the College of Nursing if the applicant has been admitted.

2. Child Abuse Registry Check

Following provisional admission to the JBMP, applicants must provide a Child Abuse Registry check by July 15. Any applicant listed on the Child Abuse Registry will be denied admission.

3. Adult Abuse Registry Check

Following provisional admission to the JBMP, applicants must provide an Adult Abuse Registry check by July 15.

A listing on the Adult Abuse Registry will not necessarily result in denial of admission to the College of Nursing. The circumstances under which the listing on the Registry occurred will be reviewed by a sub-committee of the College of Nursing's Advance Standing and Admissions Committee for the implications of the listing in view of the professional mandate to protect the public. Failure to disclose a listing on the Adult Abuse Registry will invalidate an applicant's application and shall result in automatic expulsion from the College of Nursing if the applicant has been admitted.

4. Immunization

A complete immunization record is an admission requirement for the JBMP. Applicants provisionally admitted to the program must meet the July 15 deadline submission of their immunization record, or their offer of admission will be revoked.

5. CPR Certification

CPR certification at the Health Care Provider Level is a requirement for admission to the JBMP and proof of certification must be submitted by July 15.. Certification must be valid until the end of the academic year (i.e., April); therefore, should not be obtained before April 1st.

6. Respirator Mask-Fit Testing

Applicants must be fit-tested with the respirator mask that is used in the event that airborne precautions are required in clinical agencies. Official proof of the mask-fit test must be submitted to the College of Nursing by July 15.

Observations:

- As much as possible, admission requirements for the JBMP mirror those required for the Bachelor of Nursing Program. This enables prospective candidates to apply for admission to both programs if they so desire.
- Students in the JBMP are placed into clinical settings under the same affiliation agreements in place for students in all other programs in the College of Nursing, and Faculty of Health, and are thus subject to the same requirements in order to be accepted by these agencies for clinical experiences.
- If students do not meet all of the non-academic requirements, they will be unable to register in clinical courses, creating additional work on the part of faculty and support staff, and increasing the students' time to completion by having to start the program on a part-time basis.
- The JBMP does not have the capacity to manage more than a minimal number of part-time students because of limited availability of qualified faculty members and limited clinical spaces.

- In the experience of both the College of Nursing (UM) and Faculty of Health (UCN), some students who have been placed on a waiting list because their AGPA is just below the admission cut-off have already completed all of their non-academic admission requirements. Offering admission to these students instead of those who have not complied with the policy enables the JBMP to focus on value added activities rather than using their time to deal with the issues associated with admitting students who have not complied with the policy.
- The College of Nursing (UM) and Faculty of Health (UCN) are aware that a new policy regarding background checks, including the Criminal Record Search Certificate, Child Abuse Registry Check, and Adult Abuse Registry Check, is currently being developed at UM. If that policy receives Senate approval, this regulation may need to be amended.
- The College of Nursing (UM) and Faculty of Health (UCN) are aware that a new policy that would re-classify these regulations as registration requirements rather than non-academic admission requirements is currently being developed at UM. If that policy receives Senate approval, this regulation may need to be amended.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Advanced Standing/Transfer Credit

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

The curriculum proposed for the JBMP includes courses which students may have completed prior to admission to the Program. To be consistent with the proposed Admission Policy, the JBMP wishes to place the same time limits for nursing, midwifery and other courses as are in place for courses completed prior to admission to the Program.

Proposed Admission Policy:

Advanced standing will be considered for courses completed at any university, including the University of Manitoba, within 10 years of admission to the JBMP.

Midwifery and Nursing courses from any university, including the University of Manitoba, will be considered for advanced standing/transfer credit only if they have been completed within five years prior to admission to the JBMP.

Observations:

- The requirement that non-midwifery courses transferred into the JBMP must be completed within 10 years; and that midwifery and nursing courses must be completed within 5 years of admission to the program ensures that students have a current knowledge base and can comply with the expectation that material in transferred courses will not be re-taught or reviewed in the JBMP.

Joint Bachelor of Midwifery Program

Proposed New Policy – For Implementation September 2016

Advanced Placement Option: LPN, RPN, RN

The Joint Bachelor of Midwifery Program is proposing a policy for the admission of students to the Program. This is a new program. No previous policy exists.

Background:

Qualified health care professionals, particularly Registered Nurses, Registered Psychiatric Nurses and Licensed Practical Nurses may be interested in entering the midwifery profession. The JBMP wishes to provide such applicants with the opportunity to have their previous education assessed for the purpose of providing them with advanced standing in the JBMP when possible.

Proposed Admission Policy:

Advanced Placement Option: LPN

Licensed Practical Nurses may be eligible for advanced standing in the JBMP. Applicants must meet admission requirements.

Advanced Placement Option: RPN

Registered Psychiatric Nurses may be eligible for advanced standing in the JBMP. Applicants must meet admission requirements.

Advanced Placement Option: RN

Registered Nurses may be eligible for advanced standing in the JBMP. Applicants must meet admission requirements.

Observations:

- Because educational programs vary considerably, assessment of previous coursework will have to be assessed on a case by case basis.

Appendix D
Academic Regulations
Professional Unsuitability Bylaw

**Faculty of Health Sciences
College of Nursing**

**Joint Bachelor of Midwifery Program
Academic Regulations
For Implementation September 2016**

Background/Preamble

The College of Nursing (University of Manitoba) and the Faculty of Health (University College of the North) are proposing the introduction of a Joint Bachelor of Midwifery Program (JBMP). If the Program is approved and funded, the plan is to transfer the students admitted to the current UCN program in 2015 to the JBMP in the fall of 2016. Therefore, the academic regulations proposed for the JBMP must be approved for implementation in September 2016 so that they are in place at the time that the transition to the JBMP takes place. The first intake of students to the JBMP will occur in the fall of 2017.

Governance of the JBMP will be achieved by amending the current governance structures in the College of Nursing. The terms of reference of all committees concerned with the governance of the undergraduate nursing programs will be amended to 1) create a sub-committee to deal with issues related to the JBMP and 2) to enable UCN representatives and representatives of the College of Midwives of Manitoba (when necessary) to sit on these committees. These amendments will occur after the JBMP is approved and funded. The terms of reference for the Academic Progress Committee, which will carry the primary responsibility for oversight of the academic regulations proposed for the JBMP, will be amended as follows:

- A Joint Bachelor of Midwifery Program sub-committee will be added to the committee
 - Membership of sub-committee will include:
 - Director, Midwifery Program
 - Faculty member teaching in JBMP
 - UCN representative

Proposed New Policy: Requirement to Register as a Full-time Student

Observations:

The JBMP does not have the instructional, clinical resource, or financial capacity to provide part-time studies for more than a limited number of students. Therefore, a policy is required that sets out the expectation that all students will register for full-time studies.

Other factors that contribute to the need to require students to carry a 100% course load include:

- The small number of midwives registered to practice in Manitoba. There are approximately 50 practicing midwives in Manitoba. Students are placed 1:1 with practicing midwives for their clinical/clerkship courses. If the Program did not control the number of part time students and the number of students admitted each year, the demand for clinical resources would quickly exceed what is available in Manitoba.
- The demands of the clinical/clerkship courses, which are not compatible with part-time study. While in clinical, students must be available for on-call duty, and must also remain with clients who are in labour for however long it takes for the labour and post-deliver care to be provided.
- Because of the small class size, courses in the JBMP will only be offered once a year. It is not economically feasible to offer coursework to classes with enrolments of less than 6 - 8 students. More part-time students would create more class enrolments which would be less than the optimal number of 12 students
- Students carrying less than a 100% course work load would experience significant delays in program completion.
- Part-time study is associated with higher program costs.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are required to register for a 100 percent course load in each term of the JBMP.

Proposed New Policy: Leave of Absence

Observations:

Accurate planning for course planning and clinical placement needs for students in the JBMP requires that the status of each student is known in advance of the next academic year. The May 1 deadline for LOA requests and for requests to return to the Program ensures that the number of students requiring course work and/or clinical placements is known to JBMP administrative and support services staff and can be taken into account during the planning process.

Other factors that contribute to the need to require students to request permission for a LOA and to return to their studies include:

- The JBMP does not have the capacity to provide a leave of absence for more than a limited number of students, so a formal process to take a LOA must be in place.
- There are limited clinical and instructional resources available for the JBMP, which places significant constraints on the ability of the Program to allow students to take time away from their studies. There are approximately 50 practicing midwives in Manitoba. Students are placed 1:1 with practicing midwives for their clinical/clerkship courses. If the Program did not control the number of students on leave, the demand for clinical resources would quickly exceed what is available in Manitoba.
- The proposed policy is consistent with the leave of absence policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

Students wishing to interrupt their studies must submit a written request for a leave of absence, normally by June 1, to the Associate Dean, Undergraduate Programs, College of Nursing. Later requests may be considered in exceptional circumstances. A leave of absence may normally be granted for a maximum period of one year. Requests for an extension to the leave of absence or for a subsequent leave of absence must be made in writing and will be subject to approval by the Associate Dean, Undergraduate Programs.

In order to return to the JBMP, students must submit a written request for reinstatement to the Associate Dean, Undergraduate Programs, no later than May 1 of the year of return. Requests for reinstatement will not normally be considered after May 1. Students who do not apply for reinstatement by May 1 will normally be considered as having left the Program, and will be withdrawn from the Program.

Decisions made in response to requests for leaves of absence or reinstatement can be appealed to the College of Nursing Admissions Committee.

Leave of absence status does not extend the program time limit outlined in the JBMP regulations. To maintain leave of absence status, and not be discontinued from the Program, students may not attend

any other faculty or institution during the period in which the leave of absence is in effect. Students on a leave of absence will be subject to the same criminal record, child abuse registry, and adult abuse registry policies as students taking courses. At the time of requesting a return to studies, students will be required to provide a current self-declaration of a criminal record, child abuse registry, and adult abuse registry listing.

Students who attend another faculty or institution while on leave, or who have been withdrawn from the JBMP because they were not granted a leave of absence and did not take at least one Midwifery course in Fall or Winter term, must re-apply to the JBMP should they wish to return.

Proposed New Policy: Attendance

Observations:

Both UM and UCN have attendance policies that set their respective expectations regarding student attendance in courses in which they are registered and also specify the consequences of failure to comply with the policy.

The University of Manitoba Attendance at Class and Debarment Policy states:

Regular attendance is expected of all students in all courses. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations.

A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.

(University of Manitoba Undergraduate Calendar 2015-16, p. 46).

The University of the North Attendance Policy states:

UCN believes that regular attendance is essential for academic success. Students who do not attend class on a regular basis are responsible for any negative impact on academic success. Poor attendance may result in termination through the involuntary withdrawal process which will result in a grade of FIW. Faculty will determine required attendance guidelines for their classes. Course outlines include attendance expectations.

(UCN Academic Calendar, Section 6.08)

Any absence from a course is a concern in a professional program because the resulting gaps in student knowledge present a potential or real threat to client safety. When a clinical and a theory course are offered concurrently, failure to attend the theory course creates the risk that the student's knowledge base is not sufficient to function safely in the clinical course.

However, the JBMP recognizes that students may have to miss classes for a variety of reasons, including illness, family emergency or personal crisis. In these situations, the JBMP believes that it is reasonable to expect students to notify course leaders or the Program Director as soon as possible that they will be absent from class, to provide documentation confirming the reason for their absence upon request, and to take all reasonable steps to keep up with the coursework during their time away from courses.

Other factors that contribute to the need for an attendance policy:

- The cost per student in the JBMP is significant.
- Students who do not attend class are at a high risk of not completing the program.
- There is limited access to the program. The total student census cannot exceed 36 students, and admissions to the program will be based on the student census at the end of each academic year. Persistent non-attendance may be an indicator that completion of the JBMP is not a priority for the student. However, their continued presence in the Program may prevent the admission of a highly committed student with a high potential to complete the Program.
- Following up on a student who persistently misses classes without reasonable grounds is an inappropriate expenditure of the Program's instructional and financial resources.

The JBMP wishes to set a standard for attendance in all courses that provides students with permission for reasonable absences from classes while at the same time reserving the right to sanction students for persistent non-attendance when there are not reasonable grounds for this behaviour.

Recommendation:

The JBMP recommends that the following policy be approved:

Attendance at all courses in the JBMP is expected of all students. This includes on-line courses, where attendance will be interpreted as regular and consistent participation in the course. Students absent from class or practice due to illness or a family medical emergency must notify their course leaders and the Program Director as soon as possible.

At the discretion of the Director, Midwifery Program, documentation confirming the reason for the absence may be requested. In the case of an illness, the student may be required to present a certificate of illness signed by a health care provider.

Absence for compassionate reasons will be considered on an individual basis by the Director, Midwifery Program.

Students who miss classes for any reason are responsible for taking the initiative to ensure that they have achieved the learning outcomes set out for that class. Where absence involves clinical/clerkship courses, make-up time may be required if it can be arranged.

Penalty for Non-Compliance with the Attendance Policy

A student may be debarred from any course or examination in the JBMP by action of the Associate Dean, Undergraduate Programs for persistent non-attendance which does not meet the exceptions set out in the attendance policy. Once the debarment process has been initiated, the student will not be able to voluntarily withdraw from the course that is under investigation. Students so debarred will have failed that course.

Proposed New Policy: Residence Requirements

Observations:

Both the University of Manitoba and UCN have residence requirements for graduation from a four year program. The University of Manitoba's residence requirement for graduation policy states:

Unless otherwise stated in faculty and school chapters, the minimum residence requirement [for graduation] of the University of Manitoba is the work normally associated with one year in the case of programs of three years' duration, and two years for programs of four years' duration" (University of Manitoba Undergraduate Calendar 2015-16, p. 41).

UCN's policy states that for a 4 year degree, a minimum of 60 credit hours, including a minimum of 30 credit hours in the major, must be completed at UCN.

The long-range plan for the JBMP includes opening up a Northern Cohort at UCN within the first five years of the program. At that point, students can select either UM or UCN as their home university. A policy is therefore required that would allow JBMP students to select a home university without jeopardizing their ability to graduate from the Program.

Recommendation:

The JBMP recommends that the following Policy be approved.

To qualify for graduation from the JBMP, students must complete a minimum of 2 years of study at the University of Manitoba or University College of the North.

Proposed New Policy: Student Registration with the College of Midwives of Manitoba

Observations:

The College of Midwives of Manitoba is the regulatory body for registered midwives in Manitoba. Its legislation requires that it create and maintain a register for student midwives and specifies that student midwives cannot participate in clinical practice without registering with the College.

Unfortunately, it has been the experience of both the College of Nursing (UM) and the Faculty of Science (UCN) that unless there is a specific policy and a sanction for non-compliance, many students fail to comply with requirements imposed by third parties such as regulatory bodies and clinical agencies. Enhanced compliance with the College of Midwives of Manitoba's registration requirement will ensure that student progression is optimized and that unnecessary work on the part of student services staff and the Program Director is minimized.

Other factors that should be considered with respect to this policy include:

- The proposed policy is consistent with policies for students registered in other health science programs, such as medicine.
- Hold status prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice and graduation.
- Hold status will be removed as soon as the student produces documentation confirming that they have registered with the College of Midwives of Manitoba.
- Students on hold status may experience a delay in program completion, particularly in the case where failure to comply with the policy occurs on more than one occasion.

Recommendation:

The JBMP recommends that the following policy be approved:

Each midwifery student must be registered with the College of Midwives of Manitoba at the end of Term 2, Year 2, in order to be eligible to register in MDFY 2060: Clinical Placement and Tutorial I in Term 3, Year 2 of the Program. Thereafter, students must register with the College of Midwives of Manitoba annually.

Penalty for Non-Compliance with the Student Registration with the College of Midwives of Manitoba Policy

Students who do not register with the College of Midwives of Manitoba as set out in the policy will be placed on hold status, which blocks the student from the registration system.

Proposed New Policy: Time to Program Completion

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

The JBMP is a professional program that prepares students for a career in health care. Midwifery is a regulated profession. Those applying to the College of Midwifery of Manitoba must be graduates of an approved educational program and must have passed the Canadian Midwifery Registration Exam.

One of the requirements of an approved program is that it provides students with an educational experience that emphasizes current knowledge that is based on research evidence. Knowledge in the health care professionals changes rapidly. The course content in health care educational programs is reviewed and updated annually. Students who take longer than six years to complete the Program may not have current knowledge and are at higher risk of failing the Canadian Midwifery Registration Exam.

A six year time to completion policy allows part-time students who plan their program progression carefully to still complete the Program within the allowed time limit. In the experience of the College of Nursing (UM) and Faculty of Health (UCN), the majority of students, both part-time and full-time, are able to complete the BN program within 6 years. This data was used in 2011 to change the program completion requirements for the BN program from ten to six years. Analysis of the data at the time indicated that over 98 % of students (both full and part-time) completed the program within six years. The majority of those who remained in the BN program after six years did not graduate. Based on this experience, it is anticipated that a high majority of students can complete the JBMP within six years.

If a student has documented evidence of steady progression to program completion with only one or two terms term to complete when the time to program completion policy would be enforced, the student could receive a program extension. Such requests would be assessed on a case by case basis by the Director, Midwifery Program.

Recommendation:

The JBMP recommends that the following policy be approved:

Students must complete the JBMP within 6 years from the time of commencement in the Program. Leaves of absence from the Program will not extend the program completion date for the student. Exceptions to this regulation may be considered on a case by case basis.

Proposed New Policy: Supplemental Examinations, Tests and Assignments

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Examinations, tests and assignments in the JBMP will be carefully planned so that they 1) are aligned with course learning outcomes; 2) enable students to demonstrate their achievement of the course learning outcomes, and 3) support student achievement of subsequent course learning outcomes and program outcomes. In addition, the results of these student assessment strategies will form part of the Program's curriculum evaluation strategy. This quality control measure is not only an expectation of the universities offered the Program, but also a required element of the College of Midwives of Manitoba's program approval process. Supplemental examinations, tests and assignments make the process of student evaluation and curriculum/course evaluation more complicated. They also create an unfair advantage to the students who had more opportunities to complete the course with a satisfactory grade because supplemental evaluation strategies were made available to them, but not to everyone in the class.

Other factors that contribute to the need for this policy:

- The proposed policy is consistent with the policy for undergraduate students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.
- The proposed policy ensures that each student in the Program is assessed in a consistent and transparent manner.
- The JBMP does not have the instructional and budgetary resources necessary to provide supplemental examinations, tests and assignments to students.

Recommendation:

The JBMP recommends that the following policy be approved:

Students in the JBMP will not be permitted to write supplemental examinations or tests; or to submit supplemental assignments to fulfill course requirements.

Proposed New Policy: Failures in Required Courses in the Joint Bachelor of Midwifery Program

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Students who repeatedly fail courses are not only at high risk of failing to complete the program; they also present a safety risk in the clinical setting. In instances where there is a pattern of failed courses, the risk to the public may be too high to be undertaken by the Program and the two universities offering the Program. The JBMP wishes to have a policy in place that balances the need of some students to take a course more than once to successfully pass it against the need to maintain safety in the clinical setting by requiring students who consistently demonstrate significant knowledge deficits to withdraw from the Program.

Both the College of Nursing (UM) and the Faculty of Science (UCN) have had a policy in place for many years that required students to withdraw from the nursing programs if they failed the same course a second time. In 2003, Senate approved an amendment to this policy with respect to failures in clinical courses. The amended policy stated that if a student failed the same clinical course twice or had one failure in any two clinical courses, the student would be required to withdraw from the nursing program.

The clinical course failure policy was based on the College of Nursing's (UM) experience with students brought before the Professional Unsuitability Committee because of concerns related to their ability to provide safe client care. An analysis of these cases led the College of Nursing to conclude that clinical courses build on one another. If a student fails a clinical course, passes it on the second attempt, and then fails a subsequent clinical course, it is evident that the student has not mastered the knowledge included in the earlier course and is likely not capable of providing safe patient care.

A subsequent (2011) study of students who took longer than six years to complete the Four-Year Baccalaureate Nursing Program in a timely fashion revealed that the more frequently students failed courses, the more likely they were not to complete the program, even if their second attempt at the failed course resulted in a passing grade. In other words, a consistent pattern evidence of "serial failures" was a strong indicator that the student would not successfully complete the program.

The proposed policy is consistent with the policy for undergraduate students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

Students in the JBMP will be required to withdraw from the Program following a second failure in the same course (theory or clinical/clerkship) or one failure in any two clinical/clerkship courses. Students who are required to withdraw under this regulation are ineligible for re-admission to the Program.

Proposed New Policy: Voluntary Withdrawal from Required Courses in the Joint Bachelor of Midwifery Program

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

The JBMP wishes to have a policy with respect to Voluntary Withdrawals (VWs) from required courses in the Program that balances the need of some students to withdraw from courses from time to time with the Programs need to limit the number of attempts that a student can have at the same course.

The issue of limiting VWs is more pressing in a situation where there are limits on the number of failures allowed per course and where students who exceed these limits are required to withdraw from the program and are not allowed to re-apply for admission.

Students often VW from courses to avoid failing a course for the second time and being required to withdraw from the program. In professional programs, the inability to pass a course on the second attempt raises significant concerns about the student's knowledge base and their ability to practice safely in the clinical setting.

Students planning to withdraw from any course will be advised to speak with a student advisor regarding the implications of this decision.

Other factors that contribute to the need to limit the number of VWs from required courses in the JBMP include:

- The proposed policy is consistent with the voluntary withdrawal policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.
- Allowing students an unlimited number of VWs from the same course is an inappropriate drain on the Program's instructional and financial resources.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are allowed only one voluntary withdrawal per required course in the JBMP. Students who voluntarily withdraw from the same course a second time will have their withdrawal reversed and will be expected to complete the course. Any financial implications will be the responsibility of the student.

Proposed New Policy: Academic Progression

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Because of the anticipated high demand for admission to the JBMP, students entering the program through the regular admission process will have very high GPAs. Unless the academic progression of these students is assessed on a term by term basis using only the grades earned in that term, it is possible that students experiencing academic difficulty in the Program may not be identified in a timely fashion. This was the experience of the College of Nursing (UM) and the Faculty of Science (UCN) when students were assessed only once each academic year and their program-entry GPA was used as part of the assessment process.

In addition, students who are admitted to the JBMP in the Special Consideration Category may be at risk of experiencing academic difficulty because they are only required to meet the minimum AGPA of 2.5.

Assessing student progression on a term by term basis allows the Program to identify students at academic risk in a timely fashion and to set the appropriate supports in place to assist them to improve their academic performance.

The proposed policy is consistent with the academic progression policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Prior to the implementation of that policy, annual assessment of the students used the AGPA (including the grades in the pre-admission year) was used. Under that system, students at risk of failing out of the program were not consistently identified until the end of Year 3 even through a cursory examination of their grades on a term by term basis clearly indicated that they were in difficulty much earlier. Since the implementation of the Academic Progression Policy in the nursing program, at-risk students have been identified as early as the first term in the program.

Although the procedures that accompany this policy may appear complex, the College of Nursing (UM) and Faculty of Science (UCN) have been able to implement the policy and procedures in the nursing program with little difficulty and are satisfied that the policy supports student success by providing timely and appropriate interventions in instances where the student's academic record indicates that they are experiencing difficulty in the program.

Some observations appear as footnotes so that an immediate connection between the proposed element of the policy and the rationale for it.

Recommendation

The JBMP recommends that the following policy be approved:

Students are required to obtain a minimum of "C" grade (2.0) in every course, and a Degree GPA of 2.5 in order to graduate. A final grade of "D" in a standard grade course or "Fail" in a Pass/Fail course taken to complete the degree requirement is considered a failure and is not accepted by the faculty. Students shall be evaluated at the conclusion of each academic term in which they receive a final grade in a minimum of 6 credit hours of course work. Students who do not complete the minimum credit

hours in one term will be assessed on the combined course work over two terms or more when they reach the threshold of 6 credit hours.

The final term of the JBMP will be excluded from assessment providing the student meets graduation requirements. Students are required to have a minimum Program GPA of 2.5 to be eligible for graduation.

Good Academic Standing

A student with a TGPA of 2.5 or higher, and no failed courses, will be assessed "College Minimum Met"

Academic Warning

A student will receive an Academic Warning if:

- the student's TGPA drops below 2.5 a first time, OR
- the student receives a grade of "Fail" a first time

Procedure:

- Students who receive an academic warning will be given the option of remediation, and will be required to meet with a Student Advisor at least once during the following term of study.

Academic Probation

A student will be placed on Academic Probation if:

- The student's TGPA drops below 2.5 a second time, OR
- The student received a grade of "Fail" and the student has previously had a TGPA below 2.50 in one previous term, OR
- The student's TGPA drops below 2.50 and the student has a "Fail" in a previous term

A formal remediation plan will be mandatory for students on academic probation

Procedures:

- The remediation plan will be developed by the Associate Dean (Undergraduate Programs) or designate with the active participation of the student.¹
- The remediation plan will be based on an assessment of the student's current academic status and identified learning needs.
- The student may be required to repeat selected Midwifery courses.
- If any courses are repeated, the student will be subject to all academic regulations related to final grades in repeated courses and the number of failures allowed in any given course or sequence of courses in the JBMP.
- Students will be allowed to register in courses that they are required to repeat after students who are taking the course for the first time have had the opportunity to register and availability of space in the course can be confirmed.

¹ The inclusion of a designate will allow the Associate Dean to involve the Chair of the College of Nursing Equity and Access Committee if the student's academic issues include the need for accommodation related to a recognized disability.

- The student will be required to meet with a Student Advisor at least twice during the following term of study.
- If there are non-academic issues interfering with the student's academic progress, the student will be required to make every effort to deal with and resolve those issues during the period of academic probation.
- Where indicated, a student will be referred to student support services for information and guidance. Any student subsequently registered with Student Accessibility Services and requiring accommodation will be referred to the College of Nursing Accommodation Team.

Suspension

A student will be placed on Suspension if:

- The student's TGPA drops below 2.5 a third time, OR
- The student receives a grade of "Fail" and the student has previously had a TGPA below 2.50 in two previous terms, OR
- The student's TGPA drops below 2.50 for a second time and the student has a "Fail" in an additional previous term

Students who are suspended shall be ineligible to take any courses at the UM and UCN; or on a letter of permission for a minimum of eight, and a maximum of 16, calendar months.

In the instance where the suspension makes it impossible for students to complete the program within 6 years of commencement of the program, students will not be eligible for a program extension.

Procedures:

- The time period for the suspension actually served by the student is contingent on the program timetable and course availability.²
- Students who wish to continue their studies in the JBMP must submit a written application for reinstatement to the Associate Dean (Undergraduate Programs) according to the deadlines below.
 - The written application must specifically address the academic and non-academic issues that had affected their academic standing prior to their academic suspension and describe how these issues have been addressed and/or resolved. This information should include, at a minimum:
 - An outline of what they have been doing during their time away from the JBMP (e.g., developing good study habits, attending counseling, etc.);
 - An explanation of what has changed to make it more likely that they will be successful, and their plan for success if reinstated; and
 - An academic plan for the rest of their program.
- Each request will be considered on a case by case basis and JBMP reserves the right to deny a student's request for reinstatement.³
- Students who are reinstated or who are actively under consideration for reinstatement will be subject to the following procedures with respect to their course registrations:
 - Students who are suspended at the end of Fall Term (as of January) will:

² The range of time from academic suspension to reinstatement depends on when the suspension begins and when the courses the student must take next are available.

³ The JBMP wishes to retain the right not to reinstate students who have not resolved the academic or non-academic issues that resulted in their suspension and who are at high risk of continuing to experience academic problems in the JBMP.

- Request reinstatement by May 1⁴ of the same year in which they were suspended;
- Be given a final decision by May 15;
- Register for courses during the registration period; and
- Proceed to course work in Fall OR Winter Term
- Students who are suspended at the end of Winter Term (as of May) will:
 - Request reinstatement by October 1 of the same year;
 - Be given a final decision by October 15;
 - Register for Winter Term courses
 - Proceed to course work in Winter term subject to space availability
 - OR
 - Request reinstatement by January 1 of the following year;
 - Be given a final decision by January 15;
 - Register for Summer Term courses during the registration period; and
 - Proceed to course work in Summer Term subject to space availability
 - OR
 - Request reinstatement by May 1 of the following year;
 - Be given a final decision by May 15;
 - Register for Fall Term courses during the registration period; and
 - Proceed to course work in Fall term subject to space availability
- Students who are suspended at the end of Summer Term (as of September) will:
 - Request reinstatement by January 1 of the following year;
 - Be given a final decision by January 15;
 - Register for Summer Term courses during the registration period; and
 - Proceed to course work in Summer term subject to space availability
 - OR
 - Request reinstatement by May 1 of the following year;
 - Be given a final decision by May 15;
 - Register for Fall Term courses during the registration period; and
 - Proceed to course work in Fall term subject to space availability
- Students who do not apply for reinstatement by this deadline will be considered as having withdrawn from the JBMP and will not be permitted to return.
- Students who are permitted to return from suspension will be required to meet with a Student Advisor to plan their program.

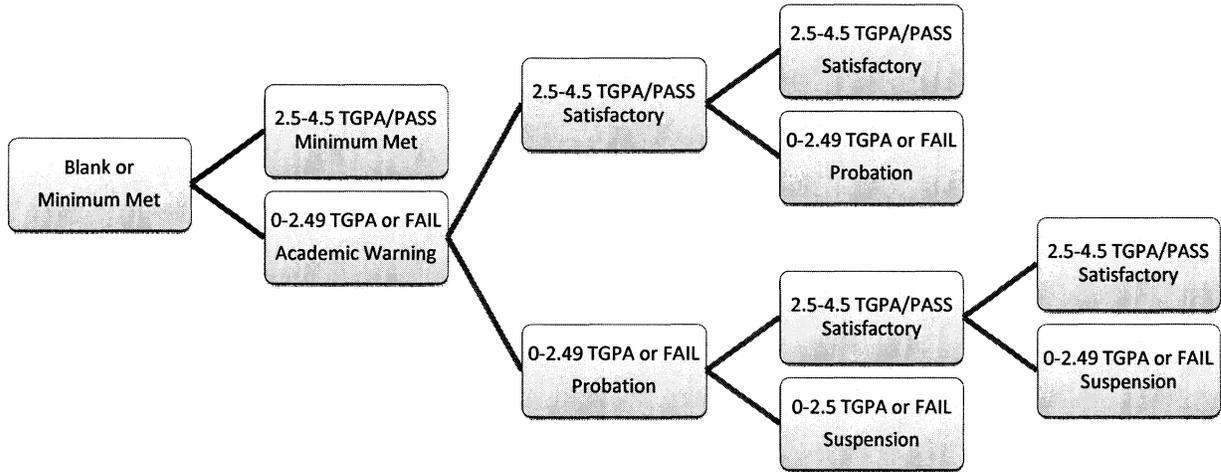
Required to Withdraw

Students who have been permitted to return from Suspension and whose TGPA drops below 2.5, or receives a grade of "Fail" will be Required to Withdraw. Students who are Required to Withdraw are ineligible for re-admission to the JBMP.

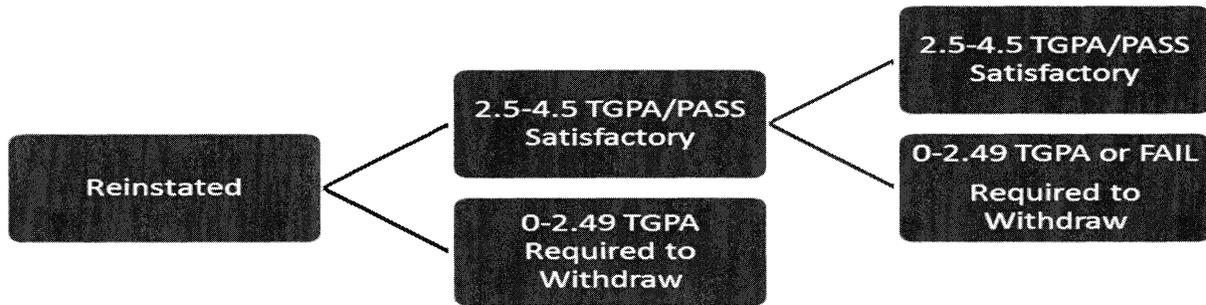
⁴ This deadline is the same as the deadline set out in the proposed Leave of Absence policy for the JBMP. The same deadlines are imposed for students in the Bachelor of Nursing Program. Consistent deadlines streamline administrative processes for the College of Nursing (UM) and the Faculty of Health (UCN).

Progression Policy Flow Chart

Students are assessed at the end of each term in which they have completed a minimum of 6 credit hours. If a student receives a second "FAIL" at any time in the program, they are "Required to Withdraw"



Students who have been permitted to return from Suspension (Reinstated):



Proposed New Policy: Registration in non-required/elective courses in the same term as clinical/clerkship courses

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Students in the JBMP must be available for day, evening, weekend and on-call work during their clinical and clerkship courses. Registration in other courses would not allow them to fulfill this requirement of their clinical/clerkship courses.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Proposed Regulation:

The JBMP recommends that the following policy be approved:

Students enrolled in midwifery clinical/clerkship and tutorial courses may not register for any non-required or elective courses during that term.

Proposed New Policy: Travel to clinical/clerkship course placements

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Because of the scarcity of clinical placements and the low number of practicing midwives in Manitoba, students will be placed in urban, rural and remote clinical settings during the course of their studies in the JBMP. The budget allocated by the Provincial Government will not include costs that students may incur related to travel to clinical/clerkship course placements. This is not the case in other jurisdictions in Canada, where government funding does include these costs. To avoid any misunderstanding or confusion on the part of students who may be familiar with other midwifery programs, the JBMP wishes to have a policy that clearly sets out what costs the student must undertake as part of their educational program.

Many rural and remote RHAs provide accommodation for health profession students as a recruitment strategy. UM and UCN will work with the regional health authorities to ensure that students are aware of opportunities available to them.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Proposed Regulation:

The JBMP recommends that the following policy be approved:

Students in the JBMP must accept clinical placements in any location in Manitoba arranged for them by the Program. All costs associated with clinical placements, including, but not limited to transportation, parking, accommodation, and meal costs are the responsibility of the student.

Proposed New Policy: Attire for Clinical Practice

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Professional deportment, including appropriate work attire, is an expectation of all students registered in the JBMP. It is also an important component of the relationship between the JBMP and the health care agencies within which students are placed for their clinical education. The College of Nursing (UM) and Faculty of Health's (UCN) relationships with the agencies in which students are placed for clinical/clerkship practice are dependent on the deportment of the JBMP students and their adherence to the agency's expectations regarding professional attire.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

All students are required to wear professional attire and name tags during clinical courses unless given specific instructions not to do so by the agency in which they are placed for clinical practice.

Penalty for Non-Compliance with the Attire for Clinical Practice Policy

Students may be required to leave their clinical placement at the discretion of their preceptor(s) if they do not adhere to the policy.

Proposed New Policy: Clinical Absence

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Students who are absent from clinical courses for more than a year may be unable to maintain a level of clinical competence that will support the successful completion of subsequent clinical/clerkship courses. Without an intentional process to assess their knowledge and skills, and an intentional remediation plan to address identified gaps in knowledge and skills, there is a risk that returning students could fail the next clinical course in the Program. The proposed policy will ensure that all returning students are provided with the opportunity to experience continued success in the Program.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

JBMP students returning to the Program following one year or more absence from clinical/clerkship courses must complete a mandatory demonstration of their clinical practice competency before starting the next clinical course in their program. Competency must be demonstrated prior to July 1 to ensure that there is time to make the necessary arrangements for the student's clinical placement in the upcoming academic year.

Proposed New Policy: Failures in Clinical/Clerkship Courses

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

The JBMP has previously proposed a policy that would require students who fail one clinical course twice or fail any 2 clinical courses once will be required to withdraw from the Program.

The proposed policy will enable the College of Nursing (UM) and the Faculty of Health (UCN) to enhance the academic success of students in jeopardy of not successfully completing the JBMP by identifying the academic or personal issues that are affecting the student's academic progress and create a supportive learning contract that will specifically address these issues. Without this type of intervention, the student is at high risk of failing the same clinical course a second time and being required to withdraw from the Program.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

Students who fail a clinical/clerkship course will be required to accept a supportive learning contract prior to being given permission to register in another clinical/clerkship course.

Proposed New Policy: Unsafe Clinical Practice Policy

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

Student assessment in clinical courses involves both the assessment of student learning, and the assessment of whether or not the student is providing or is capable of providing safe client care. In addition, the student's conduct in the clinical setting has an impact on the physical or psychological well-being of families, staff, faculty and other students. The assessment that the student's performance in clinical practice is not safe may arise from a single incident, or it may arise from a series of incidents that reveal a pattern of unsafe behaviour. Unsafe clinical practice on the part of the student poses an unacceptable risk to the public. This risk supersedes the student's right to remain in a course even through s/he is at risk of failing the course. The JBMP wishes to have a policy that would allow the removal of a student from the clinical setting and the clinical/clerkship course in instances where the student's assessed deficit in professional knowledge, attitudes and/or skills poses an unacceptable risk to the public.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

Definition:

Unsafe clinical practice is defined as an occurrence, or a pattern of behaviour in the clinical setting that creates unacceptable risk to others. It involves actions or behaviours which result in adverse effects or the risk of adverse effects to the psychological or physical health and well-being of the client, family, staff, faculty, or other students.

Penalty for Unsafe Clinical Practice

A student will be debarred from a clinical/clerkship by action of the Associate Dean, Undergraduate Programs if their conduction in clinical practice is assessed as being consistent with the definition of unsafe clinical practice set out in the policy. Once the debarment process has been initiated, the student will not be able to voluntarily withdraw from the course that is under investigation. Students so debarred will have failed that course.

Proposed New Policy: Continuance in Clinical Practice Pending the Results of a Disciplinary Appeal

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

The Student Discipline By-Law (UM), Conduct Subject to Disciplinary Actions Policy (UCN), and the proposed JBMP Professional Unsuitability Bylaw set out a range of unacceptable student behaviour that is subject to disciplinary action. This includes academic dishonesty; inappropriate behaviour; and/or conduct that indicates that the student is unsuited for the practice of midwifery. All of these by-laws and policies specify that the student has the right to appeal disciplinary decisions if the student believes that the body making that decision erred in its judgment. The usual assumption is that the student has the right to continue with their coursework while the next level of appeal is in process. However, in instances where the substance of the disciplinary action raises concerns about the student's ability to provide safe client care, the JBMP wishes to have a policy that allows the Associate Dean to withhold permission for the student to continue in clinical/clerkship courses until the results of the disciplinary appeal are known.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

At the discretion of the Associate Dean, Undergraduate Programs, College of Nursing, students may be denied permission to attend clinical/clerkship courses in which they are registered until the final disposition of a disciplinary appeal is determined.

Proposed New Policy: Clinical Agency Requirement: Personal Health Information Act (PHIA) Training
The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement included in the contract is that students complete PHIA training prior to their first day in clinical practice.

The first clinical practice course in the JBMP occurs in Term 3 of Year 2. Students will have had sufficient time to comply with this regulation prior to Term 3.

JBMP faculty will assist the student to complete this requirement.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are required to complete a workshop to qualify for the PHIA card prior to their first day in clinical practice. Students must have their PHIA card with them at all times while in clinical practice.

Penalty for Non-Compliance with PHIA Training Policy

Students who fail to produce their PHIA card while in clinical practice will be required to leave the practice setting until such time as they can produce the card.

Proposed New Policy: Clinical Agency Requirement: Non-Violent Crisis Intervention (NVC) Workshop
The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that students complete the NVC Workshop. The NVC Workshop teaches students to identify and de-escalate potentially confrontational and violent situations involving clients, family members and/or health care staff. Given the frequency with which these situations are encountered within the health care system, students will be better prepared to respond effectively to these situations when they encounter them.

The first clinical practice course in the JBMP occurs in Term 3 of Year 2. Students will have had sufficient time to comply with this regulation prior to Term 3.

JBMP faculty will assist the student to complete this requirement.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are required to complete the Non-Violent Crisis Intervention Workshop prior to their first day of clinical practice.

Penalty for Non-Compliance with the Non-Violent Crisis Intervention Workshop

Students who fail to complete the NVC Workshop prior to the first day of clinical practice will not be able to attend clinical practice.

Proposed New Policy: Clinical Agency Requirement: Electronic Patient Record (EPR) Training

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that students complete EPR training prior to their first day in clinical practice. If students do not know how to use the EPR system, they will be unable to obtain patient information or document patient care in an increasing number of health care facilities.

The first clinical practice course in the JBMP occurs in Term 3 of Year 2. Students will have had sufficient time to comply with this regulation prior to Term 3.

JBMP faculty will assist the student to complete this requirement.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are required to complete EPR training prior to their first day of clinical practice.

Penalty for Non-Compliance with the EPR Training Policy

Students who fail to complete the EPR prior to the first day of clinical practice will not be able to attend clinical practice.

Proposed New Policy: Clinical Agency Requirement: Immunizations

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. This includes the requirement that students are fully immunized prior to attendance in clinical settings. The College's ability to maintain its clinical resources and the continued cooperation of the health care agencies with which we place our students depends upon our ability to ensure that all students are compliant with the immunization policy.

Students who are not fully immunized not be able to complete clinical courses in the program and will be unable to graduate and work as Registered Midwives.

The policy would ensure that prospective students who disagree in principle with routine immunization are aware of this requirement in advance of seeking admission to the program.

The proposed policy ensures that students are protected from occupational exposures to pathogens that could potentially have an adverse impact on their health.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

a) Routine Adult Immunizations

Once admitted to the JBMP, students are required to maintain an up-to-date immunization status. Deadlines for completion of required vaccines will be established for individual students as needed.

Penalty for Non-Compliance with Immunization Policy

Returning students who do not comply with the deadlines for completion of their immunizations, will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.

b) Annual Influenza Vaccine

Observations

Students are healthcare providers who can transmit diseases to vulnerable patients. The influenza virus can be transmitted before students experience symptoms and know they have the infection.

The proposed policy also ensures that students are protected from occupational exposure to influenza, which could potentially have an adverse impact on their health.

Students in the JBMP should meet the same immunization requirements as other Faculty of Health Sciences students.

The policy would ensure that prospective students who disagree in principle with influenza immunization are aware of this requirement in advance of seeking admission to the program.

The flu vaccination is available every autumn; therefore, it cannot be required for courses beginning in September.

A significant number of students fail to comply with requirements by the deadline. Therefore, a deadline with consequences for non-compliance is necessary.

The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN. Consistent policies facilitate the governance of the undergraduate programs at both universities and create a perception within the undergraduate student body that all students are being treated in a consistent manner.

Recommendation:

The JBMP recommends that the following policy be approved:

All JBMP students are required to obtain an annual influenza vaccination and submit documentation confirming the vaccination by the published deadline.

Penalty for Non-Compliance with Influenza Immunization Policy

Students who do not submit documentation of the flu vaccination by the published deadline may not participate in clinical practice courses in Winter Term.

Proposed New Policy: Clinical Agency Requirement: Criminal Charge or Conviction while a Student in the JBMP

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that UM and UCN require students submit a Criminal Record Search Certificate to the Program prior to their placement in a clinical setting. The initial submission of the Certificate occurs at the time of admission to the Program and there is currently no formal process that requires students to submit this information annually. In the absence of the annual submission requirement, the Program wishes to have a policy that requires students to inform the Associate Dean, Undergraduate Programs if they acquire a criminal charge or conviction subsequent to their admission to the program and sets out a process for reviewing this information within the context of the Program's obligation to protect the public.

The College of Nursing (UM) and Faculty of Health (UCN) are aware that a new policy regarding background checks, including the Criminal Record Search Certificate, is currently being developed at UM. If that policy receives Senate approval, this regulation may need to be amended.

Recommendation:

The JBMP recommends that the following policy be approved:

Students charged with or convicted of a criminal offence are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report this information may result in dismissal from the Program. Criminal offences will be reviewed by the JBMP Professional Unsuitability Committee for the implications of the conviction in view of the professional mandate to protect the public.

Proposed New Policy: Clinical Agency Requirement: Child Abuse Charge or Conviction while a Student in the JBMP

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that UM and UCN require students submit a Child Abuse Registry Check to the Program prior to their placement in a clinical setting. The initial submission of the Registry Check occurs at the time of admission to the Program and there is currently no formal process that requires students to submit this information annually. In the absence of the annual submission requirement, the Program wishes to have a policy that requires students to inform the Associate Dean, Undergraduate Programs if they acquire a child abuse charge or conviction subsequent to their admission to the program and sets out a process for reviewing this information within the context of the Program's obligation to protect the public.

The College of Nursing (UM) and Faculty of Health (UCN) are aware that a new policy regarding background checks, including the Child Abuse Registry Check, is currently being developed at UM. If that policy receives Senate approval, this regulation may need to be amended.

Recommendation:

The JBMP recommends that the following policy be approved:

Students charged with or convicted of child abuse are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report this information may result in dismissal from the Program. Child abuse charges will be reviewed by the JBMP Professional Unsuitability Committee for the implications in view of the professional mandate to protect the public. A listing on the Child Abuse Registry or failure to report the listing will result in dismissal from the program.

Proposed New Policy: Clinical Agency Requirement: Adult Abuse Charge or Conviction while a Student in the JBMP

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that UM and UCN require students submit an Adult Abuse Registry Check to the Program prior to their placement in a clinical setting. The initial submission of the Registry Check occurs at the time of admission to the Program and there is currently no formal process that requires students to submit this information annually. In the absence of the annual submission requirement, the Program wishes to have a policy that requires students to inform the Associate Dean, Undergraduate Programs if they acquire an adult abuse charge or conviction subsequent to their admission to the program and sets out a process for reviewing this information within the context of the Program's obligation to protect the public.

The College of Nursing (UM) and Faculty of Health (UCN) are aware that a new policy regarding background checks, including the Adult Abuse Registry Check, is currently being developed at UM. If that policy receives Senate approval, this regulation may need to be amended.

Recommendation:

The JBMP recommends that the following policy be approved:

Students charged with or convicted of adult abuse are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report this information may result in dismissal from the program. The adult abuse charge or conviction will be reviewed by the JBMP Professional Unsuitability Committee for the implications in view of the professional mandate to protect the public.

Proposed New Policy: Clinical Agency Requirement: Cardiopulmonary Resuscitation Certification (CPR)

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that students are certified in CPR at the Health Care Provider Level. CPR certification is not included in the JBMP curriculum. Therefore, midwifery students must arrange to acquire this certification on their own time and at their own expense.

Students who are not certified in CPR will not be able to provide safe client care in instances where the client experiences a cardiac arrest or is developing symptoms indicating that such an event is imminent.

Based on their experience with the undergraduate nursing programs, UM and UCN are concerned that a significant number of students will fail to comply with requirement by the deadline. Therefore, a deadline with consequences for non-compliance is necessary.

The undergraduate nursing student association (NSA) regularly arranges for on-site CPR instruction for all students who require annual CPR re-certification. The JBMP will encourage NSA to include midwifery undergraduate students so that convenient access to the re-certification is available.

Recommendation:

The JBMP recommends that the following policy be approved:

All students are required to obtain certification in CPR at the Health Care Provider Level annually. Returning students, including those certified at the Instructor level, must recertify in April/May each year to ensure that their certification is valid for the entire academic year. Proof of re-certification must be submitted annually by June 1 to the Student Services Assistant or designate.

Penalty for Non-Compliance with CPR Policy

Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.

Proposed New Policy: Clinical Agency Requirement: Neonatal Resuscitation Certificate

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement of midwifery students is that they obtain certification in neonatal resuscitation annually.

Based on their experience with the undergraduate nursing programs, UM and UCN are concerned that a significant number of students will fail to comply with requirements by the deadline. Therefore, a deadline with consequences for non-compliance is necessary.

Recommendation:

The JBMP recommends that the following policy be approved:

All students are required to obtain certification in neonatal resuscitation annually. Proof of re-certification must be submitted annually by June 1 to the Student Services Assistant or designate.

Penalty for Non-Compliance with the Neonatal Resuscitation Policy

Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.

Proposed New Policy: Clinical Agency Requirement: Respiratory Mask Fit Testing

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement is that students undergo respiratory mask fit testing prior to their first day of clinical practice.

The mask fit card specifies the exact mask size required for each individual to ensure full protection against airborne pathogens. Without this information, the clinical agency in which the student is placed will be unable to provide the student with the correct mask if this measure becomes necessary. To ensure that the students is not exposed to a potentially virulent pathogen and/or does not become part of the chain of transmission of the pathogen to other clients, health care workers or the public, students who do not have immediate access to their mask fit card would either have to leave the clinical setting or be re-assigned to a different setting (which may not be possible). Both outcomes could create unacceptable interruptions in the students' clinical education and put them at risk of failing the course.

Based on their experience with the undergraduate nursing programs, UM and UCN are concerned that a significant number of students will fail to comply with this policy. Therefore, consequences for non-compliance are necessary.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

The proposed policy ensures that students are protected from occupational exposures to pathogens that could potentially have an adverse impact on their health.

Recommendation:

The JBMP recommends that the following policy be approved:

Students are required to have their Respiratory Mask Fit card with them at all times while in clinical practice.

Penalty for Non-Compliance with the Respiratory Mask Fit Testing Policy

Students who fail to produce their mask fit card while in clinical practice will be required to leave the practice setting until such time as they can produce the card.

Proposed New Policy: Clinical Agency Requirement: Emergency Skills Certification

The College of Nursing (UM) and the Faculty of Health (UCN) are proposing a new policy for the Joint Bachelor of Midwifery Program.

Observations:

The College of Nursing (UM) and Faculty of Health (UCN) have contractual arrangements with the agencies in which students are placed for clinical practice. The contracts set out specific expectations regarding the preparation of students prior to their placement in any clinical site and their fitness to practice. One requirement for midwifery students is that they complete the Emergency Skills Certification prior to their first clerkship course. At this point in their educational process, midwifery students are expected to provide safe and competent care to clients requiring complex interventions and in instances where emergency care may be required.

The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

Based on their experience with the undergraduate nursing programs, UM and UCN are concerned that a significant number of students will fail to comply with requirements by the deadline. Therefore, a deadline with consequences for non-compliance is necessary.

The JBMP will assist the student to complete this requirement.

Recommendation:

The JBMP recommends that the following policy be approved:

All students are required to obtain certification in Emergency Skills prior to registration in MDWY 4000: Clerkship I and Tutorial in Term 1, Year 4 of the Program. Proof of this certification must be submitted by June 1 to the Student Services Assistant or designate.

Penalty for Non-Compliance with the Emergency Skills Certification Policy

Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.

**Faculty of Health Sciences
College of Nursing**

**Joint Bachelor of Midwifery Program
Professional Unsuitability By-Law
For Implementation September 2016**

Preamble

The College of Nursing (University of Manitoba) and the Faculty of Health (University College of the North) are proposing the introduction of a Joint Bachelor of Midwifery Program (JBMP). If the Program is approved and funded, the plan is to transfer the students admitted to the current UCN program in 2015 to the JBMP in the fall of 2016. Therefore, the Professional Unsuitability By-Law proposed for the JBMP must be approved for implementation in September 2016 so that it is in place at the time that the transition to the JBMP takes place. The first intake of students to the JBMP will occur in the fall of 2017.

As part of the governance of the JBMP, a JBMP Professional Unsuitability Committee will be struck to hear and determine matters of a student's competence or professional fitness for the practice of midwifery. The proposed membership, terms of reference and procedures for this committee are set out in the proposed by-law.

Observations

The proposed by-law has been written in consultation with UM Legal Services so that the language and format is consistent with similar by-laws in the College of Nursing and other academic units.

The membership of the PUC is somewhat unique. It includes midwives employed by the JBMP, a representative from CMM, a practicing midwife appointed by CMM, a midwife who has an academic appointment at an approved midwifery program in a Canadian university, midwifery undergraduate students, and a Registered nurse who is employed by the College of Nursing. The composition of the committee was shaped by the reality that the midwifery program is very small and when fully mature, will only have 3 academic staff. At least one of these individuals will be bringing the case against the student to the PUC. To ensure that there would be a quorum at a hearing, 3 midwives who are not employed in the JBMP were included in the committee membership. The inclusion of a Registered Nurse employed by the College of Nursing also increases the number of members available to participate in a hearing and ensures that there will be fewer issues related to having a quorum at a hearing.

The proposed by-law was developed in consultation with the College of Midwives of Manitoba (CMM) and has received approval from their Registrar. Several changes to the original draft of the by-law reflect their input. In particular, the by-law reflects their concern that a midwifery student's competence in clinical practice should be determined by a committee (excluding the chair) that includes only registered midwives and midwifery students as voting member. The by-law thus specifies that the Registered Nurse would be excluded from hearings where the student's competence in clinical practice was the primary focus of the hearing.

The CMM has also made a commitment to the JBMP that it will endeavor to ensure that at least one of the individuals appointed by them to the JBMP PUC will be an Aboriginal registered midwife.

The By-Law specifies that the student may only appeal the decision of the PUC within the University of Manitoba. This measure ensures that students who choose to pursue their studies at UCN (which will be an option in the fifth year that the program is offered) cannot appeal through the UCN processes after all appeal levels at the University of Manitoba are exhausted. If they were able to do this, they would have access to twice the number of appeals that students resident at UM would have.

Because it is anticipated that some PUC hearings may have to be held by teleconference, video-conference or other distance modalities, specific guidelines for this type of hearing are set out in the by-law.

Recommendation:

The JBMP recommends that the Joint Bachelor of Midwifery Professional Unsuitability By-Law, as set out in the following pages, be approved.

Joint Bachelor of Midwifery Program Professional Unsuitability By-Law

The College of Nursing, within the Faculty of Health Sciences at the University of Manitoba (the “University”) and the Faculty of Health at the University College of the North (“UCN”) have established a Joint Bachelor of Midwifery Program (the “Program”). The purpose of this Joint Bachelor of Midwifery Program By-law is to set out the jurisdiction of the Program’s Unsuitability Committee and to set out the Program’s procedures for professional unsuitability hearings.

Professional Unsuitability By-Law

1.00 Jurisdiction

1.01 General

The Program may require a student to withdraw from all Program courses pursuant to the procedures set out in this By-Law if the student has been found unsuited, on consideration of competence or professional fitness, for the practice of midwifery. Upon a finding of professional unsuitability, the Program may require a student to withdraw from Program courses at any time throughout the academic year or following the results of examinations at the end of any academic term.

The Program’s right to require withdrawal prevails notwithstanding any other provision in the Program's Rules or Regulations. The Code of Ethics for Midwives in Manitoba and the International Code of Ethics for Midwives, as the ethical basis for midwifery in Manitoba, will be considered in every situation in which an inquiry is being held pursuant to this By-law into the conduct of a student in the practice of midwifery. Furthermore, in accordance with provisions of the Manitoba Human Rights Code, the Program’s duty to reasonably accommodate the special needs of its students will be considered.

1.02 Grounds for required withdrawal

A student may be required to withdraw from the Program if the PUC has determined the student has:

- been guilty of conduct which, if participated in by a practicing registered midwife would result in suspension, expulsion or other serious disciplinary action of a practitioner from the practice of midwifery by the regulatory body of the profession;
- practiced incompetently in any clinical setting;
- jeopardized professional judgment through self-interest or a conflict of interest;
- demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive;
- acquired a criminal conviction which according to the Program was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the Program, the student demonstrated poor judgment, lack of integrity or other unsuitability for the profession;
- exhibited a health condition, the occurrence of which impairs essential performance

required for the midwifery profession;

- practiced or provided client care while impaired, including being under the influence of alcohol or drugs while participating in client care, a professional activity, or any activity related to the practice of the midwifery profession;
- demonstrated unethical behaviour as specified by College of Midwives of Manitoba and the International Confederation of Midwives.

2.00 Professional Unsuitability Committee (PUC)

2.01 There shall be established within the Program a standing committee known as the Professional Unsuitability Committee (PUC) to hear and determine matters of competence or professional fitness for the practice of midwifery. Appeals from decisions of the Programs' PUC shall be heard by the University's Senate Committee on Appeals.

2.02 Membership in the PUC shall be as follows:

Chair (non-voting, except in the case of tie): tenured faculty member or instructor in a continuing appointment to be appointed by the Dean of the University's College of Nursing for a five (5) year term, which may be renewable.

Committee Members:

- three (3) registered midwives who are academic members of the Program, elected by the Council of the College of Nursing, for a five (5) year term, which may be renewable;
- two (2) students from the Joint Bachelor of Midwifery Program, preferably from Year 3 or 4; appointed for a one (1) year term, which may be renewable;
- one (1) representative from the Faculty of Health, University College of the North with knowledge of the professional requirements of the Program;
- one (1) registered midwife who has an academic appointment at an approved Bachelor of Midwifery Program in a Canadian university;
- one representative from the College of Midwives of Manitoba;
- one representative of the Midwifery Profession to be appointed by the College of Midwives of Manitoba, preferably with experience in dealing with disciplinary matters, for a five (5) year term, which may be renewable; and
- One registered nurse who is a full time academic member of the University's College of Nursing with knowledge of the professional requirements of the Program. In the instance where the case brought before the PUC relates to the student's clinical competence of the practice of midwifery, the University's registered nurse member of the committee will be excluded from participating in the hearing.

2.03 Selection of Students Representative

The University's College of Nursing Registrar will advise undergraduate midwifery students via individual email requesting nominations for the student positions. Students will vote via a confidential web-based program, selecting their preferred candidates from a list of nominees.

3.00 Procedure

3.01 Upon receipt of information that supports a hearing to assess a student's suitability for the profession of midwifery, the Dean of the University's College of Nursing (or appropriate designate) shall:

- i) provide a written report to the PUC requesting the PUC hold a hearing to assess the student's suitability for the profession of midwifery. This report should include the alleged facts and the alleged ground(s) warranting withdrawal pursuant to Article 1.02. In no circumstances will the Dean's report include anonymous allegations or materials. Anonymous materials are defined as "materials the authorship of which has not been disclosed to the respondent, the appellant, the Chair, and the Professional Unsuitability Committee members".

3.02 Upon receipt of a request for a hearing into a student's suitability for the profession of midwifery, the PUC shall:

- i) review the request and determine whether it has jurisdiction to proceed;
- ii) schedule a hearing date if jurisdiction exists. The hearing date must be at least five (5) days from the date the student received the written report and request for the hearing;
- iii) formally send a Notice of Hearing, including a copy of the written report submitted to PUC, to the named student pursuant to Article 4.01 by registered mail to the last known address of the student as found on the Program's records. At the student's request, additional information may be sent by regular mail, email or facsimile;
- iv) consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
- v) act expeditiously to complete the hearing process;

3.03 Once a request for a hearing has been made to the PUC, the hearing may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Program, or has refused to participate in the proceedings.

4.00 Notice to Students

4.01 The Chair of the PUC shall inform the student in writing, within five (5) working days of receipt of the request for a hearing, of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral.

4.02 The Notice from the Chair shall include a statement that if the allegations contained in the request for a hearing are established to the satisfaction of the PUC the student may be required to withdraw from the Program.

- 4.03 An academic member of the Program shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such academic member has had previous contact with the student or has prior personal knowledge of the matter.
- 4.04 The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified any member of the PUC. In such a case, the Chair would consider the grounds for the challenge and may replace the disqualified members pursuant to section 2.01.

5.00 Hearing Procedures

- 5.01 In addition to the written report, the Dean may provide the PUC and student with additional relevant information and or evidence that supports the grounds for a hearing within six (6) working days of the hearing date, or at the discretion of the Chair.
- 5.02 The student may provide a written response to the grounds. Such written response should be provided to the PUC within five (5) working days of the hearing date, or at the discretion of the Chair.
- 5.03 The student may appear in person and may choose to be represented by a Student Advocate provided through the University, legal or other counsel. A student may request an additional support person who may accompany him/her to the hearing. This person will be considered an observer and will not be able to participate in the hearing process.
- 5.04 The Program and student may call relevant witnesses as needed. Written notice to each party of witnesses to be called by the other party shall be provided at least five (5) working days prior to the hearing date, or at the discretion of the Chair.
- 5.05 The hearing shall be closed to all persons except the members of the PUC, Program representative, the student, the designated representative of the student, if any, and support person of the student, if any.

- 5.06 The student or her/his representative shall have the right to hear and to cross examine witnesses, to have access to copies of all documents submitted to the PUC for consideration at least five (5) working days prior to the hearing, to call witnesses and to submit other evidence.
- 5.07 The student shall not be required to give evidence but if the student elects to do so, then the student may be questioned by members of the PUC.
- 5.08 A quorum for the PUC shall be 4 members and the Chair as referred to in section 2.01 above, 1 of whom shall be a Registered Midwife holding an academic position.
- 5.09 A simple majority of the members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 5.10 The Chair of the PUC shall vote only to break a tie.
- 5.11 Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.
- 5.12 The results of the hearing and the reasons therefore shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the University's Dean of the College of Nursing, the Associate Dean, Undergraduate Programs and the Director of the Joint Bachelor of Midwifery Program.

5.13 Distance Hearings

At the discretion of the Chair, hearings may be conducted in whole or in part via teleconference or other video/electronic means.

- 5.14 If the student is participating in a hearing via teleconference, the Chair may require the student to confirm that there are no recording devices present and only persons set out in Article 5.03 are in attendance.

6.00 Disposition of the Matter

- 6.01 The PUC shall, after hearing all the evidence, meet in closed session with its members only, to:

- i) consider the evidence;
- ii) make its findings using a balance of probabilities standard;
- iii) if the allegations are proven, determine the appropriate disposition of the matter;
- iv) if the allegations are not proven, dismiss the matter and/or make any other recommendation the PUC deems appropriate.

- 6.02 The PUC may make any disposition it deems appropriate in the circumstances. Without

limiting the generality of the foregoing the following options, alone or in combination, are available:

- i) determine that no further action be taken;
- ii) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- iii) reprimand the student in writing;
- iv) suspend the student from the Program for a specified period of time;
- v) require the student to withdraw from the College indefinitely;
- vi) attach conditions which must be fulfilled before any application for re-admission to the College can be considered;
- vii) expel the student from the Faculty with no right to apply for re-admission to the College.

6.03 In cases in which the disposition of the hearing is one of iv, v, vi, or vii as set out in 6.02, the results shall be conveyed in writing to the Coordinator of Student Services, College of Nursing who shall make the appropriate notation in the student's transcript.

6.04 The student may request the PUC to consider removal of the notation from the transcript.

7.00 Appeals

7.01 If the student wishes to appeal a disposition of the PUC, such appeal may be made to the University's Senate Appeals Committee in accordance with the procedures of that body.

7.02 In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.

7.03 Notwithstanding the above and in addition to Article 7.04, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

7.04 Notwithstanding Article 7.01 and 7.02 and in addition to the above, if the President of UCN is satisfied that it is in the best interests of UCN, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the UCN.

8.00 Records

8.01 A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file within the Program and as required by the University and UCN. All information relating to the hearing before the PUC shall be kept in the office of the Associate Dean of the Undergraduate Program at the University's College of Nursing.

9.00 Amendments

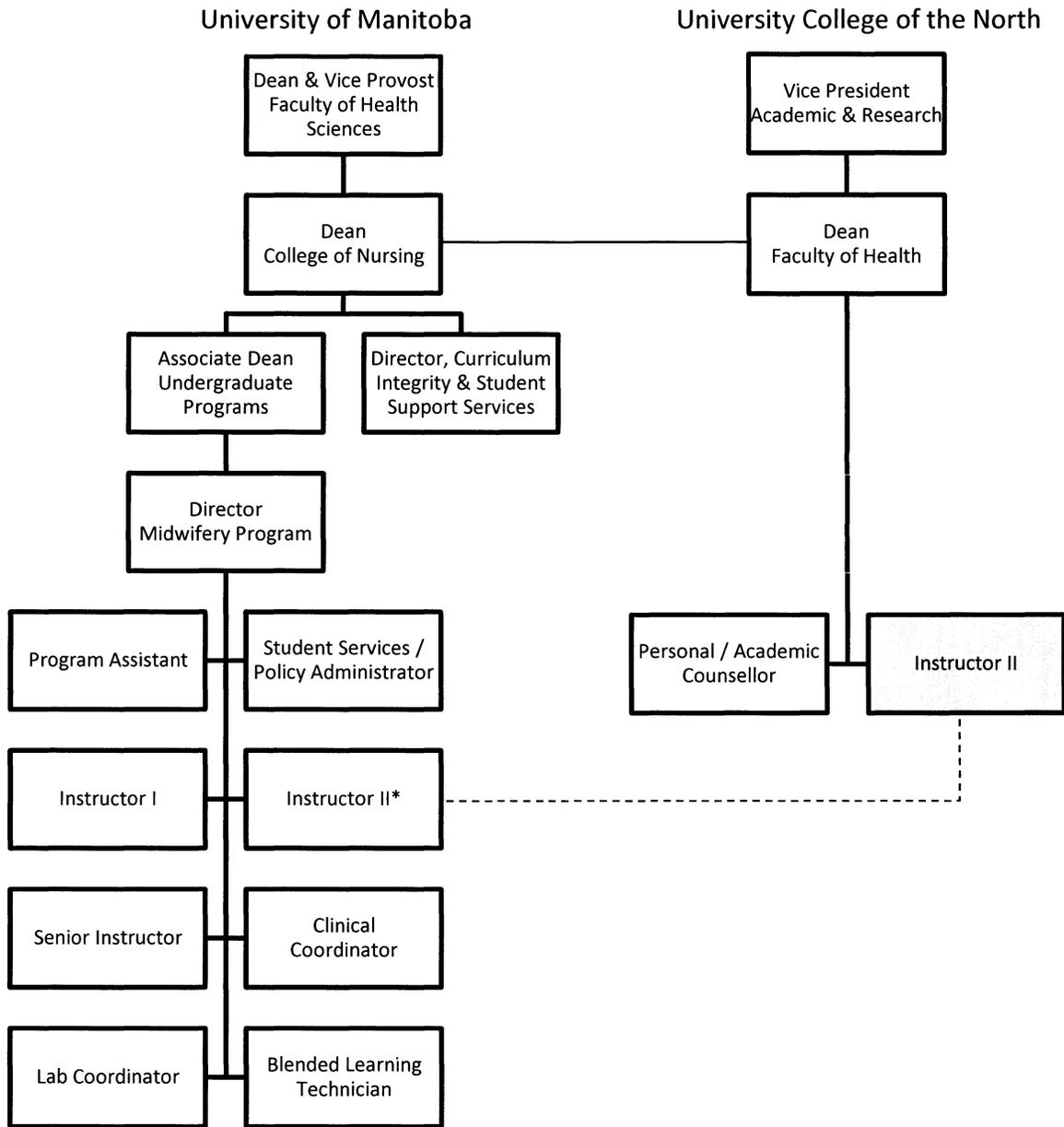
9.01 This By-Law may be amended by the University's Senate, or by Senate after approval of such amendment(s) by College Council.

Observations:

- The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM and the Joint Bachelor of Nursing Program at UCN.
- The proposed policy ensures that the College of Nursing (UM) and Faculty of Health's (UCN) obligation to protect the public is fulfilled.

Appendix E
Details on Administration of Joint Program

Joint Bachelor of Midwifery Organizational Chart



*This position will move to UCN when UCN can recruit a qualified individual.

Appendix F
Libraries Assessment



University of Manitoba Libraries

Statement for New Programme

Libraries

| | |
|------------------|-----------------|
| Faculty | Health Sciences |
| College | Nursing |
| Programme | Midwifery |

Statement

The Libraries' collection can support this new programme, as described in the documentation provided to UML. However, ongoing support may be impacted by a weak Canadian dollar, inflationary increases in subscription costs, and any reductions to the Libraries' acquisitions budget. Staff costs are also incurred in the support of, and services to, the introduction of new courses and programmes.

The proposed Midwifery programme will be a joint undergraduate programme between UM and University College of the North (UCN). Students accepted to the programme will attend classes at UM and will take a combination of proposed midwifery courses and Nursing courses already supported by UML. See appendix 1 for a list of proposed programme courses which are supported by this statement.

An assessment of UML holdings for midwifery-specific resources shows a strong journal collection sufficient to support the programme and adequate monograph resources that should be enhanced by additional acquisitions pending programme approval. See appendix 2 for details of assessment and recommendations.

Relevant resources for midwifery are also found in the literature of nursing, obstetrics and gynecology, women's health, and perinatal care. UML collections support these subject areas as demonstrated in previous library statements and programme reviews. The UML collections in these areas are sufficient for the midwifery programme.

Lisa Demczuk
Liaison Librarian for Nursing

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Lisa Demczuk
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

24 June 2015

Date

Appendix 1

The following courses, currently in draft format, have been identified for the proposed Midwifery programme:

Year Two: MDFY 2XXX

Bioscience for Midwives

Breastfeeding

Foundations of Midwifery Care

Midwifery in the Canadian and International Context

Normal Childbearing: Clinical; Skills; Tutorial

Pharmacology for Midwives

Year Three: MDFY 3XXX

Complex Care: Clinical; Skills; Tutorial

Cultural Clinical Placement

Interprofessional Clinical Placement

Interprofessional Tutorial

Year Four: MDFY 4XXX

Clerkship I: Clinical; Tutorial

Clerkship II: Clinical; Tutorial

Professional Issues in Midwifery

Appendix 2

Print material for midwifery is found at the following UM Libraries: Elizabeth Dafoe Library, Neil John Maclean Health Sciences Library and the Carolyn Sifton – Helene Fuld Library at St. Boniface Hospital. For all checking below, the holdings of all UM libraries and system-wide online access were taken into account.

Journals

Journal literature relevant to the practice of midwifery is found across several subject areas including midwifery, nursing, obstetrics and gynecology, pediatrics, and women’s health. A list of journals restricted to those focused on midwifery or with midwifery within the journal’s primary scope was generated and checked against the holdings of UML. The list was produced from the following sources:

- Midwifery journal titles provided in a list of resources for the proposed program.
- Midwifery journal titles listed in *Journal Citation Reports* (2013). *JCR* identifies most frequently cited journals within Sciences and Social Sciences.
- Midwifery journal titles held by four Canadian university libraries serving midwifery programs: University of British Columbia, McMaster University, Mount Royal University, and Laurentian University.

Of the 15 journal titles, UML provides current access to 12 titles (80%). Details of the checking are below.

| Journal Title | Currently Held | Electronic/Print |
|--|---|-------------------------------------|
| <i>Australian Nursing and Midwifery Journal</i> | Y | Electronic access; 2003 - |
| <i>Birth-Issues In Perinatal Care</i> | Y | Electronic; 1982 - |
| <i>British Journal of Midwifery</i> | Y | Electronic & print; 2000 - |
| <i>Canadian Journal of Midwifery Research and Practice</i> | Freely available online from Canadian Association of Midwives | |
| <i>Evidence based Midwifery</i> | N | Electronic access 2003-2010 |
| <i>JOGNN-Journal Of Obstetric Gynecologic And Neonatal Nursing</i> | Y | Electronic; 1972 - |
| <i>Journal Of Human Lactation</i> | Y | Electronic; 1985 - |
| <i>Journal of Midwifery & Women’s Health</i> | Y | Electronic; 1996 - |
| <i>Journal Of Perinatal & Neonatal Nursing</i> | Y | Electronic; 1987 - |
| <i>MCN-The American Journal of Maternal-Child Nursing</i> | Y | Electronic; 1976 - |
| <i>MIDIRS Midwifery Digest</i> | N | |
| <i>Midwifery</i> | Y | Electronic; 1985 - |
| <i>Midwives</i> | Y | Electronic; 2002 - |
| <i>Practising Midwife</i> | Y | Electronic; 2011 - Print; 2000 - |
| <i>Women & Birth</i> | Y | Electronic; 2006 - |
| Total: 15 | | |

Journal citations from the references of several chapters from *Varney's Midwifery*, 5th ed. (Jones & Bartlett Learning, 2015) were checked for UML holdings. Citations were from a variety of journal titles reflecting the scope of disciplines in midwifery-relevant literature.

| Citations checked | Titles held | Titles not held | Percent held |
|-------------------|-------------|-----------------|--------------|
| 165 | 155 | 10 | 94% |

Journal Summary and Recommendations

The current journal holdings of UML are sufficient to support the proposed midwifery programme. While every effort will be made to retain the current journals, continuing access will depend on increases to the acquisitions budget to address inflation and maintain the spending power of the budget.

The collection's ability to support the programme would be enhanced by the subscriptions to *MIDIRS Midwifery Digest*. This title is on the list of proposed resources for the programme but not held at UML. A subscription could be added if the programme is able to provide ongoing annual funding of approximately \$400 CAD.

Monograph Checking

The UML collections were checked for monograph holdings for midwifery. All the titles from the list of resources for the proposed programme were checked for holdings at UML. Of the 21 titles, 10 are currently held (48%). It should be noted that among those titles not held are at least two practice-based manuals that fall outside the UML collection policy. A list of monographs published since 2010 identified from the collections of the four comparator libraries was also checked. Citations to monographs from the bibliographies from *Varney's Midwifery* were also checked against UML holdings. Results are displayed below.

| Monograph Titles from Programme List of Resources | Held at UML |
|--|-------------|
| King, T., Brucker, M., Kriebs, J., Fahey, J., Gegor, C., Varney, H. (2013). <i>Varney's Midwifery, 5th Edition</i> . Jones and Bartlett Learning. | Y |
| Newman, J. & Pitman, T. (2014). <i>Dr. Jack Newman's Guide To Breastfeeding Revised Edition</i> . Harper Collins Publishers, Ltd | N |
| Simkin, P. & Acheta, R. (2011). <i>Labour Progress Handbook, 3rd edition</i> . Wiley-Blackwell. | Y |
| Simkin, P. (2013). <i>The Birth Partner: A Complete Guide to Childbirth for Dads, Doulas, and All Other Labor Companions, 4th Edition</i> . The Harvard Common Press. | N |
| Marshall, J.E. & Raynor, M.D. editors. (2014). <i>Myles Textbook for Midwives, 16th Edition</i> . Churchill Livingstone. | N |
| Macdonald, S. & Magill-Cuerden, J, editors. (2011). <i>Mayer's Midwifery: A Textbook for Midwives</i> . Balliere-Tyndall. | Y |
| Johnson, R. & Taylor, W. (2010). <i>Skills for Midwifery Practice, 3rd Edition</i> . Elsevier Churchill. | Y |
| Murray-Davis, B., McDonald, H., McNiven, P., Wainman, B. (2014). <i>Physical Assessment of the Well Woman and Newborn</i> . McMaster University, Health Sciences. | N |
| Jarvis, C., Browne, A. J., MacDonald-Jenkins, J., Luctar-Flude, M. (2014). <i>Physical examination and health assessment</i> . Toronto: Elsevier Canada. | Y |
| Bickley, L. S. (2013). <i>Bates' guide to physical examination and history taking</i> . Philadelphia: Wolters Kluwer Health/ Lipponcott Williams & Wilkins. | Y |
| Foster, I. R. & Lasser, J. (2010). <i>Professional Ethics in Midwifery</i> . Mississauga: Jones and Bartlett | Y |

| | |
|---|------------------------|
| Publishers | |
| Pagana, K. D. & Pagana, T. J. (2013). <i>Mosby's Canadian Manual of Diagnostic and Laboratory Tests, 5th Edition</i> . Elsevier. | Y |
| American Academy of Pediatrics. (2011). <i>Textbook of Neonatal Resuscitation</i> . American Academy of Pediatrics. | Y |
| Association of Ontario Midwives. (2013). <i>Emergency Skills Workshop Manual</i> . Toronto: AOM. | N |
| Cunningham, F., Leveno, K., Bloom, S., Spong, C.Y., Dashe, J. (2014). <i>William's Obstetrics, 24th Edition</i> . McGraw-Hill Education | Y |
| Jordan, S. (2010). <i>Pharmacology for Midwives</i> . Palgrave. | N |
| Wainman, B., McDonald, H., Murray-Davis, B. (2014). <i>Pharmacology Revealed: An interactive Ebook</i> . The Midwifery Education Program, McMaster University, Health Sciences. | N |
| <i>Acute Care of at-Risk Newborns: ACORN Manual</i> . (2012). Canadian Pediatric Society | N |
| Society of Obstetricians and Gynecologists of Canada. (2015). <i>ALARM Manual, 21st edition</i> . SOGC. | N |
| Butler, C.T. & Rothstein, A. (1987). <i>Conflict and Consensus: a handbook on Formal Consensus decision-making</i> . Food Not Bombs Publishing, Portland, Oregon. | N |
| <i>Critical Thinking in Clinical Practice</i> (Third Edition) Eileen Gambrill 3 rd ed. Wiley, 2012. | N |
| Total: 21 | Number Held: 10 |

| Titles published since 2010 held at other university libraries | Held at UML | Not held at UML | Percent held |
|---|--------------------|------------------------|---------------------|
| 58 | 32 | 26 | 55% |
| | | | |
| Monograph citations | | | |
| 21 | 13 | 8 | 62% |

Monograph Summary and Recommendations

Based on the assessment, the monograph holdings can be considered adequate for undergraduate purposes. However, the UML monograph collection does not compare well with other university libraries that support midwifery programmes. The collection should be enhanced by the acquisition of some of the missing titles as well as acquiring a greater percentage of midwifery titles going forward. A one-time expenditure of approximately \$2,500 would fill identified gaps. Ongoing a designation of \$1,000 annually for midwifery purchases would ensure collection growth. The current budget allocation for Nursing monographs will not sufficiently support the midwifery collection.

Databases

The UML subscribes to the following databases and electronic resources which provide sufficient support for midwifery:

- CINAHL with Full-Text
- Medline
- Embase
- Joanna Briggs Institute Evidence-Based Practice Database
- Cochrane Library

- Scopus
- PsycINFO
- Child Development & Adolescent Studies

Services

The proposed midwifery programme will be supported by UML services including information and reference assistance, information literacy instruction and individual consultations for assistance with research. Services will be provided by the liaison librarian for the College of Nursing as well as other UML public services staff. Students will also have access to study space and computers at UM libraries. Students can also make use of the UML Document Delivery service to obtain materials not held at UML.



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204.677.6450
Toll Free: 1.866.677.6450
WWW.UCN.CA

Library Resources for the Midwifery Program.

The University College of the North Libraries have found that the resources we have meet the needs of the Midwifery program. Having said that, we welcome suggestions on how to improve the collection. We have a policy to purchase all requests of faculty as long as the money lasts. In the past seven years, we have not refused any requests made by faculty.

The list of materials, including journals and databases available are attached to this document. While it includes some e-books, it does not list the other 195,000 ebooks that are part of our electronic resources.

All of our electronic resources are available to our students as long as they have Internet access.

The materials that were in the Midwifery study center in Winnipeg have been transferred to the Thompson Campus Library.

We welcome collaborating with the faculty and University of Manitoba libraries in developing the collection of materials that support this program.

Sincerely,

Dr. Stan Gardner, Dean, Library Services

Regional Centres

Flin Flon, Churchill, Swan River, Pimicikamak (Cross Lake), Tataskweyak (Split Lake), Chemawawin (Easterville), Nisichawayasihk (Nelson House), Bunibonibee (Oxford House), Mathias Colomb (Pukatawagan), Misipawisik (Grand Rapids), Norway House, and St. Theresa Point

| UCN Libraries - Midwifery Resources - 2015 | | | | |
|--|--|----------------------------|---|------------------|
| Call Number | Title | Author | Publisher | Publication Year |
| e-book | 2013 Manitoba provincial breastfeeding strategy | Manitoba | Canadian Electronic Library | 2013 |
| RG 960_K56 2004 | A book for midwives: care for pregnancy, birth, and women's health | Kein, Susan | Hesperian Foundation | 2004 |
| RG 940_E55 2000 | A guide to effective care in pregnancy and childbirth | Elkin, Murray | Oxford University Press | 2000 |
| RG 950_S565 2004 MTPK | A midwives handbook | Sinclair, Constance | Saunders | 2004 |
| E 78_B9 P47 1995 | A persistent spirit: towards understanding Aboriginal health in British Columbia | Stephenson, Peter | University of Victoria | 1995 |
| e-book | A pleasing birth: midwives and maternity care in the Netherlands | DeVries, Raymond | Temple Univ Press | 2004 |
| RA 449_W35 2006 | Aboriginal health in Canada : historical, cultural, and epidemiological perspectives | Waldrum, James | University of Toronto Press | 2006 |
| e-book | Accountability in nursing & midwifery | Tilley, Stephen | Blackwell science | 2004 |
| RJ 253.5_A28 2012 | ACORN : acute care of newborns | Acorn Editorial Staff | Acorn Neonatal Society | 2012 |
| RG 950_A38 2010 | Advancing skills in midwifery practice | Marshall, Jayne | Churchill Livingstone Elsevier | 2010 |
| e-book | African American midwifery in the south: dialogues of birth, race and memory | Fraser, Gertrude | Harvard University Press | 1998 |
| RM 666_H33 K39 1999 | American Indian Healing Arts: herbs, rituals, and remedies for every season of life | Kavasch, E. Barrie | Bantam Books | 1999 |
| RG 960_L58 | American midwives, 1860 to the present | Lituff, Judy Barrett | Greenwood Press | 1978 |
| RG 950_R44 2011 | An introduction to research for midwives | Rees, Colin | Churchill Livingstone Elsevier | 2011 |
| RG 558_C63 2012 | Anatomy and physiology for midwives | Coad, Jane | Churchill Livingstone | 2012 |
| RG 551_A67 1993 | Antenatal care: a research-based approach | Alexander, Jo | University of Toronto Press | 1993 |
| RG 629_E78 W53 2001 | Anti d in midwifery | Wickham, Sara | Books for Midwives | 2001 |
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| database | Child Development & Adolescent Studies | | | |
| database | Cochrane Central Register of Controlled Trials | | | |
| database | Cochrane Database of Systemic Reviews | | | |
| database | Cochrane Methodology Register | | | |
| database | Database of Abstracts of Reviews of Effects (DARE) | | | |
| database | HealthPortal.ca | | | |
| database | Health Technology Assessments | | | |
| database | NHS Economic Evaluation Database (NHS EED) | | | |
| database | Nursing Reference Centre | | | |
| database | ProQuest Nursing & Allied Health Source | | | |
| database | PsycARTICLES | | | |
| journal | Birth | | | |
| journal | Canadian Journal of Midwifery Research and Practice | | | |
| journal | Journal of Midwifery & Women's Health | | | |
| journal | MIDIRS Midwifery Digest | | | |
| journal | Practising Midwife | | | |

Appendix G
External Reviews

Comparative Analysis:
kanaci otinawawasowin Bachelor of Midwifery Program 2010-2014 Curriculum
&
College of Midwives of Manitoba Core Competencies

Final Report to College of Midwives of Manitoba

Submitted by

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Vicki Van Wagner, RM, PhD, Associate Professor, Ryerson University

28 January 2014

Overview Summary

We conducted a review of the University College of the North (UCN) *kanaci otinawawasowin* Bachelor of Midwifery Program curriculum for the 2010-2014 student cohort to assess how graduates are prepared to meet the College of Midwives of Manitoba (CMM) Core Competencies. Course syllabi, clinical evaluation tools, student and preceptor handbooks, and several course discussion tools and lecture notes were reviewed, in addition to relevant CMM standards and regulations. We prepared a chart linking individual CMM core competencies to the UCN Midwifery Program curriculum. We conclude that the curriculum for the 2010-2014 student cohort is designed to prepare students to meet the CMM Core Competencies. We recognize the leadership and innovation of the UCN Midwifery Program for its inclusion of Aboriginal midwifery and Indigenous knowledge. We also commend the program for its use of multiple modalities to cover the core competencies, including academic, clinical and simulated learning experiences. We have included several recommendations regarding clinical birth requirements and documentation of core competencies in curriculum materials for the UCN Midwifery Program to consider in its ongoing program development and future program review and for the College of Midwives of Manitoba regarding future student surveys.

Scope of Review

The College of Midwives of Manitoba defined our review as an “on paper” evaluation of how the 2010-2014 curriculum of the *kanaci otinawawasowin* Bachelor of Midwifery Program prepares graduates to meet the *College of Midwives of Manitoba Core Competencies*. (See **Appendix A** for the course sequence that forms the basis of our review as listed in *Course Requirements for 2010-2014 Cohort*.) We distinguish this assessment from a full education program review. As Ontario midwifery faculty, we are familiar with a review process that would assess and comment on aspects of the program beyond our task of comparing curriculum to core competency standards. In our understanding, a full education program review encompasses review of a program’s mission, vision and philosophy statements, admission process, course delivery models, faculty and preceptor credentials, process of performance evaluations for faculty, instructors and preceptors, student surveys, course evaluations, and perspectives of new graduates and preceptors. “Expert” external reviewer(s) would normally do a site visit to examine program materials, meet with faculty, instructors, preceptors and students, sit in on classes, and visit clinical teaching sites. In many jurisdictions, a full program review is required every five years by the university, the government or another accreditation body.

We understand this more limited on paper evaluation comprises part of the program approval process as outlined in the CMM’s *Midwifery Education Program Approval – Institution-Designed Program of Studies* document. We worked with the assumption that the initial approval process referred to in this CMM document was the review of the UCN program proposal conducted prior to the opening of the program in 2006.

Comparative Analysis

1. Materials Reviewed

We reviewed a series of documents received by mail or accessed online from the CMM and the UNC Midwifery Program. (The documents reviewed, with a timeline, are summarized in **Appendix B**.) We submitted an interim report to the CMM on November 11, 2013 based on our review of an initial package of documents received in October 2013, identifying areas where documentation was missing or incomplete. We requested and received some clarifying documentation and updated our report on November 19, 2013. In the November report, we concluded that an on paper review of the materials provided evidence that the majority of CMM Core Competencies are addressed in the 2010-2014 curriculum, but that there may be gaps clustered in areas related to lab testing, pharmacology, sexuality, contraception, and maternal and newborn postpartum knowledge and skills. These findings were consistent with results of a student survey conducted by the CMM, however we recognize the limitations and subjectivity of these survey results due to the small size of the respondent group and the timing of the survey prior to the students' completion of the program. In order to determine if additional information or materials were available that could assist in filling in these gaps, we contacted UCN Midwifery Program Director Linda Ross directly with clarifying questions. We provided a list of the documents we had reviewed, areas where we identified gaps and requested any additional supporting documentation. We received a package of new materials in December 2013. Review of these documents allowed us to fill in many of the gaps. To address outstanding questions, we arranged a web conference meeting in early January with Linda Ross, Program Coordinator and midwifery faculty Elisabeth Dolin and midwifery faculty Rebecca Wood. They clarified how some core competencies not directly listed in course syllabi or the *Midwifery Care & Practice Clinical Evaluation Form* are infused into the program curriculum and how lab tests and drugs listed in midwifery regulation are taught and evaluated in the program. They sent additional materials electronically to illustrate how these areas are covered in the program.

2. Summary Comparison of 2010-2014 UCN Midwifery Program Curriculum and CMM Core Competencies

We have attached a table summarizing our comparative analysis of the midwifery program's curriculum for the 2010-2014 student cohort and the CMM Core Competencies (see **Appendix C**). In this table, we match CMM Core Competencies to the 2010-2014 course syllabi, the Midwifery Care & Practice Clinical Education Evaluation Form and other clinical evaluation tools and relevant program materials. We looked for evidence that knowledge and skill competencies were covered in at least one of course materials or clinical evaluation tools, although many competencies are covered by both. We organized our findings into distinct three columns:

- "2010-2104 Cohort Courses" – We list the course code where a syllabus indicates core competency knowledge and/or skill will be addressed
- "CE Form/Tools" – We indicate where core competency knowledge and/or skill is listed on clinical evaluation tools (in real life or simulated case scenarios or skills drills)

- “Additional Comments” – We note other ways core competencies may be addressed in courses, clinical teaching or clinical evaluations, largely from our web conference meeting with UCM Midwifery Program faculty

It is important to note that we did not receive and have the opportunity to review the course syllabus for UC.ANS.4021, the Midwifery Leadership course; therefore, we have been unable to assess on paper which core competencies this course is designed to address.

Conclusions

In conclusion, our review of the 2010-2014 student cohort program materials for the UCN *kanaci otinawawasowin* Bachelor of Midwifery Program indicates the curriculum is designed to cover the College of Midwives of Manitoba Core Competencies, by either or both academic course work or clinical experience as assessed using clinical performance evaluation tools, including simulated clinical scenarios. It is also our observation that the program curriculum is largely consistent with other Canadian baccalaureate midwifery programs. The curriculum demonstrates leadership and innovation in its inclusion of Aboriginal midwifery and Indigenous knowledge. Evolution over its first decade is apparent and to be expected and the program appears to show appropriate adaptations to challenges faced by a new and innovative program. We recommend the University College of the North *kanaci otinawawasowin* Bachelor of Midwifery Program UCN Midwifery Program conduct full and regular program reviews by faculty peers from other Canadian and international midwifery programs for quality improvement and program development, in keeping with the norms of other Canadian jurisdictions. In addition, we have included several recommendations below that focus on suggestions we believe would facilitate a more in depth program review process in future.

Recommendations

We recommend the University College of the North *kanaci otinawawasowin* Bachelor of Midwifery Program:

- Update the *Comparison of UCN Course Learning Outcomes to CMM Core Competencies* document to reflect current CMM Core Competencies, UCN Midwifery Program course sequence and course learning outcomes listed in revised/updated course syllabi
- Revise course materials, including the learning outcomes in each course syllabus, to use common language of the CMM Core Competencies
- Align the *Midwifery Care & Practice Clinical Evaluation Form* and other clinical evaluation tools with the language of the CMM Core Competencies
- Consider creating mandatory minimum clinical experience requirements in the Midwifery Care & Practice 200, 300 and 400 courses for birth numbers (total, primary, second, continuity), in addition to the existing clinical experience “goals” or “targets”
- Consider adding to the *Midwifery Care & Practice Clinical Evaluation Form*
 - A table to list births attended by the student in the course under evaluation and overall to date in the program divided by categories required for

graduation/registration to have an integrated record of clinical experience and evaluation

- A “General” knowledge and skills section in keeping with the CMM Core Competencies
- Consider developing alternate mechanisms to elicit and respond to student feedback if university administered student course evaluations are not available to inform ongoing curriculum course development
- Consider surveying graduates and colleagues of graduates following one to two years of clinical practice as registered midwives to evaluate how prepared graduates felt for entry to practice

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APPENDIX A

**YEAR ONE: SUMMARY OF COURSE REQUIREMENTS
FOR THE *kanaci otinawawasowin* BACHELOR OF MIDWIFERY
FOR 2010 – 2014 COHORT**

| YEAR ONE | | Credit Hours | Instructor | Term in which course was delivered | Course Syllabus available |
|--|---|---------------------|--|---|----------------------------------|
| UC.MWF.1070 <i>(previously UC.MWF.2000)</i> | Midwifery Care & Practice 1 (Fall and Winter) | 9.0 | Kellie Thiessen Carol Griffin Hamideh Bayrampour | Fall/Winter (2010/11) | X |
| UC.MWF.1040 <i>(previously UC.MWF.2010)</i> | Bioscience and Indigenous Knowledge | 6.0 | Ryan Szajkowski | Fall 2010 (2010/11) | X |
| UC.MWF.1010 | Midwifery in the Canadian and International Context | 3.0 | Kellie Thiessen Carol Griffin | Fall 2010 (2010/11) | X |
| UC.IDS.2100 | Theory and Practice of Interpersonal Communication | 3.0 | Sherry Sullivan | Fall 2010 (2010/11) | X |
| UC.MWF.2030 | Nutrition for Pregnancy & Childbearing | 3.0 | Kari MacLellan | Winter 2011 (2010/11) | X |
| UC.MWF.1005 | Professional Portfolio Development 1 | 2.0 | Ann Pedersen | Winter 2011 (2010/11) | X |
| TOTAL CREDIT HOURS YEAR ONE | | 26.0 | | | |

Midwifery Program Information for Cohort 2010-2014

APPENDIX A

**YEAR TWO: SUMMARY OF COURSE REQUIREMENTS
FOR THE *kanaci otinawawasowin* BACHELOR OF MIDWIFERY
FOR 2010 – 2014 COHORT**

| YEAR TWO | | Credit Hours | Instructor | Term in which course was delivered (year) | Course Syllabus available |
|---|--|---------------------|-----------------------------|--|----------------------------------|
| UC.MWF.1060 | Breastfeeding | 3.0 | Elisabeth Dolin | Fall 2011 (2011/12) | X |
| UC.ENG.2020 | Academic Reading & Writing | 3.0 | Kathy Block | Fall 2011 (2011/12) | X |
| UC.MWF.2070 (previously UC.MWF.3010) | Midwifery Care & Practice 2 (Fall and winter) | 12.0 | Rebecca Wood Julia Allen | Fall / Winter (2011/12) | X |
| UC.ANS.3450 (equivalent to UM.NATV.3240) | Aboriginal Medicine and Health (Native Health and Medicine) | 3.0 | Kathi Avery Kinew | Fall 2011 (2011/12) | X |
| UC.MWF.2001 (equivalent to UC.MWF.3001) | Research Methods for Midwives (Knowing and Researching: A Culturally Competent Approach for Midwives) | 3.0 | Pammia Petrucka | Winter 2012 (2011/12) | X |
| UC.MWF.2050 | Theory of Pharmacotherapy and Complementary Medicines | 2.0 | Elisabeth Dolin | Winter 2012 (2011/12) | X |
| UC.MWF.2060 | Seminar in Women's Issues | 3.0 | Leah Allen | Winter 2012 (2011/12) | X |
| UC.NUR.1000 | Cultural Safety in Health Care for Diverse Populations | 3.0 | Holly MacKenzie | Spring 2012 (2011/2012) | X |
| TOTAL CREDIT HOURS YEAR TWO | | 32.0 | | | |

Midwifery Program Information for Cohort 2010-2014

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**YEAR THREE: SUMMARY OF COURSE REQUIREMENTS
FOR THE *kanaci otinawawasowin* BACHELOR OF MIDWIFERY
FOR 2010 – 2014 COHORT**

| YEAR THREE | | Credit Hours | Instructor | Term in which course was delivered | Course Syllabus available |
|---|-------------------------------|---------------------|-----------------------------|---|----------------------------------|
| UC.MWF.3045 | Midwifery Care & Practice 300 | 24.0 | Rebecca Wood Maria Gross | Fall / Winter 2012/13 | X |
| UC.MWF.3015 | Interprofessional Practice | 6.0 | Elisabeth Dolin | Fall / Winter 2012/13 | X |
| UC.MWF.4010 | Aboriginal Midwifery | 3.0 | Darlene Birch | Fall / Winter 2012/13 | X |
| TOTAL CREDIT HOURS YEAR THREE 33.0 | | | | | |

**YEAR FOUR: SUMMARY OF COURSE REQUIREMENTS
FOR THE *kanaci otinawawasowin* BACHELOR OF MIDWIFERY
FOR 2010 – 2014 COHORT**

| YEAR FOUR | | Credit Hours | Instructor | Term in which course was delivered | Course Syllabus available |
|--|-------------------------------|---------------------|-------------------|---|---|
| UC.MWF.4045 | Midwifery Care & Practice 400 | 24.0 | Rebecca Wood | Fall / Winter 2013/14 | X |
| UC.ANS.4021 | Midwifery Leadership | 3.0 | Elisabeth Dolin | Winter 2014 (2013/14) | Course will not be delivered until January 2014 |
| TOTAL CREDIT HOURS YEAR FOUR 27.0 | | | | | |

Midwifery Program Information for Cohort 2010-2014

APPENDIX B

Materials Reviewed/Dates Received

October 30, 2013

1. *kanaci otinawawasowin* Bachelor of Midwifery Program, UCN (received by mail from CMM)

Evolution of Program over Time

- 2006-2014
- Program Overview (undated)

Course Requirements for 2010-2014 Cohort

- Summary of Course Requirements by Year

Course Syllabi

- Year I
 - UC.MWF.2000 Midwifery Care & Practice I (1st half of term course outline missing)
 - UC.MWF.2010 Bioscience and Indigenous Knowledge
 - UC.MWF.1010 Midwifery in the Canadian and International Context
 - UC.IDS.2100 Introduction to Interpersonal Communication
 - UC.MWF.2030 Nutrition for Pregnancy and Childbearing
 - Professional Portfolio Development (no course #, date or instructor; UC.MWF.1005?)
- Year II
 - UC.MWF.1060 Breastfeeding
 - UC.ENG.2020 Academic Reading & Writing
 - UC.MWF.3010 Midwifery Care & Practice 2 and 2B
 - NATV.3240 Native Health & Medicine (no course date; UM?)
 - Knowing & Researching: A Culturally Competent Approach for Midwives (no course #, date or instructor; UC.MWF.3001?)
 - UC.MWF.2050 Theory of Pharmacotherapy & Complementary Medicines
 - UC.MWF.2060 Seminar in Women's Issues
 - UCN.NUR.1000 Cultural Safety in Health Care for Diverse Populations
- Year III
 - UC.MWF.3045 Midwifery Care & Practice 300 and Midwifery Care & Practice Fall 2012 Skills Intensive
 - UC.MWF.3015 Interprofessional Practice
 - UC.MWF.4010 Aboriginal Midwifery

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- Year IV¹
 - UC.MWF.4045 Midwifery Care & Practice 400

Midwifery Care & Practice Clinical Education Evaluation Form

Curriculum Vitae

- Linda Ross, Director, UCN Midwifery Program, Winnipeg site
- Elizabeth Dolin, Program Coordinator and Faculty, UCN Midwifery Program, Winnipeg site
- Rebecca Wood, Faculty, UCN Midwifery Program Winnipeg site

kanaci otinawawasowin Bachelor of Midwifery Program Annual Academic Reports

- 2011-2012
- 2012-2013

Letter from Linda Ross to Janice Erickson, dated 09/10/2013

2. College of Midwives of Manitoba

Midwifery Education Program Approval Institution-Designed Program of Studies (received by mail from CMM)

Core Competencies (accessed online)

The Midwifery Act (CCSM c M125): Midwifery Regulation (accessed online)

- 68/2000 (June 13, 2000)
- Amendment 26/2010 (March 5, 2010)

Results of CMM Survey of UCN Midwifery Students (accessed online)

November 13, 2013 (electronic copies sent by CMM)

1. *kanaci otinawawasowin* Bachelor of Midwifery Program, UCN

BMW UCN Submission for Program Expansion Approval – 2010 (Appendix 2 missing: Comparison of UCN Course Learning Outcomes to CMM Core Competencies – June 2006)

Follow up letter from Dr. Nunoda, Dean, Faculty of Health, dated 9/07/2010

¹ Year IV course UC.ANS.4021 Midwifery Leadership was not included in the materials provided to us and we were informed this course is under development for January 2014.

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December 13, 2013 (received by courier from UCN)

1. *kanaci otinawawasowin* Bachelor of Midwifery Program, UCN

AMEP Curriculum Framework (17/04/06)

Matrix: Comparison of UCN Course Learning Outcomes to CMM Core Competencies (06/06)

Aboriginal Midwifery KSJ's as related to CMM Core Competencies (22/06/06)

Additional Course Information

- UC.MWF.2050 Theory of Pharmacotherapy and Complementary Therapy
 - Assignment descriptions – Labs (with clinical evaluation form), Presentation, Sample Drug Framework
 - Course grade record
 - Website information about revised course Medicines and Midwifery
- UC.MWF.3045
 - Syllabus Appendices – Tutorial, Clinical Education, UCN BMW Library Resources
 - Spring/Summer Tutorial Calendar
 - Clinical Learning Objectives Summary
 - Individual Mark Sheet
- UC.MWF.3015 Interprofessional Practice
 - Clinical Learning Objectives Summaries – Obstetrics, Maternal Child Unit, Labour and Delivery, Neonatal Special Care Nursery
 - Preceptor Evaluation of Student – Obstetrics, Maternal Child Unit, Labour and Delivery, Neonatal Special Care Nursery
 - Clinical Education Student Recording Requirements
 - Individual Mark Sheet
- UC.MWF.4010 Aboriginal Midwifery Community & Clinical Education Binder
 - Course outline
 - Individual Learning Plan
 - Student Evaluation form
- UC.MWF.4045 Midwifery Care & Practice 400
 - Course Outline Appendix
 - Course Calendar
 - Clinical Education Objectives
 - Template Mark Sheet

Individual Learning Plan for Clinical Education Placements

Sample Midwifery Care & Practice I Clinical Placement Binder

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kanaci otinawawasowin Bachelor of Midwifery Clinical Education Record

kanaci otinawawasowin Bachelor of Midwifery Clinical Education Preceptor Information

January 17, 2014 (electronic copies received from UCN)

1. *kanaci otinawawasowin* Bachelor of Midwifery Program, UCN

Letter from Linda Ross (dated 16/01/14), including:

- Additional information about curriculum delivery of courses and course content
- Tale of some additional information sources
- List of information sent to date

Clinical Evaluation Records

- Birth Record Instructions
- Birth Attendance Record (revised Mar/13)
- Birth Reflective Practice Record (revised Mar/13)
- Cumulative Birth Attendance

UC.MWF.2100 Theory and Practice of Interprofessional Communication

- Principles of Adult Education PowerPoint slides

UC.MWF.2000 Midwifery Care & Practice I

- Course Syllabus (complete syllabus although different detailed course outline than incomplete syllabus send in Oct/13 – used this complete copy in comparative analysis)

UC.MWF.2070 (formerly UC.MWF.3010) Midwifery Care & Practice 200

- Discussion/Handout Checklist on Pre/Postnatal Care

UC.MWF.3045 Midwifery Care & Practice 300

- Fall Intensive Schedule, Workshop Outlines and Preparation
- February 2013 Intensive Workshop Outlines and Preparation
- What's that mean? Lab Report Interpretation Workshop PowerPoint slides

UC.MWF.4045 Midwifery Care & Practice 400

- Fall Study Guide
- UCN Midwifery Skills Assessment: Amniotomy

**Comparison:
College of Midwives of Manitoba Core Competencies &
kanaci otinawawasowin Bachelor of Midwifery 2010-2014 Cohort Course Curriculum,
University College of the North**

**Elizabeth Allemang and Vicki Van Wagner
January 28, 2014**

| GENERAL COMPETENCIES | | | | |
|--|---|---|---|---|
| A. The entry level midwife should have the knowledge and skills to: | | | | |
| | | 2010-2014 Cohort Courses¹ | CE Form/Tools² | Additional Comments³ |
| 1. | provide holistic care and advice to the woman and her family during pregnancy, labour, birth and the postpartum period; | <ul style="list-style-type: none"> • UC.MWF.2070 (clearly stated) | <ul style="list-style-type: none"> • CE Form (pregnancy) | Assumed to be part of social science and midwifery clinical courses, i.e. <ul style="list-style-type: none"> • UC.MWF.2000 • UM.NATV.3240 • UC.NUR.1000 • UC.MWF.3045 • UC.MWF.4010 • UC.MWF.4045 |
| 2. | provide care consistent with the Midwifery Act and Regulation, College of Midwives' Philosophy, Code of Ethics and Standards; | <ul style="list-style-type: none"> • UC.MWF.1010 (scope, regulations, standards) • UC.MWF.2100 (Code of Ethics) • UC.MWF.2050 (drugs) • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form (Code of Ethics, Standards) | Philosophy assumed to be in UC.MWF.1010 but not stated in course syllabus. UCN faculty reports A-2 is infused into all Midwifery Care & Practice (MC&P) courses. |

¹ We have used the *Summary of Course Requirements for 2010-2014 Cohort* and the *Course Syllabi* of the University College of the North *kanaci otinawawasowin* Bachelor of Midwifery provided for review. In this chart, we have listed the course numbers as they appear on the course syllabi. The course syllabus we received for Midwifery Care & Practice 200 was labeled with the "former" course code UC.MWF.3010, however the revised course code of UC.MWF.2070 was used by the UCN Midwifery Program in their correspondence. We therefore use UC.MWF.2070 in this chart for consistency.

² "CE Form" refers to the *Midwifery Care & Practice Clinical Education Evaluation Form* of the *kanaci otinawawasowin* Bachelor of Midwifery Program and "CE Tools" refers to other evaluation tools used for clinical assessment of simulated and real life situations in individual courses.

³ The "Additional Comments" column largely refers to information that was shared with reviewers by UCN faculty at a January 10, 2014 web conference meeting.

| | | | | |
|-----|--|---|---|---|
| 3. | provide continuity of care throughout the childbearing cycle including establishing and maintaining a relationship with the woman; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • Birth Record Form | Clinical goals: UC.MWF.3045 – ≥ 10 courses continuity UC.MWF.4045 – ≥ 20 courses continuity in |
| 4. | communicate effectively using format and language appropriate to the intended audience; | <ul style="list-style-type: none"> • UC.MWF.2010 (scientific language) • UC.MWF.1060 (language re: breastfeeding) | <ul style="list-style-type: none"> • CE Form | |
| 5. | provide culturally appropriate and sensitive care; | <ul style="list-style-type: none"> • See A-1 above | <ul style="list-style-type: none"> • CE Form | See comments for A-1 above. |
| 6. | validate the woman's experience ⁴ | <ul style="list-style-type: none"> • UC.MWF.2070 | | |
| 7. | use critical thinking to make appropriate clinical judgments as an autonomous primary care provider; | <ul style="list-style-type: none"> • UCN.MWF.4045 | | |
| 8. | promote normal birth; | <ul style="list-style-type: none"> • UC.MWF.2070 | | |
| 9. | facilitate informed choice; | <ul style="list-style-type: none"> • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | Also assumed to be covered in UC.MWF.2000 but not clearly stated. |
| 10. | develop, implement and evaluate, with the woman, an individualized plan for midwifery care; | | <ul style="list-style-type: none"> • CE Form | UCN faculty report A-9 is infused into MC&P courses. |
| 11. | provide care in a variety of out-of-hospital and in-hospital settings; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3045 • UC.MWF.4045 • UC.MWF.3015 • UC.MWF.4010 | <ul style="list-style-type: none"> • Birth Record Form | MC&P course clinical "goals/targets": <ul style="list-style-type: none"> • UC.MWF.2070 – 10 births, 2-4 handed catches • UC.MWF.3045 – total ≥ 25 births, primary ≥ 15, second ≥ 5 • UC.MWF.4045 – full caseload ≥ 30 births, primary ≥ 25, second ≥ 10, OOH births ≥ 10 |

⁴ "Validate" refers to understanding and acknowledging that the past and present context & circumstances of a woman's life shape and affect her experience, as she defines it.

| | | | | |
|-----|---|--|--|--|
| 12. | conduct births and care for the woman and the newborn on her own responsibility; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • Birth Record Form | See A-11 above. Clinical requirements for graduation/registration = 60 births total, 40 primary, 30 continuity, 10 hospital, 10 home with 5 as primary, 75 prenatal visits, 75 postnatal visits. |
| 13. | order, perform and interpret results of screening and diagnostic tests for the prenatal, intrapartum, postpartum and newborn periods as well as in well woman care in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form (prenatal) | |
| 14. | prescribe, order and administer pharmacologic and non pharmacologic agents in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.2050 | <ul style="list-style-type: none"> • CE Form | Students in UC.MWF.2050 required to create drug card for all drugs in CMM regulation. |
| 15. | recognize risk factors and abnormal conditions, recommend and initiate treatment and/or consult or refer as appropriate; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 16. | provide information about care alternatives including options, risks and benefits; | <ul style="list-style-type: none"> • UC.MWF.2070 | | UCN faculty report A-17 is infused into MC&P courses. |
| 17. | limit the spread of disease by using appropriate infection control measures; | <ul style="list-style-type: none"> • UC.MWF.2010 (theoretical understanding) | <ul style="list-style-type: none"> • CE Form (prenatal) | UCN faculty report A-17 is infused into MC&P courses. |
| 18. | establish and maintain comprehensive, relevant and confidential records; | <ul style="list-style-type: none"> • UC.MWF.2000 (prenatal record) | | UCN faculty report A-18 is infused into MC&P courses. |
| 19. | assist the woman and her family to access appropriate community resources; | <ul style="list-style-type: none"> • UM.NATV.3240 • UC.NUR.1000 | <ul style="list-style-type: none"> • CE Form | |
| 20. | utilize preventative measures, health education and promotion. | <ul style="list-style-type: none"> • UM.NATV.3240 • UC.NUR.1000 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |

SPECIFIC COMPETENCIES

I. EDUCATION AND COUNSELING

A. The entry level midwife should have the knowledge of:

| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
|----|---|---|---|--|
| 1. | the principles and processes of informed choice; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | Also assumed to be covered in UC.MWF.2000 but not clearly stated. |
| 2. | the principles of adult education; | <ul style="list-style-type: none"> UC.IDS.2100 (PPT slides for Principles of Adult Education lecture) | | UCN faculty report I-A-2 is infused into the curriculum and specifically addressed in portfolio course UC.MWF.1005, prenatal education workshop and in MC&P courses in learning and practicing counseling and informed choice. |
| 3. | strategies for interpersonal communication and counseling; | <ul style="list-style-type: none"> UC.IDS.2100 | | |
| 4. | theoretical approaches to prenatal and early parenting education; | <ul style="list-style-type: none"> UC.MWF.2000 (prenatal) UC.MWF.2070 (postpartum) | | |
| 5. | historical, social and cultural influences on childbearing and early parenting; | <ul style="list-style-type: none"> UC.MWF.1010 UM.NATV.3240 UC.MWF.2060 UC.NUR.1000 | | |
| 6. | issues related to grief and loss. | <ul style="list-style-type: none"> UC.MWF.2000 | <ul style="list-style-type: none"> CE Form | |

B. The entry level midwife should have the skills to:

| | | | | |
|----|---|--|---|--|
| 1. | be present with and attentive to the woman throughout her childbearing experience; | <ul style="list-style-type: none"> UC.IDS.2100 | | |
| 2. | assess the well being of the woman in the context of her family and community and provide her with information, education and support according to her needs; | <ul style="list-style-type: none"> UC.MWF.2000 (prenatal) | <ul style="list-style-type: none"> CE Form | Infused into MC&P courses 200, 300 and 400, although not overtly stated. |

| | | | | |
|---|--|--|---|--|
| 3. | facilitate the process of informed choice; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.3045 Fall 2012 Intensive (advanced ICDs) | <ul style="list-style-type: none"> CE Form | |
| 4. | utilize a broad range of communication skills including active listening, effective questioning and facilitating open discussion; | <ul style="list-style-type: none"> UC.IDS.2100 | | |
| 5. | provide prenatal and early parenting education to enhance the woman's confidence and competence in childbearing and parenting; | <ul style="list-style-type: none"> UC.MWF.2000 UC.MWF.2070 UC.MWF.3045 UC.MWF.4035 | | |
| 6. | assist the woman and her family in planning and preparing for the birth experience and early parenting; | <ul style="list-style-type: none"> UC.MWF.2000 | | |
| 7. | facilitate integration of the birth experience for the woman and her family; | <ul style="list-style-type: none"> UC.MWF.3045 | | Assume this is part of six week visit and "closure" on CE Form. UCN faculty report this is part of counseling and postpartum care in MC&P courses. |
| 8. | provide information and resources to the woman and her family regarding self-care, normal postpartum progress, including its emotional and psychological aspects, and signs and symptoms of common postpartum complications; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.3045 UC.MWF.4035 | | |
| 9. | provide information and resources to the woman and her family regarding infant growth, development, behavior, nutrition, feeding and care, including the benefits and practice of breastfeeding; | <ul style="list-style-type: none"> UC.MWF.1060 UC.MWF.2070 | | |
| 10. | counsel and support the woman and her family in responding to grief and loss during childbearing. | <ul style="list-style-type: none"> UC.MWF.2000 UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| II. CARE DURING PREGNANCY | | | | |
| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | general female anatomy and physiology including detailed knowledge of the reproductive system; | <ul style="list-style-type: none"> UC.MWF.2010 | | |
| 2. | physical, emotional, sexual and social factors and changes associated with pregnancy, including those likely to influence its outcome; | | <ul style="list-style-type: none"> CE Form | UCN faculty report II-A-2 infused into MC&P courses. |

| | | | | |
|-----|--|--|---|--|
| 3. | genetics, embryology and fetal development and their implications; | <ul style="list-style-type: none"> • UC.MWF.2010 (sex differentiation, fetal transition to extrauterine life) • UC.MWF.2070 (embryology, fetal development and implications) • UC.MWF.4045 (fetal development and genetics) | | |
| 4. | nutritional requirements during pre-conception and pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2030 | <ul style="list-style-type: none"> • CE Form | |
| 5. | the physiology and treatment of common discomforts of pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2010 (physiology of pregnancy, labour, birth and postpartum) | <ul style="list-style-type: none"> • CE Form (treatment) | |
| 6. | methods for diagnosing pregnancy, establishing due date and assessing gestational age and the progress of pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2000 | <ul style="list-style-type: none"> • CE Form | |
| 7. | screening and diagnostic tests available during pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2000 (routine pregnancy lab work) • UC.MWF.3045 Feb 2013 Intensive (lab testing in regularion) • UC.MWF.4045 (pregnancy and postpartum newborn) | <ul style="list-style-type: none"> • CE Form | |
| 8. | common therapies used during pregnancy and their effects, risks and benefits; | <ul style="list-style-type: none"> • UC.MWF.2050 | <ul style="list-style-type: none"> • CE Form | |
| 9. | environmental, occupational, biologic and pharmacologic hazards to the woman and the fetus; | <ul style="list-style-type: none"> • UC.MWF.2050 | | |
| 10. | variations of normal and abnormalities which may occur during pregnancy; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 11. | infections prior to and during pregnancy and their implications; | <ul style="list-style-type: none"> • UC.MWF.2010 | | |
| 12. | principles and procedures for responding to fetal malpresentation. | <ul style="list-style-type: none"> • UC.MWF.3045 Feb 2013 Intensive | <ul style="list-style-type: none"> • ESW | ESW is done pre-placement for MC&P 200, 300 and 400 courses. UCN faculty report the ESW has same content as AOM and CAM ESW. |

| B. The entry level midwife should have the skills to: | | | | |
|--|--|--|---|--|
| 1. | obtain a comprehensive health history including medical, psychosocial and cultural information; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 2. | confirm pregnancy and establish estimated due date; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 3. | assess nutritional intake and status and provide or recommend counseling as appropriate; | <ul style="list-style-type: none"> • UC.MWF.2030 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 4. | address common discomforts associated with pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2000 | <ul style="list-style-type: none"> • CE Form | |
| 5. | recommend appropriate therapies which may be used during pregnancy; | <ul style="list-style-type: none"> • UC.MWF.2050 (drugs and complementary therapies) | | |
| 6. | perform a complete basic physical examination of the woman; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 7. | perform ongoing assessments of the woman during pregnancy and identify abnormalities and initiate treatment and/or consult or refer as appropriate; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 8. | perform a vaginal exam and assess the soft and bony structures of the pelvis, uterine size, shape, consistency and mobility, and cervical and vaginal health; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 9. | perform a speculum exam to assess cervical and vaginal health and obtain the necessary specimens to determine the presence of sexually transmitted infections, vaginal infections and cytological changes; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2010 (knowledge of A&P) • UC.MWF.2070 (skill) | <ul style="list-style-type: none"> • CE Form | |
| 10. | perform venipuncture and capillary puncture; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 11. | perform abdominal palpation and fundal height measurement to assess uterine size, fetal position and presentation, and to estimate fetal size, number and gestational age; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 12. | assess fetal well being through such methods as fetal heart auscultation and evaluation of fetal movement. | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |

| III. CARE DURING LABOUR, BIRTH & THE IMMEDIATE POSTPARTUM PERIOD⁵ | | | | |
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| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | the normal process of labour including the mechanisms of labour and birth; | <ul style="list-style-type: none"> UC.MWF.2010 UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 2. | maternal pelvic anatomy and anatomy of the fetus and its landmarks as relevant to assessing fetal position and the progress of labour; | <ul style="list-style-type: none"> UC.MWF.2010 UC.MWF.2070 | | |
| 3. | indicators of maternal and fetal well being; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form (fetal) | |
| 4. | requirements for a safe birthing environment; | <ul style="list-style-type: none"> UC.MWF.4045 | <ul style="list-style-type: none"> ESW NRP | UCN faculty report III-A-4 covered in ESW, NRP and in MC&P courses. |
| 5. | physiologic methods to facilitate labour; | <ul style="list-style-type: none"> UC.MWF.2070 | | |
| 6. | pain assessment; | <ul style="list-style-type: none"> UC.MWF.3045 Fall 2012 Intensive UC.MWF.4045 | | UCN faculty report III-A-6 also covered in UC.MWF.2070 and UC.MWF.3015. |
| 7. | emotional and physical support measures for labour and birth; | <ul style="list-style-type: none"> UC.MWF.2070 | | |
| 8. | normal variations and abnormalities of the fetal heart rate and methods of assessing the fetal heart in labour; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 9. | the significance of ruptured membranes and methods for reducing risks of infection; | <ul style="list-style-type: none"> UC.MWF.3045 Fall 2012 Intensive | <ul style="list-style-type: none"> YR 4 Prep - Skills Assessment Checklist: Amniotomy | PROM is noted as an alternate topic with GBS in UCN.MWF.3045 course syllabus. UCN faculty report PROM is covered in UC.MWF.3045 course scenarios and in Fall Intensive ARM workshop. |
| 10. | abnormalities of labour, birth and the immediate postpartum period; | <ul style="list-style-type: none"> UC.MWF.3045 UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | |
| 11. | prevention, assessment and management of exhaustion, dehydration and ketonuria during labour; | <ul style="list-style-type: none"> UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | UCN faculty report III-A-11 covered in MC&P 200, 300 and 400 course scenarios. |

⁵ For the purposes of this document the immediate postpartum period refers to the immediate hours following birth when the midwife is providing care until mother and newborn are stable.

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| 12. | techniques to prevent and reduce perineal trauma; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 13. | indications and procedure for episiotomy; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 14. | indications and procedure for repair of lacerations and episiotomy; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 15. | pharmacological & non pharmacological agents and therapies used during the intrapartum period; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.2050 | <ul style="list-style-type: none"> CE Form | |
| 16. | emergency measures, obstetrical procedures and interventions; | <ul style="list-style-type: none"> UC.MWF.3045 | <ul style="list-style-type: none"> CE Form | |
| 17. | neonatal resuscitation and stabilization; | <ul style="list-style-type: none"> UC.MWF.3045 | <ul style="list-style-type: none"> CE Form | |
| 18. | physiologic changes associated with the transition from fetus to newborn; | <ul style="list-style-type: none"> UC.MWF.2010 | <ul style="list-style-type: none"> CE Form | |
| 19. | benefits of uninterrupted mother/baby interaction. | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| B. The entry level midwife should have the skills to: | | | | |
| 1. | provide emotional and physical support to the labouring woman and her support people; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 2. | assess the onset and progress of labour and take appropriate actions; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.3045 UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | |
| 3. | recognize variations of normal and abnormal labour patterns and identify probable causes and potential interventions when indicated; | <ul style="list-style-type: none"> UC.MWF.3045 UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | |
| 4. | assess the fetal heart using a variety of methods such as a fetoscope, doppler and electronic fetal monitor, interpret findings and take action when appropriate; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.3045 UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | |
| 5. | determine status of the membranes and perform amniotomy when indicated; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 6. | assess amniotic fluid; | <ul style="list-style-type: none"> UC.MWF.3045 Fall 2012 Intensive | <ul style="list-style-type: none"> Year 4 Prep - Skills Assessment Checklist: Amniotomy | See comments re: III-A-9 above. |
| 7. | assess the bladder and perform urinary catheterization as necessary; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 8. | assess the need for pharmacologic and non-pharmacologic measures during labour, birth and the immediate postpartum period; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.2050 | | |

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| 9. | prescribe, order and administer pharmacologic and non pharmacologic agents as necessary in the intrapartum in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.2050 | | Students required to develop drug cards for all drugs in CMM regulation. |
| 10. | administer injections and inhalants, insert intravenous catheters and administer intravenous fluids and medications in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3015 | | UCN faculty report these skills are practiced in clinical placements in MC&P 300 and 400. |
| 11. | protect the perineum, avoid unnecessary episiotomy and minimize lacerations; | <ul style="list-style-type: none"> • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 12. | perform an episiotomy when indicated; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3015 | <ul style="list-style-type: none"> • CE Form | |
| 13. | assist and support the spontaneous vaginal birth of the baby; | <ul style="list-style-type: none"> • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 14. | recognize signs of separation of the placenta, assist in the delivery of, and inspect the placenta; | <ul style="list-style-type: none"> • UC.MWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| 15. | collect cord blood samples; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3045 | <ul style="list-style-type: none"> • CE Form | |
| 16. | examine the perineal and vulval areas for lacerations, hematomas and abrasions and repair lacerations and episiotomies in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.3015 | <ul style="list-style-type: none"> • CE Form | |
| 17. | recognize maternal and newborn complications, initiate emergency measures as required and consult and/or transfer care for critical problems arising during labour, birth and the immediate postpartum; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 18. | provide immediate assessment and care of the newborn, including assessment of respiratory and cardiac status and temperature maintenance; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 19. | support the newborn's transition immediately following the birth; | <ul style="list-style-type: none"> • UC.MWF.2010 (theory) • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 20. | perform neonatal resuscitation according to the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 21. | assist and support the early initiation of breastfeeding; | <ul style="list-style-type: none"> • UC.MWF.1060 (theory) • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 22. | assess and facilitate uninterrupted mother/baby interaction. | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |

| IV. CARE OF THE WOMAN DURING THE POSTPARTUM PERIOD, INCLUDING BREASTFEEDING | | | | |
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| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | maternal anatomy and physiology in the postpartum period, and the normal progress of the postpartum period; | <ul style="list-style-type: none"> • UC.MWF.2010 • UC.MWF.4045 | | |
| 2. | anatomy of the breast, physiology of lactation and principles of effective breastfeeding, including the normal process and necessary conditions and factors for its success; | <ul style="list-style-type: none"> • UC.MWF.2010 • UC.MWF.1060 • UC.MWF.4045 | | |
| 3. | management of common discomforts of the postpartum period; | <ul style="list-style-type: none"> • UC.MWF.4045 | | UCN faculty report the prenatal and postnatal check list form is used to organize discussions in MC&P courses that include discussion of common discomforts in the postpartum period. |
| 4. | postpartum complications, including complications of breastfeeding, and their management; | <ul style="list-style-type: none"> • UC.MWF.1060 • UC.MWF.2070 • UC.MWF.4045 | | |
| 5. | emotional, psychological, social, cultural and sexual aspects of the postpartum period, breastfeeding and early parenting; | <ul style="list-style-type: none"> • UC.MWF.1060 (breastfeeding) • UC.MWF.4045 | | |
| 6. | nutritional requirements of women during the postpartum period, including for lactation; | <ul style="list-style-type: none"> • UC.MWF.2300 • UC.MWF.4045 | | |
| 7. | the benefits of breastfeeding for mother and infant; | <ul style="list-style-type: none"> • UC.MWF.1060 • UC.MWF.4045 | | |
| 8. | pharmacological agents and other substances and therapies used during the postpartum period and their effect on breastfeeding; | <ul style="list-style-type: none"> • UC.MWF.1060 • UC.MWF.2050 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 9. | stimulation and suppression of lactation; | <ul style="list-style-type: none"> • UC.MWF.1060 • UC.MWF.4045 | | |
| 10. | family planning, methods of contraception and their risks and benefits; | <ul style="list-style-type: none"> • UC.MWF.3045 Feb 2013 Intensive • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |

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| 11. | screening and diagnostic tests available during the postpartum period. | <ul style="list-style-type: none"> UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | This is likely covered under "comprehensive assessments of mother and baby" in postnatal care on the CE Form. |
| B. The entry level midwife should have the skills to: | | | | |
| 1. | assess the health and monitor the progress of the woman in the postpartum period; | <ul style="list-style-type: none"> UC.MWF.2000 UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 2. | assist the mother to establish and maintain breastfeeding, or her alternate chosen method of infant feeding; | <ul style="list-style-type: none"> UC.MWF.1060 UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 3. | identify special or abnormal maternal or infant situations that may influence breastfeeding, and develop an appropriate plan; | <ul style="list-style-type: none"> UC.MWF.1060 | <ul style="list-style-type: none"> CE Form | |
| 4. | use appropriate therapies to support effective breastfeeding; | <ul style="list-style-type: none"> UC.MWF.1060 | <ul style="list-style-type: none"> CE Form | |
| 5. | recognize postpartum complications, including postpartum depression, and take appropriate action, including consulting or referring when indicated; | <ul style="list-style-type: none"> UC.MWF.4045 ("postpartum complications") | | UCN faculty report IV-B-5 is addressed in ESW, MC&P 200,300,400, interprofessional courses. UCN faculty report the prenatal and postnatal check list form is used to organize discussions on PPD in MC&P courses. |
| 6. | prescribe, order and administer appropriate pharmacologic and non pharmacologic agents as necessary in the postpartum period in accordance with the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> UC.MWF.1060 (breastfeeding related) UC. MWF.2050 | | |
| 7. | conduct a six week postpartum assessment of the woman, including vaginal and speculum examination where appropriate; | <ul style="list-style-type: none"> UC.MWF.2000 | <ul style="list-style-type: none"> CE Form | |
| 8. | counsel clients in decision-making about and use of contraceptive methods; | <ul style="list-style-type: none"> UC.MWF.3045 Feb 2013 Intensive | <ul style="list-style-type: none"> CE Form | |

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| 9. | fit barrier methods and prescribe contraceptives according to the Midwifery Regulation; | | | UCN faculty report theory covered in pharmacology course, as well as in MC&P 200, 300 and 400. Students did workshop on fitting Novo ring. NOTE: Faculty report fitting barrier methods no longer relevant to practice. |
| 10. | provide appropriate referrals for ongoing care; | <ul style="list-style-type: none"> • UC.MWF.3045 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | |
| 11. | facilitate the closure of the midwife-woman relationship. | | <ul style="list-style-type: none"> • CE Form | |
| V. CARE OF THE NEWBORN IN THE POSTPARTUM PERIOD | | | | |
| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | anatomy and physiology of the newborn; | <ul style="list-style-type: none"> • UC.MWF.2010 (fetal transition to extrauterine life) • UC.MWF.4045 | | |
| 2. | newborn assessment, including gestational age assessment; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 • UC.MWF.4045 | | |
| 3. | growth and development of the healthy newborn; | <ul style="list-style-type: none"> • UC.MWF.2000 • UC.MWF.2070 • UC.MWF.4045 | | |
| 4. | the nutritional needs of the newborn including properties of breast milk and infant formula, and methods of infant feeding; | <ul style="list-style-type: none"> • UC.MWF.1060 (breastfeeding) • UC.MWF.4045 | | |
| 5. | newborn screening and diagnostic testing; | <ul style="list-style-type: none"> • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | This is likely covered under "comprehensive assessments of mother and baby" in postnatal care on CE Form. |
| 6. | abnormal conditions in the newborn; | <ul style="list-style-type: none"> • UC.MWF.4045 | | |
| 7. | prophylactic medications commonly administered to the newborn; | <ul style="list-style-type: none"> • UC.MWF.2070 • UC.MWF.2050 • UC.MWF.4045 | | |

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| 8. | effects of prescriptive and non prescriptive substances on the newborn, including those excreted through breast milk; | <ul style="list-style-type: none"> UC.MWF.2050 UC.MWF.4045 | | |
| 9. | the physical and emotional needs of the newborn including appropriate safety considerations; | <ul style="list-style-type: none"> UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | This is likely covered under "comprehensive assessments of mother and baby" in postnatal care on CE Form. |
| 10. | issues related to circumcision. | <ul style="list-style-type: none"> UC.MWF.4045 | | UCN faculty report circumcision is covered in case scenarios in MC&P 200, 300 and 400 courses. |
| B. The entry level midwife should have the skills to: | | | | |
| 1. | perform a complete physical examination of the newborn; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 2. | provide ongoing newborn care and assessment of well-being and development; | <ul style="list-style-type: none"> UC.MWF.2070 | <ul style="list-style-type: none"> CE Form | |
| 3. | recognize complications in the newborn and make appropriate referrals as necessary; | <ul style="list-style-type: none"> UC.MWF.4045 | <ul style="list-style-type: none"> CE Form | |
| 4. | administer medications to the newborn according to the Midwifery Regulation and established standards; | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.2050 | <ul style="list-style-type: none"> CE Form | |
| 5. | perform a heel puncture to obtain blood samples. | <ul style="list-style-type: none"> UC.MWF.4045 UC.MWF.3015 | <ul style="list-style-type: none"> CE Form | |
| VI. WELL WOMAN CARE & FAMILY PLANNING | | | | |
| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | physiological and psychosocial components of human sexuality in general and during the childbearing cycle; | <ul style="list-style-type: none"> UC.MWF.2010 (physiology) UC.MWF.2070 (counseling) | | UCN faculty report sexuality and reproductive health are covered under "comprehensive history" and assessment of pre and post maternal health on the CE form, as well as in MC&P course scenarios, e.g. PAP, 6 week visit. |
| 2. | physiological and psychosocial aspects of human fertility; | <ul style="list-style-type: none"> UC.MWF.2010 (physiology) | | See comments re: VI-A-1 above. |

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| 3. | normal reproductive health and signs and symptoms of pathology; | <ul style="list-style-type: none"> UC.MWF.2010 (normal physiology) UC.MWF.2000 (UTIs, Pap) | | |
| 4. | factors involved in women's responses to pregnancy, and resources for counseling and referral, including for women seeking termination. | <ul style="list-style-type: none"> UC.MWF.2070 UC.MWF.3045 Feb 2013 Intensive | | See comments re: VI-A-1 above. |
| B. The entry level midwife should have the skills to: | | | | |
| 1. | assess the woman's reproductive and sexual health; | <ul style="list-style-type: none"> UC.MWF.2000 (UTIs, Pap) UC.MWF.2070 (Manitoba Cervical Screening Program) | | See comments re: VI-A-1 above. |
| 2. | identify, evaluate and provide information on treatment for problems associated with reproductive health & make referrals where appropriate; | <ul style="list-style-type: none"> UC.MWF.2000 (UTIs, Pap) UC.MWF.2070 (Manitoba Cervical Screening Program) | | See comments re: VI-A-1 above. |
| 3. | inform and advise clients on issues of human sexuality, fertility and unplanned pregnancies, and make referrals where appropriate; | <ul style="list-style-type: none"> UC.MWF.3045 Feb 2013 Intensive | | See comments re: VI-A-1 above. |
| 4. | provide information on various methods of contraception. | <ul style="list-style-type: none"> UC.MWF.3045 Feb 2013 Intensive | <ul style="list-style-type: none"> CE Form | |
| VII. PROFESSIONAL, INTER-PROFESSIONAL AND LEGAL ASPECTS OF THE PROFESSION | | | | |
| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | current issues in midwifery at local, provincial, national and international levels; | <ul style="list-style-type: none"> UC.MWF.1010 UM.NATV.3240 | | |
| 2. | the general structures and principles of the Canadian health care system; | <ul style="list-style-type: none"> UC.MWF.1010 | | UCN faculty report VII-A-2 covered in UC.MWF.1010, UC.MWF.3015, UC.MWF.4010 and UC.MCF.4021, as well as in yearly orientation sessions in MC&P courses: UC.MWF.2070 (CMM, Manitoba Health), UC.MWF.3045 (NACM, Regional Health Authorities), UC.MWF.4045 (Inuit House, Assembly of Manitoba Chiefs) |

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| 3. | the history and philosophy of midwifery in Canada; | <ul style="list-style-type: none"> • UC.MWF.1010 • UM.NATV.3240 • UC.MWF.4010 | | |
| 4. | the structure and function of professional and regulatory midwifery organizations in Canada; | <ul style="list-style-type: none"> • UC.MWF.1010 | | |
| 5. | legislation and public health policies and procedures relevant to midwifery in Manitoba; | <ul style="list-style-type: none"> • UC.MWF.1010 • UC.MWF.4045 | | |
| 6. | community standards of care and the roles and responsibilities of other health care providers and their scope of practice in Manitoba; | <ul style="list-style-type: none"> • UC.MWF.3015 | | |
| 7. | the process of teambuilding and engaging in professional and inter-professional partnerships; | <ul style="list-style-type: none"> • UC.MWF.3015 | | |
| 8. | legal requirements of midwifery practice, including those respecting privacy and freedom of information, informed consent and informed choice, recording and reporting, and provincial data collection requirements; | <ul style="list-style-type: none"> • UC.MWF.1010 | | |
| 9. | the code of ethics, Act, regulations, standards, policies and guidelines for midwifery in Manitoba; | <ul style="list-style-type: none"> • UC.MWF.2010 • UC.MWF.1010 | | |
| 10. | the role of midwives as preceptors and mentors. | <ul style="list-style-type: none"> • UC.MWF.4045 | | |
| B. The entry level midwife should have the skills to: | | | | |
| 1. | work in a collegial manner with other caregivers in a variety of settings; | <ul style="list-style-type: none"> • UC.MWF.3015 | | |
| 2. | communicate and collaborate effectively and professionally with midwifery colleagues, students and other caregivers; | <ul style="list-style-type: none"> • UC.IDS.2100 • UC.MWF.3015 | | |
| 3. | practise in accordance with provincial codes of ethics and other ethical frameworks, regulations and standards guiding midwifery practice. | <ul style="list-style-type: none"> • UC.MWF.2050 (drugs) • UCMWF.2070 | <ul style="list-style-type: none"> • CE Form | |
| VIII. PROFESSIONAL & PERSONAL DEVELOPMENT | | | | |
| A. The entry level midwife should have the knowledge of: | | | | |
| | | 2010-2014 Cohort Courses | CE Form/Tools | Comments |
| 1. | methods for assessing statistical evidence and critically appraising the research literature; | <ul style="list-style-type: none"> • UC.ENG.2020 • UC.MWF.3001 | | |
| 2. | continuing education and quality assurance programs and requirements for the ongoing evaluation of midwifery practice; | <ul style="list-style-type: none"> • UC.MWF.4045 | | |
| 3. | midwifery practice management; | <ul style="list-style-type: none"> • UC.MWF.4045 | | |
| 4. | strategies for reflective practice and self care. | <ul style="list-style-type: none"> • UC.IDS.2100 (theory) | <ul style="list-style-type: none"> • CE Form | |

| B. The entry level midwife should have the skills to: | | | | |
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| 1. | engage in reflective practice; | <ul style="list-style-type: none"> • UC.IDS.2100 (theory) • UC.MWF.2070 • UC.MWF.3045 • UC.MWF.3015 • UC.MWF.4010 • UC.MWF.4045 | <ul style="list-style-type: none"> • CE Form | Reflective practice included in documentation of clinical experience in MC&P courses, IP and Aboriginal placements. |
| 2. | share midwifery knowledge and participate in midwifery-related research; | <ul style="list-style-type: none"> • UC.MWF.3001 | | |
| 3. | critically review, appraise and apply new information, including research findings, relevant to midwifery practice; | <ul style="list-style-type: none"> • UC.MWF.3001 | | |
| 4. | participate in the development and management of a midwifery practice; | <ul style="list-style-type: none"> • UC.MWF.4045 | | |
| 5. | recognize her personal and professional boundaries and limitations, practice appropriate self-care, and seek support when needed. | | <ul style="list-style-type: none"> • CE Form | |
| IX. ADDITIONAL COMPETENCIES | | | | |
| There are a number of additional competencies that an entry level midwife may perform, but are not required for registration to practice. These include managing epidurals, applying scalp electrodes, induction and augmentation of labour, suturing 3 rd degree lacerations and inserting intrauterine contraceptive devices. The knowledge and skills required to perform these competencies are found in individual courses and/or certification criteria and require approval by the College of Midwives of Manitoba in order to perform them. | | | | |

Appendix H
Program Proposal Financial Form

Program Proposal Financial Form¹

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, College of Nursing & University College of the North |
| Program Name: | Bachelor of Midwifery |
| Contact Information: | Amanda Kinnell 204-474-9669 |
| Date: | 9/28/2015 |

| | Current Fiscal Year | Fiscal Year 1 | Increment | Fiscal Year 2 | Increment | Fiscal Year 3 | Increment | Fiscal Year 4 | Increment | Ongoing Program Funding |
|-------------------------------|----------------------------|----------------------|--------------------------------------|----------------------|--------------------------------|----------------------|--------------------------------|----------------------|--------------------------------|--------------------------------|
| | (Enter 0's if new program) | Budget Yr 1 | (change from current year to year 1) | Budget Yr 2 | (change from year 1 to year 2) | Budget Yr 3 | (change from year 2 to year 3) | Budget Yr 4 | (change from year 3 to year 4) | |
| REVENUE INFORMATION | | | | | | | | | | |
| Tuition (UM) | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| Contribution from Institution | | \$ 78,059 | \$ 78,059 | \$ 103,259 | \$ 25,200 | \$ 128,234 | \$ 24,975 | \$ 126,134 | \$ (2,100) | \$ 126,134 |
| Other Revenue | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| | | | \$ - | | \$ - | | \$ - | | \$ - | \$ - |
| Total Revenue (A) | \$ - | \$ 78,059 | \$ 78,059 | \$ 103,259 | \$ 25,200 | \$ 128,234 | \$ 24,975 | \$ 126,134 | \$ (2,100) | \$ 126,134 |

| | Current Fiscal Year | Fiscal Year 1 | Increment | Fiscal Year 2 | Increment | Fiscal Year 3 | Increment | Fiscal Year 4 | Increment | Ongoing Program Funding |
|---|----------------------------|---------------|--------------------------------------|---------------|--------------------------------|---------------|--------------------------------|---------------|--------------------------------|-------------------------|
| | (Enter 0's if new program) | Budget Yr 1 | (change from current year to year 1) | Budget Yr 2 | (change from year 1 to year 2) | Budget Yr 3 | (change from year 2 to year 3) | Budget Yr 4 | (change from year 3 to year 4) | |
| EXPENDITURE INFORMATION | | | | | | | | | | |
| Salaries - Direct (faculty, program administrators) UM | | \$ 421,200 | \$ 421,200 | \$ 593,598 | \$ 172,398 | \$ 706,939 | \$ 113,341 | \$ 735,216 | \$ 28,277 | \$ 735,216 |
| Support Courses (UM) | | \$ 178,517 | \$ 178,517 | \$ 133,351 | \$ (45,166) | \$ 133,351 | \$ - | \$ 133,351 | \$ - | \$ 133,351 |
| Physician Preceptors (UM) | | \$ 20,000 | \$ 20,000 | \$ 60,000 | \$ 40,000 | \$ 100,000 | \$ 40,000 | \$ 100,000 | \$ - | \$ 100,000 |
| Lab Costs (UM) | | \$ 35,000 | \$ 35,000 | \$ 35,000 | \$ - | \$ 35,000 | \$ - | \$ 35,000 | \$ - | \$ 35,000 |
| Telephone/Communications (UM) | | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ 5,000 |
| Other Materials & Supplies (UM) | | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ - | \$ 7,500 | \$ - | \$ 7,500 | \$ - | \$ 7,500 |
| Equipment (UM) | | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ - | \$ 15,000 | \$ - | \$ 15,000 | \$ - | \$ 15,000 |
| Travel (UM) | | \$ 5,000 | \$ 5,000 | \$ 10,000 | \$ 5,000 | \$ 20,000 | \$ 10,000 | \$ 20,000 | \$ - | \$ 20,000 |
| Staff Development (UM) | | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ 5,000 |
| Libraries (UM) | | \$ 2,500 | \$ 2,500 | \$ 2,500 | \$ - | \$ 2,500 | \$ - | \$ 2,500 | \$ - | \$ 2,500 |
| Administrative Overhead (UM) | | \$ 69,472 | \$ 69,472 | \$ 86,695 | \$ 17,223 | \$ 103,029 | \$ 16,334 | \$ 114,357 | \$ 11,328 | \$ 114,357 |
| Contingency (UM) | | \$ 34,736 | \$ 34,736 | \$ 43,347 | \$ 8,611 | \$ 51,514 | \$ 8,167 | \$ 57,178 | \$ 5,664 | \$ 57,178 |
| Salaries - Direct (faculty, program administrators) (UCN) | | \$ 82,169 | \$ 82,169 | \$ 85,456 | \$ 3,287 | \$ 88,874 | \$ 3,418 | \$ 92,429 | \$ 3,555 | \$ 92,429 |
| Support Courses (UCN) | | \$ 275,000 | \$ 275,000 | \$ 275,000 | \$ - | \$ 275,000 | \$ - | \$ 275,000 | \$ - | \$ 275,000 |
| Travel/Recruitment (UCN) | | \$ 55,000 | \$ 55,000 | \$ 60,000 | \$ 5,000 | \$ 70,000 | \$ 10,000 | \$ 70,000 | \$ - | \$ 70,000 |
| Libraries (UCN) | | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ - | \$ 1,000 | \$ - | \$ 1,000 | \$ - | \$ 1,000 |
| Administrative Overhead (UCN) | | \$ 41,317 | \$ 41,317 | \$ 42,146 | \$ 829 | \$ 43,487 | \$ 1,341 | \$ 43,843 | \$ 356 | \$ 43,843 |
| Contingency (UCN) | | \$ 20,658 | \$ 20,658 | \$ 21,073 | \$ 415 | \$ 21,744 | \$ 671 | \$ 21,921 | \$ 177 | \$ 21,921 |
| Facilities (UCN) | | \$ 112,000 | \$ 112,000 | | \$ (112,000) | | \$ - | | \$ - | \$ - |
| Total Expenditures (B) | \$ - | \$ 1,386,069 | \$ 1,386,069 | \$ 1,481,666 | \$ 95,597 | \$ 1,684,938 | \$ 203,272 | \$ 1,734,295 | \$ 49,357 | \$ 1,734,295 |

Report of the Senate Committee on Course and Curriculum Changes RE: Proposal for a Bachelor of Midwifery, College of Nursing, University of Manitoba and Faculty of Health, University College of the North

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 of October 13, 2015, the SCCC considered a proposal from the College of Nursing to establish a Bachelor of Midwifery (*kanáchí otinawáwasowin*), to be offered jointly by the College of Nursing, University of Manitoba (U of M), and the Faculty of Health, University College of the North (UCN).
3. The proposed program would replace the B.Mid. program currently offered by UCN, which was established in 2006 and was moved from UCN to Winnipeg in 2010. In 2013, the former Council on Post-Secondary Education (COPSE) requested that the U of M and UCN to develop a B.Mid. program that would: (i) be delivered in partnership, (ii) create clinical placement opportunities throughout the province where feasible, (iii) increase seat capacity, (iv) ensure increased access to northern students, (v) provide inter-professional education opportunities, and (vi) build on the B.Mid. curriculum currently offered at UCN.

Observations

1. The purpose of the proposed, four-year Bachelor of Midwifery degree would be "... to provide an educational foundation for a career in midwifery."
2. The program would respond to a shortage of registered midwives in Manitoba and nationally. In Manitoba, where there are approximately fifty (50) practicing registered midwives, the need for additional practitioners is evidenced by levels of demand that exceed capacity in four regional health authorities (RHAs) that employ midwives and the absence of midwives in the fifth RHA.
3. The proposed B.Mid. degree program has been developed collaboratively by faculty in the College of Nursing, U of M, and the Faculty of Health, UCN. The two institutions would continue to be jointly responsible for the ongoing administration and review of the program and for any modifications that might be required. The Dean, College of Nursing, U of M, the Director, Midwifery Program, College of Nursing, U of M, and the Dean, Faculty of Health, UCN would jointly administer the program.
4. The proposed curriculum is based on that of the existing B.Mid. degree offered by UCN, which was approved by the College of Midwives of Manitoba (CMM) in 2014. Regular consultation with the CMM, including opportunities for that organization to provide feedback, has also occurred throughout the development of the proposed curriculum.
5. The U of M would be the host university, with responsibility for student records, including registrations, fees, and grades. The U of M would also be responsible for the registration

process, including the collection of tuition and ancillary fees. A portion of the tuition fees would be distributed to UCN, for courses taught there, as would revenue from all of the ancillary fees levied by that institution.

6. The four-year B.Mid. program would require that students complete 130 credit hours of course work, including 30 credit hours in a Pre-Professional Year 1. All of the courses required for the Pre-Professional Year 1 are available to students registered at the U of M and UCN.
7. The proposed curriculum for the Pre-Professional Year 1 is equivalent to the curriculum of the Pre-Professional Year 1 for the Bachelor of Nursing degree program. Thus, a student who completed Year 1 could apply for admission to the B.Mid. and/or the B.N. program.
8. The program proposal involves the introduction of fourteen (14) courses, totalling 91 credit hours, as detailed in the proposal. Several existing courses offered by the College of Nursing and the Faculty of Science would also be included in the curriculum. Content related to traditional Indigenous midwifery practices would be incorporated throughout the curriculum, including in all midwifery courses.
9. The proposal includes a plan to transition UCN Midwifery students, who were admitted to the program in 2015, from the curriculum for the current B.Mid. program offered at UCN, to the proposed curriculum for the joint B.Mid. program.
10. A maximum of twelve (12) students would be admitted to the program each year. Up to six (6) of the twelve (12) spaces would be filled by students admitted via the Special Consideration – Indigenous Category. Given constraints on the number of clinical placements that would be available, the total number of students enrolled in Years 2 through 4 of the program would not exceed thirty-six (36).

In the first five years, students would be admitted only to the U of M. In the sixth year (2020-2021), a Northern Cohort would be established at UCN. In that year, and in the next two years, up to three (3) students admitted under the Special Consideration – Indigenous Category, who were residents of Northern Manitoba, would be admitted to UCN. After this period, a maximum of five (5) students per year would be admitted to the program at UCN, with total enrolment at UCN not to exceed fifteen (15) of the thirty-six (36) students in Years 2 through 4 of the program, in any given year.
11. Data on the number of applicants to the B.Mid. offered at UCN for the 2006-2007, 2010-2011, and 2015-2016 academic sessions, as outlined in section 4.2 of the proposal, indicate increasing demand for the program over time and suggest that demand would continue to exceed the number of seats that would be available in the program.
12. Students registered in the program at the U of M would have access to libraries, computer laboratories, elders, and student support services at UCN if they were completing clinical/clerkship courses at locations closer to UCN and vice versa.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Bachelor of Midwifery, to be offered jointly by the College of Nursing, University of Manitoba and the Faculty of Health, University College of the North.

Respectfully submitted,

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

Report of the Senate Planning and Priorities Committee RE: Bachelor of Midwifery, College of Nursing, University of Manitoba, and Faculty of Health, University College of the North

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. At its meeting on October 26, 2015, the SPPC considered a proposal from the College of Nursing for a Bachelor of Midwifery (B.Mid.). The program would be jointly offered with the Faculty of Health, University College of the North (UCN).
3. The proposed program would replace the B.Mid. program currently offered by UCN, which was established in 2006 and was moved from UCN to Winnipeg in 2010. In 2013, the former Council on Post-Secondary Education (COPSE) requested that the University of Manitoba (U of M) and UCN to develop a B.Mid. program that would: (i) be delivered in partnership, (ii) create clinical placement opportunities throughout the province where feasible, (iii) increase seat capacity, (iv) ensure increased access to northern students, (v) provide inter-professional education opportunities, and (vi) build on the B.Mid. curriculum currently offered at UCN.

Observations:

1. The purpose of the proposed Bachelor of Midwifery would be to provide the educational foundation for a career in midwifery.
2. The program would respond to a shortage of registered midwives in Manitoba and nationally. In Manitoba, where there are approximately fifty (50) practicing registered midwives, the need for additional practitioners is evidenced by levels of demand that exceed capacity in four regional health authorities (RHAs) that employ midwives and the absence of midwives in the fifth RHA.
3. The demand for midwives must be weighed against a shortage of publicly-funded employment opportunities in Manitoba and other provinces, particularly given that midwives are typically employed by public sector healthcare organizations. The proposal notes that the Province has not indicated that it plans to expand the number of positions for midwives in Manitoba.
4. The four-year B.Mid. program would require students to complete 130 credit hours of course work, including 30 credit hours in a Pre-Midwifery Year 1.
5. A maximum of twelve (12) students would be admitted to the program each year. Up to six (6) of the twelve (12) spaces would be filled by students admitted via the Special Consideration – Indigenous Category. Given constraints on the number of clinical placements that would be available, the total number of students enrolled in Years 2 through 4 of the program would not exceed thirty-six (36).

In the first five years, students would be admitted only to the U of M. In the sixth year (2020-2021), a Northern Cohort would be established at UCN. In that year, and in the next two years, up to three (3) students admitted under the Special Consideration – Indigenous Category, who were residents of Northern Manitoba, would be admitted to UCN. After this period, a maximum of five (5) students per year would be admitted to the program at UCN, with total enrolment at UCN not to exceed fifteen (15) of the thirty-six (36) students in Years 2 through 4 of the program, in any given year.

6. Establishment of the program would require the introduction of fourteen (14) courses (91 credit hours), as described in the proposal. The proposed curriculum would also make use of a small number of existing courses from the B.N. program and from courses offered by the Departments of Biological Sciences, Microbiology, and Native Studies.
7. The committee noted that two courses that would be required for admission to the program (i.e. in Pre-Midwifery Year 1), BIOL 1410 and BIOL 1412, are already oversubscribed. Given this, if the program was to be implemented, it might be necessary to make additional funds available to the Faculty of Science for service teaching. The ability of the Department of Biological Sciences to add more course sections, however, would be limited by a finite number of spaces in the laboratory sections without additional costs.
8. The total cost of delivering the program would be \$1,819,296 in Year 4. This amount reflects costs that would be incurred at both the U of M and UCN. Resources would be derived from the following sources:
 - a request to the Province for \$1,693,161 in new resources;
 - 50 percent of tuition fees, which would generate \$126,134 annually, assuming an intake of twelve (12) students per year.
9. Revenues identified above would be allocated to the following expenditures, at one or both institutions, as set out in the Program Proposal Financial Form: (i) salaries and benefits for teaching, administrative, and support staff; (ii) stipends for physician preceptors; (iii) support courses (i.e., service teaching); (iv) facilities; (v) ongoing operating costs, including laboratories, telephones/communications, materials and supplies, equipment, travel, staff development, libraries, administrative overhead, and contingency funds; and (vi) a capital expenditure in Year 4, to replace major equipment in laboratories.

With respect to item (i), funding would be required for the following staff positions at the U of M:

| | |
|--------------------------------|---|
| 1.0 FTE Instructor 1 | 0.5 FTE Student Services/Policy Administrator |
| 1.0 FTE Instructor 2 | |
| 1.0 FTE Senior Instructor | 0.5 FTE Blended Learning Technician |
| 1.0 FTE Clinical Instructor | 0.2 FTE Coordinator Aboriginal Nursing and Midwifery Program, |
| 0.5 FTE Laboratory Coordinator | |
| 0.5 FTE Office Assistant 4 | 0.2 FTE Counsellor |

When UCN has hired a Masters- or Ph.D.-prepared registered midwife and a Northern cohort is established there (anticipated for 2020 - 2021), resources for the 1.0 FTE Instructor 1 would be transferred to that institution. Resources are also required for a 0.5 FTE Academic Advisor/Counsellor at UCN.
10. All midwifery equipment has been moved from UCN to the U of M for use in the joint program. The College of Nursing has sufficient computer facilities, classroom, office, laboratory, and simulation-laboratory space in the Helen Glass Centre, to support the program.

The Faculty of Health, UCN, has sufficient instructional and administrative space for the initial years of the program. Beginning in 2017, computer facilities would be available for students who compete a clinical/clerkship placement in Northern Manitoba. When the Northern cohort is established in 2020 - 2021, the Faculty would require resources to purchase laboratory equipment and might require additional teaching and laboratory space.
11. The University Library at the U of M has indicated that it could support the proposed program with its current collection, plus a one-time allocation of \$2,500 for the purchase of materials to fill gaps in the monograph holdings for midwifery, and an annual amount of \$1,000 for ongoing purchases toward the collection. The UCN Libraries currently have sufficient collections to support the program.

12. The committee has not made a recommendation on the priority level that would be assigned to the proposal for a Bachelor of Midwifery program, as it would normally do on the basis of the SPPC's criteria for assigning priority to new programs / initiatives.¹ The committee notes that the program proposal responds to a request from the Province, which has identified the program as a priority.

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 Bachelor of Midwifery program in the College of Nursing, Faculty of Health Sciences, to be jointly offered and administered with the Faculty of Health, University College of the North. 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 new funding from the Province to support the ongoing operation of the program.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

¹ http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to introduce a Joint Bachelor of Midwifery Program (2015.10.26)

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 creation of a Joint Bachelor of Midwifery Program (JBMP) in partnership with the University College of the North.
3. The proposal was approved by the College of Nursing Council on September 2, 2015, the Faculty of Health Sciences Executive Committee on September 3, 2015, and the proposal was endorsed by SCADM on October 26th, 2015.

Observations:

1. As this proposal is being reviewed by multiple committees, SCADM focused on the admission requirement and selection components.
2. Up to twelve students will be admitted to the program each year.
3. This is an advanced entry program, students must complete at least 30 credit hours at a 1000 level or higher with a minimum grade of "C" in each course. Specific requirements are outlined in section 1.5 of the proposal.
4. A Special Consideration – Indigenous category is being proposed that would reserve up to six of the twelve available spaces for First Nations, Métis, and Inuit applicants.
5. As much as possible, the admission requirements for the JBMP mirror those required for the Bachelor of Nursing program. The goal being the creation of admission processes for its two entry-level professional programs that are equivalent to ensure that students who apply to and are admitted to both programs are assessed in a similar manner and there is no perception that students applying to one program have a policy-related advantage.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to introduce a Joint Bachelor of Midwifery Program with University College of the North be approved with the implementation beginning in the Fall of 2016.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Instruction and Evaluation RE: Proposal for a Bachelor of Midwifery, College of Nursing, University of Manitoba and Faculty of Health, University College of the North

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting of November 19, 2015, the SCIE considered a proposal from the College of Nursing to establish academic regulations for the proposed Bachelor of Midwifery (*kanáchí otinawáwasowin*), to be offered jointly by the College of Nursing, University of Manitoba (U of M), and the Faculty of Health, University College of the North (UCN).

Observations

1. The proposed B.Mid. degree program has been developed collaboratively by the College of Nursing, U of M, and the Faculty of Health, UCN. The two institutions would continue to be jointly responsible for the ongoing administration and review of the program. The Dean, College of Nursing, U of M, the Director, Midwifery Program, College of Nursing, U of M, and the Dean, Faculty of Health, UCN would jointly administer the program.
2. As the B.Mid. would not be a large program, it is proposed that, should the program be implemented, governance structures of the College of Nursing, U of M, would be amended to accommodate the new program. In particular, terms of reference for various governing bodies in the College, including, but not limited to, those listed here, would be amended to (i) create a subcommittee to deal with matters related to the B.Mid. program and (ii) include a representative of UCN, a representative of the College of Midwives of Manitoba (CCM), the Director, Midwifery Program, a faculty member teaching in the program, and/or a student enrolled in the program, as appropriate, and as set out in section 2.6 of the proposal:
 - College Council of the College of Nursing
 - Academic Progress Committee
 - Student Appeals Committee
3. Academic regulations established for the program would parallel existing regulations for the Bachelor of Nursing (B.N.) program, with the exceptions denoted with an asterisk in the list in observation 4. The rationale for this approach is that it would facilitate the application and administration of the regulations by the Director and the Associate Dean (Undergraduate Programs) if these two programs were to have similar academic regulations.

4. The proposal includes twenty-nine (29) Academic Regulations for the B.Mid. program, as listed below.
 - Requirement to Register as a Full-Time Student
 - Leave of Absence
 - Attendance
 - Residence Requirements
 - Student Registration with the College of Midwives of Manitoba*
 - Time to Program Completion
 - Supplemental Examinations, Tests and Assignments
 - Failures in Required Courses in the Joint Bachelor of Midwifery Program (JBMP)
 - Voluntary Withdrawal from Required Courses in the JBMP
 - Academic Progression
 - Registration in Non-Required/Elective Courses in the Same Term as Clinical/Clerkship Courses
 - Travel to Clinical/Clerkship Course Placements
 - Attire for Clinical Practice
 - Clinical Absence
 - Failures in Clinical/Clerkship Courses
 - Unsafe Clinical Practice
 - Continuance in Clinical Practice Pending the Results of a Disciplinary Appeal
 - Clinical Agency Requirement: Personal Health Information Act (PHIA) Training
 - Clinical Agency Requirement: Non-Violent Crisis Intervention (NCVI) Workshop
 - Clinical Agency Requirement: Electronic Patient Record (EPR) Training
 - Clinical Agency Requirement: Immunizations
 - Clinical Agency Requirement: Criminal Record Charge or Conviction while a Student in the JBMP
 - Clinical Agency Requirement: Child Abuse Charge or Conviction while a Student in the JBMP
 - Clinical Agency Requirement: Cardiopulmonary Resuscitation Certificate
 - Clinical Agency Requirement: Neonatal Resuscitation Certificate*
 - Clinical Agency Requirement: Respiratory Mask Fitting
 - Clinical Agency Requirement: Emergency Skills Certification*
 - Professional Unsuitability By-Law
5. As the host university, the U of M would have responsibility for student records, including registrations, fees, and grades. Administration of academic regulations concerning student progression would be the responsibility of a JBMP subcommittee of the College of Nursing Academic Progress Committee. Student Advisors at both institutions would have access to students' full academic records, and graduation checks would be done collaboratively by Student Advisors at the two universities.
6. It was noted at the meeting that the Requirement to Register as a Full-Time Student is necessary as it would not be feasible to finance additional course offerings for one or two students part-time students who are not moving through the program with a full-time cohort, given the small size of the program and resource limitations. The regulation is intended to encourage full-time enrolment. A student would be permitted to complete a reduced course load, in exceptional circumstances, at the discretion of the program Director, who would create a plan for that student to continue through the program in a timely way.

7. In response to an observation that the Academic Regulation on Leave of Absence does not anticipate the need for unplanned or unexpected leaves of absence, the committee was assured that the program Director would have discretion to grant a leave of absence, where warranted by exceptional circumstances, and to develop a plan to support a student's progress through the program upon their return. It was noted that the practice is followed and works well in the Master of Nursing (Nurse Practitioner) program, offered by the College of Nursing, U of M.

The purpose of the Leave of Absence regulation is to require students who do not intend to register in any given year, to notify the College of Nursing so it can plan for the resources that would be required, in the next Academic Session, for a variety of things including, in particular, clinical placements.

8. The committee was advised that the Professional Unsuitability Bylaw (PUB) had been developed in consultation with the CCM, which is satisfied that the Bylaw would meet the CCM's requirement that a student's professional suitability be assessed by registered practicing midwives. It was also noted that section 3.01 of the PUB prohibits the use of anonymous allegations or materials in a hearing into a student's suitability for the profession, and that sections 3.02 (ii) and 5.01 would require that a student be provided with the same materials for a hearing as the Professional Unsuitability Committee.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Bachelor of Midwifery, to be offered jointly by the College of Nursing, University of Manitoba and the Faculty of Health, University College of the North.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised
B.Sc.(Major) Degree Academic Regulations**

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html
2. At its meeting on October 13, 2015, the committee considered a proposal from the Faculty of Science to revise the B.Sc.(Major) Degree Academic Regulations, including, in particular, changes to B.Sc.(Major) Graduation Requirements.
3. The Senate Committee on Instruction and Evaluation considered the same proposal at its meeting on November 19, 2015.

Observations:

1. The Faculty of Science is proposing one change to the general B.Sc.(Major) Graduation Requirements, which apply to all B.Sc.(Major) degree programs. The Grade Point Average that would be used to assess students for graduation would be changed to a minimum Degree Grade Point Average of 2.00. Currently, students are assessed for graduation based on the requirement for a minimum Grade Point Average of 2.00 on the 120 credit hours which contribute to the degree.
2. The proposed change is intended to standardize the Grade Point Average calculation used to assess students' eligibility for graduation with that used for other types of assessments, including the B.Sc.(Major) Entrance Requirements and the B.Sc.(Major) Continuation Requirements. The Degree Grade Point Average is also used to assess students eligibility for Entrance, Continuation, and Graduation in the B.Sc.(Honours) programs in the Faculty.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve revisions to the Graduation Requirements for the
B.Sc.(Major) programs, Faculty of Science, effective September 1, 2016.**

Respectfully submitted,

Professor Greg 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.

November 19, 2015

Report of the Senate Committee on Instruction and Evaluation RE: Revised B.Sc.(Major) Degree Academic Regulations

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. At its meeting on November 19, 2015, the committee considered a proposal from the Faculty of Science to revise the B.Sc.(Major) Degree Academic Regulations, including, in particular, changes to B.Sc.(Major) Graduation Requirements.
3. The Senate Committee on Curriculum and Course Changes considered the same proposal at its meeting on October 13, 2015.

Observations:

1. The Senate Committee on Instruction and Evaluation endorsed revised Academic Regulations for the B.Sc.(Major) programs, including, in particular, changes to the B.Sc.(Major) Graduation Requirements. A summary of the proposed change is included in the Report of the Senate Committee on Curriculum and Course Changes RE: Revised B.Sc.(Major) Academic Regulations [dated October 13, 2015].

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revisions to the Graduation Requirements for the B.Sc.(Major) programs, Faculty of Science, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Curriculum and Course Changes

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



UNIVERSITY
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Faculty of Science

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September 11, 2015

Dr. Janice Ristock
Chair of SCIE
Attention: Shannon Coyston, Academic Specialist

Re: Proposal to modify the B.Sc. Major Graduation Requirements

Dear Dr. Ristock;

Please find attached a proposal to modify the graduation requirements for the B.Sc. Major. Specifically, the Faculty proposes to change the Grade Point Average used to assess eligibility to graduate from a minimum GPA of 2.00 on the 120 credit hours which contribute to the degree, to a Degree Grade Point Average of 2.00. If approved, this change will be reflected in each of the department sections of the Faculty of Science chapter of the calendar.

This proposal was approved at the Faculty of Science's Faculty Council meeting September 8, 2015.

Please contact me if you have further questions.

Sincerely,

Dr. Ben Pak Ching Li
Associate Dean, Faculty of Science

**Faculty of Science B.Sc. Major Degree
Academic Regulations Modifications
Effective 2016 Fall Term**

Proposed B.Sc. (Major): Academic Regulations:

To qualify for the degree Bachelor of Science (Major), a student must complete 120 credit hours or more, with minimum grades of "C" on Major Program Specific courses (as specified by the department), "D" or better on the remaining courses, and a minimum **Degree Grade Point Average of 2.00 on the 120 credit hours which contribute to the degree.**

Program Specific courses are those identified by the department as being core to the given degree. See the Calendar entry for these departments for clarification.

At least six credit hours **must** be taken from outside the Faculty of Science. As of the 1999-2000 regular session, students admitted to a Major program must complete six credit hours of courses from the Faculty of Arts. Students in the Major degree programs may take a maximum of 36 credit hours from outside the Faculty of Science.

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised
B.Sc.(Honours) Degree Academic Regulations**

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html
2. At its meeting on October 13, 2015, the committee considered a proposal from the Faculty of Science to revise the B.Sc.(Honours) Degree Academic Regulations, including changes to B.Sc.(Honours) Entrance Requirements, the B.Sc.(Honours) Continuation Requirements, and the B.Sc.(Honours) Graduation Requirements.
3. The Senate Committee on Instruction and Evaluation considered the same proposal at its meeting on November 19, 2015.

Observations:

1. The Faculty of Science is proposing two changes to the general B.Sc.(Honours) Entrance Requirements, which apply to all B.Sc.(Honours) degree programs. The first revision would clarify that the Entrance Requirements for the B.Sc.(Honours) in Psychology are different in one respect. In particular, a minimum Degree Grade Point Average of 3.5 is required for entrance to this program¹, whereas entrance to any other B.Sc.(Honours) degree program would require a minimum Degree Grade Point Average of 3.0.

The second change is to specify that entrance to a B.Sc.(Honours) degree program requires a grade of "B" or better in at least one course designated by the department(s). The current requirement is for a grade of "B" or better in at least one introductory course specified by the department(s). The proposed change would bring the regulation into line with the way in which curricula and entrance requirements for individual B.Sc.(Honours) programs have evolved over time. A note has been added to direct students to the Academic Calendar entry for each department for specific information on entrance requirements.
2. The Faculty is proposing one amendment to the general B.Sc.(Honours) Continuation Requirements, which apply to all B.Sc.(Honours) degree programs. The amendment would clarify that the Continuation Requirements for the B.Sc.(Honours) in Psychology are different in one respect. In particular, a minimum Degree Grade Point Average of 3.5 is required to continue in the program. Other B.Sc.(Honours) degree programs require a minimum Degree Grade Point Average of 3.0 to continue. A number of editorial changes are also proposed.

¹ The proposal does not involve changes to the Entrance, Continuation, and Graduation Requirements for the B.Sc.(Honours) in Psychology, which were approved by Senate on April 1, 2015 and on December 2, 2015.

3. The Faculty is proposing to revise the general B.Sc.(Honours) Graduation Requirements, which apply to all B.Sc.(Honours) degree programs. The revision would clarify that the Actuarial Mathematics, Joint Honours in Statistics and Actuarial Mathematics, and the Joint Honours in Mathematics and Physics and Astronomy have more rigorous graduation requirements and would direct students to consult the Academic Calendar entry for each program for more details. The proposed change would bring the regulation into line with the way in which curricula and graduation requirements for the programs noted have evolved over time.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve revisions to the Entrance, Continuation, and Graduation Requirements for the B.Sc.(Honours) programs, Faculty of Science, effective September 1, 2016.

Respectfully submitted,

Professor Greg 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.

**Report of the Senate Committee on Instruction and Evaluation RE: Revised
B.Sc.(Honours) Degree Academic Regulations**

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. At its meeting on November 19, 2015, the committee considered a proposal from the Faculty of Science to revise the B.Sc.(Honours) Degree Academic Regulations, including changes to B.Sc.(Honours) Entrance Requirements, the B.Sc.(Honours) Continuation Requirements, and the B.Sc.(Honours) Graduation Requirements.
3. The Senate Committee on Curriculum and Course Changes considered the same proposal at its meeting on October 13, 2015.

Observations:

1. The Senate Committee on Instruction and Evaluation endorsed revised Academic Regulations for the B.Sc.(Honours) programs, including Entrance, Continuation, and Graduation Requirements. A summary of the proposed changes is included in the Report of the Senate Committee on Curriculum and Course Changes RE: Revised B.Sc.(Honours) Degree Academic Regulations [dated October 13, 2015].

Recommendation:

The Senate Committee on Instruction and recommends:

THAT Senate approve revisions to the Entrance, Continuation, and Graduation Requirements for the B.Sc.(Honours) programs, Faculty of Science, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation

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



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November 25, 2015

Dr. Janice Ristock
Chair of SCIE
Attention: Shannon Coyston, Academic Specialist

Re: Proposal to modify the B.Sc. Honours Academic Regulations Calendar Entry

Dear Dr. Ristock;

Please find attached a proposal to modify the academic regulations calendar entry for the B.Sc. Honours. Specifically, the Faculty is proposing modifications to the calendar entry to reflect the following requirements:

- In the Honours Entrance & Continuation requirements add that the requirement to enter and continue in the B.Sc. Honours in Psychology is a 3.5 DGPA.
- In the Honours Entrance Requirements section refer students to the calendar entry for each department for specific information on entrance requirements.
- In the Honours Graduation Requirements section, clarify that the Actuarial Mathematics, the Statistics - Actuarial Mathematics Joint Honours, and the Mathematics - Physics & Astronomy Joint Honours programs have more rigorous requirements.

This proposal was approved at the Faculty of Science's Faculty Council meeting September 8, 2015.

Please contact me if you have further questions.

Sincerely,

Dr. Ben Pak Ching Li
Associate Dean, Faculty of Science

**FACULTY OF SCIENCE – B.SC. HONOURS DEGREE
ACADEMIC REGULATIONS MODIFICATIONS
EFFECTIVE 2016 FALL TERM**

Proposed B.Sc. Honours Academic Regulations:

Honours Entrance Requirements

To enter an Honours degree program, a student must have completed at least 24 credit hours, have a minimum DGPA of 3.00 (**3.5 for entry to Psychology**), and a grade of “B” or better in at least one ~~introductory~~ course designated by the department(s). **See the Calendar entry for each department for specific information on entrance requirements.**

Another way to gain entry to the many Faculty of Science Honours programs is through the Second Year Entry Route. If a student finds himself/herself ineligible to enter a desired Honours program following the completion of 24 or more credit hours, eligibility to enter Honours via the second year entry route can be established by taking a minimum of 18 credit hours over consecutive Fall and Winter Terms (formerly called a Regular Session) with a minimum of 9 credit hours in each term. The 18 credit hours chosen must be applicable to the program the student wishes to enter, and the student must achieve at least a “B” average on those 18 credit hours. If a student chooses to attempt more than 18 credit hours over the consecutive Fall and Winter terms, the best applicable 18 credit hours will be used to calculate whether or not the “B” average has been achieved for the purpose of assessing eligibility for entrance to the Honours program of choice. Note: Students wishing to enter an Honours program using the Second Year Entry Route must also have an overall DGPA of at least 3.00 (**a 3.5 for Psychology**).

Program Approval: The department must approve a student’s Honours program prior to registration for each session. Students must also obtain departmental approval for any and all revisions to their program.

Honours Continuation Requirements

To continue in an Honours degree a minimum Degree Grade Point Average of 3.00 (**a minimum 3.5 is required for Psychology**) is required at each point of assessment. ~~Certain departments may have more rigorous continuation requirements. Check the specific departmental section for further information.~~

Students must complete a minimum of 9 credit hours in each Fall and Winter Term (or equivalent for students in the Co-operative option) ~~to remain in Good Academic standing in the Honours program. Students failing to do so will be required to withdraw from the Honours program and may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program.~~

Students who do not meet the **above** minimum requirements will be required to withdraw from the Honours program **and may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program.**

Students who accumulate more than 15 credit hours of failed courses after entering the Honours degree program (regardless of the origin of the grade or if the course has been repeated) will be required to

withdraw from the program. Students required to withdraw from the Honours program may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program. Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.

Honours Graduation Requirements

To qualify for the degree, Bachelor of Science (Honours), a student must complete a minimum of 120 credit hours or more with a minimum grade of C on all courses contributing to the ~~120~~ credit hours that satisfy the program requirements. **The Actuarial Mathematics, the Joint Honours in Statistics and Actuarial Mathematics, and the Joint Honours in Mathematics and Physics & Astronomy have more rigorous requirements; please see the calendar entries for more details.**

Additionally, students must have a minimum degree grade point average of 3.00.

For Information Purposes Current B.Sc. Honours in Actuarial Mathematics Graduation Requirements:

To graduate with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00, a minimum grade of "C+" in each of the Honours Program Specific courses (see below), and a minimum grade of "C" on all remaining courses that contribute to the 120 credit hours of the degree.

Honours Program Specific Courses

Students must achieve a minimum grade of "C+" in each of the following for both prerequisite purposes and graduation requirements:

ACT 2020, ACT 2120, ACT 2210, ACT 3130, ACT 3230, ACT 3340, ACT 3630, ACT 4060, ACT 4160, ACT 4630

For Information Purposes Current B.Sc. Joint Honours in Statistics - Actuarial Mathematics Graduation Requirements:

To graduate with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and a minimum grade of "C+" on all required Actuarial Mathematics (ACT) courses and a grade of "C" on all remaining courses that contribute to the 120 credit hours of the degree.

For Information Purposes Current B.Sc. Joint Honours in Mathematics – Physics & Astronomy Graduation Requirements:

To graduate with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and a minimum grade of "C+" in each of the Honours Program Specific courses, and a minimum grade of "C" on all remaining courses that contribute to the 129 credit hours of the degree. See the Calendar entry

for each of the Department of Mathematics and the Department of Physics and Astronomy for the Honours Program Specific courses.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education concerning a new diversity admission policy for the Bachelor of Education program (2015.11.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Education is proposing the creation of a new *diversity admission policy* that would replace the existing *special consideration category* for students applying to the Bachelor of Education program.
3. The proposal was approved by the Faculty of Education Council on December 15th, 2014 and was endorsed by SCADM on November 17th, 2015.

Observations:

1. The Faculty of Education currently employs a special consideration category to address issues of under representation of traditionally disadvantaged groups. It includes three groups and allows for the admission of up to 10% of the intake in this category:
 - Disabled (2.5%)
 - Visible Minorities (2.5%)
 - Aboriginal (5.0%).
2. The proposed policy would replace the existing special consideration category.
3. This new category takes into consideration three key factors:
 - Canada's and Manitoba's populations are becoming more diverse;
 - People with diverse backgrounds enrich the educational experiences of students, and;
 - The teaching workforce has not kept pace with the changing demographics of the general and student population in Canada.
4. The Diversity Admissions Policy is based on a commitment to two broad principles:
 - Who we are and what we do should reflect the diversity of the communities we serve; and
 - Programs and services aimed at ameliorating socio-historical conditions of disadvantage in Canada are important and permissible.
5. Given that the number of applicants may vary from one year to the next, every effort shall be made to admit qualified applicants through the following two categories under the proposed model:
 - **Diversity:** Up to 45% of all available positions in each stream will be awarded on the basis of highest admissions score for those who have voluntarily self-identified within one or more of the Diversity Categories cited in this policy. Applicants may identify within as many categories as are applicable to them and will be considered in each of the categories.

- **General:** The remainder of all available positions in each stream will be awarded on the basis of highest admission score.

6. Diversity categories:

For the purposes of self-identification, the Diversity Categories, their definitions, and the allocations of students to each category are:

- **Canadian Indigenous Peoples:** This includes Canadian First Nations, Métis, and Inuit peoples.

Allocation: 15% of each stream.

- **Racialized Persons:** This includes those who have been treated differently by people or institutions on the basis of their perceived racial backgrounds, colour, and/or ethnicity. This diversity category includes non-Canadian Indigenous peoples.

Allocation: 7.5% of each stream.

- **Persons with Gender Identity/Sexual Orientation Difference:** This includes persons who self-identify as lesbian, gay, bisexual, transgender/transsexual, two spirit or queer (LGBTQ).

Allocation: 7.5% of each stream

- **Persons with Disabilities:** This includes those who have a diagnosed physical, mental, psychological, sensory or diagnosed learning disability.

Allocation: 7.5% of each stream

- **Disadvantaged Persons:** A student graduating from the University of Manitoba Access Program from an Undergraduate Degree Program in May of the application year or in October of the preceding year. For those applying to the Integrated Music/Education Program, a student currently registered in the University of Manitoba Access Program or those who have experienced systemic barriers and/or inequalities on the basis of their religion, creed, language or state of social disadvantage.

Allocation: 7.5% of each stream

Note: The policy seeks to ensure that up to 45% of all applicants admitted into the B.Ed. program represent these five diversity categories. All unfilled spaces within each diversity category will be redistributed across diversity categories. Remaining spaces at that point will then be allocated to the General Admission category.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to create a diversity admission policy be approved effective for the September, 2017 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.

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY



UNIVERSITY
OF MANITOBA | Faculty of Education

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY –

Effective Intake Fall, 2017 (Revised November 17, 2015)

PREAMBLE:

The University of Manitoba’s Faculty of Education recognizes the importance of providing the highest quality of education with a view to graduating a teaching force that represents the cultural, ethnic, regional and social diversity of Manitoba. As the largest teacher education institution in the province, the Faculty affirms its responsibility to facilitate the development of a diverse teaching force.

The Faculty aims to admit and support Bachelor of Education students who reflect the diversity of the communities we serve through, for example, processes of recruitment, selection, admission, support and reasonable accommodation. The Faculty, thus, recognizes the need to ensure that its policies and procedures for admission, as well as recruitment facilitate the achievement of such goals.

BACKGROUND:

The Faculty of Education currently employs a *special consideration* category to address issues of under representation of traditionally disadvantaged groups. The Bachelor of Education’s (B.Ed.) admission policy pertaining to special consideration is intended to increase representation in the short term by facilitating the admission of special consideration applicants whose applications, while meeting minimum entrance criteria, were not sufficiently competitive for admission. The Special Consideration policy first came into effect in 1992-93. At that time, the policy provided for up to 5% of the annual intake to be assigned to Aboriginal applicants. The policy was later revised to include “Disabled” (2.5%) and “Visible Minorities” (2.5%) in addition to those who self-declare as “Aboriginal” (5.0%).¹¹ All group members in the special consideration category are identified on the basis of self-declaration in one or more of these groups.

Given the University of Manitoba’s commitment to the inherent dignity of all people and the belief that all who have the potential to succeed at the University of Manitoba should have access to it,² the Faculty of Education’s Committee on Initial Teacher Education Program (CITEP) has developed a revised *Faculty of Education Diversity Admission Policy*. This revised policy takes into account three key factors, which are:

1. Canada’s and Manitoba’s populations are becoming more diverse³;
2. People with diverse backgrounds enrich the educational experiences of students, and;
3. The teaching workforce has not kept pace with the changing demographics of the general and student population in Canada.⁴

¹ As termed in the original Strategic Planning Committee “Special Considerations” Policy.

² University of Manitoba. (1998). *The University of Manitoba Task Force on Strategic Planning, Building on Strengths*. Retrieved from <http://www.umanitoba.ca/admin/task/build0.htm>.

³ Manitoba Immigration and Multiculturalism. (2012). *Ethnicity Series: A Demographic Portrait of Manitoba, Volume 3 Population Groups and Ethnic Origins*. Retrieved from <http://www.gov.mb.ca/immigration/pdf/manitoba-immigration-ethnicity-series-3.pdf>

⁴ Ryan, J., Pollock, K. & Antonelli, F. (2009). Teacher diversity in Canada: Leaky pipelines, bottlenecks, and glass ceilings. *Canadian Journal of Education*, 32(3), 591-617.

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY

RATIONALE:

The Faculty of Education recognizes the importance of an initial teacher education program that respects and affirms the fundamental equality amongst people of all origins and abilities. Consistent with University of Manitoba policy and initiatives, The Faculty is committed to increasing diversity amongst its student population and to meeting the needs of diverse students and communities.

Diversity in the Faculty of Education strengthens our capacity to support students preparing to work and live in increasingly diverse communities and to address disparities that exist in access to and participation in education. The opportunity for interaction within and across diverse peer groups is part of a larger strategy to facilitate the meaningful and appropriate engagement of students, faculty, and staff with all aspects of diversity.

Diversity encompasses all the ways in which people are both similar and different. It means understanding, accepting, and affirming the uniqueness of individuals, as well as respectfully engaging with and working across differences.⁵ Diversity may include, but is not limited to:

- Ancestry, including colour and perceived race;
- Nationality or national origin;
- Ethnic background or origin;
- Religion, creed or religious belief;
- Gender identity or sexual orientation;
- Physical or mental disability; or
- Social disadvantage, which includes homelessness or inadequate housing, low levels of education or chronic low income, and/or chronic unemployment/underemployment.⁶

The Diversity Admissions Policy is based on a commitment to two broad principles:

1. Who we are and what we do should reflect the diversity of the communities we serve; and
2. Programs and services aimed at ameliorating socio-historical conditions of disadvantage in Canada are important and permissible.⁷

This policy will necessitate the allocation of a number of admission places in the Bachelor of Education Teacher Education Program for applicants who self-identify within the Diversity Categories. Students may self-identify in more than one of the diversity groups. Self-identification is voluntary. The truthfulness of an applicant's self-identification will be governed by the the Admissions' application processes and policies already in place.

The effective date of the policy is proposed for the Fall 2017 intake.

⁵ It is understood that the "differences" listed in the *Manitoba Human Rights Code* are often contested and in flux.

⁶ Province of Manitoba. (2012). *The Human Rights Code, C.C.S.M.c.H175*. Retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>

⁷ Government of Canada. (1982). *Canadian Charter of Rights and Freedoms, Section 15(2)*.

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY

ADMISSION CATEGORIES:

The Faculty selects applicants by Stream⁸ or specialized program. Given that the number of applicants may vary from one year to the next, every effort shall be made to admit qualified applicants through the following two categories:

1. Diversity

Up to 45% of all available positions in each stream will be awarded on the basis of highest admissions score for those who have voluntarily self-identified within one or more of the Diversity Categories cited in this policy. Applicants may identify within as many categories as are applicable to them and will be considered in each of the categories.

2. General

The remainder of all available positions in each stream will be awarded on the basis of highest admission score.⁹

All applicants applying under the Diversity categories must identify themselves by completing the voluntary disclosure of personal information in the Faculty of Education B.Ed. Admission Form.

DIVERSITY CATEGORIES:

For the purposes of self-identification, the Diversity Categories, their definitions, and the allocations of students to each category are:

Canadian Indigenous Peoples: This includes Canadian First Nations, Métis, and Inuit peoples.

Allocation: 15% of each stream

Racialized Persons: This includes those who have been treated differently by people or institutions on the basis of their perceived racial backgrounds, colour, and/or ethnicity. This diversity category includes non-Canadian Indigenous peoples.

Allocation: 7.5% of each stream

Persons with Gender Identity/Sexual Orientation Difference: This includes persons who self-identify as lesbian, gay, bisexual, transgender/transsexual, two spirit or queer (LGBTQ).

Allocation: 7.5% of each stream

Persons with Disabilities: This includes those who have a diagnosed physical, mental, psychological, sensory or diagnosed learning disability.

Allocation: 7.5% of each stream

⁸ In order to prepare teachers who are focused on learning to teach specific age groups, the B.Ed. program offers three stream options that allow applicants to choose an age group whom they wish to learn to teach. The three streams are:

- Early Years (K-Grade 4)
- Middle Years (Grade 5-8)
- Senior Years (Grade 9-12)

⁹ Admission score as calculated in the current admission bulletin. For the 2014-2015 academic year, admission score was calculated at 69.0% Admission GPA (most recent 30 credit hours completed by February 1 in the year of application to the Faculty of Education) and 31.0% on writing skills.

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY

Disadvantaged Persons: A student graduating from the University of Manitoba ACCESS Program¹⁰ from an Undergraduate Degree Program in May of the application year or in October of the preceding year. For those applying to the Integrated Music/Education Program, a student currently registered in the University of Manitoba ACCESS Program or those who have experienced systemic barriers and/or inequalities on the basis of their religion, creed, language or state of social disadvantage.

Allocation: 7.5% of each stream

The policy seeks to ensure that up to 45% of all applicants admitted into the B.Ed. program represent these five diversity categories. All unfilled spaces within each diversity category will be redistributed across diversity categories. Remaining spaces at that point will then be allocated to the General Admission category.

After-Degree Bachelor of Education Program Admission Process:

1. Except where otherwise noted, to be considered for admission to the after-degree Bachelor of Education program, successful applicants will be admitted either through the “Diversity” or “General” admission categories within each Stream (Early, Middle, Senior). All successful applicants must meet the minimum entrance requirements as outlined in the current admission bulletin. Selection will be based on highest composite score within each Stream and category. In the case of the Senior Years Stream, selection will be based on highest composite score by major/minor and category.
2. The two admission categories will represent applicant “pools” for each annual admission intake. These two pools, representing the general admission category and the diversity admission category, will have a percentage of annual admission apportioned to them. All unfilled spaces in the Diversity pool will be reallocated to the General pool.
3. Applicants wishing to be considered within the Diversity category must self-declare their membership by completing the appropriate section of the application form through Apply Yourself. Applicants may identify with as many diversity categories as are applicable to them.
4. Selection for each Stream will proceed as follows:
 - 1) The General Category will be considered first, allowing any Diversity Applicant who indicated willingness to be considered in the General Category to be part of this pool. Once 55% of the entire applicant pool has been selected within each Stream, admission will proceed to the Diversity Category.
 - 2) The Diversity Category applicants will then be considered based on highest composite score within each stream. In the case of the Senior Years Stream applicants will be considered based on highest composite score by major/minor.
 - 3) In the case, where there are insufficient qualified applicants within one of the Diversity Categories any unallocated spaces will be re-allocated, proportionately and competitively, to the other diversity categories. The purpose is to strive towards attaining 45% admission through the Diversity Category.
 - 4) When there are insufficient qualified applicants who can be offered admission into the Bachelor of Education program through one of the two admission categories, any unallocated spaces in one admission category may be re-allocated to admission applicants from the other category on the basis of competitive ranking.

¹⁰ For the purpose of admission, the Faculty of Education follows the University of Manitoba criteria for ACCESS Program applicants, that is: those who have not had the opportunity for university studies at the degree level because of social, economic and cultural reasons, lack of formal education or residence in remote areas.

FACULTY OF EDUCATION DIVERSITY ADMISSION POLICY

Integrated Music/Education Program Selection Process

1. Except where otherwise noted, to be considered for admission to the Integrated Music Education Program, successful applicants will be admitted either through the “Diversity” or “General” admission. All successful applicants must meet the minimum entrance requirements as outlined in the current admission bulletin. Selection will be based on highest composite score.
2. The two admission categories will represent applicant “pools” for each annual admission intake. These two pools, representing the general admission category and the diversity admission category, will have a percentage of annual admission apportioned to them. All unfilled spaces in the Diversity pool will be reallocated to the General pool.
3. Applicants wishing to be considered within the Diversity category must self-declare their membership by completing the appropriate section of the application form through Apply Yourself. Applicants may identify with as many diversity categories as are applicable to them.
4. Selection will proceed as follows:
 - 1) The General Category will be considered first allowing any Diversity Applicant who indicated willingness to be considered in the General Category to be part of this pool. Once 55% of the entire applicant pool has been selected, admission will proceed to the Diversity Category.
 - 2) The Diversity Category applicants will then be considered based on highest composite score within each category.
 - 3) In the case, where there are insufficient qualified applicants within one of the Diversity Categories any unallocated spaces will be re-allocated, proportionately and competitively, to the other diversity categories. The purpose is to strive towards attaining 45% admission through the Diversity Category.
 - 4) When there are insufficient qualified applicants who can be offered admission into the Integrated/Music Education program through one of the two admission categories, any unallocated spaces in one admission category may be re-allocated to admission applicants from the other category on the basis of competitive ranking.

REPORTING ON PROGRESS:

The Committee on Initial Teacher Education Programs will report annually to Faculty Council on the implications of the Diversity Admission Policy. The report will include such recommendations as to ensure that the B.Ed. policies on admission, procedures, and programs progress toward preparing qualified teacher candidates who reflect the diverse population of Manitoba.



**UNIVERSITY
OF MANITOBA**

Aboriginal Student Centre

Migizii Agamik
114 Sidney Smith Street
Winnipeg, MB R3T 2N2

204-474-8850
christine.cyr@umanitoba.ca
umanitoba.ca/student/asc

Dr. Jerome Cranston
Associate Dean (Undergraduate Programs) & Associate Professor
Faculty of Education, University of Manitoba
237 Education Building
Winnipeg, MB R3T 2N2

March 2, 2015

Dear Dr. Cranston,

On behalf of the Aboriginal Student Centre at the University of Manitoba, I submit this letter in support of the Faculty of Education Diversity Admission Policy.

The mission of the Aboriginal Student Centre is to provide student support in a manner that is consistent with the culture and values of Aboriginal peoples for the purpose of increasing and enhancing the accessibility and retention of Aboriginal students. We are dedicated to the creation of an educational environment that includes the affirmation of Aboriginal cultures, values, languages, history, and way of life by virtue of increasing the knowledge foundations offered at the University of Manitoba. The Faculty of Education has demonstrated, both in policy and in commitment to offering Indigenous curriculum, that it, too, is committed to creating a culturally-safe and affirming environment.

The University of Manitoba has over 2,100 self-declared Aboriginal students enrolled in full and part-time studies. Our goal is to increase the number of Aboriginal students who enter, thrive, and graduate from our institution. In order to do this, we must "ameliorate socio-historical conditions of disadvantage in Canada..." as described in the policy's principles. Only when the playing field has been leveled and the whole environment is built on respect and humanity will significant change and empowerment occur. This policy seeks to create that balance and that space of respect and humanity.

I have been connected with the Faculty in various capacities for the last 15 years and I am repeatedly impressed and proud of the leadership role that the Faculty takes in creating environments and policies that support the University of Manitoba's commitment to the inherent dignity of all peoples.

The proposed Diversity Admission Policy is thoughtful, comprehensive, and equitable in nature, and I am very optimistic and pleased that the Faculty of Education is leading the larger University into a positive and socially-just era.

With respect,
Christine Cyr, Director



UNIVERSITY
OF MANITOBA

Student Advocacy and Accessibility
Student Services

Student Accessibility Services

520 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
204-474-7423 (voice)
204-474-9790 (TTY)
204-474-7567 (fax)
<http://umanitoba.ca/student/saa/accessibility>

February 25, 2015

Dr. Cranston
Associate Dean
Faculty of Education

Dear Dr. Cranston,

Student Accessibility Services is pleased to support the proposed University of Manitoba Faculty of Education Diversity Admissions Policy. It is wonderful to see the principles of inclusion and equity used to broaden the diversity of Faculty of Education students.

Traditionally, people with disabilities have a more difficult time to obtain appropriate career employment. Statistics Canada found that, "The employment rate of Canadians aged 25 to 64 with disabilities was 49% in 2011, compared with 79% for Canadians without a disability. Among those with a 'very severe' disability, the employment rate was 26%."¹ Allowing students with disabilities who are academically qualified to be included amongst the "Diversity" category allows for the possibility of a higher employment rate and the inclusion of people with disabilities in the field of education.

Student Accessibility Services meets with approximately 500 new students each year, most coming directly from the secondary school system. The potential increase of teachers with disabilities also allows students in the school system to see themselves in the field and to consider higher education.

Please let me know if you require any further information and support for this initiative. Thank you.

Sincerely,

A handwritten signature in blue ink that reads 'Carolyn Christie'.

Carolyn Christie
Coordinator
Student Accessibility Services

¹ <http://www.statcan.gc.ca/daily-quotidien/141203/dq141203a-eng.htm>



Education and Advanced Learning

Aboriginal Education Directorate
510 Selkirk Avenue, Winnipeg, Manitoba, Canada R2W 2M7
T 204-945-7886 F 204-948-2010
www.manitoba.ca

December 12, 2014

Jerome Cranston, PhD
Associate Dean (Undergraduate Programs) & Associate Professor
Room 214 Education
Faculty of Education
University of Manitoba

RE: Letter of support for the University of Manitoba Faculty of Education Diversity and Equity Admissions Policy

The Aboriginal Education Directorate (AED), Manitoba Education and Advanced Learning is submitting this letter of support in principle regarding your University of Manitoba, Faculty of Education Diversity and Equity Admissions Policy. The AED was pleased to engage as partners in discussing and providing feedback for this policy. There are strong indicators that relate to the Aboriginal Teacher population through the work of the AED as well as in the Strategic Plan of the University of Manitoba which are congruent with the Diversity and Equity Admissions Policy.

The AED provides leadership and co-ordination for departmental initiatives in Aboriginal education and training. The Aboriginal Education and Employment Action Plan includes the following four goals:

- 1: Student engagement and high school completion
- 2: Access to and success in adult learning, including post-secondary education and training
- 3: Meaningful participation in the labour market
- 4: Family and community engagement and educational stewardship.

The first goal of the Education and Employment Action Plan targets increasing the number of Aboriginal teachers in the province. One of the key priorities in the work of the AED is to track the numbers of Aboriginal Teachers in the province through the Aboriginal Teachers Questionnaire (ATQ). The data of the 2013 ATQ indicates the need for a definite increase in the number of Aboriginal.

As well the University of Manitoba's Strategic Plan 2015 – 2020 indicates as part of its goal in building *Indigenous Student Success*:

A great strength of the University of Manitoba is the diversity of its student body, particularly its growing population of First Nations, Métis and Inuit students. There is a shared view among faculty, staff and students that one of the key elements to enhancing Indigenous student success is the availability of academic and student supports that are relevant, culturally affirming and innovative.

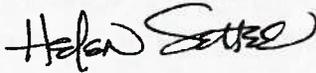
Within the Faculty of Education itself the Diversity and Equity Admissions Policy itself, there is recognition of "...the importance of providing the highest quality of education to all students in Manitoba via a teaching force that is fully representative of cultural, ethnic and racial diversity in the province." Since the representation of Aboriginal teachers in Manitoba has not reached its full potential, a policy such as the Faculty of Education is proposing would certainly increase the possibilities for achieving the goal of a fairer representation of Aboriginal teachers in our province.

The importance of University of Manitoba's goal on Indigenous Student Success, is that it sits at the center of the work between the AED and the Faculty of Education's aspirations in the Education Diversity and Equity Policy. Integral to the discussions related to the increase of Aboriginal teachers in Manitoba is the approval and implementation of the policy itself.

The AED is committed to working in collaboration with the Faculty of Education to advance diversity and equity through policy that has a strong and inclusive implementation process.

If you require more information about this letter please contact Myra Laramee, Aboriginal Education Consultant at 204-945-2338 or Myra.Laramee@gov.mb.ca

Sincerely,



Helen Robinson Settee
Aboriginal Education Directorate



Education

Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue, Winnipeg, MB R3E 3J5
T 204-945-6879 F 204-948-2344
www.edu.gov.mb.ca/k12

Letter of Support
University of Manitoba, Faculty of Education
Diversity Admissions Policy
December 15, 2014

Jerome Cranston, PhD
Associate Dean (Undergraduate Programs) & Associate Professor
Room 214 Education
Faculty of Education
University of Manitoba

Re. Diversity Admissions Policy

Manitoba Education and Advanced Learning is pleased to have been invited to participate in the discussions and drafting of the proposed Diversity Admissions Policy for the Faculty of Education, University of Manitoba. The proposed policy will replace the existing Special Considerations Admissions Policy and significantly enhance and expand the Faculty's efforts and commitment to create a more representative and inclusive teaching force.

The need to build a more representative and inclusive teaching force aligns directly with several aspects of Manitoba's educational policies and priorities. One example is the Department's Mission, Vision, and Overarching Goals, as quoted below.

Mission

To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Vision

That every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

Overarching Goals

- 1. To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.*
- 2. To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.*
- 3. To significantly increase achievement levels of those students who have been historically less successful.*
- 4. To continue to increase the overall provincial graduation rate.*

<http://www.edu.gov.mb.ca/edu/mandate.html>

Other examples of how the proposed policy aligns well with the Province's educational policies and priorities include:

- It is consistent with the *Bridging Two Worlds: Aboriginal Education and Employment Action Plan (2008-2011)* vision of the "Full participation of Aboriginal peoples in society through education,

training, and labour market participation" and its mission, which is "To support Aboriginal peoples' success in education, training, and labour market participation."

http://www.edu.gov.mb.ca/abedu/action_plan/index.html

- It supports the implementation of action 12 of the Department's *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity (2003)*, which was to "Consult and work with faculties of education to develop a common strategy to increase diversity and representation of the underrepresented in teacher education programs."
- It aligns well with the recent amendments to the Public School Act which require school divisions and funded independent schools to develop and implement Human Diversity Policies and to enhance safe schools policies and practices by allowing for student led social justice groups, addressing bullying, and LGBTQ exclusion.
- Lastly, it recognizes the increasing diversity of Manitoba's peoples and learners and the need for teachers and schools that can provide an inclusive and appropriate education for such a diverse population. In 2006, Aboriginal and 'Visible Minority' learners represented approximately 32% of children in Winnipeg schools. However, since 2003 to 2012 approximately 120,000 immigrants made Manitoba their home. The vast majority of which are immigrants from the southern hemisphere. In 2012, 63% of Manitoba's new permanent residents arrived from the Asia and Pacific region, followed by Africa and the Middle East (20%), Europe and the United Kingdom (10%), South and Central America (5%) and the United States (2%).
https://www.gov.mb.ca/.../immigration/.../manitoba_immigration_facts_report_2012.pdf

We note that other faculties at the University of Manitoba and elsewhere have developed policies that have similar goals of increasing the representation and inclusiveness of the student population and faculty. The Faculty of Medicine's Diversity Policy is one example. It recognizes that:

Diversity in the health professions workforce strengthens our capacity to provide care and to address disparities in health status and access to health care education and services. The opportunity for interaction within a diverse peer group is important for students, faculty and staff to effectively manage cross-cultural issues and impact on health outcomes.

umanitoba.ca/faculties/medicine/media/Diversity_Policy.pdf

The importance and success of diversity/equity admissions policies in building more inclusive and representative student bodies is well established in Canada. In *UBCs A Compilation of Case Studies on Equity Processes and Practices (2012)*, the report identified 5 university case studies, including Manitoba's Faculty of Social Work, which provided promising models for such policies.

socialwork.ubc.ca/.../Equity_Case_Studies_Report_Final_Oct_2012.pdf

The proposed Diversity Admissions Policy is ambitious and innovative. While we recognize that admission policies are just one aspect of creating institutions and organizations that welcome diversity and are committed to equity, they are nevertheless a critically important aspect. We commend and congratulate the Faculty of Education for developing the proposed Diversity Admissions Policy and wish you well as you proceed with the formal approval and implementation of the policy in the future.

Sincerely,



Tony Tavares

Consultant for Diversity Education and International Languages



RAINBOW RESOURCE CENTRE
SERVING MANITOBA'S GAY, LESBIAN, BISEXUAL, TRANSGENDER AND TWO SPIRIT COMMUNITIES

170 Scott Street—Winnipeg, MB—R3L 0L3

Dr. Jerome Cranston
Associate Dean (Undergraduate Programs) & Associate Professor
Faculty of Education, University of Manitoba
237 Education Building
Winnipeg, MB, R3T 2N2

January 20, 2015

Dear Dr. Cranston,

Re: Faculty of Education Diversity Admissions Policy

On behalf of the board and staff at the Rainbow Resource Centre, it is our pleasure to support the proposed University of Manitoba Faculty of Education Diversity Admissions Policy. The Rainbow Resource Centre supports the principles of inclusivity and equity; recognizing the strengths, resilience, capacities, and invaluable contributions from individuals and populations that have been historically, traditionally, and systematically underrepresented. From a critical and social justice perspective, the proposed policy acknowledges these histories and endeavors to better and fully represent Manitoba's diverse population within the Faculty of Education, schools, and communities. Within educational contexts, inclusivity allows for rich opportunities for growth and differentiation so that learners are better prepared to be socially engaged and responsive to our evolving world and worldview.

All learners, their families and caregivers, as well as school communities benefit from cross cultural diversity. The unique experiences of a diverse teaching force -- including teacher candidates that self-identity as lesbian, gay, bisexual, transgender, transsexual, two spirit, or queer -- strengthen learners' capacity to bring their whole selves to school allowing for more meaningful conversations, cross cultural engagement, learning opportunities, teachable moments, and wider curricula outcomes representing our pluralistic society.

We at the Rainbow Resource Centre recognize the leadership, courageousness, and critical lens which frames the proposed policy. We trust that the University of Manitoba Senate will too recognize and support diversity throughout the education sector; positively impacting current and future faculty, teachers and educators, learners, schools, communities, and our society.

Sincerely,



Mike Tutthill
Executive Director



Dr. Reece Malone
Education Program Coordinator

December 9, 2015

Comments of the Senate Executive Committee RE: Proposal for a Diversity Admission Policy for the B.Ed. Program, Faculty of Education

1. At its meeting on December 9, 2015, the committee endorsed a proposal from the Faculty of Education, to establish a Diversity Admission Policy for the Bachelor of Education program, with the *proviso* that, in the first three years following the implementation of the policy, the Faculty forward the annual report of the Committee on Initial Teacher Education Programs on the implications of the policy to the Senate Committee on Admissions, for its review.

Respectfully submitted,

Dr. D. Barnard, Chair
Senate Executive Committee

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education at Université de Saint-Boniface concerning two changes to the Bachelor of Education program (2015.11.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Education at Université de Saint-Boniface (USB) is proposing two changes to the Bachelor of Education Program. The first is to modify the list of teachable subjects. The second is to modify the history and geography requirement for the early and middle years streams.
3. The proposal was approved by the USB Course and Program Evaluation Committee on January 9th, 2015, the USB Senate on January 22nd, 2015, and was endorsed by SCADM on November 17th, 2015.

Observations:

Proposal 1 – Teachable subjects

1. A letter was received from the Department of Education and Advanced Learning adding Religion to the provincially approved list of teachable subjects.
2. USB determined it would be appropriate to update the terminology used in the list at this time.
3. The recommendation for this proposal is that the list of teachable subjects be updated in accordance with the Manitoba Professional Certification Unit and the Department of Education and Advanced Learning.

Proposal 2 – Modification to the history and geography requirement

1. The current history and geography requirement calls for 6 credit hours of history or geography (minimum of 3 credits in history having Canadian content).
2. Since the implementation of the current requirement in September of 2014, it was determined that some students have taken geography courses with Canadian content at USB or at other institutions
3. The recommendation for this proposal is that the new requirement for geography and history be changed to: *6 credit hours in history or geography (minimum of 3 credits in history or geography having Canadian content)*.

Recommendation:

The Senate Committee on Admissions recommends that the proposals from the Faculty of Education at USB be approved and come into effect on 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.



Université de
Saint-Boniface

Une éducation supérieure depuis 1818

April 23, 2015

Mr. Jeff Leclerc
University Secretary
University of Manitoba
312 Administration Bldg.
Winnipeg (Manitoba) R3T 2H2

Dear Sir,

The Faculty of Education at *Université de Saint-Boniface* (USB) is proposing two changes to its program in order to be in accordance with the revisions made by the Manitoba Professional Certification Unit and the Department of Education and Advanced Learning (updated list of teachable subjects & History and Geography admission requirements to the Faculty of Education - USB). Please find enclosed a description of both proposals.

The proposed changes were presented to the Senate Committee on Instruction and Evaluation earlier this year.

In short, we feel that these changes will benefit both students and staff at the Faculty of Education 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

1st Proposal:

That the list of teachable subjects be updated in accordance with revisions made by the Manitoba Professional Certification Unit and the Department of Education and Advanced Learning. Changes and additions are in italics.

Justification: In June 2014 we received a letter from James Allum, who was Minister at the time, informing us that religious studies were now accepted as a teachable subject. Because we must now make this addition, we would like to take this opportunity to update the terminology used in the section on teachable subjects to bring it into line with the terms used by Education and Advanced Learning. (See attached.)

2nd Proposal:

For Early and Middle Years:

That the following requirement for history and geography: 6 credits of history or geography (minimum of 3 credits in history having Canadian content);

be changed to:

6 credits in history or geography (minimum of 3 credits in history or *in geography* having Canadian content).

Justification: When the addition of this history and geography requirement was proposed to the CECP in 2011-12, it read as follows: **6 credits in history or geography (minimum of 3 credits in history or *in geography* having Canadian content)**. At that time the CECP proposed that we modify the proposal and require Canadian content only for the history course since there were no first year geography courses at USB with Canadian content which is what we did. Now that the requirement has been in effect since September 2014, we realized during the admission process that some students have taken geography courses with Canadian content in their final year here at USB or in their first year at another university.

Voie élémentaire et intermédiaire

| | | |
|--|---|------------------|
| Anglais | Majeure (18 cr.) | Mineure (12 cr.) |
| Anthropologie | | Mineure (12 cr.) |
| Art | Majeure (18 cr.) | Mineure (12 cr.) |
| Biologie | Majeure (18 cr.) | Mineure (12 cr.) |
| Chimie | Majeure (18 cr.) | Mineure (12 cr.) |
| Danse | | Mineure (12 cr.) |
| Droit | | Mineure (12 cr.) |
| Écologie humaine | Majeure (18 cr.) | Mineure (12 cr.) |
| Économie-Sciences économiques | | Mineure (12 cr.) |
| Éducation physique (santé) | Majeure (18 cr.) | Mineure (12 cr.) |
| Études autochtones | Majeure (18 cr.) | Mineure (12 cr.) |
| Études classiques-Lettres classiques | | Mineure (12 cr.) |
| Études développementales | | Mineure (12 cr.) |
| Études environnementales | | Mineure (12 cr.) |
| Français | Majeure (18 cr.) | Mineure (12 cr.) |
| Géographie | Majeure (18 cr.) | Mineure (12 cr.) |
| Histoire | Majeure (18 cr.) | Mineure (12 cr.) |
| Informatique | Majeure (18 cr.) | Mineure (12 cr.) |
| Langues ancestrales, autochtones ou universelles-étrangères approuvées | Majeure (18 cr.) | Mineure (12 cr.) |
| Mathématiques | Majeure (18 cr.) | Mineure (12 cr.) |
| Musique | Majeure (18 cr.) | Mineure (12 cr.) |
| Philosophie | | Mineure (12 cr.) |
| Physique | Majeure (18 cr.) | Mineure (12 cr.) |
| Psychologie | | Mineure (12 cr.) |
| Sciences de la terre | | Mineure (12 cr.) |
| Sciences générales | Majeure (18 cr.) <i>Doit comprendre seulement 3 disciplines de sciences différentes, avec au moins 3</i> | |

*crédits de niveau
2000 ou plus. Un
minimum de
3 crédits dans
chacune des 3
disciplines est
exigé.*

| | | |
|---|------------------|------------------|
| Sciences politiques | | Mineure (12 cr.) |
| Sociologie | | Mineure (12 cr.) |
| Théâtre | Majeure (18 cr.) | Mineure (12 cr.) |
| Études religieuses | | Mineure (12 cr.) |
| Arts industriels | Majeure (18 cr.) | Mineure (12 cr.) |
| Voie secondaire | | |
| Art | Majeure (30 cr.) | Mineure (18 cr.) |
| Anglais | Majeure (30 cr.) | Mineure (18 cr.) |
| Anthropologie | | Mineure (18 cr.) |
| Biologie | Majeure (30 cr.) | Mineure (18 cr.) |
| Chimie | Majeure (30 cr.) | Mineure (18 cr.) |
| Danse | | Mineure (18 cr.) |
| Droit | | Mineure (18 cr.) |
| Écologie humaine | Majeure (30 cr.) | Mineure (18 cr.) |
| Économie sciences économiques | | Mineure (18 cr.) |
| Éducation physique (santé) | Majeure (30 cr.) | Mineure (18 cr.) |
| Étude du milieu-Études environnementales | | Mineure (18 cr.) |

| | | |
|---|--|---|
| Études autochtones | Majeure (30 cr.) | cr.) Mineure (18 cr.) |
| Études classiques-lettres classiques | | Mineure (18 cr.) |
| Études développementales | | Mineure (18 cr.) |
| Français | Majeure (30 cr.) | Mineure (18 cr.) |
| Géographie | Majeure (30 cr.) | Mineure (18 cr.) |
| Histoire (minimum de 6 crédits avec contenu canadien) | Majeure (30 cr.) | Mineure (18 cr.) |
| Informatique | Majeure (30 cr.) | Mineure (18 cr.) |
| Langues ancestrales, autochtones ou universelles Étrangères approuvées | Majeure (30 cr.) | Mineure (18 cr.) |
| Mathématiques | Majeure (30 cr.) | Mineure (18 cr.) |
| Musique | Majeure (30 cr.) | Mineure (18 cr.) |
| Philosophie | | Mineure (18 cr.) |
| Physique | Majeure (30 cr.) | Mineure (18 cr.) |
| Psychologie | | Mineure (18 cr.) |
| Sciences de la terre | | Mineure (18 cr.) |
| Sciences générales | Majeure (30 cr.) Doit comprendre seulement 2 disciplines de sciences différentes, avec au moins 3 crédits de niveau | Mineure (18 cr.) Doit comprendre seulement 2 disciplines de sciences |

| | | |
|---|--|--|
| | 3000 ou plus. Un minimum de 3 crédits dans chacune des disciplines est exigé.) | différentes, avec au moins 6 crédits de niveau 2000 ou plus. Un minimum de 3 crédits dans chacune des disciplines est exigé. |
| Sciences politiques | | Mineure (18 cr.) |
| Sociologie | | Mineure (18 cr.) |
| Théâtre | Majeure (30 cr.) | Mineure (18 cr.) |
| Études commerciales | Majeure (30 cr.) | Mineure (18 cr.) |
| Arts industriels | Majeure (30 cr.) | Mineure (18 cr.) |
| Enseignement professionnel et industriel | Majeure (30 cr.) | Mineure (18 cr.) |
| Études religieuses | | Mineure (18 cr.) |

Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services concerning a change to the admissions process for sequential high school students (2015.11.17)

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. Enrolment Services is proposing that offers of admission for sequential high school students be based on interim grade 12 results.
3. The proposal was endorsed by SCADM on November 17th, 2015.

Observations:

1. Currently, sequential direct entry students are admitted to the University of Manitoba based on their final grade 12 results
2. Some Faculties and Colleges have limits on the number of direct entry students they will accept, resulting in the inability to finalize admissions until final grades are received in early July. This means that in some instances students are not notified of acceptance into a program until a few days prior to registration.
3. It is extremely difficult if not impossible to coordinate final admission and entrance scholarship offers; currently, final scholarship offers are based on interim grade 12 results.
4. According to an informal national survey, 37 of 39 institutions base admissions decisions on interim grade 12 results.
5. Under the proposed model:
 - Students will receive an offer of admission based on interim grade 12 results, some conditions might still apply.
 - Final results will only be reviewed to ensure minimum eligibility requirements are met.
 - In cases where the admission cut off average for a program is higher than the minimum required average, students will not have their offer of admission rescinded as long as they are able to maintain the minimum eligibility requirement based on final grades.

Recommendation:

The Senate Committee on Admissions recommends that the proposal from Enrolment Services to base admissions offers on interim grade 12 results be approved effective for the September, 2017 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.

Admitting Sequential Direct Entry Students Based on Interim Grade 12 Results

October 29-2015

Preamble

Enrolment Services is proposing a change to the admissions process for sequential¹ high school students. If approved, this change would be in effect for the September, 2017 intake.

Observations

Currently, sequential direct entry students are admitted to the University of Manitoba based on their final grade 12 results. The current admission process used is as follows:

- Students submit their application and are asked to self-report their expected grade 12 results.
- Based on the self-reported grades, a conditional offer of admission is made to eligible students; this offer is made within two weeks of the receipt of a completed application.
- Students receive a second conditional offer of admission based on interim grade 12 results; these results are typically received in mid-April.
- Final confirmation of admission occurs once final grade 12 results are received late June or early July. This includes notification of a change on the admission decision.
- Some Faculties and Colleges have limits on the number of direct students they will accept are not able to finalize admissions until final grades are received in early July.
- Registration cannot begin until final grades are received as this is when pre-requisites can be verified.
- It is extremely difficult if not impossible to coordinate final admission and entrance scholarship offers; currently, final scholarship offers are based on interim grade 12 results.
- The current process is challenging when attempting to manage enrolment for competitive Faculties with direct entry limits e.g. Engineering, Business, and Dental Hygiene. This is especially the case when the offer cut off is above 85%; if a student drops below the cut off but is above 85% on final grades, their offer is rescinded. If a student raises their final grades above the cut off, they are offered a seat. This makes for an extremely complex process and makes it very difficult to manage enrolment. Under the current model, these adjustments are made only a day or two prior to the opening of the registration period.
- For non-sequential direct entry students, admission decisions are made based on their final grade 12 results.

National comparison

In June of 2015, the Admissions Office surveyed other institutions from across the country and asked the following two questions:

1. Does your institution admit Canadian high school students based on interim grade 12 results?
2. If yes to question #1, does your institution review final grade 12 results and change admission decisions based on final grades?

¹ Sequential students are admitted to the university directly after graduation i.e. they do not take a gap year after high school.

Thirty-nine responses were received, thirty-two of which were from universities, and eight of which were from U15 institutions. Thirty-seven of thirty-nine institutions (95%) responded yes to both questions. Appendix I contains all of the responses received as part of the survey.

In addition to the survey, we reviewed the websites of the six U15 institutions who did not respond to the survey. We determined it is highly likely that these institutions also would have responded yes to both questions and their practices were likely similar to the other U15 institutions.

The vast majority of institutions make a conditional offer of admission based on interim grade 12 results; the types of conditions vary by institution. Final grade 12 results are reviewed and admission offers are then reviewed to ensure the conditions have been met. If a condition is not met, offers are rescinded or moved to other programs. Appendix II contains information from institutions that responded to the national survey and from independent research.

Proposed University of Manitoba model

The proposed model will be as follows:

- Students will submit an application, which will include their self-reported grades and if eligible, they will receive a **preliminary offer** of admission based on this information.
- When available, interim results will be submitted.
- Interim results will be assessed and **offers of admission** will be based on these results, some conditions will still apply:
 - Final results will only be reviewed to ensure that minimum eligibility requirements are met/maintained.
 - In cases where the admission cut off for a program is higher than the minimum required average, students will not have their offer of admission rescinded as long as they are able to maintain the minimum eligibility requirement based on final grades.
- The admission deadline for all programs will be March 1st; the only exception is University 1 whose deadline will continue to be August 15th.
- The deadline to receive interim grades will be May 1st. This will mainly affect out of province students as the majority of Manitoba schools submit grades electronically. Students submitting grades after the deadline will still be eligible for acceptance to University 1.
- Final grade 12 results will be used for students who completed grade 12 in a non-sequential year.
- In some instances, international student offers of admission will be based on interim or predicted grades, as provided by the student's school. In these cases, students will be required to present grades equal to or above the cut off average, not simply the minimum eligibility, upon submission of final grades. Failure to do so will result in their offer of admission being rescinded.
- The following three scenarios describe the outcome of three different cases using the proposed process:

- **Scenario 1:** Student 'A' applies to Faculty 'X' and the Faculty cut off for direct entry admission is 89%. The student's interim admission average is 91%. The student is offered admission. Student A's final average drops to 87%. Student 'A's' admission offer remains as this student was offered admission based on interim results and even though their average dropped based on final results, they remained above the 85% threshold.
- **Scenario 2:** Student 'B' applies to Faculty 'X' and the Faculty cut off for direct entry admission is 89%. The student's interim admission average is 91%. The student is offered admission. Student 'B's' final average drops to 84%. Student 'B's' admission offer is rescinded and this student is offered a seat in University 1 as this student was offered admission based on interim results; however, their final results dropped below the minimum 85% that is required to remain eligible.
- **Scenario 3:** Student 'C' applies to Faculty 'X' and the Faculty cut off for direct entry admission is 89%. The student's interim admission average is 87%. The student is not offered admission to Faculty 'X' as they did not meet the minimum cut off; however, they are offered admission to University 1. Student C's final average increases to 90%. Student 'C' is not considered for admission to Faculty 'X' as admission offers are based on interim grade 12 results and final results are only used to validate those who received an admission offer.

Recommendation

It is recommended that the Senate Committee on Admissions approve the proposal from Enrolment Services to base offers of admission for sequential high school students on interim grade 12 results.

| Institution | Admission based on interim grade 12? | Review final grade 12 results & change admission decisions? |
|---|---|--|
| University of Saskatchewan | Yes | Yes |
| Camosun College | Yes | Yes |
| Wilfrid Laurier University | Yes | Yes |
| Queen's University | Yes | Yes |
| University of the Fraser Valley | Yes | Yes |
| University of Toronto Scarborough | Yes | Yes |
| Brock University | Yes | Yes |
| Nova Scotia Community College | Yes | Yes |
| University of Waterloo | Yes | Yes |
| Université Laval | n/a | n/a |
| The King's University | Yes | Yes |
| University of Victoria | Yes | Yes |
| University of Ontario Institute of Technology | Yes | Yes |
| University of British Columbia | Yes | Yes |
| University of Guelph | Yes | Yes |
| McMaster University | Yes | Yes |
| University of Lethbridge | Yes | Yes |
| University of Winnipeg | Yes | Yes |
| Holland College | Yes | Yes |
| Trent University | Yes | Yes |
| Ryerson University | Yes | Yes |
| University of Ottawa | Yes | Yes |
| Acadia University | Yes | Yes |
| Memorial University | Yes | Yes |
| University of Toronto | Yes | Yes |
| Athabasca University | No | n/a |
| Red River College | Yes | Yes |
| SAIT Polytechnic | Yes | Yes |
| Mount Royal University | Yes | Yes |
| Université Sainte Anne | Yes | Yes |
| University of Alberta | Yes | Yes |
| Simon Fraser University | Yes | Yes |
| Vancouver Island University | Yes | Yes |
| Université Saint-Paul | Yes | Yes |
| University of Prince Edward Island | Yes | Yes |

| | | |
|--|-----|-----|
| Providence University College and Seminary | Yes | Yes |
| North Island College | Yes | Yes |
| Brandon University | Yes | Yes |
| MacEwan University | Yes | Yes |

Note: U15 institutions are in bold

| Institution | ARUCC Survey or Website (A/W) | Early Admission Offer (Y/N) | Admission decision review based on final grade 12? |
|---------------------------------------|--------------------------------------|------------------------------------|---|
| University of Alberta | W | Y | Y |
| University of British Columbia | A | Y | Y |
| University of Calgary | W | Y | ?? |
| Dalhousie University | W | Y | ?? |
| University of Laval | A | N/A | N/A |
| McGill University | W | | |
| McMaster University | A | Y | Y |
| University of Montreal | - | - | - |
| University of Ottawa | A | Y | Y |
| Queen's University | A | Y | Y |
| University of Saskatchewan | A | Y | Y |
| University of Toronto | A | | Y |

| | | | |
|---|---|---|---|
| University of Waterloo | A | Y | Y |
| Western University | W | Y | Y |
| Wilfrid Laurier University | A | Y | Y |
| University of the Fraser Valley | A | Y | Y |
| Brock University | A | Y | Y |
| University of Victoria | A | Y | Y |
| University of Ontario Institute of Technology | A | Y | Y |
| University of Guelph | A | Y | Y |
| University of Lethbridge | A | Y | Y |
| University of Winnipeg | A | Y | Y |
| Trent University | A | Y | Y |
| Ryerson University | A | Y | Y |
| Acadia University | A | Y | Y |
| Memorial University | A | Y | Y |
| Mount Royal University | A | Y | Y |
| Simon Fraser University | A | Y | Y |
| Vancouver Island University | A | Y | Y |
| University of Prince Edward Island | A | Y | Y |
| Brandon University | A | Y | Y |
| MacEwan University | A | Y | Y |

Note: U15 institutions are in bold

November 19, 2015

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations concerning Academic Standing, B.Ed. Program, Faculty of Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting on November 19, 2015, the committee considered a proposal from the Faculty of Education to revise the Academic Regulation concerning Academic Standing for the Bachelor of Education degree.

Observations:

1. The Faculty of Education is proposing one change to the Academic Regulation concerning Academic Standing in the Bachelor of Education program, to make explicit that, for Education courses graded on a pass/fail basis, a pass (P) would be considered a passing grade. The current regulation already indicates that, for Education courses grading using a letter grade mode, a grade of "C" is considered a passing grade.
2. A note has been added to the grading scale to relate that required practicum courses are graded on a pass/fail basis and that either a minimum grade of "C" or a pass (P) is required for all B.Ed. courses for a student to maintain clear standing in the program.

Recommendation:

The Senate Committee on Instruction and Evaluation:

THAT Senate approve revised Academic Regulations concerning Academic Standing, B.Ed. degree, Faculty of Education, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation

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



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DATE: November 3, 2015

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. David Mandzuk, Chair, Faculty of Education Council

RE: Motion for Senate

CC: Drs. Richard Hechter and Thomas Falkenberg, Senators
Dr. Melanie Janzen, Chair, CITEP
Dr. Martha Koch, Director, School Experiences Office
Ms Tara Baxter, Committee Secretary, CITEP
Ms Louise Graham, Coordinator (Graduate & PBDE Student Services)
Ms Desiree Kennedy, Coordinator (Undergraduate Programs)

The following motion was passed by the CITEP (Committee on Initial Teacher Education Programs) [on September 8, 2015] and subsequently by Faculty of Education Council [on September 21, 2015]. Please forward this motion to the Senate Committee on Instruction and Evaluation for consideration at their next meeting.

MOTION: WHEREAS B.Ed. practicum courses are graded on a pass/fail basis, which is currently not reflected in the Academic Calendar, effective immediately, a "P" designation be added to the academic standing, and further, that the following statements be added to the grading scale: "The required B.Ed. practicum courses are marked on a pass/fail basis. A minimum grade of "C" or a "Pass (P)" is required for all B.Ed. courses."

RATIONALE: The practicum courses in the B.Ed. program are not evaluated using letter grades or percentages. The existing grading scale applies to the other courses in the B.Ed. The changes proposed in this motion will ensure that the grading scale encompasses all courses in the B.Ed. program.

NOTE: The current Faculty of Education grading scale will have the comments added at the bottom of the scale as shown in **bold** below.

CURRENT REGULATION IN UNIVERSITY CALENDAR

5.1.2 Academic Standing

A minimum DGPA of 2.50 must be maintained in the B.Ed. program for clear standing. A grade of “C” is considered a passing grade for Education courses.

5.1.11 Grading Scale

| Letter Grade | Grade Point | Level of Achievement | Percentage Range |
|---------------------|--------------------|-----------------------------|-------------------------|
| A+ | 4.50 | Exceptional | 95 and above |
| A | 4.00 | Excellent | 90-94 |
| B+ | 3.50 | Very Good | 85-89 |
| B | 3.00 | Good | 80-84 |
| C+ | 2.50 | Satisfactory | 75-79 |
| C | 2.00 | Adequate | 70-74 |
| D | 1.00 | Unacceptable | 60-69 |
| F | 0.00 | Failure | Below 60 |

REVISED REGULATION IN UNIVERSITY CALENDAR

5.1.2 Academic Standing

A minimum DGPA of 2.50 must be maintained in the B.Ed. program for clear standing. A grade of “C” or a pass (P) is considered a passing grade for Education courses.

5.1.11 Grading Scale

| Letter Grade | Grade Point | Level of Achievement | Percentage Range |
|---------------------|--------------------|-----------------------------|-------------------------|
| A+ | 4.50 | Exceptional | 95 and above |
| A | 4.00 | Excellent | 90-94 |
| B+ | 3.50 | Very Good | 85-89 |
| B | 3.00 | Good | 80-84 |
| C+ | 2.50 | Satisfactory | 75-79 |
| C | 2.00 | Adequate | 70-74 |
| D | 1.00 | Unacceptable | 60-69 |
| F | 0.00 | Failure | Below 60 |

The required B.Ed. Practicum courses are marked on a pass/fail basis. A minimum grade of “C” or a pass (P) is required for all B.Ed. courses.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations concerning Repeating a Course, B.Ed. Program, Faculty of Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting on November 19, 2015, the committee considered a proposal from the Faculty of Education to revise the Academic Regulation concerning Repeating a Course, for the Bachelor of Education degree.

Observations:

1. The Faculty of Education is proposing a revision to the Academic Regulation concerning Repeating a Course, for the Bachelor of Education program. The current regulation specifies that Education courses may be repeated only once. The revised regulation would further state that a student who obtains a grade of "F" (i.e. a fail) in any three (3) of the four (4) required practicum courses would be required to withdraw.
2. The Faculty has noted that, under the revised regulation, students would have up to nine (9) attempts to successfully complete the four (4) required practicum courses.
3. The revised regulation would apply to all students admitted to the B.Ed. program in September 2016 and later.

Recommendation:

The Senate Committee on Instruction and Evaluation:

THAT Senate approve revised Academic Regulations concerning Repeating a Course, B.Ed. degree, Faculty of Education, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation



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DATE: October 1, 2015

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. David Mandzuk, Chair, Faculty of Education Council

RE: Motion for Senate

CC: Drs. Richard Hechter and Thomas Falkenberg, Senators
Dr. Melanie Janzen, Chair, CITEP
Dr. Martha Koch, Director, School Experiences Office
Ms Tara Baxter, Committee Secretary, CITEP
Ms Louise Graham, Coordinator (Graduate & PBDE Student Services)
Ms Desiree Kennedy, Coordinator (Undergraduate Programs)

The following motion was passed by the CITEP (Committee on Initial Teacher Education Programs) [on September 8, 2015] and subsequently by Faculty of Education Council [on September 21, 2015]. Please forward this motion to the Senate Committee on Instruction and Evaluation for consideration at their next meeting.

MOTION: *THAT, effective September 2016, students admitted to the After-Degree B.Ed. program will be required to withdraw from the B.Ed. program on academic grounds, upon failure (receipt of a grade of "F") of any 3 (of the 4) required practicum courses.*

Early Years Practicum Courses: EDUB 3310, EDUB 3312, EDUB 4310, EDUB 4312

Middle Years Practicum Courses: EDUB 3320, EDUB 3322, EDUB 4320, EDUB 4322

Senior Years Practicum Courses: EDUB 3330, EDUB 3332, EDUB 4330, EDUB 4332

RATIONALE: The current regulation **5.1.16 Repeating a Course** states: "*Education courses may only be repeated once.*" The current regulation does not address the practicum separately and as the ~~new~~ revised After-Degree B.Ed. program has changed from two 6 credit-hour practicum courses to four 3 credit-hour practicum courses, a student could in theory have 12 practicum placements. (e.g. student takes Practicum 1 – they VW, then fail, then repeat and pass; student takes Practicum 2 – they VW, then fail, then repeat and pass; student takes Practicum 3 – they VW, then fail, then repeat and pass; student takes Practicum 4 – they VW, then fail, then repeat and pass).

This new regulation does not replace the “Repeating a Course” rule but is a supplement to address the practicum courses only. The regulation is needed because there are now 4 practicum courses. It provides students with up to 9 practicum attempts and gives ample opportunity for student success.

NOTE: This revised policy will not affect the current policy on *Voluntary Withdrawals (VW)*. Students experiencing medical or other compassionate challenges can seek an *Authorized Withdrawal (AW)* from their course(s). This would not be considered an “F” grade. When a student is “Required to Withdraw” they are suspended from registering at the University for two years after which time they can request reinstatement to the B.Ed. program. At that time they are expected to demonstrate that they will then be able to meet the requirements of the program.

The proposed revision applies to the Two Year After-Degree B.Ed. It does not include the Integrated B.Mus./B.Ed. Program at this time.

CURRENT REGULATION IN UNIVERSITY CALENDAR

5.1.16 Repeating a Course

Required courses which receive a grade of “F” or “D” must be repeated. Education elective courses which receive a grade of “F” or “D” must be repeated or replaced with other Education elective courses. Courses which receive a “C” grade or higher may be repeated; but only with the consent of the Associate Dean, Undergraduate Program.

Education courses may only be repeated once. When a course is repeated, the last grade achieved will be used in calculating the DGPA.

Applicable to B.Ed. students admitted prior to September 2015 and Integrated B.Mus./B.Ed. students only:

Senior Years and Integrated B.Mus./B.Ed. students who fail a school experience course will normally be required to repeat the Curriculum and Instruction courses associated with that practicum. Students who fail a Curriculum and Instruction course will normally be required to repeat the practicum course associated with that curriculum area.

Early and Middle Years B.Ed. students who fail a school experience course will normally be required to repeat all of the Curriculum and Instruction courses related to that year’s practicum.

REVISED REGULATION IN UNIVERSITY CALENDAR

5.1.16 Repeating a Course

Required courses which receive a grade of “F” or “D” must be repeated. Education elective courses which receive a grade of “F” or “D” must be repeated or replaced with other Education

elective courses. Courses which receive a “C” grade or higher may be repeated; but only with the consent of the Associate Dean, Undergraduate Program.

Education courses may only be repeated once. When a course is repeated, the last grade achieved will be used in calculating the DGPA.

Effective September 2015, students admitted to the After-Degree B.Ed. program will be required to withdraw from the B.Ed. program on academic grounds upon failure (receipt of a grade of “F”) of any 3 (of the 4) required practicum courses.

Applicable to B.Ed. students admitted prior to September 2015 and Integrated B.Mus./B.Ed. students only:

Senior Years and Integrated B.Mus./B.Ed. students who fail a school experience course will normally be required to repeat the Curriculum and Instruction courses associated with that practicum. Students who fail a Curriculum and Instruction course will normally be required to repeat the practicum course associated with that curriculum area.

Early and Middle Years B.Ed. students who fail a school experience course will normally be required to repeat all of the Curriculum and Instruction courses related to that year’s practicum.

Report of the Senate Committee on Instruction and Evaluation RE: Regulation concerning NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7, Bachelor of Nursing Degree

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. At its meeting on November 19, 2015, the committee considered a proposal from the College of Nursing to establish an Academic Regulation concerning NURS 4560 Professional Foundations 7, for the Bachelor of Nursing program.

Observations:

1. The College of Nursing is proposing a new Academic Regulation for the B.N. program. The Regulation regarding NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7 would require that any student who either fails or withdraws (including Voluntary Withdrawals and Authorized Withdrawals) from (i) any of the Year 4 Term 2 courses (NURS 4540 – Health and Illness 7: Community and Population Health, NURS 4550 – Professional Foundations 6: Leadership and Change Management, NURS 4560, or NURS 4570 – Nursing Practice 6) or (ii) NURS 4580 – Nursing Practice 7, would normally be required to repeat NURS 4560, even if it had been successfully completed.
2. NURS 4560 is a prerequisite for NURS 4580, the senior practicum and the final course in the B.N. program. In NURS 4560, students select the clinical setting for their senior practicum, meet with a preceptor and unit manager to determine learning objectives that would prepare them for NURS 4580, and continue to develop the knowledge, skills, and attitudes required to be successful in NURS 4580 and in the specific clinical setting they have chosen.
3. The rationale for requiring that students repeat NURS 4560 in either of the circumstances indicated in observation 1 and outlined in the proposal, is that students would normally select a different clinical site when they retake NURS 4580. As the knowledge, skills, and attitudes required are specific to each clinical setting, it would be necessary for students to complete NURS 4560 again, even if they had passed the course already, as they would require a different set of knowledge, skills, and attitudes in the new clinical setting.
4. The committee was advised that, in many cases, implementation of the regulation would not unduly delay a student's progress in their program. It was noted, with respect to NURS 4580 in particular, that a student experiencing difficulty in the course would typically be identified within the first few weeks, at which point the student would be withdrawn from the course. A new clinical placement would be identified and the student would repeat NURS 4560 within a compressed period of time, completing all course requirements again, with remediation to support successful completion of NURS 4580. In this scenario, the student's progress in their program might be delayed by only a few

weeks versus a full term. A student who failed NURS 4580 or withdrew from the course later in the term would be delayed a full term.

5. There was considerable discussion at the committee about several aspects of the proposal, including the implications of requiring students to retake a course they had already completed successfully, whether there are precedents for doing so, and whether it would be more appropriate to provide remediation through academic advising, rather than requiring students to repeat NURS 4560. The majority of the committee was satisfied with the proposal taking into account, first, that there is a precedent for requiring students to repeat successfully completed courses where academic regulations set time limits on courses that would be accepted for admission to, or for credit in, a program and, second, that, whether a student had failed or withdrawn from NURS 4580 or had failed any the Year 4 Term 2 courses, it would be necessary to repeat NURS 4560 as the student would be required to prepare in a different way for a different clinical placement in NURS 4580.

Recommendation:

The Senate Committee on Instruction and Evaluation:

THAT Senate approve the Academic Regulation concerning NURS 4560 Professional Foundations 7: Preparation Nursing Practice, for the Bachelor of Nursing Program, College of Nursing, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation

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 Regulation Regarding

NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7

Courses within the Bachelor of Nursing program are sequenced to build upon previous knowledge and prepare students for subsequent coursework. The final course in the Bachelor of Nursing Program is NURS 4580 Nursing Practice 7, commonly called Senior Practicum. During Senior Practicum students are paired with a Registered Nurse preceptor for 450 hours of clinical practice in a particular clinical area of their choice. This course is the bridge between university studies and their professional career in nursing. Each clinical practice area requires specialized knowledge and skills.

NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7 has been developed to provide a place for students to select their senior practicum site and engage in knowledge, skills and attitudes requisite for success in that particular clinical setting. Each student's work in NURS 4560 is unique to that student and the student's choice of Senior Practicum setting. NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7 takes place in the penultimate term of the student's program, just prior to NURS 4580 Nursing Practice 7, commonly called Senior Practicum.

Courses in the penultimate term (year four, term two) are:

NURS 4540 Health and Illness 7: Community & Population Health
NURS 4550 Professional Foundations 6: Leadership and Change Management
NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7
NURS 4570 Nursing Practice 6

All of these courses must be completed before moving onto NURS 4580 Nursing Practice 7 (Senior Practicum). Students who need to repeat any of these courses will enter NURS 4580 Nursing Practice 7 one term later than originally planned. This will frequently result in a change in Senior Practicum clinical site due to availability of these preceptored sites.

Some students may need to repeat NURS 4580 Nursing Practice 7 (Senior Practicum) due to voluntary withdrawal, authorized withdrawal or course failure. In these situations the student will frequently choose a different clinical site for their next attempt at NURS 4580 Nursing Practice 7 (Senior Practicum).

It has been identified that students who change their Senior Practicum clinical site need to prepare the knowledge, skills and attitudes specific to the new site, in order to support their success in Senior Practicum. Therefore, the College of Nursing is proposing the following regulation:

Students who fail or withdraw from any of the year four term two courses (NURS 4540 Health and Illness 7: Community & Population Health; NURS 4550 Professional Foundations 6: Leadership and Change Management; NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7;

NURS 4570 Nursing Practice 6) would normally repeat NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7, even if it was successfully completed. Students who fail or withdraw from NURS 4580 Nursing Practice 7 will normally repeat NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7, even if it was successfully completed.

Rationale:

- NURS 4580 Nursing Practice 7 (Senior Practicum) consists of 450 hours of preceptored clinical practice in a particular clinical area. Each clinical practice area requires preparation of specialized knowledge and skills.
- The preparation of those specialized knowledge and skills takes place in NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7.
- Repeating NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7 when a student changes clinical sites for NURS 4580 Nursing Practice 7 (Senior Practicum) supports student success in this final course of their Bachelor of Nursing Program.

Note:

- Students who fail or withdraw from NURS 4580 Nursing Practice 7 (Senior Practicum) usually do so part way through a term. The student would enroll in NURS 4560 Professional Foundations 7: Preparation for Nursing Practice 7 immediately upon failing/withdrawing from Senior Practicum, completing the Preparation course during the balance of the term. The student would then proceed to the second attempt at NURS 4580 Nursing Practice 7 (Senior Practicum) in the next term. This is done to avoid unnecessary delay of student progression.

S:\Advisors-Undergrad\Revised Curriculum\Regulation re NURS 4560 Professional Foundations 7 – Prep for NP7 - June 2015

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Revisions to Withdrawal Policies and Associated Changes

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. At its meeting on November 19, 2015, the committee considered a proposal brought forward by the Vice-Provost (Integrated Planning and Academic Programs) regarding revisions to the Voluntary Withdrawal policy, the Authorized Withdrawal policy and procedure, and the Grade Point Averages policy, and the introduction of a Repeated Course policy.

Observations:

1. A proposal to revise the Voluntary Withdrawal policy, the Authorized Withdrawal policy and procedure, and the Grade Point Averages policy, and to introduce a Repeated Course policy, was prepared by a review committee chaired by the Vice- Provost (Integrated Planning and Academic Programs). The review committee was initially charged with reviewing the Voluntary Withdrawal policy, to address concerns regarding unconstrained course repeats. The scope of the review had evolved as it became apparent, first, that students use Voluntary Withdrawals (VWs) in various ways that also relate to other policies, and, second, that the existing policies on Voluntary Withdrawal and Grade Point Averages might encourage students to use VWs and course repeats for reasons not intended by the policies, including to manage Grade Point Averages.
2. The Vice- Provost (Integrated Planning and Academic Programs) has provided a summary document that details proposed changes to the Voluntary Withdrawal policy and the Grade Point Averages policy, sets out the purpose of the proposed Repeated Course policy and Authorized Withdrawal policy and procedure, and describes how the proposed changes are intended to change how some students use VWs and course repeats and thereby address a number of issues that have arisen from the very large numbers of course repeats that occur each year (see observation 4). A copy of the document, "Notes to Senate addressing proposed revisions to the withdrawal policies, and associated changes," is attached to this report.
3. The University of Manitoba experiences much larger numbers of VWs and course repeats than other places. In the last five years (2010/2011 – 2014/2015) VWs averaged 17,445 / year, primarily from 1000- and 2000- level courses, and involved, on average, more than 10,000 students (or 37 percent of students) each year. In the same period, course repeats averaged 14,188 / year. In 2014/2015, the number of manual course overrides to facilitate graded course repeats totaled 16,589.
4. The review committee found that, in the North American context, uncontrolled VWs and course repeats are associated with: (i) increased time to graduation, (ii) high rates of degree non-completion, (iii) increased student debt, (iv) the inability of institutions to

foster a more serious “academic tone”, and (v) a higher burden on teaching, learning and financial resources.

At the University of Manitoba, the large number of VWs and course repeats can: (i) create bottlenecks in prerequisite courses, (ii) negatively impact other students’ access to space courses, as students who have achieved higher Grade Point Averages by withdrawing and completing courses multiple times receive preferential registration based on their Grade Point Averages, (iii) lead to inflated entrance requirements for competitive entry and graduate programs because students are using VWs and course repeats to manage their Grade Point Averages; and (iv) result in inequities for students who chose not to VW.

5. Proposed changes to the Grade Point Averages policy, which would stipulate that all course completions (i.e., including repeated courses) would be used in the calculation of the Term Grade Point Average and the Cumulative Grade Point Average, and the introduction of a Repeated Course policy with a Limited Access registration rule, are intended to discourage VWs and course repeats by students wanting to manage their Grade Point Averages.
6. The proposed Authorized Withdrawal policy and procedure would define and clarify the purpose of Authorized Withdrawals (AWs) as distinct from VWs and would establish standard and fair guidelines for the use of AWs. The proposed policy specifies that AW would be permitted only on the basis of medical or compassionate grounds and, except in exceptional circumstances, would only be considered for withdrawal from all courses in a given term, including the currently enrolled term or for terms dating back no more than three academic years.
7. The new and revised policies would apply to new and continuing students, effective for September 1, 2016, with the following provisions. With respect to the Repeated Course policy, the committee was advised that the Limited Access registration rule would not apply to Voluntary Withdrawals that had been completed prior to implementation of the policy. Also, for repeated courses completed prior to the policy being implemented, only the grade received in the last attempt would be used in Grade Point Average calculations.
8. It was noted that it would be imperative to communicate the new and revised policies and procedures to students well in advance of the registration period for the 2016/2017 Academic Session, together with an explanation of the changed consequences for VWs and course repeats and the implications for Grade Point Average calculations.
9. The committee’s endorsement of the revised policies was not unanimous. Student representatives were concerned about the implications for students who use VWs to manage their course load. They were also concerned that the Limited Access registration rule might delay a students’ progression, including students who VW from a course(s) for legitimate reasons, if, in any given year, these students were prevented from registering in required course(s) with a finite number of available spaces. With respect to the first concern, other committee members were satisfied that the revised policy and procedure on Voluntary Withdrawals would neither prohibit VWs nor limit the number of times a student could VW. Regarding the second concern, other members were persuaded that introducing a Limited Access registration rule could lead to fewer course repeats, which would resolve bottlenecks and open up spaces in courses, particularly for students who had not previously taken these courses. Thus, it would also redress existing inequities with respect to access to courses, by giving first opportunity for registration to this latter group of students.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revisions to the Voluntary Withdrawal policy, the Authorized Withdrawal policy and procedure, the Grade Point Averages policy, and the introduction of a Repeated Course policy, effective September 1, 2016.

Respectfully submitted,

Dean Emily Etcheverry, Acting Chair
Senate Committee on Instruction and Evaluation

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

Notes to Senate addressing proposed revisions to the withdrawal policies, and associated changes.

Prepared by David Collins, Vice-Provost (Integrated Planning and Academic Programs), November 29, 2015.

A review of the Voluntary Withdrawal (VW) policy was initiated approximately three years ago, having been motivated by concerns about shortcomings identified with the current policy (introduced in February, 1977, and subsequently revised on May 13, 1993, and December 7, 2005) with respect to unconstrained course repeats. A review committee, chaired by the Vice-Provost (Integrated Planning and Academic Programs), was established to undertake the review, with representation from the Associate Deans Undergraduate/Undergraduate Liaison Officers (ADU/ULO) Group, the Registrar's Office, Student Advocacy, and the Provost's Office (the 'Committee'—see Appendix 1). During its deliberations the Committee consulted extensively with the ADU/ULO Group, and undertook separate meetings with Provost's Council and the University Advising Council.

In undertaking the review it became apparent to the Committee that the VW policy provides only one tool in a 'basket' of services, supports, and policies that are needed to facilitate early intervention, student academic success, and retention. It became evident that in order to achieve the desired revisions to the VW policy, a number of other policies would also need to be modified and/or introduced.

Over the last 5 years (2010/11-2014/15) the University has averaged 17,445 VWs per year (see Table 1), with approximately 65 percent associated with 1000-level courses, and 25 percent with 2000-level. On average in excess of 10,000 students (37% of our enrolled students) are opting to VW each year. Course repeats have also been prevalent, averaging 14,188 over the last five years. Further, the numbers of manual course overrides (to facilitate graded course repeats by undergraduate students) continue to increase, reaching 16,589 in 2014/15 (see Table 2). The issues associated with uncontrolled access to VW are closely linked to those arising from uncontrolled repeat attempts, and both contribute to problems for students seeking to access courses and programs. Therefore, in addition to the VW Policy, the lack of an institutional Course Repeat policy had to be addressed. Limitations associated with the current GPA policy also exacerbate concerns with course repeats, thus revisions to the current Grade Point Average policy was also required.

Last, while an Authorized Withdrawal (AW) is distinctly different from a VW, both are currently addressed within the VW Policy. The Committee was of the view that AW required a separate policy to emphasize its distinct requirements. Therefore, what is proposed in this submission is a comprehensive basket of changes, including:

- revisions to the VW Policy, last revised in 2005¹;
- a new policy and procedure addressing AW;
- a new policy addressing Repeated Courses; and
- revisions to the Grade Point Average policy, previously introduced on May 1, 2006.²

The proposed changes, and new policy submissions, are addressed below.

¹ Voluntary Withdrawal Policy: http://umanitoba.ca/admin/governance/governing_documents/academic/360.html

² Grade Point Averages Policy: http://umanitoba.ca/admin/governance/governing_documents/academic/701.html

Table 1 Undergraduate Student Course Outcomes
 Count of VW's in Summer, Fall & Winter
 All Faculties, All Campuses
 Levels 1000 to 4000, 2010/11 to 2014/15

| Year | Students | | | VW Events |
|----------------|---------------|---------------|------------|---------------|
| | n(VW) | N | VW% | |
| 2010/11 | 9,555 | 26,077 | 37% | 16,651 |
| 2011/12 | 9,750 | 26,450 | 37% | 16,932 |
| 2012/13 | 10,616 | 28,277 | 38% | 18,450 |
| 2013/14 | 10,511 | 28,594 | 37% | 18,035 |
| 2014/15 | 10,068 | 28,740 | 35% | 17,158 |
| Average | 10,100 | 27,628 | 37% | 17,445 |

Table 2 Repeat Overrides, by Year (2010/11 to 2014/15)

| 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | Average |
|---------|---------|---------|---------|---------|---------|
| 12,358 | 12,707 | 13,704 | 15,581 | 16,589 | 14,188 |

1. The Voluntary Withdrawal Policy, proposed 2015 revision

The VW policy was revised in 1993 because of ongoing concerns at that time about uncontrolled and high VW rates, and the negative effects of withdrawals on the classroom experience. The 1993 revision:

- extended the VW deadline by three weeks;
- introduced a 30 credit hour limit on the total number of voluntary withdrawals;
- introduced a provision for Faculties and Schools to implement limited access registration restrictions for all courses, normally applied to all students who wished to repeat a select course taken or withdrawn from within the preceding two academic sessions ;
- introduced a requirement that VWs be noted on a student's transcript; and
- introduced an Authorized Withdrawal (AW) clause to distinguish a volitional VW from a withdrawal granted for compassionate or health reasons.

The revised (1993) VW policy was reviewed in 2005 during the implementation of the new student information system, Aurora Student. It was determined that the limit on VWs introduced in 1993 had not been applied uniformly (or in some cases ever) by academic units and had limited effectiveness in reducing the number of VWs. A 2005 revision resulted in elimination of the VW limit.

In 2006, following the introduction of Aurora Student, it became apparent that the limited access provision could not be administered in an equitable manner due to limitations of both the new student information system, and the policy on Grade Point Averages with respect to how repeated courses were taken into account. In May 2006, Senate was informed by the Registrar of the suspension of this provision; at the same time a one-repeat limit to courses was introduced by the Provost, although it too

has not been applied uniformly across units. As a consequence, since 2005, concerns about uncontrolled VW rates and course repeat attempts have continued.

Findings of the Review Committee

One of the first questions tackled by the Committee was the need for a VW provision at all, particularly given the generous registration revision period—this proved to be a vexing question. No compelling academic rationale for VW, other than historic precedent and the ubiquity of such policies in the North American context, was immediately apparent. More troubling was the lack of guidelines addressing the rational use of VW at any of the institutions reviewed as part of this process—no such guidelines are in place at UM.

Recognizing the complex issues surrounding VW, the Committee concluded there were no exigencies that required its elimination. However, the Committee was strongly committed to addressing unrestricted student withdrawals and course repeat attempts, and introducing a policy that removed incentives for the unanticipated use, and outcomes associated with current policies.

Student Advisors have historically advocated for the unrestricted use of VW options and course repeat strategies with the best of intentions; however, concepts and best practices in academic advising moving forward are more about direction, guidance and setting boundaries/rules that assist students to make good decisions.³ It has been recognized that a more proactive approach to VW and course repeat management will not only reduce time-to-graduation and student debt, but will involve getting students to work with advisors and to take advantage of services and supports earlier and with more intention. To choose to VW is something that can be done passively; unlimited VW and course repeats make it too easy for a student to put off, for example, reviewing whether or not they might need to seek help with a particular subject, or writing tutor assistance, or to consider exploring a different degree program or career path because a certain subject is a poor fit. These latter behaviours need to be encouraged.

This is not to say that there should not be the opportunity to VW—but not without reasonable limits and not without some checks to keep students on track. What is required is a VW policy that puts reasonable limits in place, and contextualizes its use as a timetable management tool. Similarly, repeats may be appropriate to facilitate student progression and/or to acquire the necessary knowledge to successfully complete a program.

The North American experience with VW has demonstrated that uncontrolled withdrawals and repeat attempts are associated with:

- increasing time-to-graduation;
- high rates of degree non-completion;
- increasing student debt;
- the inability of institutions to foster a more serious 'academic tone'; and
- a higher burden on teaching, learning and financial resources.

³ (2012). Next-Generation Advising: Elevating Practice for Degree Completion and Career Success. Education Advisory Board Report. 76 pp.

In addition, the Committee learned that at UM the uncontrolled use of VWs also:

- creates bottlenecks in required courses, particularly those prerequisite to admission to competitive entry programs;
- negatively impacts students who lose access to seats occupied by others who withdraw and repeat;
- inflates entrance requirements for competitive entry programs; and
- results in inequities, particularly for those students who choose not to, or are not in a position to VW.

The Committee noted that uncontrolled VW and repeat attempts can affect access to courses and programs. Feedback received by the Committee also suggests that it has become common practice to use VW and course repeats to manage GPA. The current VW policy facilitates the practice of withdrawing from and/or subsequently repeating a course (or courses) until a 'required' grade/GPA is obtained—this may occur on multiple occasions for one or a number of courses. This practice limits opportunities for new students (particularly those with a lower GPA) who must compete for enrollment to many (usually required pre-requisite) courses, and increases the service teaching costs/commitments in some Faculties.⁴ The current GPA policy that excludes repeated courses from GPA calculations exacerbates this issue, particularly where the course(s) in question are required for entry to a competitive entry program, graduate studies, or a popular major program—the result is our current experience of bottlenecks in many courses.⁵ As a consequence uncontrolled VW and repeat attempts have also resulted in inflated admission requirements for our competitive entry programs and graduate studies.

Other unanticipated uses of VW raised in discussions over the past three years include instances where students enroll in multiple courses with the intention of subsequently dropping some, rather than carefully considering course selection and working with an academic adviser to build an appropriate schedule. Some students have also claimed to use VW to achieve Canadian Interuniversity Sport (CIS) athletic eligibility during the period of competition, and then withdrawing later in the semester.

Without appropriate controls VW and course repeat attempts can create inequities preventing students from accessing courses, as noted above, as well as facilitating GPA management that can result in inflated admission requirements for some programs. The aim of the current submission is to mitigate these inequities and progress toward instilling a more pervasive academic tone at UM. Students will be required to contemplate the consequences of VW after the initial add/drop period, to weigh their registration decisions more carefully. Through changes to the VW policy, and others in this package of policy introductions and revisions, the aim is to remove incentives for the student to unnecessarily VW and repeat courses.

⁴ This is because access to course registration is controlled by a time-ticketing process assigned by GPA.

⁵ Several issues contribute to 'Bottleneck' high demand courses: (1) the allocation of reserve seats for students who are direct entry to a program, in second year (e.g., need a repeat/couldn't get in first year) or in a special cohort; (2) inflexible Faculty admission requirements (no option for Balanced Approach in first year); (3) capacity problems, and (4) high DFW and repeat rates resulting in high repeat attempts. Examples of bottle neck courses include: BIOL 1020, 1030, 1410; CHEM 1300, 1310; STAT 1000; MATH 1500, 1700; PHYS 1050, 1070; ENGL 1310.

Table 3 provides undergraduate course outcomes data (VW counts by incoming High School Entrance Average (HSEA), Sessional GPA, and residency) for level 1000 to 4000 courses taken in Summer 2014, Fall 2014, and Winter 2015. These data show that the tendency to VW is not limited to students with lower HSEAs or lower sessional GPAs, and there is little to distinguish VW use between domestic and international students. Figure 1 provides visual representations of the relationship between HSEA, Sessional GPA and Counts of VW from Table 3 using *Jitter* plots.⁶ These plots better depict the relationship between the variables and demonstrate that HSEA and Sessional GPA are only weakly associated with that the tendency to VW—to further illustrate this, least-squares (line) and non-parametric (dash) regression lines, using the original *unjittered* data have been added.

The ratios of Students VW and Total Students (VW%), in Table 3 range from 22% to 54% across the HSEA categories and show that a greater proportion of students in the lower categories exhibit a higher VW%. However, students in the 80% plus HESA categories are greater in number (and more representative of our student body) and drive the relationship between HSEA and Counts of VW, as shown in Figure 1(a).

Scope of the Revised Policy Changes

A VW is clearly distinguishable from other University withdrawal options such as AW, Leaves of Absence, withdrawal during the Registration Revision (“*drop/add*”) Period, or withdrawal pursuant to other University-approved policies or regulations. The proposed revision reintroduces the 1993 ‘Limited Access’ provision (see Repeated Courses Policy) and limits access to VW to the term of registration—that is, no retroactive VW requests will be considered under the proposed revision (the 1993 revision is silent on this point).

In evaluating the question of whether a VW limit is prudent, the Committee initially explored the concept of a career VW credit hour total, but became mired in discussions about what constituted an appropriate VW ‘career’. Tentative agreement on a 15 credit hour limit was initially achieved (five 3 credit courses, or a suitable combination of 3 and 6 credit hour courses); however, on learning that implementation could not be leveraged using the student information system and would, therefore, impose a significant load on student advisors to maintain, this approach was abandoned.

The Committee sought a solution that both leveraged the existing student information system while minimizing labour-intensive manual interventions by student advisors and faculty. The approach that was ultimately identified utilises an automated Limited Access provision that was considered in 1993.⁷ This approach was previously abandoned due to technical limitations with the initial implementation of Aurora student; however, these limitations have now been resolved (see Section 3, the New Repeated Course Policy, GPA calculations). Automating the Limited Access provision by leveraging the student information system will not encumber students advisors, rather the changes proposed (together with those in the accompanying GPA and Repeated Courses policies) will eliminate the current practice of

⁶ The variables depicted each have 9 distinct values, therefore, without modification the data points in these graphs would be over-plotted—as most of the 81 plotting positions in each graph are occupied, the plots produced would be a meaningless rectangular grid of dots. *Jittering* the data by adding a small random quantity to each coordinate, in two dimensions, separates the over-plotted points and produces the Jitter Plots in Figure 1. The more opaque the cell in each figure, the higher the number of instances represented.

⁷ Limited access – a registration rule applied during the Fall and Winter terms that prevents students who have previously enrolled in a course, including courses from which they VW, from registering prior to a predetermined Limited Access Registration Date.

Table 3 Undergraduate Student Course Outcomes, All Levels
 Count of VW's in Summer 2014, Fall 2014 & Winter 2015
 All Faculties, All Campuses

| By High School Entrance Average | Count of VW's | | | | | | | | | | | | #VW | Students VW (n) | Total Students (N) | VW% (n/N) | |
|---------------------------------|---------------|--------------|------------|------------|------------|-----------|-----------|-----------|----------|----------|----------|----------|---------------|-----------------|--------------------|------------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | |
| 00.0 - 59.9 | 30 | 15 | 7 | 1 | 2 | | | | | | | | | 95 | 55 | 101 | 54% |
| 60.0 - 64.9 | 79 | 27 | 10 | 3 | 1 | 2 | 2 | | | | 1 | | | 216 | 125 | 258 | 48% |
| 65.0 - 69.9 | 167 | 82 | 43 | 29 | 8 | 8 | 2 | 1 | | | | | | 686 | 340 | 683 | 50% |
| 70.0 - 74.9 | 384 | 191 | 92 | 23 | 16 | 5 | 3 | 1 | 1 | | 1 | | | 1,293 | 717 | 1,428 | 50% |
| 75.0 - 79.9 | 632 | 292 | 108 | 54 | 17 | 9 | 3 | | | | | | | 1,916 | 1,115 | 2,304 | 48% |
| 80.0 - 84.9 | 889 | 385 | 161 | 69 | 33 | 10 | 8 | 4 | | 1 | | | | 2,741 | 1,560 | 3,593 | 43% |
| 85.0 - 89.9 | 1,179 | 462 | 181 | 93 | 31 | 12 | 2 | 2 | 1 | | | 1 | | 3,296 | 1,964 | 5,060 | 39% |
| 90.0 - 94.9 | 1,180 | 422 | 160 | 67 | 26 | 10 | 11 | 6 | 1 | | | 2 | | 3,118 | 1,885 | 5,673 | 33% |
| 95.0 -> | 491 | 133 | 47 | 22 | 9 | 4 | 3 | 1 | | | | | | 1,084 | 710 | 3,198 | 22% |
| 00 - Blank ¹ | 984 | 333 | 155 | 71 | 31 | 12 | 6 | 1 | 3 | 1 | | | | 2,713 | 1,597 | 6,442 | 25% |
| Grand Total | 6,015 | 2,342 | 964 | 432 | 174 | 72 | 40 | 16 | 6 | 3 | 3 | 1 | 17,158 | 10,068 | 28,740 | 35% | |

| By Sessional GPA ² | Count of VW's | | | | | | | | | | | | #VW | Students VW (n) | Total Students (N) | VW% (n/N) | |
|-------------------------------|---------------|--------------|------------|------------|------------|-----------|-----------|-----------|----------|----------|----------|----------|---------------|-----------------|--------------------|------------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | |
| 0.0 - 0.49 | 734 | 345 | 287 | 147 | 81 | 28 | 22 | 10 | 4 | 3 | 3 | | | 3,779 | 1,664 | 3,430 | 49% |
| 0.5 - 0.99 | 190 | 103 | 47 | 16 | 3 | 2 | 1 | 1 | | | | 1 | | 655 | 364 | 574 | 63% |
| 1.0 - 1.49 | 357 | 192 | 97 | 36 | 13 | 7 | 3 | 1 | | | | | | 1,312 | 706 | 1,189 | 59% |
| 1.5 - 1.99 | 514 | 249 | 98 | 40 | 12 | 5 | | | | | | | | 1,556 | 918 | 1,558 | 59% |
| 2.0 - 2.49 | 856 | 357 | 128 | 57 | 28 | 11 | 4 | 1 | | | | | | 2,424 | 1,442 | 2,850 | 51% |
| 2.5 - 2.99 | 1,065 | 442 | 115 | 53 | 12 | 8 | 5 | | 1 | | | | | 2,658 | 1,701 | 4,066 | 42% |
| 3.0 - 3.49 | 1,047 | 325 | 103 | 37 | 13 | 4 | 3 | 1 | | | | | | 2,272 | 1,533 | 5,235 | 29% |
| 3.5 - 3.99 | 831 | 210 | 58 | 32 | 7 | 5 | | 2 | 1 | | | | | 1,643 | 1,146 | 5,646 | 20% |
| 4.0 -> | 421 | 119 | 31 | 14 | 5 | 2 | 2 | | | | | | | 859 | 594 | 4,192 | 14% |
| Grand Total | 6,015 | 2,342 | 964 | 432 | 174 | 72 | 40 | 16 | 6 | 3 | 3 | 1 | 17,158 | 10,068 | 28,740 | 35% | |

| By Residency | Count of VW's | | | | | | | | | | | | #VW | Students VW (n) | Total Students (N) | VW% (n/N) | |
|-----------------------|---------------|--------------|------------|------------|------------|-----------|-----------|-----------|----------|----------|----------|----------|---------------|-----------------|--------------------|------------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | |
| Resident | 5,034 | 1,940 | 781 | 341 | 143 | 58 | 34 | 14 | 4 | 3 | 1 | 1 | | 14,123 | 8,354 | 24,376 | 34% |
| International Student | 981 | 402 | 183 | 91 | 31 | 14 | 6 | 2 | 2 | | 2 | | | 3,035 | 1,714 | 4,364 | 39% |
| Grand Total | 6,015 | 2,342 | 964 | 432 | 174 | 72 | 40 | 16 | 6 | 3 | 3 | 1 | 17,158 | 10,068 | 28,740 | 35% | |

1 - Includes all students for whom no average high school grade is available.
 2 - Sessional GPA is calculated using only those courses taken during the fall and winter term.

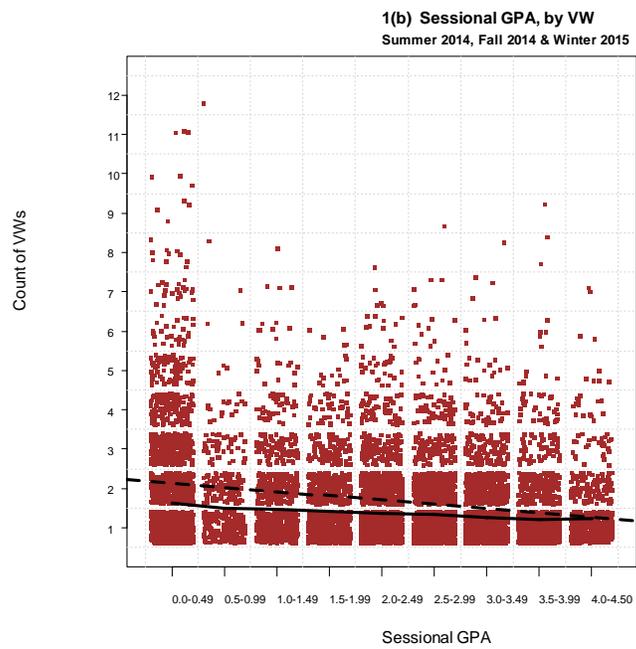
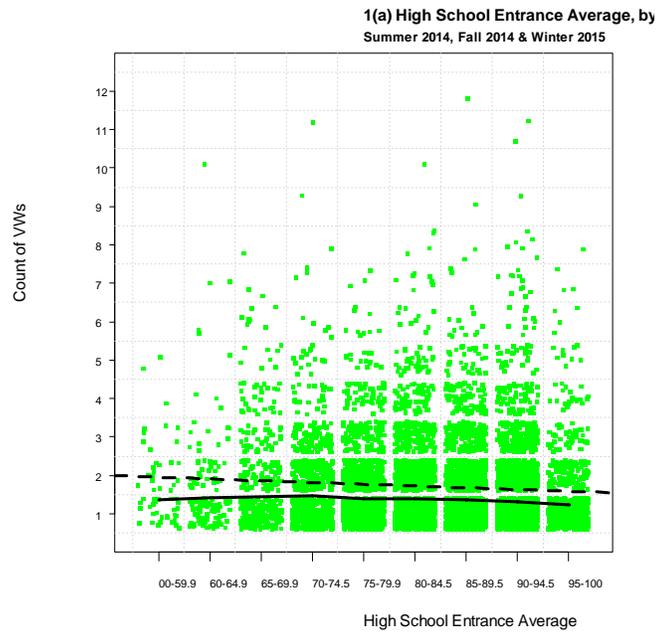


Figure 1 The above graphs provide a visual representation of High School Entrance, by Count of VW (1.a) and Sessional GPA, by Count of VW (1.b.) for data provided in Table 1.

providing manual repeat overrides to facilitate graded course repeats—a practice that required 16,589 interventions in 2014/15 and continues to grow—allowing student advisors to move on to other tasks.

The proposed revision thus introduces the following clarifications and changes:

- An undergraduate student is generally permitted to VW from a course or courses without the prior approval of their Faculty/College/School (Unit) (or an override from a student advisor), without academic penalty during a defined VW period (the period during each registration cycle in which a student may voluntarily withdraw from a course or courses, as outlined in the Policy).
- A graduate student may not VW from a course without receiving the approval of the advisor/advisory committee, the Head or graduate chair in the unit in which they are registered, and the Faculty of Graduate Studies, without academic penalty during a defined VW Period.
- In the event a student chooses to VW from a course with a corequisite⁸, they must also VW from that corequisite course.
- A student may withdraw from a course (or courses) without academic penalty during the VW Period, which begins at the end of the Registration Revision Period and ends on the VW deadline, defined as:
 - the 48th teaching day for courses taught over a single term;
 - the end of the Registration Revision Period of the second term for courses taught over two or more terms (*this represents a change from the current policy that uses the 48th teaching day for courses taught over the second term*);
 - a date calculated using a pro-rated number of teaching days for Summer Term or other Irregularly Scheduled Courses, as published yearly in the Calendar.
- Ceasing to attend a class will not constitute an official withdrawal.
- Rather than imposing a limit on the number of times a student may VW, subsequent to choosing to VW the student is prevented from re-enrolling in that course, except in accordance with the Repeated Course policy and its Limited Access clause.
- Students are responsible for considering all implications prior to electing to VW, recognizing that withdrawal may affect academic progression, financial aid eligibility, CIS athletic eligibility, entrance into professional and graduate programs, and/or international student study permit requirements.
- A Faculty/College/School may, subject to the approval of Senate, remove the option of VW for all students enrolled in an identified academic program.
- In combination with subject specific requirements and GPA, subject to Senate approval VWs may be considered when the Faculty of Graduate Studies or another Faculty/College/School/program with competitive entry requirements is ranking applications for admission into its programs.

Rather than defining a limit to the number of VWs a student can accumulate, Limited Access will address current incentives to leverage VW and repeat attempts for purposes of managing GPA. Limited Access is fundamental to the success of the new VW policy. Proposing that units be able to consider VWs when ranking new students for selection to their programs will provide further reinforcement, and in combination these two changes should improve access to courses and help eliminate inequities arising with the current policy. It is hypothesised that these proposals will mitigate the bottlenecks currently

⁸ Corequisite course – a course that must be taken at the same time as the proposed course.

observed in required courses by markedly reducing the number of course repeats that currently exacerbate this problem.

2. Authorized Withdrawal Policy and Procedure

While AW is distinct from VW, both are addressed within the existing VW Policy (1993 revision). The separation of VW and AW into different policies will eliminate any possible confusion between these withdrawal options, one being volitional and considered on a course-by-course basis, and the other arising from extenuating circumstances beyond the volition or control of a student.

The purpose of this proposed new policy is to:

- define the role of AW within the continuum of timetable management options;
- establish standard and fair authorized withdrawal guidelines; and
- outline the appropriate academic and financial consequences arising from AW.

Scope of the Revised Policy Changes

Under the provisions of the proposed policy, an AW may be requested under the following circumstances:

- When a serious event, including but not limited to illness, accident or injury affects a student's ability to attend classes and/or complete course requirements; and/or
- when an extraordinary personal circumstance, including but not limited to a serious illness or death of a significant person in a student's life affects the student's ability to attend classes and/or complete course requirements.

Further:

- Requests for AW will only be considered for withdrawal from all courses in a given term, except in extraordinary circumstances. AW may be granted for the currently enrolled term and/or a term or terms normally dating back no more than three academic years. AW from future terms may be subject to supplemental regulations adopted under section 2.4 of the proposed policy.
- In the case of an undergraduate student, requests for an AW must be submitted to the Dean's Office of their Faculty/College/School of registration, and in the case of a graduate student, to the student's home department or unit for recommendation to the Faculty of Graduate Studies. All requests must include the documentation detailed in the procedures associated with the policy.
- A Faculty/College/School may impose conditions prior to subsequent re-enrolment, including but not necessarily limited to meeting with an academic advisor, producing a certificate of fitness to return to studies, and/or making appropriate use of support services on campus. For limited enrolment programs, subsequent re-enrolment also may be subject to availability of space.

Responsibilities

A student is responsible for considering all implications prior to requesting AW (as for VW), recognizing that withdrawal may affect academic progression, financial aid eligibility, CIS athletic eligibility, entrance into professional programs, and/or student visa requirements. The student is also responsible for understanding that ceasing to attend a class or classes does not constitute an AW. In those instances that a request is not approved, the student will remain enrolled in, and will receive a final grade for, all registered courses.

Units are required to:

- consider all requests for AW and direct the Registrar's Office to process approved requests;
- notify students of the outcome of their request in a timely manner;
- develop policies and procedures to address appeals related to AW submissions and disclose to students the length of time to appeal an unsuccessful AW request;
- provide an annual report on AW applications and approvals to the Provost and Vice-President (Academic); and
- ensure that receipt, storage and disposal of personal information are appropriately managed and secured under the University's FIPPA and PHIA policies and procedures.

3. The New Repeated Course Policy

The Repeated Course policy is a new policy that articulates, at an institutional level, the rules that apply when a course is repeated or replaced by an equivalent course (a course that may not be held for credit with the original course) and to identify the implications of repeating courses at UM.

Scope of the Proposed New Policy

The Repeated Course policy reinforces that, subject to the regulations of Faculties/Colleges/Schools, a student may be permitted to repeat a course or replace it with an equivalent, and clarifies that this applies to all courses having been passed, failed, or from which a student has voluntarily withdrawn.

The policy also states that Faculties/Colleges/Schools may determine, through their respective Councils:

- limits on the number of repeated courses that a student may incur while working towards completing their degree;
- limits on the number of repeats for each individual course; and
- whether or not a student who has previously achieved a passing grade will be permitted to repeat a course or its equivalent.

When a student wishes to repeat a course, or to register for a course equivalent to that for which they have received a VW, the rules described below pertaining to Limited Access and GPA calculation will apply.

Limited Access

Limited Access is a registration rule that prevents a student who has previously enrolled in a course, including courses from which they VW, from registering prior to a Limited Access Registration Date (specified as a date following the Registration Period upon which students who are subject to Limited Access may register for courses).

Students will be subject to Limited Access at time of registration during the Fall Term and Winter Term; Limited Access will not apply to Summer Term.

GPA Calculation

The Registrar was asked to explore how the Aurora Student system might be leveraged to automate implementation of Limited Access, rather than encumbering advisors with a large and complex manual process. The solution identified requires the following changes to the calculation of GPA, and technical changes to the processing of VWs.

The Repeated Courses policy proposes that only the attempt in which the highest grade was achieved for a repeated course will be counted towards a student's degree program and that all grades be included in the calculation of Cumulative and Term Grade Point Averages. This represents a change to section 2.1.4 of the existing GPA policy which states 'where a student repeats a course or an equivalent course is taken, the grade received in the last attempt shall be used in the calculation of CGPA and DGPA.'

This change is required because VW 'grades' are currently set up in Aurora Student as null entities, and as such are ignored in GPA calculations—this ensures that a VW on the last attempt of a course does not overwrite a previously earned grade. However, to facilitate Limited Access during the Initial Registration Period, the system will need to be changed to assign an actual 'grade' to a VW in order that the system is able to identify the possibility of a future repeat attempt and trigger Limited Access (the assigned grade in this case is for processing purposes only and will not affect any GPA calculations for the student, or show up on a student's record as anything other than a VW).⁹ As well, the system's repeat rule must be changed from recognizing the 'latest' attempt of a repeated course as the grade that is included in the student's degree program, to recognizing the highest grade achieved for that repeated course (as above). All attempts will count towards the CGPA, TGPA and DGPA, while the highest attempt will count towards the student's program.

By way of example, under the current system setup (where a VW is treated as a null value), a student could initially earn a grade of 'F' for a course, then subsequently repeat that course and VW. The system would then automatically consider the 'F' to be the grade that counts toward the student's program because it does not recognise a VW as a grade.

If the system is to recognize the VW as a grade in order to limit re-registration and facilitate Limited Access, leaving the repeat rule set to the 'latest' grade would result in undesirable repeat processing.

⁹ This change is achieved by setting a 'VW' grade at a systemic value lower than that for an 'F' grade to ensure the 'VW' grade never replaces a letter-graded course in a student's program.

Again, by way of example, in this case a student who repeated the course for which they received an initial grade of 'F' and then subsequently elected to VW would have their VW count towards their GPA instead of the 'F'.

This is resolved by changing the repeat rule so that the highest grade achieved for repeated courses is counted towards a student's program. Assigning a system value to a VW as described above, combined with having the highest grade achieved for repeated courses count towards a student's program enables the system to facilitate the Limited Access provision. The Repeated Courses policy also proposes that grades from all graded course attempts be included in the calculation of GPAs, subject to the Grade Point Averages policy (below).

4. GPA Policy Revisions, 2006

The purpose of the GPA policy is to define and describe how GPAs will be calculated and reported. The revisions are predominantly to clarify the various grade point average calculations used at UM, and the general rules applying to their calculation.

Scope of the Proposed New Policy

The changes proposed to the GPA policy provide a more comprehensive description of GPA, replacing section 2.1 of the 2006 policy:

- 2.2 "Grade Point Average" or "GPA" is the average grade of courses completed at the same Level, which is calculated by dividing the total quality grade points earned by the number of credit hours attempted. This calculation can be applied to determine the following types of GPA:
- (i) "Cumulative Grade Point Average" or "CGPA", which is the calculated GPA of all courses, institutional and transferred, completed at the same Level;
 - (ii) "Degree Grade Point Average" or "DGPA", which is the calculated GPA of all courses accepted for credit by the University towards a designated degree, subject to Faculty regulations;
 - (iii) "Sessional Grade Point Average", which is the calculated GPA of all courses completed at the same Level during the Fall and Winter Terms of one academic year; and
 - (iv) "Term Grade Point Average" or "TGPA", which is the calculated GPA of all courses completed during a single term at the same Level.

Non-Selective GPA Calculations

A new section to the policy proposes changes to the GPA calculations outlined in the 2006 policy, which states:

- 2.1.4 Where a student repeats a course or an equivalent course is taken, i.e., a course that may not be held for credit with the original course, the grade received in the *last attempt* shall be used in the calculation of CGPA and DGPA. Prior attempts not included in the student's

CPGA shall be counted towards the student's Term GPA for the term in which the attempt was made [emphasis added].

The proposed revision in the new section 2.3 of the revised policy states:

- 2.3(a) When a Student repeats a course or takes an equivalent course or mutually exclusive course (for example, a course that may not be held for credit with the original course), *all attempts* at that course shall be used in the calculation of the TGPA and CGPA. Whether or not grades for repeated courses are used the DGPA will be subject to Faculty policy [emphasis added].

The University currently uses a selective GPA calculation for repeated courses—that is, selected grades are used when a course is repeated.¹⁰ Under this practice once a course is repeated, the previously earned grade is excluded from all GPA calculations (i.e., when a student repeats a course, the previous grade from a prior term is not be used in GPA calculations). Unknown at the time of the 2006 revision was the impact that this decision would have a previous term's GPA—that TGPA calculations would no longer use the grade from the excluded (repeated) course.

For example, a student has a term in which they earn grades of A and D in two 3 credit hour courses (for a GPA = 2.5). The student then repeats the course with the D in the next term and achieves a grade of A. The resulting (previous) TGPA will then be 4.0 as the D is excluded from the CGPA and the TGPA in which the course was initially taken.

To prevent this and hence eliminate the associated consequences, the Committee proposes moving to a non-selective GPA that utilizes all grades for all course attempts. This is consistent with the intent of the changes proposed to the VW policy and ensures that all students' GPAs reflect the sum of their efforts, as well as facilitating more accurate comparison of GPAs with students who elect not to/or are not in a position to VW and/or repeat a course (or courses).

The result of adopting a non-selective GPA is consistency. For a student repeating a course, the previously earned grade will continue to be used in GPA calculations. This results in static GPAs as the previous term's GPA calculations will remain unchanged when courses are repeated due to the non-exclusion of any grade from the GPA calculations.

Using the same example, above, in this scenario a student repeats the course with the D, and achieves a grade of A, the initial TGPA of 2.5 will remain unchanged as no courses are excluded, and the grade of A will be reflected in the term in which it was achieved.

Another anomalous consequence of the application of selective GPA arises when in a given term a student grades are such that the recorded TGPA is sufficiently low to result in academic suspension (or even required to discontinue a program). However, upon successfully repeating a course (or courses) in the next term, the preceding TGPA is altered and may no longer be consistent with the assigned performance assessment of suspension.

¹⁰ This is the case regardless of whether the *highest grade*, as is proposed in this revision, or in current rule processing where the *latest grade* is used.

The intent of this change is to ensure that the academic record of each student reflects all course attempts, while providing for a Faculty/College/School's discretionary use of repeated course grades in the calculation of DGPA. This revision also eliminates reference to use of the grade received in the last of repeated course attempts in the calculation of CGPA and DGPA. This issue arises from changes proposed for the Repeated Course policy, described in Section 3 above, which is necessary not only to successfully implement the proposed changes to the VW policy, but to facilitate the adoption of static GPA calculations.

Consistent with changes proposed to the VW policy, requiring that all course attempts are reflected in a student's TGPA, CGPA and DGPA is intended to remove the incentive to repeat courses as a means of managing GPA, by ensuring that each student's GPA reflects all actual attempts—this facilitates fair and accurate comparison of GPAs for all students. See also comments under the Repeated Course policy.

Additional Revisions

Proposed section 2.3 provides the following clarification, omitted from the 2006 policy:

2.3(c) Grades not included in GPA calculations (for example: Pass/Fail, VW) are displayed on a Student's Official Record. AWs will not appear on Official Transcripts.

As well, proposed section 2.2 specifies that the UM will report CGPA, TGPA, and DGPA for all students through the Student Information System, and section 2.5 that Faculties/Colleges/Schools may use any of the GPA calculation methods to assess Student performance.

5. SUMMARY

Notwithstanding the changes being proposed in this submission, it is appreciated that VW and course repeats are appropriate options in some circumstances. However, during the course of this review the Committee confirmed previously-stated concerns that its members' experience with both VW and repeat attempts are unusually high. Over the last 4 years (2011-2015) the University has averaged in excess of 17,000 VWs per year, and 16,588 repeat overrides were required to facilitate graded course repeats by undergraduate students in 2014/15 alone. Course repeats arising from VW would be in addition to this figure.

The negative impacts associated with uncontrolled access to VW are closely linked to those arising from uncontrolled repeat attempts and include:

- high rates of degree non-completion and increased time-to-completion;
- increasing student debt;
- a higher burden on teaching, learning and financial resources;
- inequitable access to courses and programs and bottlenecks in required courses, and inflated entrance requirements for competitive entry programs; and
- increased time to graduation.

It is important to note that in addition to the information discussed above, UM's graduation and time-

to-completion rates do not compare favourably with other U15 institutions. It is reasonable to conclude that these outcomes are related to UM's VW and course repeat numbers.

Our current situation is a result of policies and an academic culture that inadvertently encourages both VW and repeat attempts. With the best of intentions, we appear to have created a paradox. By providing unconstrained choice and flexibility through virtually unlimited access to VW and course repeats, we may have pushed students into behaviours that are far from optimal. Our current policies incent students to VW and repeat courses, in many cases to achieve what they perceive to be competitive GPAs—we are now dealing with the consequences.

Through changes to the VW policy, and others in this package of policy introductions and revisions, the aim is to remove these incentives. In undertaking these changes a number of the unanticipated adverse consequences described above will be ameliorated, including a reduction in repeat attempts that have helped create the 'bottleneck' problems that UM currently experiences. It is also reasonable to assume that in the absence of uncontrolled course repeats, the limited access solution presented above will not impede those students who may still choose to repeat a course or courses.

As noted above, this proposal requires the revision and/or introduction of several new policies. It is the view of the Committee that the proposals contained in this submission represent a positive shift in academic culture for UM, and that their implementation requires the support of the package presented.

ADU/ULO Withdrawal Policy Review Committee Membership.

David Collins, Chair.
Office of the Provost and Vice-President (Academic).

Bonnie Hallman
University 1.

Kathleen Legris
Office of the Provost and Vice-President (Academic).

Kathryn Levine
Faculty of Social Work.

Neil Marnoch
Registrar's Office.

Michele Piercey-Normore
Faculty of Science.

Brigitte Wiebe
Faculty of Human Ecology.

Lori Wilkinson
Faculty of Arts.

Brandy Usick
Student Advocacy.

UNIVERSITY OF MANITOBA POLICY

| | |
|---------------------------------------|--|
| Policy: | VOLUNTARY WITHDRAWAL |
| Effective Date: | To be entered by Office of Legal Counsel |
| Revised Date: | To be entered by Office of Legal Counsel |
| Review Date: | To be entered by Office of Legal Counsel |
| Approving Body: | Senate |
| Authority: | The University of Manitoba Act, section 34(1) |
| Responsible Executive Officer: | Vice-President (Academic) and Provost |
| Delegate: | Vice-President (Integrated Planning and Academic Programs) |
| Contact: | University Registrar |
| Application: | All Faculty/College/School Councils and Students |

Part I Reason for Policy

- 1.1 The University of Manitoba provides Students with sufficient time to plan their schedules through the registration cycle with both academic and personal circumstances in mind. The registration cycle is characterized by the Registration Period, the Registration Revision Period, and the Voluntary Withdrawal Period. The purpose of this Policy is to define and establish the requirements and limitations for Voluntary Withdrawal during the Voluntary Withdrawal Period at the University.

Part II Policy Content

Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this policy:
- (a) "**Authorized Withdrawal**" or "**AW**" is an approved withdrawal from all courses in a given period for medical or compassionate reasons, granted in accordance with the Academic Withdrawal policy and procedure.
 - (b) "**Calendar**" means the University's official academic calendar for the Term and Level in which a course is taught.
 - (c) "**College**" means a Professional College as defined under the Definition of Academic Units policy.

- (d) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.
- (e) **"Grade Point"** refers to a numerical value assigned to a letter grade received in a course.
- (f) **"Grade Point Average"** or **"GPA"** refers to the average grade of courses completed at the same Level, which is calculated by dividing the total quality points earned by the number of credit hours attempted.
- (g) **"Leave of Absence"** is a period of leave established, administered, and approved by the Faculty/College/School that enables Students to temporarily withdraw from the University.
- (h) **"Level"** refers to the level of the degree in which the Student is enrolled, such as undergraduate level, graduate level or non-degree level.
- (i) **"Official Record"** is a Student's complete academic history at the University of Manitoba that is maintained by the Registrar's Office. Official Records are available in the form of an Official Transcript or a Student History.
- (j) **"Official Transcript"** is an official document printed on secure paper and signed by the Registrar that reflects a student's permanent record at the University of Manitoba.
- (k) **"Policy"** means this Voluntary Withdrawal policy.
- (l) **"Quality Points"** is the grade point value of the assigned Letter Grade multiplied by the credit hours of the course.
- (m) **"Registration Period"** is the period prior to the beginning of classes in which new and returning Students may register.
- (n) **"Registration Revision Period"** is the period after the beginning of classes within which students may withdraw from a course or courses without academic or financial penalty.
- (o) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (p) **"Student"** refers to any person enrolled at the University.
- (q) **"Student History"** is the complete record of a Student's activity at the University, including a record of Authorized Withdrawals, produced for internal administrative use.
- (r) **"Term"** is a period of time defined in the Calendar within which a course for credit may be offered, including Fall, Winter and Summer Terms.
- (s) **"University"** means The University of Manitoba.
- (t) **"Voluntary Withdrawal"** or **"VW"** is a registration option that enables Students to withdraw from a course or courses after the Registration Revision Period without academic penalty.

- (u) **“Voluntary Withdrawal Period”** is the period after the Registration Revision Period in which Students may voluntarily withdraw from a course or courses, as outlined in section 2.6 of this Policy.

General

- 2.2 A Voluntary Withdrawal is to be distinguished from other University withdrawal options, such as Authorized Withdrawal, Leaves of Absence, withdrawal during the Registration Revision Period, or withdrawal pursuant to other University-approved policies or regulations.
- 2.3 Students at the undergraduate Level are generally permitted to VW from a course or courses without receiving prior approval from their Faculty/College/School.
- 2.4 In the event that a Student chooses to VW from a course with a corequisite, the Student must also VW from the corequisite course. To determine if a course has a corequisite, Students should consult the Calendar and the course descriptions in the chapter of the Faculty/College/School offering the course.
- 2.5 Students at the graduate Level are not permitted to VW from a course or courses without receiving the approval of the advisor/advisory committee, the head or graduate chair in the department in which the Student is registered, and the Faculty of Graduate Studies.
- 2.6 Students may withdraw from a course(s) without academic penalty during the Voluntary Withdrawal Period, which begins at the end of the Registration Revision Period and ends on the VW deadline, as follows:
 - (a) The 48th teaching day for courses taught over a single Term;
 - (b) The end of the Registration Revision Period of the second Term for courses taught over two or more Terms;
 - (c) A date calculated using a pro-rated number of teaching days for Summer Term or other Irregularly Scheduled Courses, as published yearly in the Calendar.
- 2.7 Ceasing to attend a class or classes will not constitute an official withdrawal from that course. Students who do not VW from a course will remain enrolled in and will receive a final grade for that course.
- 2.8 Students who have elected to VW from a course cannot subsequently re-enroll in that course, except in accordance with the Repeated Course policy.

Scope

- 2.9 This Policy applies only to Voluntary Withdrawal during the current Term. Students wishing to withdraw for medical or compassionate reasons should consult the Authorized Withdrawal policy and procedure, and provisions regarding Leave of Absence as outlined in the Calendar.

Responsibilities of the Student

- 2.10 Students are responsible for considering all implications prior to VW. Withdrawal from a course or courses may affect academic progression, financial aid eligibility, CIS athletic eligibility, entrance into professional and graduate programs, and/or student visa requirements.

Responsibilities of the Faculties/Colleges/Schools

- 2.11 Voluntary Withdrawal may be considered, together with course failures or repeats, when the Faculty of Graduate Studies or another Faculty/College/School with limited access is reviewing applications for admission into its programs.
- 2.12 Faculties/Colleges/Schools may, subject to the approval of Senate, deny access to VW for all Students enrolled in an identified academic program. Faculties/Colleges/Schools are required to notify all applicants to that program of this proscription.

Official Records

- 2.13 A Voluntary Withdrawal shall be recorded on the Student History and Official Transcript issued by the University.
- 2.14 Final grades for courses in which Students ceased attending, without an official VW, will be included on the Student History and Official Transcript issued by the University, and will be factored into the Student's Grade Point Average.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Academic) and Provost that a formal review of this Policy is required.
- 3.2 The Vice-President (Academic) and Provost or his/her delegate is responsible for the implementation, administration and review of this Policy.
- 3.3 All Faculty/College/School Councils and Students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The Vice-President (Academic) and Provost may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is [Click here to enter a date](#).
- 5.2 In the interim, this Policy may be revised or repealed if:

- (a) the Vice-President (Academic) and Provost or the Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
- (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI
Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:
- (a) Voluntary Withdrawal policy, effective February 1, 1977, revised May 13, 1993, and December 7, 2005;
 - (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Authorized Withdrawal policy;
 - (b) Definition of Academic Units policy;
 - (c) Grade Point Average policy;
 - (d) Repeated Course policy;

UNIVERSITY OF MANITOBA POLICY

| | |
|---------------------------------------|--|
| Policy: | AUTHORIZED WITHDRAWAL |
| Effective Date: | To be entered by Office of Legal Counsel |
| Revised Date: | To be entered by Office of Legal Counsel |
| Review Date: | To be entered by Office of Legal Counsel |
| Approving Body: | Senate |
| Authority: | The University of Manitoba Act, section 34(1) |
| Responsible Executive Officer: | Vice-President (Academic) and Provost |
| Delegate: | Vice-Provost (Integrated Planning and Academic Programs) |
| Contact: | Office of the University Secretary |
| Application: | All Faculty/College/School Councils and Students |

Part I Reason for Policy

- 1.1 The University of Manitoba provides Students with a range of course and program withdrawal options to facilitate academic progression and personal circumstances. The purpose of this Policy is to define and establish the requirements for Authorized Withdrawal at the University of Manitoba.

Part II Policy Content

Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures:
- (a) **"Authorized Withdrawal"** or **"AW"** is an approved withdrawal from all courses in a given period for medical or compassionate reasons.
 - (b) **"Calendar"** means the University's official academic calendar for the Term and Level in which a course is taught.
 - (c) **"College"** means a Professional College as defined under the Definition of Academic Units policy.
 - (d) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.

- (e) **"Leave of Absence"** is a period of leave, established, administered, and approved by the Faculty/College/School that enables Students to temporarily withdraw from the University.
- (f) **"Level"** refers to the level of the degree in which the Student is enrolled, such as undergraduate level, graduate level or non-degree level.
- (g) **"Official Record"** is a Student's complete academic history at the University of Manitoba that is maintained by the Registrar's Office. Official Records are available in the form of an Official Transcript or a Student History.
- (h) **"Official Transcript"** is an official document printed on secure paper and signed by the Registrar that reflects a Student's permanent record at the University of Manitoba.
- (i) **"Policy"** means this Authorized Withdrawal policy.
- (j) **"Procedure"** means the Authorized Withdrawal procedure.
- (k) **"Registration Revision Period"** is the period after the beginning of classes within which students may withdraw from a course or courses without academic or financial penalty.
- (l) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (m) **"Student"** refers to any person enrolled at the University.
- (n) **"Student History"** is the complete record of a Student's activity at the University, including a record of Authorized Withdrawals, produced for internal administrative use.
- (o) **"Term"** is a period of time defined in the Calendar within which a course for credit may be offered, including Fall, Winter and Summer Terms.
- (p) **"University"** means The University of Manitoba.
- (q) **"Voluntary Withdrawal"** or **"VW"** is a registration option that enables students to withdraw from a course or courses after the Registration Revision Period without academic penalty.
- (r) **"Voluntary Withdrawal Period"** is the period after the Registration Revision Period within which students may voluntarily withdraw from a course or courses, as outlined in section 2.6 of the Voluntary Withdrawal policy.

General

- 2.2 An AW is to be distinguished from other withdraw options at the University, including Voluntary Withdrawal and Leaves of Absence.
- 2.3 Requests for AW must be based on medical or compassionate grounds as outlined in Section 2.2 of the Procedure.
- 2.4 Faculties/Colleges/Schools may adopt supplemental regulations, subject to approval by Senate, pertaining to AW from their programs.

Scope

- 2.5 Requests for AW will only be considered for withdrawal from all courses in a given Term. Requests for a course-specific AW might be allowed under extraordinary circumstances.
- 2.6 Requests for AW will be considered for the currently enrolled Term and for Terms dating back no more than three academic years, except in extraordinary circumstances,
- 2.7 Withdrawal from future Terms may be subject to supplemental regulations adopted under section 2.4 of this Policy. Students considering withdrawing from the University for future terms should consult their Faculty/College/School of registration.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Academic) and Provost that a formal review of this Policy is required.
- 3.2 The Vice-President (Academic) and Provost or his/her delegate is responsible for the implementation, administration and review of this Policy.
- 3.3 All Faculty/College/School Councils and Students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The Vice-President (Academic) and Provost may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is [Click here to enter a date](#).
- 5.2 In the interim, this Policy may be revised or repealed if:
 - (a) the Vice-President (Academic) and Provost or the Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
 - (a) comply with the revised Policy; or

- (b) are in turn repealed.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes all of the following:

- (a) Voluntary Withdrawal policy, effective February 1, 1977 and revised May 13, 1993, and December 7, 2005;
- (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Authorized Withdrawal procedure;
- (b) Definitions of Academic Units policy;
- (c) Voluntary Withdrawal policy.

UNIVERSITY OF MANITOBA PROCEDURE

| | |
|---------------------------------------|--|
| Procedure: | AUTHORIZED WITHDRAWAL |
| Parent Policy: | Authorized Withdrawal |
| Effective Date: | To be entered by Office of Legal Counsel |
| Revised Date: | To be entered by Office of Legal Counsel |
| Review Date: | To be entered by Office of Legal Counsel |
| Approving Body: | Vice-President (Academic) and Provost |
| Authority: | Authorized Withdrawal Policy |
| Responsible Executive Officer: | Vice-President (Academic) and Provost |
| Delegate: | Vice-Provost (Integrated Planning and Academic Programs) |
| Contact: | Office of the University Secretary |
| Application: | All Faculty/College/School Councils and Students |

Part I Reason for Procedure

- 1.1 To outline the Procedures to be followed in order to comply with the Authorized Withdrawal policy.

Part II Procedural Content

- 2.1 These Procedures are to be read in conjunction with the Policy and all terms defined in the Policy shall have the same meaning in this Procedure.
- 2.2 An AW may be approved under the following circumstances:
- (a) **Medical Grounds.** When a serious event, including but not limited to illness, accident or injury affects a student's ability to attend classes and/or complete course requirements; and/or
 - (b) **Compassionate Grounds.** When an extraordinary personal circumstance, including but not limited to a serious illness or death of a significant person in a Student's life affects a Student's ability to attend classes and/or complete course requirements.
- 2.3 Ceasing to attend a class or classes will not constitute an AW. In cases where a request for an AW is not approved, a Student will remain enrolled in, and will receive a final grade for all registered courses.

Requests for Authorized Withdrawal

- 2.4 Requests for AW's at the undergraduate Level must be submitted to the Dean's Office of the Faculty/College/School of registration and will be processed through the Dean's Office of the Student's Faculty/College/School of registration.
- 2.5 Requests for AW's at the graduate Level must be submitted to the head or graduate chair in the department in which the Student is registered, for recommendation to and approval by the Faculty of Graduate Studies.
- 2.6 An AW request must include the following:
- (a) **Official request form:** The Request for an Authorized Withdrawal Form is available through the Dean's Office of the student's Faculty/College/School of registration, or from Student Advocacy.
 - (b) **Letter of Explanation** written by the student and detailing how the circumstances or symptoms affected their ability to attend classes and/or complete course requirements;
 - (c) **Supporting documentation** including but not limited to:
 - (i) Letters or documents from objective, credible and verifiable health care professionals. Students are encouraged to consult the Guidelines for Health Care Professionals that are available through the Office of Student Advocacy;
 - (ii) A funeral program and/or obituary;
 - (iii) A police report or auto accident report; and/or
 - (iv) Travel receipts (e.g., airline, rail, bus).
- 2.7 If an AW request is approved, a Faculty/College/School may impose conditions prior to re-enrolment including, but not limited to, meeting with an academic advisor, producing a certificate of fitness to return to studies, and/or making use of support services on campus.
- 2.8 In limited enrolment programs, re-enrolment following an AW may be subject to availability of space.

Responsibilities of the Student

- 2.9 Students are responsible for considering all implications prior to requesting an AW. Withdrawal may affect academic progression, financial aid eligibility, CIS athletic eligibility, entrance into professional programs, and/or student visa requirements.

Responsibilities of the Faculties/Colleges/Schools

- 2.10 Faculties/Colleges/Schools are required to consider requests for AW and to direct the Registrar's Office to process approved requests.
- 2.11 Faculties/Colleges/Schools are required to notify students of the outcome of their AW request in a timely manner.

- 2.12 Faculties/Colleges/Schools are responsible for ensuring that the receipt, storage and disposal of personal information are appropriately managed and secured under The Personal Health Information Act (PHIA), The Freedom of Information and Protection of Privacy Act (FIPPA), and the University's Access and Privacy policy and procedures.
- 2.13 Faculties/Colleges/Schools must provide an annual report on AW applications and approvals to the Vice-President (Academic) and Provost.

Official Records

- 2.14 An AW will appear on a Student History but will not appear on Official Transcripts issued by the University.

Tuition Fee Refund

- 2.15 The approval of an AW request will not automatically result in a tuition fee refund. Students must apply to the Registrar's Office for a refund using the Tuition Fee Appeal Form, available at the Registrar's Office.

Appeal Process

- 2.16 The process for appealing an unsuccessful AW request will be subject to the policies and procedures established by the Student's Faculty/College/School of registration or enrolment.
- 2.17 Faculties/Colleges/Schools must disclose to the Student the length of time available to appeal an unsuccessful AW request.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Academic) and Provost that a formal review of this Procedure is required.
- 3.2 The Vice-President (Academic) and Provost or his/her delegate is responsible for the implementation, administration and review of this Procedure.
- 3.3 All Faculty/College/School Councils and Students are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Procedure may be revised or repealed if:
 - (a) the Vice-President (Academic) and Provost, or Approving Body, deems it necessary or desirable to do so;

- (b) the Procedure is no longer legislatively or statutorily compliant;
- (c) the Procedure is now in conflict with another Governing Document; and/or
- (d) the Parent Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 This Procedure supersedes all of the following:

- (a) Voluntary Withdrawal policy, effective February 1, 1977 and revised May 13, 1999 and December 7, 2005;
- (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VI
Cross References

6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Authorized Withdrawal policy;
- (b) Access and Privacy policy and procedure;
- (c) [Guidelines for Healthcare Professionals](#);
- (d) [Tuition Fee Appeal Form](#).

UNIVERSITY OF MANITOBA POLICY

| | |
|---------------------------------------|--|
| Policy: | REPEATED COURSE |
| Effective Date: | To be entered by Office of Legal Counsel |
| Revised Date: | To be entered by Office of Legal Counsel |
| Review Date: | [enter date 10 years from Effective Date] |
| Approving Body: | Senate |
| Authority: | <i>The University of Manitoba Act, s.34(1)(f)</i> |
| Responsible Executive Officer: | Vice-President (Academic) and Provost |
| Delegate: | Vice-Provost (Integrated Planning and Academic Programs) |
| Contact: | University Registrar |
| Application: | All Faculty/College/School Councils and Students |

Part I Reason for Policy

- 1.1 The purpose of this Policy is to:
- (a) Articulate, on an institutional level, the rules that are to be applied when a course is repeated or its equivalent taken; and
 - (b) Identify the implications of repeating courses at the University.

Part II Policy Content

Definitions

- 2.1 The following terms are defined for the purpose of this Policy:
- (a) "**Calendar**" means the University's official academic calendar for the Term and Level in which a course is taught.
 - (b) "**College**" means a Professional College as defined under the Definition of Academic Units policy.
 - (c) "**Cumulative Grade Point Average**" or "**CGPA**" is the calculated GPA of all courses, institutional and transferred, completed at the same Level.

- (d) **"Degree Grade Point Average"** or **"DGPA"** refers to the calculated GPA of all courses accepted for credit by the University towards a designated degree.
- (e) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.
- (f) **"Grade Point"** refers to a numerical value assigned to a letter grade received in a course.
- (g) **"Grade Point Average"** or **"GPA"** is the average grade of courses completed at the same Level, which is calculated by dividing the total quality points earned by the number of credit hours attempted.
- (h) **"Initial Registration Period"** refers to the period of assigned registration times within the Calendar for new and returning Students.
- (i) **"Level"** refers to the level of the degree in which the Student is enrolled, such as undergraduate level, graduate level or non-degree level.
- (j) **"Limited Access"** is a registration rule applied during the Fall Term and Winter Term that prevents Students who have previously enrolled in a course, including courses from which they VW, from registering prior to the Limited Access Registration Date.
- (k) **"Limited Access Registration Date"** means the date, following the Initial Registration Period, upon which Students who are subject to Limited Access can register for courses.
- (l) **"Policy"** means this Repeated Course policy.
- (m) **"Procedure"** or **"Procedures"** means a procedure approved by the Vice-President (Academic) and Provost under section 4.1 of this Policy.
- (n) **"Quality Points"** is the grade point value of the assigned Letter Grade multiplied by the credit hours of the course.
- (o) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (p) **"Student"** refers to any person enrolled at the University.
- (q) **"Term"** is a period of time defined in the Calendar within which a course for credit may be offered, including Fall, Winter and Summer Terms.
- (r) **"University"** means The University of Manitoba.
- (s) **"Voluntary Withdrawal"** or **"VW"** is a registration option that enables Students to withdraw from a course or courses without academic penalty.

General Policy

- 2.2 Subject to the regulations of Faculties/Colleges/Schools, a Student may be permitted to repeat a course or its equivalent. This applies to courses that were completed with a satisfactory grade or failing grade and courses from which a Student has received a VW.
- 2.3 Faculties/Colleges/Schools may determine, through their respective Faculty/College/School Councils, the limits on the number of repeated courses that a Student may incur while working towards completing their degree.
- 2.4 Faculties/Colleges/Schools may determine, through their respective Faculty/College/School Councils, the limits of repeated courses permitted for each individual course and whether or not Students who have previously achieved satisfactory grades will be permitted to repeat a course or its equivalent.
- 2.5 When a Student wishes to repeat a course or to register for a course equivalent to that for which the Student has received a VW, the following rules apply:
 - (a) Students will be subject to Limited Access at registration during the Fall Term and Winter Term, but Limited Access will not apply to Summer Term registration;
 - (b) Only the attempt in which the highest grade was achieved shall be counted towards a Student's degree or diploma. Inclusion of repeated course grades in the DGPA is subject to faculty/college/school regulations; and
 - (c) Grades from all course completions will be used in the calculation of the CGPA, subject to the Grade Point Averages policy.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Academic) and Provost that a formal review of this Policy is required.
- 3.2 The Vice-President (Academic) and Provost or his/her delegate is responsible for the implementation, administration and review of this Policy.
- 3.3 All Faculty/College/School Councils and Students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The Vice-President (Academic) and Provost may approve Procedures, if applicable, which are secondary to and comply with this Policy.

**Part V
Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is [enter date 10 years from Effective Date].
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the Vice-President (Academic) and Provost or the Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
- (a) comply with the revised Policy; or
 - (b) are in turn repealed.

**Part VI
Effect on Previous Statements**

- 6.1 This Policy supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

**Part VII
Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) College Council Bylaws
 - (b) Definitions of Academic Units policy
 - (c) Faculty and School Council General Bylaw
 - (d) Grade Point Averages policy
 - (e) Voluntary Withdrawals policy

UNIVERSITY OF MANITOBA POLICY

| | |
|---------------------------------------|--|
| Policy: | GRADE POINT AVERAGES |
| Effective Date: | To be entered by Office of Legal Counsel |
| Revised Date: | To be entered by Office of Legal Counsel |
| Review Date: | To be entered by Office of Legal Counsel |
| Approving Body: | Senate |
| Authority: | The University of Manitoba Act, section 34(1) |
| Responsible Executive Officer: | Vice-President (Academic) and Provost |
| Delegate: | Vice-Provost (Integrated Planning and Academic Programs) |
| Contact: | Registrar |
| Application: | All Faculty/College/School Councils and Students |

Part I Reason for Policy

- 1.1 The University of Manitoba articulates, on an institutional level, the rules for calculation of Grade Point Averages (GPA). The purpose of this policy is to define and describe the manner in which GPA will be calculated and reported at the University.

Part II Policy Content

Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy:
- (a) "**Authorized Withdrawal**" or "**AW**" is an approved withdrawal from all courses in a given period for medical or compassionate reasons, granted in accordance with the Academic Withdrawal policy and procedure.
 - (b) "**Calendar**" means the University's official academic calendar for the Term and Level in which a course is taught.
 - (c) "**Challenge for Credit**" is a process whereby students have the opportunity to demonstrate that they have acquired a command of the general subject matter, knowledge, intellectual and/or skills that would normally be found in a university-level course.

- (d) **"College"** means a Professional College as defined under the Definition of Academic Units policy.
- (e) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.
- (f) **"Letter of Permission"** refers to a letter granting institutional permission for Students enrolled in a degree program at the University to take courses at other University-recognized colleges and universities. Courses may be considered for transfer credit provided that such courses are approved in advance by the Faculty/College/School in which the Student is registered.
- (g) **"Grade Point"** refers to a numerical value assigned to a letter grade received in a course.
- (h) **"Level"** refers to the level of the degree in which the Student is enrolled, such as undergraduate level, graduate level or non-degree level.
- (i) **"Official Record"** is a Student's complete academic history at the University of Manitoba that is maintained by the Registrar's Office. Official Records are available in the form of an Official Transcript or a Student History.
- (j) **"Official Transcript"** is an official document printed on secure paper and signed by the Registrar that reflects a Student's permanent record at the University of Manitoba.
- (k) **"Policy"** means this Grade Point Averages policy.
- (l) **"Procedure"** or **"Procedures"** means a procedure approved by the Vice-President (Academic) and Provost under section 4.1 of this Policy.
- (m) **"Quality Points"** is the grade point value of the assigned Letter Grade multiplied by the credit hours of the course.
- (n) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (o) **"Student"** refers to any person enrolled at the University.
- (p) **"Student Information System"** is any software application that enables the University to manage Student data.
- (q) **"Student History"** is the complete record of a Student's activity at the University, including a record of Authorized Withdrawals, produced for internal administrative use.
- (r) **"Term"** is a period of time defined in the Calendar within which a course for credit may be offered, including Fall, Winter and Summer Terms.
- (s) **"University"** means The University of Manitoba.
- (t) **"Voluntary Withdrawal"** or **"VW"** is a registration option that enables Students to withdraw from a course or courses without academic penalty.

General

- 2.2 **"Grade Point Average" or "GPA"** is the average grade of courses completed at the same Level, which is calculated by dividing the total quality points earned by the number of credit hours attempted. This calculation can be applied to determine the following types of GPA:
- (a) **"Cumulative Grade Point Average" or "CGPA"**, which is the calculated GPA of all courses, institutional and transferred, completed at the same Level;
 - (b) **"Degree Grade Point Average" or "DGPA"**, which is the calculated GPA of all courses accepted for credit by the University towards a designated degree;
 - (c) **"Sessional Grade Point Average" or "SGPA"**, which is the calculated GPA of all courses completed at the same Level during the Fall and Winter Terms of one academic year; and
 - (d) **"Term Grade Point Average" or "TGPA"**, which is the calculated GPA of all courses completed during a single Term at the same Level.
- 2.3 The following rules apply in regards to calculating GPA at the University:
- (a) All standard letter grades (A+ to F) will be included in GPA calculations and will be displayed on a Student's Official Record in the Term they were completed.
 - (b) When a Student repeats a course or takes an equivalent course or mutually exclusive course (for example, a course that may not be held for credit with the original course), all attempts at that course shall be used in the calculation of the TGPA and CGPA. Whether or not grades for repeated courses are used toward the DGPA will be subject to Faculty policy.
 - (c) Grades not included in GPA calculations (for example: Pass/Fail, VW, AW) are displayed on a Student's Official Record
 - (d) Courses completed from another institution by means of a Letter of Permission shall be used in the calculation of CGPA and DGPA, but shall not be used in the calculation of TGPA.
 - (e) Courses completed by means of Challenge for Credit shall be used in the calculation of CGPA, DGPA, and TGPA.
- 2.4 The University of Manitoba will report CGPA, TGPA, and DGPA for all Students through the Student Information System.
- 2.5 Faculties/Colleges/Schools may use any of the GPA calculation methods to assess Student performance.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Academic) and Provost that a formal review of this Policy is required.

- 3.2 The Vice-President (Academic) and Provost or his/her delegate is responsible for the implementation, administration and review of this Policy.
- 3.3 All Faculty/College/School Councils and Students are responsible for complying with this Policy.

**Part IV
Authority to Approve Procedures**

- 4.1 The Vice-President (Academic) and Provost may approve Procedures, if applicable, which are secondary to and comply with this Policy.

**Part V
Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is [Click here to enter a date](#).
- 5.2 In the interim, this Policy may be revised or repealed if:
 - (a) the Vice-President (Academic) and Provost or the Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
 - (a) comply with the revised Policy; or
 - (b) are in turn repealed.

**Part VI
Effect on Previous Statements**

- 6.1 This Policy supersedes all of the following:
 - (a) Grade Point Averages policy, effective May 1, 2006;
 - (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Authorized Withdrawal policy;
- (b) Definitions of Academic Units policy;
- (c) Voluntary Withdrawal policy;
- (d) Repeated Course policy.