Senate – in person
Fort Garry Campus:
Room E3-262 Engineering Building
Bannatyne Campus:
Room A106 Chown Building
Wednesday, February 1, 2023
1:30 p.m.

A G E N D A

I **CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – FEBRUARY 2023** Page 4

This report will be available at the Senate meeting. The report will also be available for Senators to review through a request to the Office of the University Secretary.

II **MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none

III **ELECTION OF SENATE REPRESENTATIVES**

1) To the Senate Executive Committee Page 5

- From members of Senate elected under section 27 (by faculty/school councils)
- Members of Senate should come prepared to make nominations for this vacancy.

IV **MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE** - none

V **MATTERS FORWARDED FOR INFORMATION**

1. **In Memoriam: Dr. Fred Shore** Page 7

2. **Correspondence from President and Vice-Chancellor Concerning Requests for Temporary Suspension of Admissions**

a) **RE: Post-Baccalaureate Diploma in Engineering, Price Faculty of Engineering** (*for consultation*) Page 8

b) **RE: Bachelor of Commerce (Honours) Majors in International Business, Leadership and Organization, and Management Information Systems, Asper School of Business** (*for consultation*) Page 19

3. **Correspondence from the Vice-President Research and International RE: Report on Research Contracts and Amendments Received, July 1 – December 31, 2022** Page 40

4. **Report of the Senate Committee on Awards [December 20, 2022]** Page 49

5. **Report of the Senate Committee on Curriculum and Course Changes RE: Corrections to the Report of November 3, 2022** Page 61

6. **Undergraduate Admission Targets, 2023 - 2024** Page 62

7. **Annual Report of the University Discipline Committee** Page 64

VI REPORT OF THE PRESIDENT

1. **Report of the President**

2. **Presentation: Budget Planning 2023 - 24**

VII QUESTION PERIOD

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

VIII CONSIDERATION OF THE MINUTES OF THE MEETING OF JANUARY 11, 2023

IX BUSINESS ARISING FROM THE MINUTES - none

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

1. **Report of the Senate Executive Committee** Page 214

Comments of the Senate Executive Committee will accompany the report on which they are made.

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

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

XI REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

1. **Reports of the Faculty Council of the Faculty of Management (Asper School of Business)**

a) **RE: Major Curriculum Revisions, Bachelor of Commerce (Honours)** Page 215

i) **Report of the Senate Committee on Curriculum and Course Changes** Page 215

b) **RE: Proposal for Bachelor of Commerce (Honours) in Business Analytics** Page 320

i) **Report of the Senate Committee on Curriculum and Course Changes** Page 320

ii) **Report of the Senate Planning and Priorities Committee** Page 322

c) **RE: Proposal for Bachelor of Commerce (Honours) in Strategy and Global Management** Page 358

i) **Report of the Senate Committee on Curriculum and Course Changes** Page 358

ii) **Report of the Senate Planning and Priorities Committee** Page 360

d) **RE: Revised Advanced Entry Admission Requirements, Bachelor of Commerce (Honours)** Page 397

i) **Report of the Senate Committee on Admissions** Page 397

e) **RE: Revised Academic Regulations, Bachelor of Commerce (Honours)** Page 406

i) **Report of the Senate Committee on Instruction and Evaluation** Page 406

XII ADDITIONAL BUSINESS

1. **Report of the Senate Committee and Process Review Working Group [January 5, 2023]** Page 414

XIII ADJOURNMENT

Please send regrets to shannon.coyston@umanitoba.ca.

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. **Degrees Notwithstanding a Deficiency**

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

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

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

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

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

3. **List of Graduands**

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

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

   The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the University Registrar up to February 3, 2023.

Election of Senate Representatives to the Senate Executive Committee

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

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

   (y) elect an executive committee, which shall include

      (i) the president, who shall be chairman of the committee;

      (ii) the member of the senate designated by the president to be vice-chairman of the committee;

      (iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;

      (iv) a member of the board who has been appointed to be a member of the senate;

      (v) a member elected by the students to be a member of senate;

      (vi) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. One Senator is to be elected as follows:

   (a) One Senator for a term effective immediately upon approval to June 30, 2023 to replace Rusty Souleymanov (Social Work), who is on Research Study Leave for the period of January 1, 2023 to June 30, 2023:

      (i) eligible for election are members of Senate elected by faculty/school councils;

      (ii) presently serving:

Prof. Tina Chen	Arts	2023
Prof. John Anderson	Science	2023
Prof. Peter Blunden	Science	2024
Prof. Donna Martin	Health Sciences	2024
Prof. Shawna Ferris	Arts	2024
Prof. Rusty Souleymanov	Social Work	2024
Prof. Robert Biscontri	Management	2025
Prof. Derek Oliver	Engineering	2025

3. Procedures:

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

(b) Senators shall vote for no more than one candidate. For the February 2023 election, votes will be cast by paper ballot. Members of Senate will be provided with a ballot at the time of voting. Ballots will be returned to members of the Office of the University Secretary for confidential counting.

(c) The candidate receiving the largest number of votes shall be elected. Results will be announced at the meeting, following the confirmation of ballots.

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

In Memoriam – Dr. Fred Shore

It is with profound sadness that the Department of Indigenous Studies, in the Faculty of Arts announces the loss of Dr. Fred Shore, who passed away on October 27, 2022, peacefully at home with his beloved wife Lucy by his side.

Born in Montreal to educator parents (his grandfather was a principal), Fred first taught in a primary school in Montreal and then Toronto. In 1978, Fred and his wife Lucy re-located to Winnipeg, Lucy's hometown. He began work at the Manitoba Métis Federation and soon started an academic career, obtaining a Bachelor of Arts degree at Brandon University and then completed a Masters program (1983) and PhD (1991) in History at the University of Manitoba. Fred was hired by the Native Studies Department at U of M in 1984, at a time when the department was undergoing massive changes and institutional restructuring (the Native Studies program was even completely cut in 1983!). Over the next decade he taught at Brandon University and the University of Manitoba (sometimes both in one day!) and was well known as a deft researcher, entertaining storyteller and thorough lecturer.

Over the years, Fred took on many administrative roles. He had several appointments as Head and Acting Head of the Department of Native Studies during the mid 90's and early 2000's. He served as Executive Director of Accessibilities for Visible Minorities, Persons with Disabilities and Aboriginal peoples - becoming instrumental in helping make the University of Manitoba an inclusive place. He was also instrumental assisting Indigenous leaders like Kali Storm design and build Migizii Agamik – the Indigenous Student Centre. In 2004, Shore returned to the Department of Native Studies and was always one of our most popular professors, working tirelessly supporting the Colloquium, advocating politically, and mentoring young graduate students and faculty members. In 2015 he completed work on his book *Threads in the Sash: The Story of the Métis People* (published with Pemmican Publications) – a culmination of his career educating thousands of students and readers about the origins, traditions, land claims and political systems of the Métis peoples.

In 2020 Fred retired and was missed greatly by graduate students, colleagues, and of course his undergraduate students – who he has been teaching introductory Native Studies to for decades. By his own count, which he updated at the end of each term, he taught over 7,200 students over the course of his career. He has left behind the better part of a manuscript for a book on how to teach large introductory Indigenous Studies courses which he has asked his friends to complete.

Fred was a force; caring, passionate, and intelligent, a man who knew what he wanted and was determined to find a way to get it. He was ever curious about everything and would amaze with his wealth of knowledge. A natural storyteller, he never tired of learning or educating up to his very last day.

University of Manitoba | Office of the President

Office of the President
Room 202 Administration Bldg.
University of Manitoba
Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

DATE: **December 15, 2022**

TO: **Jeff Leclerc, University Secretary**

FROM: **Michael Benarroch, Ph.D.**
President and Vice-Chancellor

RE: **Temporary Suspension of Admissions to the Internationally Education Engineers Qualification (IEEQ) Program, Post-Baccalaureate Diploma in Engineering**

I attach a recommendation from Dr. Greg Smith, Vice-Provost (Academic Planning and Programs) to temporarily suspend admissions to the IEEQ Program for the 2023-2024 and 2024-2025 academic years.

Under the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation and discussion with the applicable unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the January 18, 2023, Senate Executive meeting and the February 1, 2023, Senate Meeting.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Marcia Friesen, Dean, Price Faculty of Engineering
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: December 15, 2022

To: Dr. Michael Benarroch, President and Vice-Chancellor

From: Dr. Greg Smith, Vice-Provost (Academic Planning and Programs)

Re: Request for Suspension of Intake, Internationally Educated Engineers Qualification (IEEQ) Program, Post-Baccalaureate Diploma in Engineering

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Under the Admission Targets Policy and at the request of Dr. Marcia Friesen, Dean, Price Faculty of Engineering, please find attached a proposal to temporarily suspend intake to the IEEQ Program, Post-Baccalaureate Diploma in Engineering.

The IEEQ program was originally introduced to recognize internationally educated engineers, providing graduates with a credential to register and begin the licensure process to practice professional engineering in Manitoba and Canada. In 2022, Engineers Geoscientists Manitoba changed its practices to reduce barriers and recognize internationally trained engineers. This change in policy has in essence negated the need for the IEEQ program and as a result, enrolment and demand for the program has severely declined. The Faculty is requesting to suspend intake to the program to allow time for a comprehensive review with an intent to redesign the program to provide support for those looking to enter or re-enter the profession, and to bring forward any resulting proposals through the appropriate approval pathways.

Consistent with the Admission Targets Policy and Procedure, the President may approve the suspension of admissions to a program for up to 24 months following consultation with the Dean, Senate, and the Board of Governors, subject to the provincial Programs of Study Regulation.

Please provide your advice concerning this matter to the Office of the University Secretary by Thursday, January 5th, 2023, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Marcia Friesen, Dean, Price Faculty of Engineering
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

/cd

75A Chancellor Circle
E2-290 EITC
University of Manitoba
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Office of the Dean
Price Faculty of Engineering

08 December 2022

Dr. Greg Smith
Vice-Provost (Academic Planning & Programs)
University of Manitoba
Winnipeg, MB R3T 2N2

by email: Greg.Smith@UManitoba.ca

Re: Application to Suspend Intake to the IEEQ Program (Post-Baccalaureate Diploma in Engineering), Price Faculty of Engineering, for September 2023

Dear Dr. Smith,

Attached please find a proposal from the Price Faculty of Engineering to suspend intake to the IEEQ Program (Post-Baccalaureate Diploma in Engineering) starting in September 2023. This is in response to policy changes at Engineers Geoscientists Manitoba which have effectively eliminated the need, and thus the demand, for the IEEQ Program as a qualifications recognition pathway.

The IEEQ program is a foreign qualifications recognition program for internationally-educated engineers. IEEQ students are newcomers to Canada who hold earned engineering degrees and usually have extensive engineering experience from their home countries. The IEEQ Program provides students with an academic credential of a Post-Baccalaureate Diploma in Engineering and a professional credential of Engineering Intern registration with Engineers Geoscientists Manitoba. Engineering Intern (formerly Engineer-in-Training) is the first licensure stage toward Professional Engineer (P.Eng.) registration, and P.Eng. registration is a requirement for right-to-title and right-to-practice professional engineering in Manitoba and Canada.

Until 2022, internationally-educated engineers would apply for an *Assessment of Academic Credentials* by Engineers Geoscientists Manitoba, and the outcome of the assessment would define which pathway(s) were available to them as a licensure/registration pathway, with the default pathway being Confirmatory Exams assigned and administered by Engineers Geoscientists Manitoba. When developed in 2002, the IEEQ Program offered a licensure pathway as an alternative to Confirmatory Exams.

In Fall 2021, Engineers Geoscientists Manitoba announced that it is reducing barriers to licensure for newcomers and registering internationally-educated engineers who have graduated from a recognized engineering program abroad as Engineering Interns without requiring completion of a confirmatory program for qualifications recognition (confirmatory exams, IEEQ Program, or other approved pathway). This change was implemented in 2022. Engineers Geoscientists Manitoba expects it to accelerate the labour market entry / re-entry of skilled immigrants into engineering industry.

The IEEQ Program's primary purpose was to serve as a foreign qualifications recognition pathway for internationally-educated engineers, and this change in policy at Engineers Geoscientists

Manitoba has effectively eliminated the need for the IEEQ Program. As a result, since winter 2022, we have experienced a significant reduction in applications to the program as well as existing students leaving the program to avail themselves of the new policy of Engineers Geoscientists Manitoba.

As of November 2022, there are four students completing co-op work terms as a final requirement prior to February 2023 or June 2023 graduation, and one student with both outstanding academic requirements and a co-op work term remaining in the program. Existing staff will continue to support this student to completion. There are no impacts on previous graduates of the IEEQ Program.

We propose to suspend any further intake into the IEEQ Program as of September 2023. The Post-Baccalaureate Diploma, as currently approved by Senate and the Province, is limited to internationally-educated engineers who have undergone an *Assessment of Academic Credentials* with Engineers Geoscientists Manitoba, and the primary purpose is to provide formal recognition of foreign qualifications for licensure. A temporary cessation will allow us to engage stakeholders and propose a program modification to the Post-Baccalaureate Diploma in Engineering that provides labour market entry and re-entry support to newcomers and others in Manitoba who have been away from professional practice for a period of time.

The attached proposal outlines the above in more detail. Please do not hesitate to contact me at Marcia.Friesen@UManitoba.ca or 204-474-9806 for further discussion or question.

Sincerely,

Marcia Friesen
Dean, Price Faculty of Engineering

Application

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

Universities and colleges requesting approval for the **temporary cessation** of a program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS

University of Manitoba

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).
2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (Academic Planning and Programs):
   a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*) and indicating the meeting date in which the proposal was reviewed by the Faculty/College/School Council.
   b. Letters of support from internal stakeholders that were consulted as part of this proposal.
   c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

Updated August 2022

SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Price Faculty of Engineering**

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:
N/A

Program name: **Internationally-Educated Engineers Qualification Program (IEEQ Program)**

Credential awarded: **Post-Baccalaureate Diploma in Engineering**

Proposed start date for temporary cessation: **September 2023**

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The IEEQ program is a foreign qualifications recognition program for internationally-educated engineers (immigrant engineers). IEEQ students are newcomers to Canada who hold earned engineering degrees and usually have extensive engineering experience from their home countries. The IEEQ Program provides students with an academic credential of a Post-Baccalaureate Diploma in Engineering and a professional credential of Engineering Intern registration with Engineers Geoscientists Manitoba. Engineers Geoscientists Manitoba is the provincial regulatory body for professional engineering in Manitoba. Engineering Intern (formerly Engineer-in-Training) is the first licensure stage toward Professional Engineer (P.Eng.) registration, and P.Eng. registration is a requirement for right-to-title and right-to-practice professional engineering in Manitoba and Canada.

Internationally-educated engineers would apply for an *Assessment of Academic Credentials* by Engineers Geoscientists Manitoba, and the outcome of the assessment would define which pathway(s) were available to them as a licensure/registration pathway, with the default pathway being Confirmatory Exams assigned and administered by Engineers Geoscientists Manitoba. When developed in 2002, the IEEQ Program offered a licensure pathway as an alternative to confirmatory exams, and subsequently Engineers Geoscientists Manitoba developed additional pathways that supported qualifications recognition for newcomers. Since the early 2000s and until recently, the demand for IEEQ remained strong.

The IEEQ Program consists of four (4) to 10 senior-level undergraduate engineering courses to confirm technical background, language and communication development, networking opportunities, and a co-op work term to gain Canadian experience. The courses are chosen from the undergraduate B.Sc. in Engineering degree program offerings and the co-op work terms were supported by the Faculty Co-op/Internship office.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The program is designed to be completed in 12-24 months. The assigned courses (number and area) for each IEEQ student align with the number of confirmatory exams assigned by Engineers Geoscientists Manitoba, ranging from four (4) to 10 courses in the IEEQ Program.

B-3 Describe the mode of delivery for this program:

The IEEQ Program is an in-person, on-campus program in the Price Faculty of Engineering at the UM Fort Garry campus. IEEQ students take senior-level undergraduate courses (classes / tutorials / labs) from the undergraduate degree offerings in the Price Faculty of Engineering. One course, *Professional Engineering Practice in Manitoba* (ENG 4020, 4 credit hours) is specific to only IEEQ students. The Price Faculty of Engineering Co-op/Internship office supports co-op preparation and placement for IEEQ students (as they do for all Price Faculty of Engineering Co-op students).

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:

(Such as changes in applications, enrolment, employer demand.)

In Fall 2021, Engineers Geoscientists Manitoba announced a change to its assessment process for internationally-educated engineers. Engineers Geoscientists Manitoba is reducing barriers to licensure for newcomers and registering internationally-educated engineers who have graduated from a recognized engineering program abroad as Engineering Interns directly, without requiring a confirmatory program for qualifications recognition (confirmatory exams, IEEQ Program, or other approved pathway). This change was implemented in 2022. Engineers Geoscientists Manitoba expects it to accelerate the labour market entry / re-entry of skilled immigrants into engineering industry.

The IEEQ Program's primary purpose was to serve as a foreign qualification recognition pathway for internationally-educated engineers, and this change in policy at Engineers Geoscientists Manitoba has effectively eliminated the need for the IEEQ Program. As a result, since winter 2022, we have experienced a significant reduction in applications to the program (please see E-4) as well as existing students leaving the program to avail themselves of the new policy of Engineers Geoscientists Manitoba.

A temporary cessation will allow the Price Faculty of Engineering to determine whether there continues to be a need to support career re-entry of internationally-educated engineers and potentially others into the Canadian workforce outside of a licensure pathway.

C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:

We propose to suspend any further intake into the IEEQ Program as of September 2023 and for two years. That will allow for stakeholder engagement (internationally-educated engineers, IEEQ alumni, industry/business), data gathering and analysis and the development of a program modification to the Post-Baccalaureate Diploma in Engineering. The Post-Baccalaureate Diploma, as currently approved by Senate and the Province, is limited to internationally-educated engineers who have undergone an *Assessment of Academic Credentials* with Engineers Geoscientists Manitoba, and the primary purpose is to provide formal recognition of foreign qualifications for licensure. A temporary cessation will allow us to engage stakeholders and propose a program modification to the Post-Baccalaureate Diploma in Engineering that provides labour market entry and re-entry support to newcomers and others in Manitoba who have been away from professional practice for a period of time.

Current students in the program will continue to be supported to completion.

C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: dates will be inserted by the Provost's Office prior to submission to government.

UNIVERSITY OF MANITOBA:

Approval by President **Date** _____

Consultation with Senate: _____

Consultation with Board of Governors: _____

Additional Consultation *(as needed)*: _____ Details:

Final Decision: Y ☐ N ☐ _____

C-4 Responsibility to consult

C-4.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

We have indicated to Engineers Geoscientists Manitoba that the effective drop-off in demand for IEEQ Program will likely mean that we will stop offering the program. We have engaged with over 65 business/industry partners in spring 2022 to share how the change in policy at Engineers Geoscientists Manitoba is impacting the IEEQ Program. We have also suspended typical outreach events to internationally-educated engineers.

C-4.2 How have students and faculty been informed of the intent to temporarily cease this program?

The impact of policy changes at Engineers Geoscientists Manitoba on the IEEQ Program have been shared and regularly updated at Engineering Leadership Team meetings since fall 2021 and at Engineering Faculty Council. Engineering leadership was formally consulted on November 28, 2022 on the suspension of intake. The Engineering Faculty Council was formally consulted on December 8, 2022 on the suspension of intake, at which the Faculty Council unanimously approved a motion "*That Faculty Council supports the Price Faculty of Engineering application to suspend intake to the IEEQ Program as of fall term 2023".* IEEQ staff have shared changes with current IEEQ program students.

C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:

We do not expect any noticeable impact on the labour market in Manitoba due to the temporary cessation of the IEEQ Program. During the temporary cessation, a program modification to the Post-Baccalaureate Diploma in Engineering would be developed. The Post-Baccalaureate Diploma, as currently approved by Senate and the Province, is limited to internationally-educated engineers who have undergone an *Assessment of Academic Credentials* with Engineers Geoscientists Manitoba, and the primary purpose of the IEEQ Program is to provide formal recognition of foreign qualifications for licensure. A temporary cessation will allow us to engage stakeholders and propose a program modification to the Post-Baccalaureate Diploma in Engineering that provides labour market entry and re-entry support to newcomers and others in Manitoba who have been away from professional practice for a period of time.

SECTION D – SYSTEM IMPACTS

D-1 Describe how the temporary cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:

None

D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:

The cessation will offer an opportunity to understand how Internationally-Educated Engineers could be supported in career re-entry outside of the licensing framework.

SECTION E– STUDENT IMPACTS

E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:

Year 1: As of November 2022, there are two students completing co-op work terms as a final requirement prior to February 2023 graduation, and two students completing work terms as a final requirement prior to June 2023 graduation. Additionally, there is one student with both outstanding academic requirements and a co-op work term remaining in the program. The student can finish in one year by completing the remaining assigned technical courses and a co-op work term. Existing staff will continue to support this student to completion. The student also has the option of exiting the program if he wishes to benefit from the policy changes at Engineers Geoscientists Manitoba and register directly as Engineering Intern.

Year 2 N/A

Year 3 N/A

Year 4 N/A

E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?

There is no impact on previous graduates of the IEEQ Program.

E-3 What was the maximum seat capacity of the program that is being temporarily ceased?

25-30 new entrants/year.

E-4 What was the enrolment and graduation rate for this program over the past 5 years?

UM Requirement: include a table of enrolment and graduation trends for the past five years and any forecasted trends for the next three to five years.

Academic Year	Student Enrollment	Student Graduation
2018-2019	18	19
2019-2020	23	13
2020-2021	34	21
2021-2022*	9	22
2022-2023	2	2

*Note: Engineers Geoscientists Manitoba's policy change was announced in Fall 2021, and many students who began the program in Fall 2021 subsequently left the IEEQ Program in Winter 2022 (after one term) to avail themselves of the change.

SECTION F – FINANCIAL REALLOCATION

F-1 What portion of ongoing funding is allocated to this program?

The IEEQ Program is supported though existing staff in the Price Faculty of Engineering, as part of the overall operating budget of the Price Faculty of Engineering.

F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:

Of 3.3 FTE staff positions, 2.5 FTE staff positions have been reassigned to other needs in the Price Faculty of Engineering, specifically to support the 25% undergraduate enrolment increase approved by the UM and the Province in spring and summer 2022. The remaining 0.8 FTE staff assignment to the IEEQ Program continues to support remaining students to completion, to undertake stakeholder engagement and develop a program modification proposal for the Post Baccalaureate Diploma in Engineering.

SECTION G – FINANCIAL REALLOCATION

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (double-click to engage check box):

- ☐ Cover letter
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

University of Manitoba | Office of the President

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president@umanitoba.ca

DATE: **December 6, 2022**

TO: **Jeff Leclerc, University Secretary**

FROM: **Michael Benarroch, Ph.D.**
President and Vice-Chancellor

RE: **Request for Suspension of Intake, B.Comm.(Hons) Program, Majors in International Business, Leadership and Organization, and Management Information Systems**

I attach a recommendation from Dr. Greg Smith, Vice-Provost (Academic Planning and Programs) to temporarily suspend admissions to the Bachelor of Commerce (Honours) majors in International Business, Leadership and Organization, and Management Information Systems, respectively.

Under the Admission Targets Policy, the President may suspend admissions to a program following consultation and discussion with the applicable unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the December 14, 2022, Senate Executive meeting and the January 11, 2023, Senate Meeting.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Bruno Silvestre, Dean, I.H. Asper School of Business, Faculty of Management
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: December 5, 2022

To: Dr. Michael Benarroch, President and Vice-Chancellor

From: Dr. Greg Smith, Vice-Provost (Academic Planning and Programs)

Re: Request for Suspension of Intake, B.Comm.(Hons) Program, Majors in International Business, Leadership and Organization, and Management Information Systems

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Under the Admission Targets Policy and at the request of Dr. Bruno Silvestre, Dean of the I.H. Asper School of Business, Faculty of Management, please find attached proposals to temporarily suspend intake to the Bachelor of Commerce (Honours) majors in International Business, Leadership and Organization, and Management Information Systems, respectively.

As a result of a recent curriculum review, the I.H. Asper School of Business is proposing the introduction of two new majors in Business Analytics and Strategy and Global Management (currently being reviewed through the Senate and Board approval processes). The new majors are proposed to replace the above-referenced majors that are undersubscribed with historically low demand. Approval of the suspension of intake to these majors is conditional based on approval of the new programs. It is the Faculty's intent to put forward proposals to formally close the programs once the remaining students have had an opportunity to complete their programs.

Consistent with the Admission Targets Policy and Procedure, the President may approve the suspension of admissions to a program for up to 24 months following consultation with the Dean, Senate, and the Board of Governors, subject to the provincial Programs of Study Regulation.

Please provide your advice concerning this matter to the Office of University Secretary by Tuesday, December 6th, 2022, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Bruno Silvestre, Dean, I.H. Asper School of Business, Faculty of Management
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

/cd

319 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
T: 204 474 6390
asper_info@umanitoba.ca

December 5, 2022

To: Greg Smith, Vice-Provost (Academic Planning and Programs)

From: Bruno Silvestre, Dean, I.H. Asper School of Business

Subject: Temporary Cessations

Dear Greg Smith,

Please find enclosed the proposals for temporary cessations of three Asper School of Business' Majors – *International Business (IB)*, *Leadership & Organization (L&O)* and *Management Information Systems (MIS)*. Student intake to these three Majors have been very modest in the last years and such demand will be naturally absorbed by the new Majors. Demand for *IB* and *L&O* Majors will be absorbed by the new *Strategy and Global Management* Major, while demand for *MIS* Major will be absorbed by the new *Business Analytics* Major.

These changes are in the best interest of the Asper School of Business' students as they prepare themselves to the fast-changing job market environment. Please do not hesitate to contact Robert Biscontri, Associate Dean, Undergraduate and International Programs (R.Biscontri@umanitoba.ca), if you require any further information or clarifications prior to the meeting.

Thank you for your kind consideration.

Bruno S. Silvestre, PhD
Dean, I.H. Asper School of Business
CPA Manitoba Chair in Business Leadership
CN Professor in Supply Chain Management

Application

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

Universities and colleges requesting approval for the **temporary cessation** of a program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS

University of Manitoba

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).
2. Please complete the application below and submit with it the following supplemental documentation, to the Deputy Provost (Academic Planning and Programs):
   a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*).
   b. Letters of support from internal stakeholders that were consulted as part of this proposal.
   c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Department of Business Administration, Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:
None

Program name: **International Business**

Credential awarded: **Bachelor of Commerce (Honours) in International Business**

Proposed start date for temporary cessation: **September 2023**

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The International Business major is intended to prepare students for a career in management with a focus on managing business internationally. As businesses get increasingly global in their outlook, it is important that business graduates are trained in doing business internationally – both to sell globally and source globally. The International Business major imparts knowledge on aspects such as international strategic alliances, international finance, foreign currency considerations, mode of entry into foreign markets, managing cultural differences, setting up global supply chains, etc., to name a few.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The Bachelor of Commerce (Honours) program comprises 120 credit hours of course work and is normally completed in four years. Students typically choose their major at the beginning of their third year. Each student must declare at least one major and present a minimum Degree Grade Point Average of 2.00. Most students also declare a second major as well.

A Major in International Business consists of the following 12 credit hours of courses:
International Finance FIN 3450 (3 hrs)
Comparative IR & HRM HRIR 4520 (3 hrs)
International Marketing MKT 3300 (3 hrs)
Global Supply Chains SCM 3230 (3 hrs)

B-3 Describe the mode of delivery for this program:

The mode of instruction for the program has been via in-person classes, except during the pandemic when classes were taught remotely. Some of the courses in the International Business program have been and will continue to be available in Distance Education format also, should the student wish to take those courses online. However, it is not possible to complete the entire program online; some courses will have to be taken in person.

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:
(Such as changes in applications, enrolment, employer demand.)

The enrolment in the International Business major has been quite modest. Over 2014-2020, less than 5% of Asper students declared it as their major, indicating the program is not popular among students. Student intake to the International Business major will be suspended starting September 2023 because there will be a new major – Strategy and Global Management – that will be offered starting the same time. The Strategy & Global Management major subsumes the International Business major and prepares students in international business, but with an increased strategic perspective. Therefore, it would result in duplication if the International Business major were continued. It is expected that the addition of the strategic perspective will make those wishing to pursue international business declare the new major.

C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:

The International Business major will not be available for students to choose, starting September 2023. However, those students who have already declared their major as International Business will be able to take the courses required toward this major so that they may graduate with this major (explained further under E-1).

C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: dates will be inserted by the Provost's Office prior to submission to government.

UNIVERSITY OF MANITOBA:

Approval by President **Date** _____

Consultation with Senate: _____

Consultation with Board of Governors: _____

Additional Consultation *(as needed)*: _____ Details:

Final Decision: Y ☐ N ☐ _____

C-4 Responsibility to consult

C-4.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

The Asper student body, faculty, and staff have been consulted.

C-4.2 How have students and faculty been informed of the intent to temporarily cease this program?

Faculty have been informed. Once Senate and the province have approved temporary cessation of the major, students will be informed via email, social media, Asper website, BComm (Hons) Program Guide, undergraduate program office staff, etc.

C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:

We don't anticipate any adverse impact of the temporary cessation of this program on the labour market in Manitoba. This is because as soon as the International Business major is suspended, the new Strategy & Global Management will become available. We only anticipate a positive impact of this temporary cessation due to the new-and-improved Strategy & Global Management major becoming available to students. It will prepare students in international business as well as management strategy. Therefore, students will be trained in international business but with a strategic thinking, which is important for business and the economic growth of the province.

SECTION D – SYSTEM IMPACTS

D-1 Describe how the temporary cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:

None.

D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:

Good business education requires that students be trained in doing business internationally. The temporary cessation of the International Business major could have been adverse if the Asper School were not introducing a major that would be a substitute for it. As the School is introducing the Strategy & Global Management major, there is no such adverse effect on the academic, cultural, social, or economic needs of students and the province.

SECTION E– STUDENT IMPACTS

E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:

Most of the courses that comprise the IB major will continue to be offered, as several of them will comprise the new Strategy and Global Management major that the Asper School is introducing. In the event any course is not offered, students will be offered course substitutions when required. Therefore, students who declare the IB major will not be disadvantaged and will be able to complete the program.

The Asper School has put in a student-friendly flexible transition plan for those students admitted prior to Sept 2023. Students have the option to remain in the old curriculum or have the option to switch to the new curriculum. Those students who prefer to get the new Strategy and Global Management major instead of the IB major will have that option by switching over to the new B.Comm (Hons) curriculum.

E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?

There will be no impact on previous graduates.

E-3 What was the maximum seat capacity of the program that is being temporarily ceased?

There was no maximum seat capacity per se, as any B. Comm. (Hons.) student could choose the International Business major if they so wished.

E-4 What was the enrolment and graduation rate for this program over the past 5 years?

The enrolment and numbers of graduates in the B.Comm (Hons) in International Business over the past 5 years are shown below:

Year	Enrolment	Graduates who declared as First major	Graduates who declared as Second major
2021	41	26	15
2020	48	26	22
2019	41	16	25
2018	41	24	17
2017	41	17	24

Over the past 5 years, on average 35 students have majored in International Business as one of their two majors (if they double-majored).

SECTION F – FINANCIAL REALLOCATION

F-1 What portion of ongoing funding is allocated to this program?

No specific funding is allocated to this program.

F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:

While funds per se will not need to reallocated, we will reallocate resources currently being used for the International Business major toward the new Strategy & Global Management major. For instance, instructors who teach in the IB major will be reassigned to teach the S&GM courses. Likewise, undergraduate student advisors who currently advise students pursuing the IB major will instead advise students to help them pursue the S&GM major. It is expected that the S&GM major will not require any resources as it will be a reallocation of resources from the ceased major to the new major.

SECTION G – FINANCIAL REALLOCATION

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (double-click to engage check box):

- ☐ Cover letter
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

Application

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

Universities and colleges requesting approval for the **temporary cessation** of a program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS

University of Manitoba

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).
2. Please complete the application below and submit with it the following supplemental documentation, to the Deputy Provost (Academic Planning and Programs):
   a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*).
   b. Letters of support from internal stakeholders that were consulted as part of this proposal.
   c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Department of Business Administration, Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:
None

Program name: **Leadership and Organizations**

Credential awarded: **Bachelor of Commerce (Honours) in Leadership and Organizations**

Proposed start date for temporary cessation: **September 2023**

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The Leadership and Organizations (L&O) major is intended to prepare students for a career in management with a focus on developing their leadership knowledge and skills.

The success or failure of organizations can often be traced to their leader. Being strategic in thinking, managing people and resources, and being able to get the employees of the organization to work toward a common goal are important skills needed for leaders. The L&O major prepared students for leadership roles in organizations.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The Bachelor of Commerce (Honours) program comprises 120 credit hours of course work and is normally completed in four years. Students typically choose a major at the beginning of their third year. Each student must declare at least one major and present a minimum Degree Grade Point Average of 2.00. A Major in Leadership & Organizations consists of any four of the following courses:

Management Decision Making GMGT 3010 (3 hrs)
Negotiation & Conflict Management LEAD 3010 (3 hrs)
Team Building & Diversity LEAD 3020 (3 hrs)
Corporate, Social & Environmental Responsibility LEAD 3030 (3 hrs)
Topics in Leadership & Organizations LEAD 3040 (3 hrs)
Leading Change LEAD 4010 (3 hrs)
Leadership, Power and Politics in Organizations LEAD 4020 (3 hrs)

B-3 Describe the mode of delivery for this program:

The mode of instruction for the program has been via in-person classes, except during the pandemic when classes were taught remotely. Some of the courses in the Leadership & Organizations program have been and will continue to be available in Distance Education format also, should the student wish to take those courses online. However, it is not possible to complete the entire program online; some courses will have to be taken in person.

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:
(Such as changes in applications, enrolment, employer demand.)

The number of students declaring the Leadership & Organizations major has been very modest, averaging less than 2% of Asper students per years. Student intake to the major will be suspended starting September 2023 because there will be a new major – Strategy and Global Management – that will be offered starting the same time and to a fair extent subsumes the L&O major. This major will include Leadership courses. Therefore, it would result in duplication of courses if the L&O major were continued.

C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:
The L&O major will not be available for students to choose, starting September 2023. However, those students who have already declared their major as L&O will be able to take the courses required toward this major so that they may graduate with this major (explained further under E-1).

C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: dates will be inserted by the Provost's Office prior to submission to government.

UNIVERSITY OF MANITOBA:

Approval by President **Date**_____

Consultation with Senate: _____

Consultation with Board of Governors: _____

Additional Consultation *(as needed)*: _____ Details:

Final Decision: Y ☐ N ☐ _____

C-4 Responsibility to consult

C-4.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

The Asper student body, faculty, and staff have been consulted.

C-4.2 How have students and faculty been informed of the intent to temporarily cease this program?

Faculty have been informed. Once Senate and the province have approved temporary cessation of the major, students will be informed via email, social media, Asper website, BComm (Hons) Program Guide, undergraduate program office staff, etc.

C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:

We don't anticipate any adverse impact of the temporary cessation of this program on the labour market in Manitoba. This is because the L&O major has been very poorly subscribed over the years, averaging only 12 students per year over the past five years, which is less than 2% of the Asper School's graduates each year. Leadership is an important skill in business. Students will continue to be trained in leadership in many other courses, or if they so choose, in the Strategy & Global Management major as well.

SECTION D – SYSTEM IMPACTS

D-1 Describe how the temporary cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:

None.

D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:

Good business education requires that students be trained in leadership. The temporary cessation of the L&O major could have been adverse if the Asper School were not introducing a major that would be a substitute for it. As the School is introducing the Strategy & Global Management major, there is no such adverse effect on the academic, cultural, social, or economic needs of students and the province. Moreover, as mentioned previously, the L&O major has been averaging only 12 students per year, which comprises less than 2% of the Asper School's graduates each year. It is expected that the Strategy & Global Management major will have much more uptake from students.

SECTION E– STUDENT IMPACTS

E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:

All the courses that comprise the L&O major will continue to be offered as many of those courses comprise the Leadership for Business and Organizations minor. Therefore, students who declare the L&O major will not be disadvantaged and will be able to complete the program.

The Asper School has put in a student-friendly flexible transition plan for those students admitted prior to Sept 2023. Students have the option to remain in the old curriculum or have the option to switch to the new curriculum. Those students who prefer to get the new Strategy and Global Management major instead of the L&O major will have that option by switching over to the new B.Comm. (Hons.) curriculum.

E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?

There will be no impact on previous graduates.

E-3 What was the maximum seat capacity of the program that is being temporarily ceased?

There was no maximum seat capacity per se, as any Asper student could choose the L&O major if they so wished.

E-4 What was the enrolment and graduation rate for this program over the past 5 years?

Year	Enrolment	Graduates who declared as First major	Graduates who declared as Second major
2021	12	4	8
2020	9	2	7
2019	11	3	8
2018	11	1	10
2017	18	4	14

Over the past 5 years, on average 12 students have declared L&O as one of their two majors (if they double-majored).

SECTION F – FINANCIAL REALLOCATION

F-1 What portion of ongoing funding is allocated to this program?

No specific funding is allocated to this program.

F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:

While funds per se will not need to reallocated, we will reallocate resources currently being used for the Leadership & Organizations major toward the new Strategy & Global Management major. For instance, instructors who teach in the L&O major will be reassigned to teach the S&GM courses. Likewise, undergraduate student advisors who currently advise students pursuing the L&O major will instead advise students to help them pursue the S&GM major. It is expected that the S&GM major will not require any resources as it will be a reallocation of resources from the ceased major to the new major.

SECTION G – FINANCIAL REALLOCATION

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (double-click to engage check box):

- ☐ Cover letter
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

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Application

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

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UM INTERNAL REQUIREMENTS

University of Manitoba

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2. Please complete the application below and submit with it the following supplemental documentation, to the Deputy Provost (Academic Planning and Programs):
   a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*).
   b. Letters of support from internal stakeholders that were consulted as part of this proposal.
   c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Department of Accounting and Finance, Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:
None

Program name: **Management Information Systems**

Credential awarded: **Bachelor of Commerce (Honours) in Management Information Systems**

Proposed start date for temporary cessation: **September 2023**

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The Management Information Systems (MIS) major is intended to prepare students for a career in management with a focus on developing their ability to establish and manage an information system to support business decision-making.

The use of information to aid decision-making is critical in business. The MIS major teaches students how to set up an information system in an organization and how to generate, process, and report information to allow the decision-maker to make informed decisions.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The Bachelor of Commerce (Honours) program comprises 120 credit hours of course work and is normally completed in four years. Students typically choose a major at the beginning of their third year. Each student must declare at least one major and present a minimum Degree Grade Point Average of 2.00. A Major in Management Information Systems consists of the following four courses (12 credit hours):

Database Mgmt Systems MIS 3500 (3 cr hrs)
Sys Analysis & Design MIS 3510 (3 cr hrs)
Data Communications MIS 3520 (3 cr hrs)
MIS & Strategy MIS 4500 (3 cr hrs)

B-3 Describe the mode of delivery for this program:

The mode of instruction for the program has been via in-person classes, except during the pandemic when classes were taught remotely. Some of the courses in the Management Information Sytems program have been and will continue to be available in Distance Education format also, should the student wish to take those courses online. However, it is not possible to complete the entire program online; some courses will have to be taken in person.

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:
(Such as changes in applications, enrolment, employer demand.)

The number of students declaring Management Information Systems has been very modest, averaging less than 5% of Asper students over the past five years. As the business world has evolved from business information systems to business analytics, this general lack of student interest is not surprising. Student intake to the Management Information Systems (MIS) major will be suspended starting September 2023 because there will be a new major – Business Analytics – that will be offered starting the same time and for the most part subsumes the MIS major. The Business Analytics major prepares students to generate and manage the business intelligence needed for informed business decision-making, which is what a management information system is intended to do. Therefore, it would result in duplication if the MIS major were continued.

C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:

The MIS major will not be available for students to choose, starting September 2023. However, those students who have already declared their major as MIS will be able to take the courses required toward this major so that they may graduate with this major (explained further under E-1).

C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: dates will be inserted by the Provost's Office prior to submission to government.

UNIVERSITY OF MANITOBA:

Approval by President **Date** _____

Consultation with Senate: _____

Consultation with Board of Governors: _____

Additional Consultation *(as needed)*: _____ Details:

Final Decision: Y ☐ N ☐ _____

C-4 Responsibility to consult

C-4.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

The Asper student body, faculty, and staff have been consulted.

C-4.2 How have students and faculty been informed of the intent to temporarily cease this program?

Faculty have been informed. Once Senate and the province have approved temporary cessation of the major, students will be informed via email, social media, Asper website, B.Comm. (Hons.) Program Guide, undergraduate program office staff, etc.

C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:

We don't anticipate any adverse impact of the temporary cessation of this program on the labour market in Manitoba. This is because the MIS major has been very poorly subscribed over the years, averaging only 31 students per year over the past five years, which is only about 3% of the Asper School's graduates per year. However, managing the information function is important in business. Students will continue to be trained in information generation and management in many other courses, or if they so choose, in the Business Analytics major as well.

SECTION D – SYSTEM IMPACTS

D-1 Describe how the temporary cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:

None.

D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:

The temporary cessation of the MIS major could have been adverse if the Asper School were not introducing a major that would be a substitute for it. As the School is introducing the Business Analytics major, there is no such adverse effect on the academic, cultural, social, or economic needs of students and the province. Moreover, as mentioned previously, the MIS major has been averaging only 18 students per year, which comprises less than 3% of the Asper School's graduates each year. It is expected that the Business Analytics major will be far more popular.

SECTION E– STUDENT IMPACTS

E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:

Most of the courses that comprise the MIS major will continue to be offered, as several of them will comprise the new Business Analytics major that the Asper School is introducing. In the event any course is not offered, students will be offered course substitutions when required. For instance, MIS 2000 Information Systems for Management is being deleted. This course is a foundational course and is a prerequisite for the four courses toward the MIS major. Students in that major will be permitted to take IDM 2020 Introduction to Business Analytics instead, as it will serve as an alternative prerequisite course for the MIS major courses. Therefore, students who declare the MIS major will not be disadvantaged and will be able to complete the program.

The Asper School has put in a student-friendly flexible transition plan for those students admitted prior to Sept 2023. Students have the option to remain in the old curriculum or have the option to switch to the new curriculum. Those students who prefer to get the new Business Analytics major instead of the MIS major will have that option by switching over to the new B.Comm. (Hons.) curriculum.

E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?

There will be no impact on previous graduates.

E-3 What was the maximum seat capacity of the program that is being temporarily ceased?

There was no maximum seat capacity per se, as any BComm (Hons) student could choose the MIS major if they so wished.

E-4 What was the enrolment and graduation rate for this program over the past 5 years?

Year	Enrolment	Graduates who declared as First major	Graduates who declared as Second major
2021	38	24	14
2020	31	18	13
2019	36	22	14
2018	35	20	15
2017	28	18	10

Over the past 5 years, on average 31 students have declared MIS as one of their two majors (if they double-majored).

SECTION F – FINANCIAL REALLOCATION

F-1 What portion of ongoing funding is allocated to this program?

No specific funding is allocated to this program.

F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:

While funds per se will not need to reallocated, we will reallocate resources currently being used for the Management Information Systems major toward the new Business Analytics major. For instance, instructors who teach in the MIS major will be reassigned to teach the BA courses. Likewise, undergraduate student advisors who currently advise students pursuing the MIS major will instead advise students to help them pursue the BA major. It is expected that the BA major will not require any resources as it will be a reallocation of resources from the ceased MIS major to the new BA major.

SECTION G – FINANCIAL REALLOCATION

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (double-click to engage check box):

- ☐ Cover letter
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

University of Manitoba | Office of the Vice-President (Research and International)

202 Administration Bldg
66 Chancellors Circle
Winnipeg, MB
Canada R3T 2N2
T: 204 474 6915
F: 204 261 1318

TO: Ms. Shannon Coyston, Associate University Secretary (Senate)

FROM: Dr. Mario Pinto, Vice-President (Research and International)

DATE: January 6, 2023

SUBJECT: Reports on Research Contracts Funds and Amendments Received

COPIES: Dr. Annemieke Farenhorst, Associate Vice-President (Research)

Attached are copies of *Report on Research Contracts and Amendments Received* for the period of July 1, 2022 to December 31, 2022. Please include the reports on the next Senate agenda.

Thank you

MP/as

Attach.

New Research Agreement Funds Awarded (over $20,000)
ORS Processed Date: July 1, 2022 to December 31, 2022

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title	Project Type
Clayton H. Riddell Faculty of Environment, Earth, and Resources	Ehn, Jens	Centre for Earth Observation Science	Environment and Climate Change Canada (ECCC)	75,000	Canadian Watershed Information Network	Contract
	Haque, C. Emdad	Natural Resources Institute	Carleton University	56,448	Mobilizing Insights In Defence And Security: Collaborative Network	Contract
	Mundy, Christopher (CJ)	Environment & Geography	Fisheries and Oceans Canada	982,560	Ikirassaaluit Qikiqtaimi (Polynyas of the Belcher Islands): A proposal to support marine conservation efforts for the Qikiqtait	Contract
	Stroeve, Julienne	Centre for Earth Observation Science	University of Toronto	29,828	Northern Climate Data Working Group Phase II	Contract
			Faculty Total:	**1,143,836**		
College of Medicine	't Jong, Geert	Pediatrics and Child Health	Centre Hospitalier Universitaire Sainte-Justine	310,250	Pediatric Outcome Improvement through Coordination of Research Networks (POPCORN)	Tri-Agency sub-award agreement
	Abousetta, Ahmed	Community Health Sciences	Unity Health Toronto	25,000	COVID-END: What is the effectiveness of international border travel restrictions on the spread of COVID-19?	Tri-Agency sub-award agreement
	Avery, Lisa	Centre for Global Public Health (CGPH)	International Development Research Centre (IDRC)	213,000	Women in Health and their Economic, Equity and Livelihood statuses during Emergency Preparedness and Response (WHEELER)	Contract
	Avery, Lisa	Centre for Global Public Health (CGPH)	World Vision Canada	419,124	Accelerated Hope and Development for Urban Adolescents in Tanzania (AHADI) through Gender Equality: Project evaluation and operations research	Contract
	Becker, Marissa	Centre for Global Public Health (CGPH)	Royal College of Physicians & Surgeons of Canada	90,000	Building research skill to improve maternal/child health in Pakistan using Program Science	Contract
	Bernstein, Charles	Internal Medicine	McMaster University	22,000	Randomized trial of fecal microbiota transplantation versus placebo for the induction of remission in patients with active pouchitis	Tri-Agency sub-award agreement
	Brownell, Marni	Manitoba Centre for Health Policy (MCHP)	Anonymous	80,000	Advancing the SPECTRUM Partnership: A Collaborative, Cross-Sector Research and Evaluation Partnership to Improve Social Policy in Manitoba	Contract
	Brownell, Marni	Manitoba Centre for Health Policy (MCHP)	Leading4impact (L4i)	20,475	Restoring the Sacred Bond Outcome Evaluation: Reducing the number of days in CFS care in the first year of life	Contract
	Cuvelier, Geoffrey	Pediatrics and Child Health	University of Western Ontario	35,000	Metabolomics for Prediction of Cisplatin Mediated Acute Kidney Injury: A Canadian Multi-Centre Adult and Pediatric Study (ACCENT)	Tri-Agency sub-award agreement
	Dart, Allison	Pediatrics and Child Health	University of British Columbia (UBC)	100,000	PRO-Kid: Implementation of a Patient-Reported Outcome (Measure (PROM) into Clinical Pediatric Nephrology)	Tri-Agency sub-award agreement
	Dart, Allison	Pediatrics and Child Health	University of British Columbia (UBC)	62,500	iCARE eGFR Knowledge Mobilization Strategy	Tri-Agency sub-award agreement
	Desautels, Angela	Internal Medicine	Cerebra Health Inc.	34,884	Randomized control trial to compare patient outcomes following unattended polysomnography versus in-lab polysomnography for sleep apnea and comorbid sleep disorders.PM	Contract

College of Medicine continued	Emmanuel, Faran	Community Health Sciences	National Agency for the Control of AIDS (NACA)	3,396,905	Implementation of the 2022 Key Population (KP) Size Estimates (KPSE) Size in 20 States	Contract
	Gripp, Karen	Pediatrics and Child Health	University of Calgary	95,140	PRoMPT BOLUS: PRagMatic Pediatric Trial of Balanced vs. nOrmaL Saline FlUid in Sepsis	Tri-Agency sub-award agreement
	Hardy, Krista	Surgery	Hamilton Health Sciences Corporation	107,800	Bariatric surgery for the Reduction of cArdioVascular Events randomized conrolled trial (BRAVE)	Contract
	Hosier, Gregory	Surgery	American Urological Association	51,412	A randomized controlled trial of ambulatory versus inpatient percutaneous nephrolithotomy	Contract
	Karimi-Abdolrezaee, Soheila	Physiology & Pathophysiology	Wings for Life Spinal Cord Research Foundation	97,546	Novel cellular and pharmacological approaches to restore circuit connectivity and neuromodulation after spinal cord injury	Grant with associated agreement
	Katz, Alan	Manitoba Centre for Health Policy (MCHP)	University of Toronto	116,988	Vaccine Distribution Approaches for Equity-Deserving and At-Risk Populations during COVID-19: Best Practices and Lessons Learned in Canada	Tri-Agency sub-award agreement
	Lavoie, Josee	Community Health Sciences	University of Winnipeg	50,000	Kishaadigeh: Indigenous Self Determination through Research for our Future Generations - Manitoba NEIHR	Tri-Agency sub-award agreement
	Leung, Edward	Pediatrics and Child Health	Outcome Sciences, LLC	108,850	Real-World Use of Novel Treatments in Patients with Spinal Muscular Atrophy (SMA): A Multi-Site Retrospective Chart Review of Pediatric SMA Patients Outside of the United States	Contract
	Lim, Lily	Pediatrics and Child Health	Hospital for Sick Children (SickKids)	30,000	Canada-Netherlands Personalized Medicine Network in Childhood Arthritis and Rheumatic Disease-UCAN-CANDU	Tri-Agency sub-award agreement
	Mahmud, Salaheddin	Community Health Sciences	Bioscience Association of Manitoba (BAM)	50,000	High-Dose Seasonal Influenza Vaccine Uptake and Adherence among US commercial and Medicare Advantage Health Plan Adult Members	Contract
	Mahmud, Salaheddin	Community Health Sciences	Bioscience Association of Manitoba (BAM)	50,000	Serotype-Specific Effectiveness of the Pneumococcal Vaccines in Preventing Invasive Pneumococcal Disease and Hospitalization for Pneumonia among the entire population in Manitoba and in certain subgroups	Contract
	Marcogliese, Paul	Biochemistry and Medical Genetics	University of Tubingen (Universitatsklinikum Tuebingen)	26,106	Functional assessment of RALGAPA2 variants in rare disease	Contract
	Marrie, Ruth	Internal Medicine	University of Texas Southwestern Medical Center at Dallas	27,545	NARCOMS Registry	Contract
	McKinnon, Lyle	Medical Microbiology and Infectious Diseases	Gates (Bill and Melinda) Foundation	255,540	Omicron boost: POC for a transmission-blocking COVID-19 vaccine	Contract
	Menec, Verena	Community Health Sciences	McMaster University	440,000	The Canadian Longitudinal Study on Aging (CLSA): Understanding the complexity of aging health through interdisciplinary research	Contract
	Moffatt, Dana	Internal Medicine	Oregon Health & Science University	51,196	SpHincterotomy for Acute Recurrent Pancreatitis Trial- SHARP Trial	Contract
	Nashed, Maged	Radiology	Lawson Health Research Institute	57,000	A Phase III Randomized Trial of Transarterial Chemoembolization (TACE) versus TACE plus Stereotatic Body Radiation Therapy (SBRT) in Primary or Secondary Liver Carcinoma	Contract

College of Medicine continued	Nickel, Nathan	Manitoba Centre for Health Policy (MCHP)	University of British Columbia (UBC)	78,804	Antibiotic Use and Asthma Incidence: Population-Based Retrospective Cohort Investigation in Manitoba	Tri-Agency sub-award agreement
	Poliquin, Vanessa	Obstetrics, Gynecology and Reproductive Sciences	University of British Columbia (UBC)	133,000	Canadian Surveillance of COVID-19 in Pregnancy: Epidemiology , Maternal and Infant Outcomes	Tri-Agency sub-award agreement
	Rockman-Greenberg, Cheryl	Pediatrics and Child Health	Ontario Genomics	45,225	Defining a Canadian Data Solution That Will Deliver Precision Health for Rare Genetic Diseases	Contract
	Santer, Deanna	Immunology	University Health Network (UHN)	35,875	Peginterferon lambda to treat outpatients with COVID-19 to prevent severe disease: Focus on variants of concern	Tri-Agency sub-award agreement
	Santer, Deanna	Immunology	University of Ottawa	104,167	Coronavirus variants rapid response network: CoVaRR-Net-Pillar 10: Antiviral Strategies and Antiviral Therapeutics	Tri-Agency sub-award agreement
	Sellers, Elizabeth	Pediatrics and Child Health	Sunnybrook Research Institute	221,500	MiTy Tykes (A multi-centre follow up study of the effect of in-utero exposure to metformin in 5-11 year old offspring of mothers in the MiTy Trial)	Tri-Agency sub-award agreement
	Shankar, Jai	Radiology	Heart & Stroke Foundation of Manitoba	190,000	Implementation of The Manitoba TeleStroke Program: Lessons learned from the first six years and the path forward	Grant with associated agreement
	Singh, Harminder	Internal Medicine	Research Institute of the McGill University Health Centre (The)	114,074	DECOOP - Digestive Endoscopy in the Era of Covid-19: An Opportunity For Optimizing Care During the Pandemic and Beyond	Tri-Agency sub-award agreement
	Srinathan, Sadeesh	Surgery	Roche Diagnostics International Ltd.	50,146	NTproBNP as a predictor of post operative atrial fibrillation after thoracic surgery: A pilot study for a multinational prospective cohort study	Contract
	Vazquez-Grande, Gloria	Internal Medicine	McMaster University	135,000	Re-EValuating the Inhibition of Stress Erosions and prophylaxis against gastrointestinal bleeding in the critically ill (REVISE) Trial.	Tri-Agency sub-award agreement
	Yamashita, Michael	Surgery	Hamilton Health Sciences Corporation	79,000	The Direct Oral Anticoagulation versus Warfarin after Cardiac Surgery (DANCE) Tria	Contract
	Zhanel, George	Medical Microbiology and Infectious Diseases	Avir Pharma Inc.	20,000	Assessing the Activity of Ceftobiprole versus Comparators in the CANWARD 2022 Study	Contract
			Faculty Total:	**7,631,052**		
College of Nursing	Hack, Thomas	Nursing	University of Calgary	101,227	The Development and Evaluation of An Evidence-informed, Competency-based, Accredited Compassion Training Program for Healthcare Providers Caring for Older Adults - the EnACT study	Tri-Agency sub-award agreement
	Horrill, Tara	Nursing	Oncology Nursing Foundation	68,245	How Can Health Equity be Integrated into Cancer Care? Identifying Organizational Factors to Support Equity-Oriented Care for Older Adults who are Highly Marginalized	Contract
			Faculty Total:	**169,472**		
College of Rehabilitation Sciences	Urbanowski, Reginald	Dean's Office - College of Rehabilitation Sciences	Heart & Stroke Foundation of Manitoba	208,000	Best practices in four first nation communities	Grant with associated agreement
			Faculty Total:	**208,000**		

Faculty of Agricultural and Food Sciences	Cicek, Nazim	Dean's Office - Faculty of Agriculture	Manitoba Agriculture	498,300	University of Manitoba Protein Research Equipment	Contract
	Gulden, Robert	Plant Science	Agriculture and Agri-Food Canada (AAFC)	40,000	Balancing economic, action, and seed production thresholds for glyphosate-resistant kochia in canola	Contract
	House, James	Food and Human Nutritional Sciences	The Institute for the Advancement of Food and Nutrition Sciences (IAFNS)	182,930	In-Vitro Bioassay for True Fecal Protein Digestibility	Contract
	House, James	Food and Human Nutritional Sciences	Western Economic Diversification (WD)	2,397,039	Enhancing protein innovation in Manitoba through SME and research collaboration	Contract
	Lobb, David	Soil Science	Environment and Climate Change Canada (ECCC)	55,000	Opportunities to reduce phosphorus loading from atmospheric deposition	Contract
	Nyachoti, C. Martin	Animal Science	Topigs Norsvin Canada Inc.	50,299	Advancing female reproductive knowledge and management practices for optimal lifetime productivity and embryo transfer success	Contract
			Faculty Total:	**3,223,568**		
Faculty of Architecture	Trottier, Jean	Landscape Architecture	Parks Canada	49,968	Winnipeg candidate national urban park: Red and Seine Rivers site study	Contract
			Faculty Total:	**49,968**		
Faculty of Engineering	Ferguson, Philip	Mechanical Engineering	Western Economic Diversification (WD)	2,123,233	DroneZone	Contract
	Isleifson, Dustin	Electrical and Computer Engineering	Magellan Aerospace	105,000	Investigating Methods to Enhance Information Content in Existing RF Channels in Space Systems	Contract
	Isleifson, Dustin	Electrical and Computer Engineering	Natural Resources Canada (NRCAN)	300,000	A Specialized Oil Seeker Drone for Ice-Covered Oceans	Contract
	Mantilla, Ricardo	Civil Engineering	Manitoba Hydro	125,000	Reassessment of Design Flood Scenarios for Critical Infrastructure in the Context of Statistical Storm Transposition and Enhanced Historical Reanalysis Data	Contract
			Faculty Total:	**2,653,233**		
Faculty of Kinesiology and Recreation Management	Passmore, Steven	Kinesiology and Recreation Management	World Spine Care Canada	198,545	Reducing barriers to conservative spine care to minimize opioid exposure: A global spine care initiative implementation project	Contract
			Faculty Total:	**198,545**		
Faculty of Science	Garroway, Colin	Biological Sciences	Alberta Environment and Parks	195,500	Alberta native trout genetics: Method development, analyses and application to species recovery	Contract
	Jeffries, Kenneth	Biological Sciences	University of Windsor	31,625	Quantifying sources of mortality and behavior of stocked fish across release depths in Lake Ontario: Using acoustic telemetry and genomics to inform stocking me	Contract
	Tomy, Gregg	Chemistry	Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC)	164,450	Polycyclic aromatic compounds in seabirds from the Canadian Arctic	Contract
	van Lierop, Johan	Physics and Astronomy	Toyota Motor Engineering & Manufacturing North America Inc.	97,110	Transition metal oxide nanocatalysts: The quantum role of oxygen ions	Contract
			Faculty Total:	**488,685**		
Faculty of Social Work	Souleymanov, Rusty	Social Work	Community-Based Research Centre (CBRC)	193,166	Mental Health and COVID-19: Investigaytors Winnipeg	Contract
			Faculty Total:	**193,166**		

I. H. Asper School of Business	Prentice, Barry	Supply Chain Management	Transport Canada	40,000	Logistics Analysis of Dangerous Goods Nitrogen Fertilizers, including Anhydrous Ammonia, to Retail Sites	Contract
			Faculty Total:	**40,000**		
Vice-President (Research and International)	Pinto, Mario	Office of the Vice-President (Research and International)	Digital Research Alliance of Canada	138,200	2022-23 Funding	Contract
	Pinto, Mario	Office of the Vice-President (Research and International)	Global Affairs Canada	54,950	Emerging Leaders in the Americas Program (ELAP) & Study in Canada Scholarships (SICS) Program	Contract
			Faculty Total:	**193,150**		
			Total New Agreements over $20,000 awarded:	**16,192,675**		

Research Agreement Amendments - Funding Changes
Amendment Date: July 1, 2022 to December 31, 2022

Faculty	PI Name	Dept	Sponsor	Amount of New Funds	Project Title	Project Type
Clayton H. Riddell Faculty of Environment, Earth, and Resources	Ehn, Jens	Centre for Earth Observation Science	Environment and Climate Change Canada (ECCC)	25,000	Canadian Watershed Information Network	Contract
	Ehn, Jens	Centre for Earth Observation Science	Laval University	245,151	Canadian Research icebreaker Amundsen	Grant with associated agreement
	Kuzyk, Zou Zou	Centre for Earth Observation Science	Oceans North	73,640	Oceanography Expedition to James Bay	Contract
	Papakyriakou, Timothy	Centre for Earth Observation Science	Manitoba Hydro	25,000	BaySys - contributions of climate change and hydroelectric regulation to the variability and change of freshwater-marine coupling in the Hudson Bay system	Tri-Agency sub-award grant (with agreement)
	Stroeve, Julienne	Centre for Earth Observation Science	University of Toronto	-14,913	Northern Climate Data Working Group Phase II	Contract
	Wang, Feiyue	Centre for Earth Observation Science	Sel Saint Laurent	4,500	Characterization of Seawater Cryoconcentration for Sea Salt Production	Contract
			Faculty Total:	**358,378**		
College of Medicine	Azad, Meghan	Pediatrics and Child Health	Hospital for Sick Children (SickKids)	60,659	Causational roles of the gut microbiome in childhood asthma: Leveraging the CHILD cohort study	Tri-Agency sub-award agreement
	Fowke, Keith	Medical Microbiology and Infectious Diseases	Institut de recherches cliniques de Montreal (IRCM)	25,000	The Canadian HIV Cure Enterprise 2.0: Targeting the interplay between myloid cells and CD4+ T cells for HIV cure	Contract
	Hatala, Andrew	Community Health Sciences	University of Winnipeg	50,000	Kishaadigeh: Indigenous self determination through research for our future generations - Manitoba NEIHR	Tri-Agency sub-award agreement
	Keynan, Yoav	Internal Medicine	Public Health Agency of Canada	533,333	National Collaborating Centre for Infectious Diseases (NCCID)	Contract
	Kindrachuk, Jason	Medical Microbiology and Infectious Diseases	University of Ottawa	90,000	Coronavirus Variants Rapid Response Network: CoVaRR-Net	Tri-Agency sub-award agreement
	Kirshenbaum, Lorrie	Physiology & Pathophysiology	Albert Einstein College of Medicine	24,575	Modulation of mitofusin activity to treat heart disease	Grant with associated agreement
	Lix, Lisa	Community Health Sciences	Harvard Medical School	28,831	Comparing hospitalization rates, outcomes, and treatment intensity for elderly patients across OECD countries	Grant with associated agreement
	Lix, Lisa	Community Health Sciences	Jewish General Hospital	-32,000	Canadian Network for Observational Drug Effect Studies (CNODES)	Tri-Agency sub-award agreement
	Marrie, Ruth	Internal Medicine	Unity Health Toronto	2,000	Canoptics: The Canadian neuromyelitis optica spectrum disorder (NMOSD) and other atypical demyelinating diseases cohort study	Contract
	McLaren, Paul	Medical Microbiology and Infectious Diseases	Johns Hopkins University	61,582	Sex, gender the immunopathogenesis of HIV-1	Grant with associated agreement
	Moses, Stephen	Community Health Sciences	Gates (Bill and Melinda) Foundation	-955,516	Integrated data system to monitor/validate program/TOC in UP	Contract

College of Medicine continued	Moses, Stephen	Community Health Sciences	United States Fund for UNICEF	456,861	Countdown to 2030	Contract
	Murooka, Thomas	Immunology	Institut de recherches cliniques de Montreal (IRCM)	100,000	Canadian HIV cure enterprise 2.0: Target the interplay between myeloid cells and CD4+ T-cells for HIV cure	Tri-Agency sub-award agreement
	Narvey, Michael	Pediatrics and Child Health	Duke University	54,247	Safety of sildenafil in premature infants at risk of Bronchopulmonary Dysplasia	Contract
	Rockman-Greenberg, Cheryl	Pediatrics and Child Health	Idorsia Pharmaceuticals Ltd	82,535	A multi-center, open-label, single-arm, extension study to determine the long-term safety and tolerability of oral lucerastat in adult subjects with Fabry disease (ID-069A302)	Contract
	Rockman-Greenberg, Cheryl	Pediatrics and Child Health	University of British Columbia (UBC)	9,256	Precision Diagnosis for Indigenous Families with Genetic Conditions (Activity 2 of Silent Genomes: Reducing health care disparities and improving diagnostic success for children with genetic diseases from Indigenous populations	Contract
	Rockman-Greenberg, Cheryl	Pediatrics and Child Health	University of Ottawa	3,000	Emerging team in rare diseases: Long-term follow-up of children with inborn errors of metabolism (IEM) in Canada - Phase I: CIMDRN research network participant enrollment and clinical data collection (Emerging team in rare diseases: Achieving the "Triple Aim" for inborn errors of metabolism)	Tri-Agency sub-award agreement
	Rush, David	Internal Medicine	University of Pittsburgh	10,333	Regulatory dendritic cell therapy in live donor renal transplant recipients	Grant with associated agreement
	Rush, David	Internal Medicine	University of Pittsburgh	29,478	Regulatory dendritic cell therapy in live donor renal transplant recipients	Grant with associated agreement
	Santer, Deanna	Immunology	University of Ottawa	37,500	Coronavirus variants rapid response network: CoVaRR-Net-Pillar 10: Antiviral Strategies and Antiviral Therapeutics	Tri-Agency sub-award agreement
	Severini, Alberto	Medical Microbiology and Infectious Diseases	Dalhousie University	30,908	Is Ontario prepared for the return of measles	Tri-Agency sub-award agreement
	Tangri, Navdeep	Internal Medicine	National Kidney Foundation Inc.	30,000	National Kidney Foundation Patient Network and Registry	Contract
	Zarychanski, Ryan	Internal Medicine	Ottawa Hospital Research Institute	5,000	Aneurysmal subarachnoid hemorrhage - red blood cell transfusion and outcome (SAHaRA): A randomized controlled trial	Tri-Agency sub-award agreement
			Faculty Total:	**737,582**		
College of Pharmacy	Kowalec, Kaarina	Pharmacy	University of North Carolina at Chapel Hill	129,084	A trans-nordic study of extreme major depression	Grant with associated agreement
			Faculty Total:	**129,084**		
College of Rehabilitation Sciences	Barclay, Ruth	Physical Therapy	Research Institute of the McGill University Health Centre (The)	12,000	Health-related quality of life and aging: Measuring what matters to older people	Tri-Agency sub-award agreement
			Faculty Total:	**12,000**		
Faculty of Agricultural and Food Sciences	Bullock, Paul	Soil Science	Western Grains Research Foundation	-96,362	Selecting crop sequences and developing a risk model to mitigate FHB in western Canadian cereal production	Contract
	Cicek, Nazim	Biosystems Engineering	National Research Council	50,000	Providing Research Services to Support SMEs to Innovate Agriculture and Food Science Technologies	Contract

	Cicek, Nazim	Biosystems Engineering	National Research Council	100,060	Providing Research Services to Support SMEs to Innovate Agriculture and Food Science Technologies	Contract
	Fernando, Dilantha	Plant Science	Saskatchewan Canola Development Commission (SaskCanola)	-110,250	Identification and genetics mapping of novel genes for resistance to blackleg in Chinese and Canadian Brassica napus varieties/lines/germplasm	Contract
	Rodas-Gonzalez, Argenis	Animal Science	Alberta Innovates	87,453	Towards precision pig farming using imaging technology for rapid noninvasive prediction of carcass traits in growing-finishing pigs	Contract
	Suh, Miyoung	Food and Human Nutritional Sciences	Manitoba Agriculture	-369,333	Smart vertical farm for health in northern communities	Contract
			Faculty Total:	**-338,432**		
Faculty of Education	Curnow, Joe	Educational Administration, Foundations and Psychology	Canadian Centre for Policy Alternatives (CCPA)	4,901	Contesting narratives of exploitation: Sex worker safety and the Manitoba John School	Tri-Agency sub-award agreement
			Faculty Total:	**4,901**		
Faculty of Engineering	Birouk, Madjid	Mechanical Engineering	National Research Council	16,000	Fuel switching of waste derived gaseous fuels in internal combustion engines	Contract
	Cha, Young Jin	Civil Engineering	Farsight AI Ltd.	-3,760	Renting a GPU computer to FarsightAI	Contract
	Ferguson, Philip	Mechanical Engineering	Magellan Aerospace	60,000	Special Processes and Advanced Computing Environment for Debris Unambiguity, Surveying, and Tracking / SPACEDUST	Contract
			Faculty Total:	**72,240**		
Faculty of Science	Stetefeld, Jörg	Chemistry	Kivalliq Inuit Association	-45,000	Development and optimization of non-invasive monitoring tools based on DNA metabarcoding technology to measure fish species assemblage in the Meadowbank site	Contract
			Faculty Total:	**-45,000**		
I. H. Asper School of Business	Gagnon, Suzanne	Business Administration	Ryerson University	217,000	Women's Entrepreneurship Knowledge Hub (WEKH)	Contract
	Gagnon, Suzanne	Business Administration	Ryerson University	-1,000	Women's Entrepreneurship Knowledge Hub (WEKH)	Contract
			Faculty Total:	**216,000**		
Vice-President (Research and International)	Frogner, Raymond	National Centre for Truth and Reconciliation (NCTR)	Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC)	114,584	Missing children and unmarked burials: Closing the research gaps, Phase 2	Contract
	Frogner, Raymond	National Centre for Truth and Reconciliation (NCTR)	Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC)	152,018	Missing children and unmarked burials: Closing the research gaps, Phase 2	Contract
			Faculty Total:	**266,602**		
			Total Amount of New Funding:	**1,413,355**		

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

> On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

Observations

At its meeting of December 20, 2022, the Senate Committee on Awards approved 7 new offers, 7 revised offers and 2 withdrawals as set out in the *Report of the Senate Committee on Awards (December 20, 2022)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 7 new offers, 7 revised offers and 2 withdrawals as set out in the *Report of the Senate Committee on Awards (December 20, 2022)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

December 20, 2022

1. NEW OFFERS

Anastasie Hacault Agribusiness Scholarship

In memory of Anastasie Hacault (B.Sc./'07, M.Sc./'11), friends, family and colleagues with DLF Canada established an endowment fund at the University of Manitoba in 2022. The purpose of the fund is to reward and recognize students in the Faculty of Agricultural and Food Sciences who embody the spirit of Anastasie's *joie de vivre*, outgoing nature, dedication to other students, and love of the family farm and agri-food sector. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2023-2024, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

(1) has graduated from a Manitoba high school;

(2) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Science in Agribusiness program in the Faculty of Agricultural and Food Sciences;

(3) has achieved a minimum degree grade point average of 3.0; and

(4) has demonstrated dedication to their fellow students and the agri-food sector through volunteer activities, membership in student councils/groups, and/or other meritorious services.

In order to demonstrate how they meet criterion (4), students must submit a written statement (maximum 500 words).

Preference will be given to a student who graduated from a Manitoba high school outside the city limits of Winnipeg.

If there is no student who meets all of the numbered criteria listed above, the scholarship will be offered to a student who meets criteria (3) and (4) who is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Science in Agriculture (Agronomy, Animal Systems, or Plant Biotechnology) or the Bachelor of Science in Agroecology program.

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate) and providing all reasonable efforts have been made to consult, 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. Lytton Smith Bursary

Through a bequest, Dr. Lytton William Smith (MD/'70) established a trust fund at the University of Manitoba in 2019. The purpose of the fund is to provide financial support to students in the Undergraduate Medical Education program. For one year, in 2022-2023, the available annual income plus any unspent revenue will be used to fund bursaries for students in the

Undergraduate Medical Education program. Each year, beginning in 2023-2024 the available annual income from the fund will be used to offer bursaries to undergraduate students who:

(1) are enrolled full-time in any year of study in the Undergraduate Medical Education program in the Max Rady College of Medicine;
(2) are in good standing;
(3) have demonstrated financial need on the standard University of Manitoba general bursary application.

The selection committee will have the discretion to determine the number and values of bursaries each year.

The Dean of the Max Rady College of Medicine (or designate) will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate) and providing all reasonable efforts have been made to consult, 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.

Jane and Wayne Stewart Bursary for Women in Engineering

Jane and Wayne Stewart established an endowment fund with an initial gift of approximately $100,000 at the University of Manitoba in 2022. The purpose of the fund is to provide financial support to students in the Price Faculty of Engineering. Beginning in the 2024-2025 academic year, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

(1) identifies as female;
(2) are enrolled full-time (minimum 60% course load) and have completed 71 – 111 credit hours in any program in the Price Faculty of Engineering;
(3) have achieved a minimum degree grade point average of 2.0; and
(4) have demonstrated financial need on the standard University of Manitoba general bursary application form.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The selection committee for this award will be the Scholarships, Bursaries and Awards Committee of the Price Faculty of Engineering and will include two members of the Stewart Family.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

John F. Pink Undergraduate Scholarships

The Price Faculty of Engineering has received a generous endowed gift from the estate of John F. Pink. The purpose of the fund is to reward the academic achievements of a student in any department in the Price Faculty of Engineering. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one or more scholarships at a value of $1,000 to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the second year of study in the: Biosystems Engineering program, Civil Engineering program, Computer Engineering program, Electrical Engineering program, or Mechanical Engineering program in the Price Faculty of Engineering;

(2) have achieved the highest entry grade point average in their departmental program; and

(3) are in good academic standing.

The selection committee will have the discretion to determine the number of awards offered each year based on the available funds, as outlined in the criteria above.

The selection committee will be the Undergraduate Awards Committee in the Price Faculty of Engineering.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate) and providing all reasonable efforts have been made to consult, 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.

Postl Scholarship

Dr. Brian Postl and his brother Mr. Jim Postl along with a community of donors established an annually funded award in the amount of $118,800 at the University of Manitoba, in honour of Dr. Postl's retirement after 12 years as Dean of the Rady Faculty of Health Sciences. The purpose of the two scholarships is to support Indigenous students entering the Rady Faculty of Health Sciences by helping to improve their overall well being with scholarship support.

Each year, beginning in 2023-2024, one scholarship valued at $5,000 will be used to offer one entrance scholarship to an undergraduate student who:

(1) has self-declared as First Nations, Métis, or Inuit person from Canada;

(2) has been admitted to the first year of the Undergraduate Medical Education Program in the Max Rady College of Medicine;

(3) has ranked high on the Admission Composite Score; and

(4) has demonstrated community engagement.

Each year, beginning in 2023-2024, one scholarship valued at $5,000 will be used to offer one entrance scholarship to an undergraduate student who:

(1) has self-declared as First Nations, Métis, or Inuit person from Canada;

(2) has been admitted to the first year of any degree program in one of the following faculties:

(a) Dr. Gerlad Niznick College of Dentistry;

(b) College of Nursing;

(c) College of Pharmacy; or

(d) College of Rehabilitation Sciences;

(3) has achieved the highest admission grade point average upon entrance into their degree program with a minimum degree grade point average of 3.5; and

(4) has demonstrated community engagement.

In order to demonstrate how they meet criterion (4), candidates must submit a statement (maximum 500 words) that includes a brief description of their community engagement and include how this scholarship would improve their current overall well being.

The scholarships will be offered until the fund is fully exhausted. The value of the award may be adjusted in the final year to ensure that the fund is exhausted.

The Vice-Provost (Health Sciences) and Dean of the Rady Faculty of Health Sciences (or designate) will ask the Vice Dean Education for the Rady Faculty of Health Sciences (or designate) to chair the committee, which will include the Vice Dean, Indigenous for the Rady Faculty of Health Sciences (or designate) and one representative from each of the Colleges.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

SAB Bursary

Lloyd and Moira Frankenberger generously established an endowment fund at the University of Manitoba in 2022. The purpose of the fund is to provide financial support to nursing students in the College of Nursing. The bursary is named after their children: Susan (BComm./'88), Allan (BComm./'90), and Bonnie (BN/'08, BA/'97). Each year, beginning in 2023-2024, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

(1) is enrolled full-time (minimum 60% course load) in the second year or higher in the Bachelor of Nursing program at the University of Manitoba;

(2) has achieved a minimum degree grade point average of 2.5; and

(3) has demonstrated financial need on the standard University of Manitoba general bursary application form.

The award is not renewable but previous recipients can hold the award more than once.

The College of Nursing Awards Committee will be the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate) and providing all reasonable efforts have been made to consult, 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.

ft3 Architecture Landscape Interior Design Bursary

The ft3 Architecture Landscape Interior Design Endowment Fund was established through The Winnipeg Foundation to financially support students who self-declare as Canadian Indigenous or a racialized person who are enrolled in the Faculty of Graduate Studies in the Department of Landscape Architecture or Department of Interior Design in the Faculty of Architecture. Each year, beginning in 2022-2023, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba to offer one bursary to a graduate student who:

(1) is a Canadian citizen or permanent resident;

(2) has either:

  (a) self-declared as a First Nations, Métis or Inuit person from Canada; or

  (b) self-declared on the University of Manitoba supplemental bursary application form as a racialized person*;

(3) is enrolled full-time in any year of study in the Faculty of Graduate Studies in the Master of Landscape Architecture, Master of Architecture or Master of Interior Design; or in the PhD in Design and Planning Program; and

(4) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(5) has demonstrated financial need on the standard University of Manitoba general bursary application.

*Racialized Groups include: Biracial / Multiracial, Black, East Asian, Indigenous, Middle Eastern or Arab, Hispanic, Latino/a, Latin American, Pacific Islanders, South Asian, and Southeast Asian.

In the event that there are no students who meet all of the numbered criteria, the bursary will be offered to a student who meets criteria (2), (3), (4) and (5).

The Dean of the Faculty of Architecture (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. Any future modifications that may be necessary due to changed conditions will require complete consultation with The Winnipeg Foundation.

2. AMENDMENTS

Centennial Scholarship and Bursary in Physics

The following amendments were made to the terms of reference for the Centennial Scholarship and Bursary in Physics:

- The preamble was revised to:

  In celebration of its centennial, the Department of Physics and Astronomy established an endowment fund at the University of Manitoba in the amount of $260,000 in 2006. The purpose of this fund is to provide both scholarship and bursary support to students in the undergraduate Physics program offered by the Faculty of Science.

- The numbered criteria were revised to:

Centennial Bursary in Physics **Award # 25274**

Each year 40% of the available annual income will be used to offer one or more bursaries to undergraduate students who:

(1) are enrolled full-time (minimum 60% course load) in a Major or Honours program in the Department of Physics and Astronomy in the Faculty of Science;

(2) have achieved a minimum degree grade point average of 3.0; and

(3) have demonstrated financial need on the standard University of Manitoba general bursary application form.

Centennial Scholarship in Physics **Award #25275**

Each year, 60% of the available annual income will be used to offer one or more scholarships to undergraduate students who:

(1) have completed at least one year of full-time study (minimum 80% course load) at the University of Manitoba;

(2) are currently enrolled full-time (minimum 80% course load) in any degree program in the Faculty of Science;

(3) have achieved a minimum degree grade point average of 3.5; and

(4) in the next ensuing academic session, are registered full-time (minimum 80% course load) in any of the Major or Honours programs in the Department of Physics and Astronomy in the Faculty of Science.

- The following paragraph was revised to:

  The selection committee will have the discretion to determine the number and value of the awards offered each year based on the available funds, as outlined in the criteria above.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Science (or designate) will ask the Head of the Department of Physics and Astronomy (or designate) to name the selection committee for these awards.

Charles H. Thomsen Scholarship in Landscape Architecture

The following amendments were made to the terms of reference for the Charles H. Thomsen Scholarship in Landscape Architecture:

- The preamble was revised to:

  In honour of Professor Charles H. Thomsen and his career-long contributions to the Department of Landscape Architecture, his colleagues, friends, family, graduates and students established an endowment at the University of Manitoba. The fund will be used to offer a scholarship for students in the Department of Landscape Architecture who are involved with a community outreach project. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, the available annual income from the fund will be used to offer one or more scholarships to students who:

- The numbered criteria were revised to:

  (1) are enrolled either:

(a) full-time (minimum 80% course load) in the Faculty of Architecture, in the Bachelor of Environmental Design program (Landscape and Urbanism Option), or

(b) full-time in the Faculty of Graduate Studies in any year of the Master of Landscape Architecture program;

(2) have achieved either:

(a) as an undergraduate student, a minimum degree grade point average of 3.5; or

(b) as a graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(3) have submitted the best statement of intent (maximum 500 words) outlining the objectives for a community outreach project related to landscape architecture or environmental design.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Architecture (or designate) will ask the Head of the Department of Landscape Architecture (or designate) to name the selection committee which will include one representative of the Thomsen family. If a graduate student is selected, the results will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).

- The standard Board of Governors statement was added.

David and Evelyn Friesen Scholarship

The following amendments were made to the terms of reference for the David and Evelyn Friesen Scholarship:

- The preamble was revised to:

  Dr. David and Mrs. Evelyn Friesen established an annually funded scholarship at the University of Manitoba. The purpose of the scholarship is to recognize students from rural areas entering the University of Manitoba. The award received a new commitment from the Friesens in 2022 for a four year term to end in 2026-2027. Each year, beginning in 2023-2024, one scholarship valued at $1,000 will be offered to an undergraduate student who:

- The numbered criteria were revised to:

  (1) has graduated from a high school in rural Manitoba*;

  (2) is enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any direct entry program offered by any faculty, college, or school at the University of Manitoba; and

  (3) has achieved a minimum average of 85% on those high school courses considered for admission.

- The following paragraph was added:

  *For the purposes of this award, rural Manitoba is defined as outside of the census metropolitan areas of the province (as defined by Statistics Canada).

- The selection committee paragraph was revised to:

  The Associate Registrar and Director, Financial Aid & Awards (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Easton I. Lexier Award for Community Leadership

The following amendments were made to the terms of reference for the Easton I. Lexier Award for Community Leadership:

- The preamble was revised to:

  Family and friends established an award to celebrate Easton I. Lexier's 50 years of service to his company, his profession, and the community. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. This award was established to recognize a student who demonstrates leadership through academic achievements and involvement in community or civic affairs. This award was first awarded in 1998, on the 50th anniversary of his graduation. Each year, the available annual income will be used to offer one scholarship valued at a minimum of $3,000 to an undergraduate student who:

- The numbered criteria were revised to:

  (1) is enrolled full-time (minimum 80% course load) in the third year of study in any degree program in the Price Faculty of Engineering;

  (2) has achieved a minimum degree grade point average of 3.0; and

  (3) has demonstrated leadership and involvement in the community, civics, or student government.

- The paragraph following the numbered criteria was revised to:

  In order to demonstrate how they meet criterion (3) above, students will be asked to submit a written statement (maximum 500 words). The selection committee will favour breadth of involvement, number of years of service and level of responsibility.

- The selection committee paragraph was revised to:

  The selection committee will be the Scholarship, Bursaries and Awards Committee of the Price Faculty of Engineering.

- The standard Board of Governors statement was added.

Jennifer M. Shay Scholarship

The following amendments were made to the terms of reference for the Jennifer M. Shay Scholarship:

- The preamble was revised to:

  The family and friends of Jennifer Shay, O.C., Ph.D., Prof. Emerita, established an endowment fund at the University of Manitoba in 1993 to honour this outstanding faculty member who died in 2018. The purpose of the fund is to stimulate graduate field studies in Botany and Ecology in the Faculty of Science at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund.

  Each year, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- The numbered criteria were revised to:

  (1) are enrolled full-time in the Faculty of Graduate Studies in a Masters or Ph.D.

program offered through the Department of Biological Sciences;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(3) have demonstrated exemplary research in the area of field Botany or field Ecology;

- The paragraph following the numbered criteria was added:

  In order to demonstrate how they meet criterion (3), candidates will be required to complete a Department of Biological Sciences graduate scholarship application form.

- The selection committee paragraph was revised to:

  The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Biological Sciences (or designate) to name the selection committee for this award.

- The standard Board of Governors statement was added.

Stefansson Award in Plant Science

The following amendments were made to the terms of reference for the Stefansson Award in Plant Science:

- The preamble was revised to:

  The Canola Council of Canada offered a gift from the McAnsh award of $10,000 to establish an award in honour of Dr. Baldur Stefansson at the University of Manitoba. Dr. Stefansson made an outstanding contribution to the canola industry in plant breeding. Each year, 70% of the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- The numbered criteria were revised to:

  (1) have graduated from a Manitoba high school;

  (2) are registered full-time (minimum 80%course load) in their third year or higher of study in Agroecology, Agronomy or Plant Biotechnology programs in the Faculty of Agricultural and Food Sciences at the University of Manitoba; and

  (3) have achieved a minimum degree grade point average of 3.5.

- The following paragraph was added:

  The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the available annual income from the fund.

- The paragraph following the numbered criteria was revised to:

  In the event that there are no students who meet all of the numbered criteria, the scholarship will not be awarded in that year.

- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

Stephen and Alison Philips Bursary in Environmental Studies

The following amendments were made to the terms of reference for the Stephen and Alison Philips Bursary in Environmental Studies:

- The preamble was revised to:

  Dr. Stephen Philips and his wife, Alison, established annually funded bursaries in their name at the University of Manitoba in 2002. The purpose of the fund is to provide financial support to students in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Dr. and Mrs. Philips will provide an annual contribution of $14,000 to offer encouragement and financial assistance to both graduate and undergraduate students in the area of environmental studies.

- The numbered criteria were revised to:

  Each year, 30% of the available annual income will be used to offer two bursaries to undergraduate students who:

  (1) are enrolled full-time (minimum 60% course load) in the second year of study or higher, in a major or honour's program in Environmental Science;
  (2) have achieved a minimum degree grade point average of 3.0 on all courses completed to date; and
  (3) have demonstrated financial need on the standard University of Manitoba general bursary application form.

  Each year, 70% of the available annual income will be used to offer two bursaries, to graduate students who:

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

- The following paragraph was added:

  If a graduate student is selected, the results will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).

- The selection committee paragraph was revised to:

  The Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

3. WITHDRAWALS

Alexander H. Cottick Bursary in Restorative Dentistry

At the request of the donor.

Alexander H. Cottick Scholarship in Restorative Dentistry

At the request of the donor.

February 1, 2023

Report of the Senate Committee on Curriculum and Course Changes RE: Corrections to Report of November 3, 2022(*for information*)

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".
2. The current report is provided as a record of an editorial correction to the Report of the SCCCC RE: Undergraduate Course Changes Beyond Nine Credit Hours, Faculty of Law [dated November 3, 2022]. The correction has been made on the page number indicated and is highlighted in the December 7, 2022, Senate agenda.

Correction RE Faculty of Law:

(Page 517)

Regarding the modification of LAW 3674 Advanced Public Law, the existing prerequisite of LAW 3530 was inadvertently omitted in the revised course description. A correction has been made in the Report of November 3, 2022, to add the following as the final sentence in the course description: Prerequisite: LAW 3530.

Respectfully submitted,
Professor Dean McNeill, Chair
Senate Committee on Curriculum and Course Changes

University of Manitoba
Office of the Registrar and Enrolment Services

421 University Centre
Winnipeg, Manitoba
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T: 204-474-8820
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TO: Jeff Leclerc, University Secretary

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services

DATE: January 9, 2023

SUBJECT: Undergraduate Admission Targets 2023-24

Attached please find the proposed undergraduate admission targets effective for the fall of 2023.

Observations

1. When the 2022 admission targets were presented to Senate in March of 2022, the Respiratory Therapy target for the fall 2022 intake was listed as 16; approval to increase the target to 20 was obtained in June of 2022 and was in effect for the fall 2022 intake.
2. The Engineering target is increasing from 364 sets to 482 seats; this increase is being phased in over a three-year period.
3. A proposal to increase the number of seats for the Respiratory Therapy program from 20 to 40 is being considered.
4. The Nursing target is being increased from 280 seats to 400 seats; this involves the addition of a summer term intake.
5. The Midwifery target is being increased from 6 seats to 8 seats.

Please forward this document to the members of Senate and the Board of Governors for their information.

Cc: Laurie Schnarr, Vice-Provost (Students)
Erin Stone, Deputy Registrar and Director of Admissions
Shannon Coyston, Associate University Secretary (Senate)

Summary of Undergraduate Admission Targets January 9-2023

Program	Effective for fall 2022 intake	Effective for fall 2023 intake
Faculty of Agricultural & Food Sciences		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
Faculty of Architecture		
Environmental Design	100	100
Faculty of Arts*		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
Asper School of Business*		
Management (Degree)	584	584
Faculty of Education		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Faculty of Engineering		
Engineering*	364	482 - See note 1
Engineering - Internationally Educated Engineers	25	25
CHR Environment, Earth & Resources*		
Environment, Earth & Resources (Degree)	135	135
School of Art		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
Faculty of Health Sciences		
Health Studies (Degree)	40	40
Health Sciences (Degree)	40	40
College of Dentistry		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
School of Dental Hygiene		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
College of Rehabilitation Sciences		
Respiratory Therapy (Degree)	20 - See note 2	20 - See note 2
College of Medicine		
Medicine	110	110
Family Social Sciences	80	80
College of Nursing		
Nursing (Degree)	280	400
Midwifery (degree)	6	8
College of Pharmacy		
Pharmacy (Degree)	55	55
Faculty of Kinesiology & Rec Management		
B Kin (AT)	24	24
B Kin*	100	100
B P E*	35	35
B RM & CD*	40	40
Faculty of Law		
Law (Degree)	106	106
Marcel Desautels Faculty of Music		
Music*	60	60
Music - Jazz Studies*	15	15
Faculty of Science*		
Science (Degree)	Target under consideration - See note 3	Target under consideration - See note 3
Faculty of Social Work		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. The increase to the Engineering target is being phased in over a 3-year period. The increase for 2023 will be 30-35 seats.
2. A proposal to increase the number of Respiratory Therapy seats from 16 to 20 for the 2022 intake was approved in June of 2022.
A proposal is being considered that would result in an additional 20 seat increase for the fall 2024 intale is being considered.
3. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required
prior to finalizing the target.

University of Manitoba | Office of the President

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December 2, 2022

To: **Mr. Jeff Leclerc**
University Secretary

From: **Dr. Michael Benarroch**
President and Vice-Chancellor

SUBJECT: **Annual Report of the University Discipline Committee**

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2021 to August 31, 2022 which was submitted by Dr. Sheryl Zelenitsky, Chair, University Discipline Committee.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Zelenitsky, has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Zelenitsky, to attend the meeting at which the Report will be considered.

/hc

Office of the University Secretary
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Canada R3T 2N2
Phone: 204-474-9593
Fax: 204-474-7511

December 1, 2022

Dr. Michael Benarroch
President and Vice-Chancellor
University of Manitoba
Room 202, Administration Building

Dear Dr. Benarroch:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for September 1, 2021 to August 31, 2022. It summarizes the offenses and dispositions reported to the UDC by all disciplinary authorities at the University of Manitoba.

Disciplinary incidents are detailed in the attached tables for the two major categories of "Academic Misconduct" and "Non-Academic Misconduct", and for those still pending. Similar disciplinary matters are grouped for easier review. The trends in disciplinary incidents from 2017 to 2022 are shown in the attached figures.

Notable observations related to student discipline at the University in 2021-2022 are as follows:

1) There were 1257 incidents of misconduct reported to the UDC compared to 1219 cases in 2020-2021. The rate of offenses was 4.0 per 100 students compared to 3.9 per 100 students in the previous year.

2) There were 1127 incidents of Academic Misconduct involving 931 students, most often related to Inappropriate Collaboration (34%, 380/1127) and Cheating (32%, 365/1127).

3) There were 130 incidents of Non-Academic Misconduct involving 106 students including 115 cases of Abuse of University Policies, Procedures, or Regulations, 11 cases of Threats of Harm or Actual Harm, three cases of Inappropriate or Disruptive Behaviour, and one case of Property Related Misconduct. There were 72 incidents of Non-Academic Misconduct reported in 2020-2021.

4) At the time of this report, there were 57 incidents still pending, where outcomes were not yet determined.

5) In May 2022, Student Engagement and Success replaced the Academic Integrity and Student Conduct Tutorial with the Reflections on Academic Integrity Course.

6) The UDC heard five appeals during the reporting period, including one appeal that related to an incident from a previous reporting period.

Disciplinary Authorities provided the following information on significant changes or issues of wider University interest.

- Student Residences noted an increase in the Breach of Student Residence rules despite a reduced capacity. The Disciplinary Authority attributed the increase to more violations related to Covid-19 capacity limits and wearing masks. They also observed an increase in smoking violations which they attributed to residents not wanting to leave their rooms because of Covid-19 or the colder than usual winter. The Disciplinary Authority also noted an increase in unsanitary conditions likely due to residents spending more time in their rooms.

- One Disciplinary Authority reported 11 incidents of a failure to comply with previous disciplinary actions. The cases involved students who registered for courses in their Faculty while on disciplinary suspension from taking such courses. The Banner system cannot be used to prevent students from registering for courses in specific units. Therefore, the Unit must review course registrations to identify the students, notify them that they cannot be registered, and remove them from the course before the revision period ends. If the student re-registers, it is considered Non-Academic Misconduct.

- Two Disciplinary Authorities noted a decrease in incidents of Academic Misconduct. Both suggested that the return to in-person learning and changes to assessment strategies may have reduced the opportunities for misconduct.

- A Disciplinary Authority noted a decrease in the number of cases of Academic Fraud, specifically regarding omissions of post-secondary attendance at other institutions. They indicated that application processes have been improved including additional wording to emphasize the importance of declaring all post-secondary attendance. They also request a statement regarding any gap between high school graduation and applying as a high school applicant.

- A Disciplinary Authority noted an increase in Inappropriate Collaboration. They were not clear whether the increase was the result of incidents being categorized differently compared to previous years. The Disciplinary Authority noted that depending on the case, it can be difficult to determine whether a violation is Inappropriate Collaboration (i.e., students worked together) or Plagiarism (i.e., students copied from the same source).

Incidents of Student Discipline Reported to the UDC

Year	# of Incidents Reported	# of Students at the University of Manitoba	Rate per 100 Students
2017-2018	741	29,498	2.5
2018-2019	891	29,620	3.0
2019-2020	1,303	30,290	4.3
2020-2021	1,219	31,020	3.9
2021-2022	1,257	31,067	4.0
Average	1,082	30,299	3.6

Please share this information, as you see fit, with those at the University of Manitoba who have an interest in Student Disciplinary matters. If you choose to continue the practice of circulating the Annual Report of the UDC to Senate and the Board of Governors, I can be available to answer

questions, if called upon to do so.

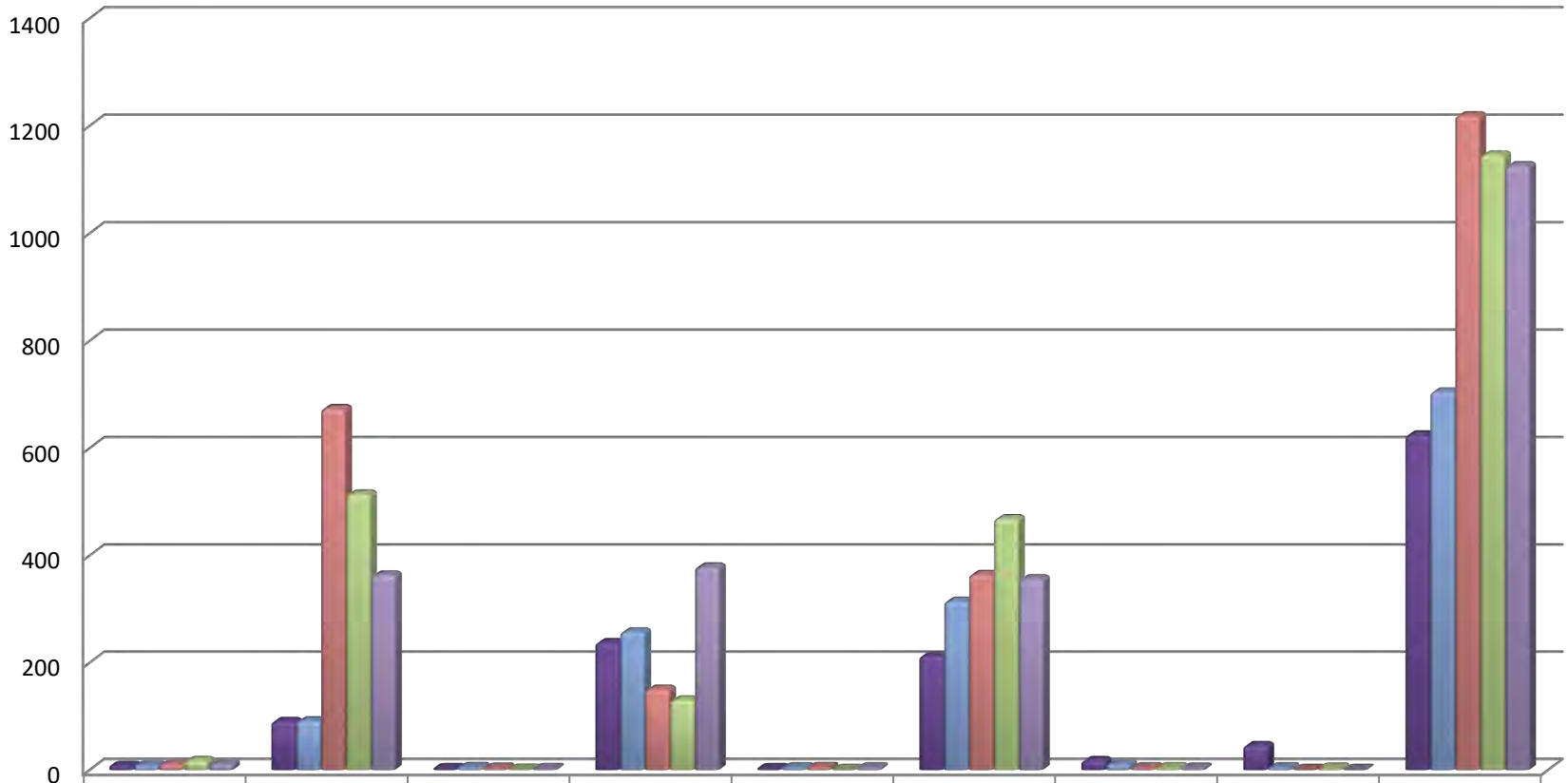
Finally, I would like to thank everyone involved in the difficult work related to student misconduct and discipline which is essential to maintaining academic integrity at the University of Manitoba.

Yours sincerely,

Sheryl Zelenitsky Digitally signed by Sheryl Zelenitsky
Date: 2022.11.30 15:31:20 -06'00'

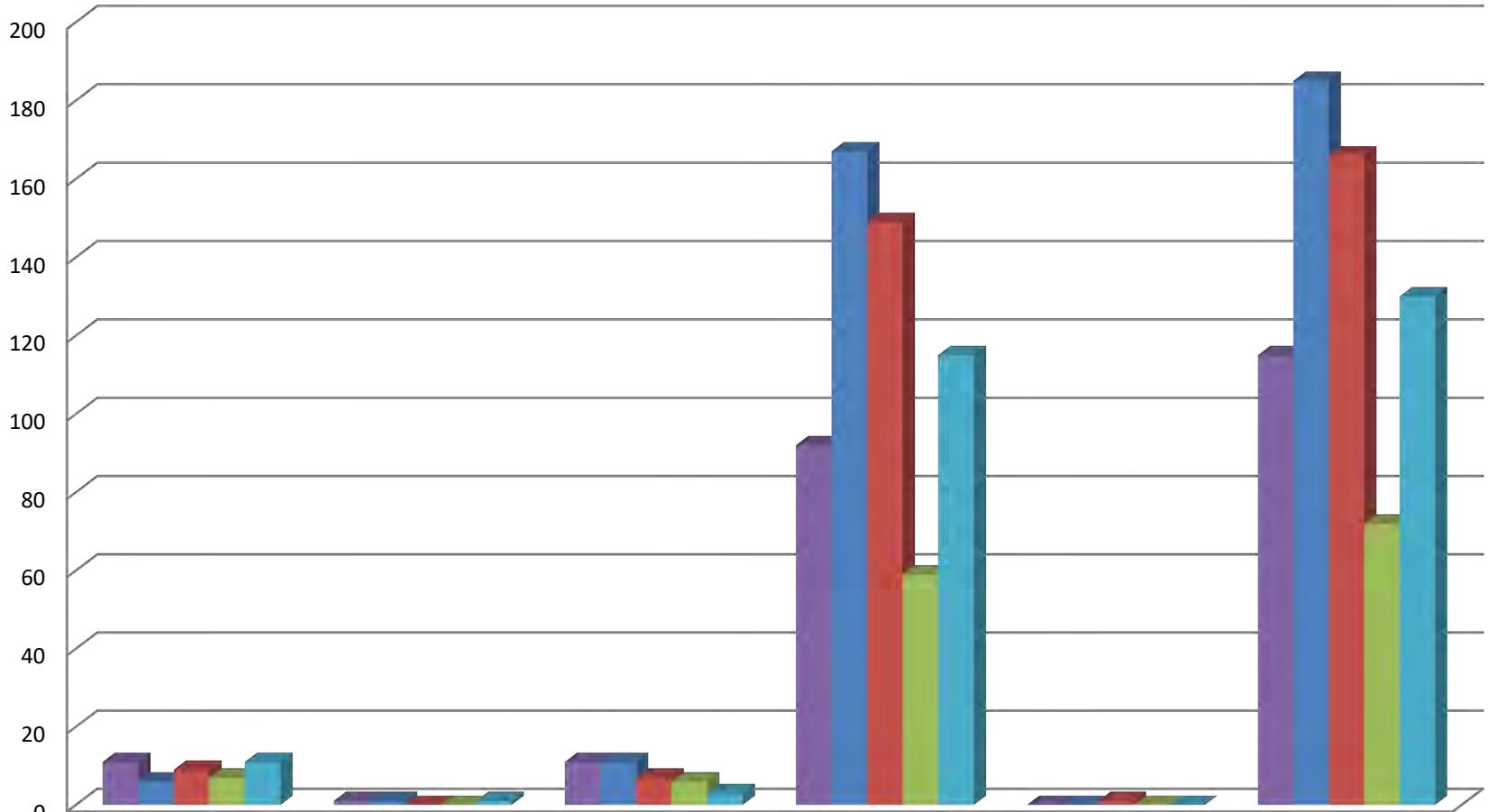
Dr. Sheryl Zelenitsky, Chair
University Discipline Committee

Part 1 - Academic Misconduct



	Academic Fraud	Cheating	Duplicate Submission	Inappropriate Collaboration	Personation	Plagiarism	Other - Contract Cheating	Other - Fraudulent Credit Card	TOTAL
2017-2018	9	92	3	239	3	214	19	47	626
2018-2019	10	93	6	259	5	316	12	5	706
2019-2020	12	675	4	152	6	366	5	0	1220
2020-2021	19	516	1	132	0	470	5	4	1147
2021-2022	12	365	3	380	5	358	4	0	1127

Part 2 - Non-Academic Misconduct



	Threats of Harm or Actual Harm	Property Related Misconduct	Inappropriate or Disruptive Behaviour	Abuse of University Policies, Procedures or Regulations	Other	TOTAL
2017-2018	11	1	11	92	0	115
2018-2019	6	1	11	167	0	185
2019-2020	9	0	7	149	1	166
2020-2021	7	0	6	59	0	72
2021-2022	11	1	3	115	0	130

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2021 to August 31, 2022

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Fraudulent English proficiency test results	Application withdrawn; not eligible to apply for five years; notation on academic record; information shared with Association of Registrars of the Universities and Colleges of Canada	Director	Test results did not match online verification	Not sought	None	Not sought	None
	1	Non-disclosure of post-secondary attendance at another post-secondary institution	Application to Direct Entry was withdrawn, required to apply to an Advanced Entry program; notation on academic record	Director	Third party completed the application; second application was completed by the student and failed to disclose on this application; the gap statement and indicating no post-secondary education seems to show intent	Not sought	None	Not sought	None
	1	Non-disclosure of post-secondary attendance at another post-secondary institution	One-year suspension from applying to the University of Manitoba; must apply to Advanced Entry; comment added to file for one year	Director	Due to a third party completing the application	Not sought	None	Not sought	None

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Academic Fraud	2	Non-disclosure of post-secondary attendance at another post-secondary institution	Offer of admission rescinded; required to reapply to an Advanced Entry program	Director	Did not disclose post-secondary; after admitted, submitted post-secondary transcripts	Not sought	None	Not sought	None
	1	Non-disclosure of post-secondary attendance at another post-secondary institution	Application withdrawn; cannot apply for 5 years; comment placed on application information shared with Association of Registrars of the Universities and Colleges of Canada	Director	Applied to Direct Entry; did not disclose post-secondary; after admitted, submitted post-secondary transcripts; did not attend first meeting; requested and attended a second meeting; third party submission	Not sought	None	Not sought	None
	2	Non-disclosure of post-secondary attendance at another post-secondary institution	Application withdrawn; required to reapply for Advanced Entry	Director	Applied to Direct Entry; did not disclose post-secondary; after admitted, submitted post-secondary transcripts	Not sought	None	Not sought	None

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Academic Fraud	1	Fraudulent medical note provided for deferred exam	F on the exam; notation on transcript; suspended from taking courses offered by Faculty for four months; meet with the Academic Integrity Coordinator; course Reflections on Academic Integrity; write and send an apology letter to medical doctor regarding fraudulent medical note	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Student misrepresented themselves by signing false names and false student numbers on two term tests	F-DISC in the course; two year suspension from Faculty; transcript notation	Associate Dean	Argued that they were not present for Test 1, that they were present for Test 2 and handed in a paper with own name, and that someone must be playing tricks	Not sought	None	Not sought	None
	1	Breached RCR policy with respect to data manipulation and animal care	Indefinite expulsion; three-year reprimand	VPRI and Associate Dean	Did not understand gravity of actions; lacked remorse	Not sought	None	Not sought	None

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Academic Fraud	1	Breached RCR policy with respect to animal care	Data collected cannot be used for research purposes; 12-month transcript reprimand; must be supervised or have weekly meetings to ensure following animal use protocol for duration of reprimand; may not act as supervisor for any team member; remedial training with Animal Care Coordinator	VPRI; Associate Dean	Regretted actions and expressed deep remorse	Not sought	None	Not sought	None
Cheating on Quizzes, Tests or Final Examinations	1	Cheating on mid-term exam; Respondus flagged suspicious behaviour on UMLearn; student appeared to keep looking away/reading during exam	Reflections on Academic Integrity; meet with Academic Integrity Coordinator; zero on assignment; F in course; DISC comment on transcript	Associate Dean, Academic	Denied cheating, said was using calculator - which wasn't permitted; said vitamin D light was reflection seen on face	Not sought	None	Not sought	None
	1	Cheating	Zero on test; transcript notation	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	6	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Grade of zero on final exam section; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Revision and resubmission of test; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	3	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for eight month; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Make corrections to test and resubmit; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorials	Associate Dean	Three previous infractions	LDC	Appeal denied; suspension increased to eight months	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty for one year; suspended from Program of Registration for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Cheating	Zero on test; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorials	Associate Dean	Previous Infraction	LDC	Appeal Denied	Not Sought	None
	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorials and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Teaching Faculty and Faculty of Registration for four months; transcript notation; Reflections on Academic Integrity course	Associate Dean	Personal circumstance	LDC	Appeal granted/ disciplinary action reduced		
	1	Cheating	F-DISC in the course; transcript notation	Associate Dean	Personal circumstance	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	LDC	In Progress		
	1	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Advisor	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating - two courses impacted	F-DISC in both courses; suspended from the Faculty for one year; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for four months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	Appeal denied	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	Zero on test	Associate Dean	None	Not sought	None	Not sought	None
	6	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity Course	Associate Dean	None	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator; meet with Academic Advisor	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Zero on test; DISC notation; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; meeting with Academic Integrity Coordinator	Associate Dean	Previous Infraction	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	4	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	2	Cheating	Zero on test; DISC notation; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	In Progress		
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	In Progress		

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	Appeal denied	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	2	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	In progress		

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	LDC	In progress		
	1	Cheating	Zero on test	Associate Dean	Personal circumstance	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Zero on section of test; DISC notation on record for four months	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	Zero on test; DISC notation; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating	F-DISC in the course; transcript notation	Associate Dean	Personal circumstance	Not sought	None	Not sought	None
	1	Receiving, possession, distribution of exam questions and attempting to know answers beforehand	F-DISC in the course; suspended from taking courses offered by (or equivalent to) the Faculty for one year; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	none	Associate Dean	Suspension removed from disciplinary actions	Not sought	None
	1	Lab response to one of the questions was similar to the answer key	F in course; DISC comment on transcript; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Delegate of Dean	none	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Lab response was similar to the answer key	Zero on the lab; DISC notation on the final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Cheating on final exam	Zero on the final exam; DISC notation on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Copied from a previous version	Zero on the quiz/test; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Suspicious behaviour during exam captured via Respondus Lockdown and Monitor System	F on the exam; transcript notation; suspended from taking courses offered by the Faculty for four months; meet with the Academic Integrity Coordinator; course Reflections on Academic Integrity	Delegate of Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Respondus Monitor captured phone use during test; required environment scan was not completed	Zero on the midterm; DISC comment on final grade; notation on transcript; meet with the Academic Integrity Coordinator; course Reflections on Academic Integrity	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Did not show up to first meeting with Advocate	Not sought	None	Not sought	None
	1	Respondus Monitor captured the student covering the laptop camera and the sound of pages turning; did not complete the required environment scan	Zero on the midterm; DISC comment on final grade; notation on transcript; meet with the Academic Integrity Coordinator; course Reflections on Academic Integrity	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Posted pictures of quiz questions and asked for answers in the class online chatting group before the end of quiz; no one answered questions and someone indicated this was academic dishonesty; deleted the pictures	F-DISC in the course; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Inappropriate material accessed during final exam	F DISC in the course; transcript; Reflections on Academic Integrity course	Associate Dean	Refuted allegation	Not sought	None	Not sought	None
	1	Cheating on final exam, accessed Chegg which was verified through IP address comparison and username	F DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Did not respond; decision made without input	Not sought	None	Not sought	None
	1	Started quiz at 4:23am and submitted it at 4:24am; it would not be possible to complete the quiz that quickly	Grade of zero on quiz; Educational Outcome (Academic Language Support Instructor); transcript notation	Director	Early access to the quiz from a class group chat; compiled a response and simply cut and paste response into the quiz in under 37 sec	Not sought	None	Not sought	None
	2	Submission for a question 5 on midterm appeared to be copied from another student	Grade of zero on midterm; Educational Outcome (Academic Language Support Instructor); transcript notation	Director	Did not admit to cheating	Not sought	None	Not sought	None
	1	Used the textbook during the final exam	Grade of zero on exam; Educational Outcome (Academic Integrity Coordinator); transcript notation	Director	Admitted to cheating on final exam by accessing course materials during a closed book final exam; expressed regret over actions	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Including Inappropriate collaboration	F-DISC in the course; notation on transcript removed after two years or upon graduation; Reflections on Academic Integrity course; meet with the Academic Integrity Coordinator;	Dept Head	First Offence	Not sought	None	Not sought	None
	1	Including Inappropriate collaboration	F-DISC in the course; notation on transcript removed after two years or upon graduation; Reflections on Academic Integrity course; meet with the Academic Integrity Coordinator	Dept Head	First Offence; accepted responsibility; honest	Not sought	None	Not sought	None
	1	Two allegations in the same course: Plagiarism, cheating on midterm, personation, academic fraud	Grade of zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dept Head	2 offences in same course - decision together, accepted allegation	Not sought	None	Not sought	None
	1	Plagiarism on final exam (take home)	Grade of zero on exam; transcript notation; Academic Integrity and Student Conduct Tutorial; meet with Academic Integrity Coordinator	Dept. Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Submitted two substantially different versions of exam; first was illegible, second was submitted after professor's prompting and several days after due date	F DISC in the course; programming assigned by Academic Integrity Coordinator; three-year reprimand	Associate Dean	Second allegation; did not respond to allegation	Not sought	None	Not sought	None
	1	Answer to one question of exam very closely resembled an answer found online	Zero on the exam question; programming assigned by Academic Integrity Coordinator; three-month reprimand	Associate Dean	Exam preparation notes did not fully align with student's explanation	Not sought	None	Not sought	None
	1	Engaged inappropriately with technology during a closed book quiz	Grade of zero on the quiz; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; no explanation as to the higher than normal grade on the quiz compared to other course work	Not sought	None	Not sought	None
	1	Engaged inappropriately with technology during a closed book quiz	Grade of zero on the quiz; meet with Academic Integrity Coordinator and complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; acknowledged they looked at notes during quiz	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Not in the frame of the Respondus video for most of the final examination	Transcript notation	Associate Dean of Teaching Faculty and Program of Registration	First offence; new set-up of desk and a too short cord of web cam; inadvertently contravened final examination rules	Not sought	None	None	None
	1	Cheating (accessed unauthorized notes/additional materials during closed-book test); did not write answer in own words (used the same, incorrect answer as a classmate); did not provide a source	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorials and Quiz	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Second allegation of academic misconduct	Local Discipline committee	Disciplinary Action upheld; additional penalty imposed; four-month suspension from taking Faculty of Registration courses	Not sought	None
	1	Irregularities with midterm exam; creation time of pdf does not match screenshot records	F-DISC in the course; transcript notation; suspended from taking courses from the Faculty for eight months	Associate Dean	Second case of academic misconduct	Not sought	None	Not sought	None
	1	Plagiarism in a term paper and final take-home exam	F-DISC in the course; suspended from taking courses offered by the Faculty for one year; transcript notation	Associate Dean	Third allegation of academic misconduct	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Answers provided to the short answer questions were plagiarized; Respondus recording showed student was wearing headphones during the examination	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Memorized information from internet sources without proper citation; unaware wearing headphones was against final exam regulations	Not sought	Not sought	None	Not sought
	1	Possession of a cell phone during final examination	F-DISC in the course; suspended from taking courses from Teaching Faculty and Faculty of Registration for one year; transcript notation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Second allegation of academic misconduct	LDC	Pending		
	1	Copied answers on final exam from various unauthorized sources	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	None	LDC	Pending		
	2	Two students cooperated on final exam despite rules stating otherwise	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	LDC	Withdrawn	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	4	All four submitted either identical questions/final exams	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	None	Not sought	None	Not sought	None
	2	Inappropriate collaboration: students submitted similar to identical answers on final exam questions	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized sources/plagiarism: student copied from external internet sources in final exam	F-DISC in course; suspended from taking courses in the Faculty for four months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized sources/plagiarism: student copied from external internet sources in final exam	F-DISC in course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Unauthorized sources: plagiarism assignment contains materials plagiarized from literature	F-DISC in course; suspended from taking courses in the Faculty for four months; transcript notation; meet with Academic Advisor; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Disciplinary Action reduced substantially on compassionate grounds due to new information provided	Not sought	None	Not sought	None
	1	Unauthorized materials or inappropriate communication: Significant portions of Quiz 5 copied/pasted from external sources	Zero on quiz; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Plagiarism via lack of citations; instructions from professor were unclear	LDC	Suspension reduced to four months	Not sought	None
	1	Unauthorized materials or inappropriate communication: Copied/pasted from an academic publication	F-DISC in course; suspended from taking courses in the Faculty for two terms; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; apologetic; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized materials or inappropriate communication: copy/paste from transcript of instructional video	F-DISC in course; suspended from taking courses in the Faculty for two terms; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Remorse; fire alarm disruption; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Plagiarism: uncited materials on assignment	F-DISC in course; Academic Integrity and Student Conduct Tutorial and Quiz; transcript notation; suspended from taking Faculty courses for four months	Dean's Office	Honest; apologetic; accepted the allegation; significantly reduced suspension	Not sought	None	Not sought	None
	1	Inappropriate collaboration: lab report highly similar to other student in allegation	F-DISC in course; transcript notation; suspended from taking courses in the Faculty for one year; Reflections on Academic Integrity course	Dean's Office	Misunderstanding of what “working together” truly means	LDC	Appeal denied	Not sought	None
	1	Cheating	F-DISC in course; transcript notation; suspended from taking courses in the Faculty for one year; Reflections on Academic Integrity course	Dean's Office	Misunderstanding of what “working together” truly means.	LDC	Appeal denied	Not sought	NA
	3	Unauthorized/inappropriate collaboration: used Chegg	F-DISC in course; transcript notation; suspended from taking courses in the Faculty for eight months; Academic Integrity and Student Conduct Tutorial and Quiz; meet with advisor	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Inappropriate collaboration; students submitted very similar assignment	F-DISC in course; suspended from the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Inappropriate collaboration; students submitted very similar assignment	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Dean's Office	Initially denied the allegation and showed a lack of remorse	Not sought	None	Not sought	None
	2	Inappropriate collaboration; students submitted similar answers in their midterm	F-DISC in course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Answers in test were extremely similar	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Accepted allegation	Not sought	None	Not sought	None
	1	Answers in test were extremely similar	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet Academic Integrity Coordinator	Dean's Office	Did not admit to allegation; plagiarized statement for allegation	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Answers on test similar to other students	F-DISC in course; suspended from taking Teaching Faculty courses for one year; suspended from taking Faculty of Registration courses eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Denied allegation; allegation upheld for the same course earlier in the semester	Not sought	None	Not sought	None
	2	Answers on test similar to other students	F-DISC in the course; suspended from taking Teaching Faculty courses for one year; suspended from taking Faculty of Registration courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not give all details in their statement	Not sought	None	Not sought	None
	1	Test was similar to other students in the course and inappropriate collaboration in an assignment	F-DISC in course; suspended from taking Teaching Faculty courses for one year; suspended from taking Faculty of Registration courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Engaged in academic misconduct four times in the course	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Inappropriate collaborations: Test 2 Q6, submission very similar including unusual characteristics	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Dean's Office	Denied allegation; did not show remorse	Not sought	None	Not sought	None
	1	Test responses very similar including unusual characteristics	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not attend meeting	Not sought	None	Not sought	None
	1	Test 2 responses very similar, including unusual characteristics	F-DISC in course; suspended from taking Faculty courses one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Dean's Office	Accepted allegation; committed misconduct while being investigated for misconduct in another class at the same time	Not sought	None	Not sought	None
	1	Similar to other student's in two courses and to solutions on Chegg	F-DISC in two impacted courses; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; remorseful; reduced penalty	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Submitted similar to identical responses, including errors, on final exam	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Recognized academic misconduct took place	Not sought	None	Not sought	None
	1	Submitted similar to identical responses, including errors, on final exam	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	2	Questions from the final exam and test were posted to Chegg	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Three students wrote exam together from same IP address and submitted similar responses	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Recognized academic misconduct had taken place, but did not provide all the details	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Three students wrote exam together from same IP address and submitted similar responses	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accept the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Students submitted same unusual and error-containing answer on final exam	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	LDC	Withdrawn		
	1	Students submitted same unusual and error-containing answer on final exam	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Used response from external source on final exam submission	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Submitted similar final exam responses	F-DISC in course; suspended from the Faculty for one year; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Denied cheating had taken place; third allegation	Not sought	None	Not sought	None
	1	Submitted similar final exam responses	F-DISC in course; suspended from taking courses in the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation	Not sought	None	Not sought	None
	1	Submitted similar final exam responses	F-DISC in course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accept the allegation; reduced suspension	Not sought	None	Not sought	None
	3	Identical submissions (Note: appears to be impersonation by third party)	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; showed remorse; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Submitted identical answers including notation oddities	F-DISC in the course; suspended from taking courses in the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Not honest in their account of what communication took place during the final exam	Not sought	None	Not sought	None
	1	Answered questions identically, including errors	F-DISC in the course; transcript notation; suspended from taking courses in the Faculty for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Student's account of the situation was not clear; admitted they had provided the answers to the other student	Not sought	None	Not sought	None
	1	Answered questions identically, including errors	F-DISC in the course; transcript notation; suspended from taking courses in the Teaching Faculty and Faculty of Registration for four months; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honesty; remorseful; pending graduation; suspension reduced	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Responses were very similar; sharing or using external resource	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not respond	Not sought	None	Not sought	None
	1	Responses were very similar, sharing or using external resource	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Denied allegation	Not sought	None	Not sought	None
	1	Answers similar to other students and to Chegg on assignment	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Either collaborated or got the same answer from Chegg	F-DISC in the course; suspended from taking Faculty courses for one year; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not respond	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Either collaborated or got the same answer from Chegg	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	None	LDC	Appeal denied	Not sought	None
	1	Either collaborated or got the same answer from Chegg	F-DISC in the course; suspended from the Teaching Faculty and the Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Unable to explain the similarities between the Chegg solution and their own work; previous allegations	Not sought	None	Not sought	None
	4	Either collaborated or got the same answer from Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; showed remorse; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Either collaborated or got the same answer form Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Acknowledged the similarities between their answers and the online answers; reduced penalty for third allegation	Not sought	None	Not sought	None
	1	Final exam responses copied from unauthorized sources	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz; transcript notation; suspended from taking courses in the Faculty for four months	Dean's Office	Accepted the allegation; extremely lenient penalty due to the demonstrated understanding of the error and pending graduation	Not sought	None	Not sought	None
	1	Final exam responses copied from unauthorized sources	F-DISC in the course; suspended from taking courses in the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; see Academic Advisor	Dean's Office	Accepted the allegation; extremely lenient penalty due to the demonstrated understanding of the error as well as pending graduation	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Final exam responses copied from unauthorized sources	F-DISC in the course; suspended from taking courses in the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Advisor	Dean's Office	Accepted the allegation; extremely lenient penalty due to the demonstrated understanding of the error as well as pending graduation	Not sought	None	Not sought	None
	1	Unauthorized materials/inappropriate collaboration: midterm posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized materials/inappropriate collaboration: materials from midterm posted on Coursehero	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Advisor	Dean's Office	Denied allegation; did not show remorse	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Unauthorized sources/inappropriate collaboration: materials on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Quiz Materials posted on Chegg	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for two years; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Dean's Office	Honest; accepted the allegation; violated the suspension of a previous allegation	Not sought	None	Not sought	None
	1	Final exam materials posted on Chegg	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Final exam materials posted on Chegg	F-DISC in the course; suspended from taking Teaching Faculty courses and Faculty of Registration courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized materials/inappropriate collaboration: materials from midterm posted on Coursehero	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; compassionate grounds due to upcoming graduation; reduced suspension	Not sought	None	Not sought	None
	1	Materials posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; compassionate grounds due to upcoming graduation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	4	Inappropriate collaboration: students submitted identical test responses	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Unauthorized sources/inappropriate collaboration: materials on Chegg; three courses	F-DISC in three impacted courses; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Advisor	Dean's Office	Honest; accepted the allegation; due to timing, not treated as three separate allegations	Not sought	None	Not sought	None
	1	Inappropriate collaboration, final exams; submitted identical answers including notation oddities (two courses)	F-DISC in two impacted courses; suspended from taking courses in the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation	Not sought	None	Not sought	None
	1	Copied answers from internet source	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Chegg posts made at same IP and time as exam	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Disputed allegation; no plausible alternative explanation	Not sought	None	Not sought	None
	1	Student posted final exam questions on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted allegation	Not sought	None	Not sought	None
	3	Student posted final exam questions on Chegg	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student viewed and used Chegg for final exam questions	F-DISC in the course; suspended from taking courses in the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Term test answered wrong version; unusual answer found on Chegg	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Submitted answers for quiz that were copied from solution to a quiz from the same course in a previous term	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not accept the allegation	Not sought	None	Not sought	None
	1	Submitted answers for quiz that were copied from solution to a quiz from the same course in a previous term	F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; compassionate grounds due to upcoming graduation; reduced suspension	Not sought	None	Not sought	None
	1	Plagiarized on test response in one course; inappropriate collaboration on an assignment in another course	F-DISC in both impacted courses; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	3	Three students cooperated on final exam despite rules stating otherwise	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Two students cooperated on final exam despite rules stating otherwise	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Two students cooperated on final exam despite rules stating otherwise	F-DISC in the course; suspended from taking courses in the Faculty for six months; transcript notation; register in and complete a specific course; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; remorseful; reduced suspension	Not sought	None	Not sought	None
	1	Student posted to Chegg during exam	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Student did not respond	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student posted to Chegg during exam	F-DISC in the course; suspended from the Teaching Faculty and the Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	2	Similar submissions on final and test	F-DISC in the course; suspended from taking courses in the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Solution taken from online source	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Solutions similar to another student's solutions	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; meet with Academic Advisor; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student answered with materials far beyond scope of course, indicating unauthorized sources	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student answered with materials far beyond scope of course, indicating unauthorized sources	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Student did not respond	Not sought	None	Not sought	None
	2	Answers on final exam similar to another student's answers and on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; had previous allegations	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Suspected of using Chegg based on IP addresses and submission times	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Answers on two tests similar to Chegg posting	F-DISC in the course; suspended from the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not show an understanding of academic integrity; two previous allegations of academic misconduct	Not sought	None	Not sought	None
	1	Test response nearly identical to Chegg response	F-DISC in the course; suspended from the Teaching Faculty and the Faculty of Registration for one year; transcript notation; Reflections on Academic Integrity Tutorial course	Dean's Office	Did not know that what they did constituted academic misconduct; accepted the allegation; previous allegations	Not sought	None	Not sought	None
	1	Final exam copied from online source; term work	F-DISC in the course; suspended from the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted allegation; reduced penalty	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student admitted cheating on final	F-DISC in the course; suspended from taking courses in the Faculty for four months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student admitted to cheating on final via Chegg	F-DISC in the course; Reflections on Academic Integrity course; transcript notation	Dean's Office	Came forward of their own volition; extremely lenient penalty; no suspension	Not sought	None	Not sought	None
	1	Submission similar to another student	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Accepted allegation, multiple allegations	Not sought	None	Not sought	None
	1	Submissions similar to another student	F-DISC in the course; suspended from the Teaching Faculty and the Faculty of Registration for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Accepted allegation, multiple allegations	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Test answers appear to have been written by different people (different handwriting)	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Did not accept the allegation	Not sought	None	Not sought	None
	2	Midterm exam response similar to Chegg	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Did not understand that their actions constituted academic misconduct	Not sought	None	Not sought	None
	1	Midterm exam response similar to Chegg	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Did not accept the allegation	Not sought	None	Not sought	None
	1	Midterm exam response similar to Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Question posted on Chegg, implicated by other student in allegation due to same IP addresses (roommates)	F-DISC in the course; suspended from taking Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Quiz question(s) posted on Chegg	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; previous allegations	Not sought	None	Not sought	None
	1	Deferred midterm questions posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Final exam question posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	3	Final exam question posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student answered wrong version of the test, indicating collaboration, although other participant unknown	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Student did not respond	Not sought	None	Not sought	None
	1	Same answers as another student on final exam and test	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Same answers as another student on final exam and test	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Remorse	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Unauthorized sources; inappropriate collaboration; materials on Chegg; three courses impacted	F-DISC in three impacted courses; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Advisor	Dean's Office	Three allegations	Not sought	None	Not sought	None
	1	Inappropriate collaboration: assignment answers similar to other students and to Chegg	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz; transcript notation; suspended from taking courses in the Faculty for eight months	Dean's Office	None	LDC	Pending		
	2	Midterm	Zero on Midterm	Associate Head	Student completed tutorial	Not sought	None	Not sought	None
	1	Assignment	Zero on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	27	Test	Zero on test	Associate Department Head	None	Not sought	None	Not sought	None
	3	Three students collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None
	2	Two students collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None

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PART 1: STUDENT ACADEMIC MISCONDUCT

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Cheating on Quizzes, Tests or Final Examinations	2	Two students collaborated on test	Zero on test	Department Head	Hard evidence and admission of guilt	Not sought	None	Not sought	None
	3	Three students collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	Copied answers from online calculator	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	Posted question on Chegg	Zero on test	Department Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Two students collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None
	2	Collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None
	20	Copied solution from Chegg	Zero on test	Department Head	None	Not sought	None	Not sought	None
	2	Posted question on Chegg & copied solution from Chegg	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	Uploaded test to Chegg	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	Posted test questions and copied solution from Chegg	Zero on test	Department Head	None	Not sought	None	Not sought	None
	1	Posted solution on Chegg	Zero on test	Department Head	None	Not sought	None	Not sought	None
	36	Posted questions to Chegg	Zero on assessment	Department Head	None	Not sought	None	Not sought	None
	1	Significant portions of quiz were copied from unauthorized sources	Zero on quiz; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Worked too closely with another student on quiz; cheating on midterm	Zero on quiz; grade of zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Worked too closely with another student on midterm	Zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Copied several responses from unauthorized sources	Zero on quiz; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Copied significant portion from unauthorized sources	Zero on quiz; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	LDC	Appeal denied	Not sought	None
	1	Copied several responses from unauthorized sources	Zero on quiz; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Copied two written components of midterm from Chegg	Zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Worked too closely with one or more students during exam administered through UM Learn	Zero on lab quiz; zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Worked too closely with one or more students during the Midterm exam administered through UM Learn.	Zero on midterm; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Copied a written component of Midterm from Chegg	Zero on the midterm, Completion of Academic Integrity and Student Conduct Tutorial with score of 100%	Department Head	None	Not sought	None	Not sought	None
	1	Copied several answers from Quizlet	Zero on midterm; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None
	1	Caught with cell phone during the final exam	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity	Dean's Office	None	Not sought	None	Not sought	None
	1	Two questions on a test; used Chegg	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity	Dean's Office	None	Not sought	None	Not sought	None
Duplicate Submission	1	Submission for assignment referenced information that was used in a previous term which raised concerns of duplicate submission	Grade of zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to "self-plagiarizing" (i.e. duplicate submission)	Not sought	None	Not sought	None

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Duplicate Submission	1	Submission for assignment was the same as a previous submission; almost identical to previous submission by student	Grade of zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Repeating course; submitted previous assignment in UM Learn while making a few changes; not aware this is academic misconduct	Not sought	None	Not sought	None
	1	Self-plagiarism in assignment	Zero on assignment; meet with the Academic Integrity Coordinator; complete educational requirements identified	Associate Head	First offence; standard penalty	Not sought	None	Not sought	None
Inappropriate Collaboration	1	Assignment	F-DISC in the course; suspended from taking courses in the Teaching Faculty for one year; suspended from Program of Registration for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; third allegation	Not sought	None	Not sought	None
	210	Assignment	Zero on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	One student copied from another student on assignment	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate Collaboration	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty for one year; suspended from Program of Registration for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Inappropriate Collaboration	Zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate Collaboration	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate Collaboration	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate Collaboration	Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate Collaboration	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None
	1	Students used similar processes and same solutions in two labs, including the same wrong solutions for some questions	Zero on impacted labs; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Students used similar processes and same solutions in two labs, including the same wrong solutions for some questions	Zero on impacted labs; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Associate Dean	Appeal denied	Not sought	None
	1	Inappropriate collaboration on assignment	Zero on the assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration on assignment	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	Student Advocacy services were not used	Associate Dean	Zero on the assignment; one full-letter downgrade from the earned grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Not sought	None
	2	Similarities in responses on final exam, especially similar incorrect answers	F DISC in the course; DISC notation; Reflections on Academic Integrity course	Associate Dean	Refuted allegation; said they were study partners, and made similar errors on exam because they studied incorrect methods together	LDC	Appeal denied; duration of DISC notation reduced from two to one year	Not sought	None
	2	Academic work in assignment was identical	F DISC in the course; DISC notation; Reflections on Academic Integrity course	Associate Dean	Admission from one of the students that they shared their work with the other student under review	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Calculation structure for two mid term exams matched	F DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Refuted collaboration but admitted to using Chegg; statement left relationship with other student still unclear and suspicious	Not sought	None	Not sought	None
	2	Striking similarities between answers submitted for four questions	F DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Refuted the suggestion that the collaboration was one sided and explained it was more mutual	Not sought	None	Not sought	None
	1	Submitted an assignment almost identical in content, structure, and format to that of another student	Zero on assignment; DISC comment; educational outcome (Academic Integrity Coordinator)	Program Manager	Student indicated that they provided support and explanation on how to complete the assignment to their classmate, who had connectivity issues	Not sought	None	Not sought	None
	1	Submitted an assignment almost identical in content, structure, and format to that of another student	Zero on assignment; DISC comment; educational outcome (Academic Integrity Coordinator)	Program Manager	Indicated that they asked their classmate for support on their assignment due to connectivity issues	Not sought	None	Not sought	None

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Inappropriate Collaboration	3	Submitted an assignment in which the introduction and conclusion were extremely similar to that of the other student(s) and did not come from the initial scenario	Zero on assignment; DISC statement; educational outcome (Academic Integrity Coordinator)	Program Manager	Admitted discussing the assignment with the other student(s)	Not sought	None	Not sought	None
	1	Submitted an assignment in which the introduction and conclusion was extremely similar to that of the other two students and did not come from the initial scenario	Zero on assignment; DISC statement; Educational outcome (Academic Integrity Coordinator)	Program Manager	Expressed regret for their actions and carelessness	Not sought	None	Not sought	None
	1	Large portion of the submission is identical to that of another student	Zero on assignment; Educational outcome (Academic Integrity Coordinator)	Program Manager	Admitted to receiving support and "hints" from another student	Not sought	None	Not sought	None
	1	A large portion of the student's work is identical to that of another student	Zero on assignment; Educational outcome (Academic Integrity Coordinator)	Program Manager	Admitted to providing explanation to roommate with examples from own assignment and the roommate taking notes	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submission for assignment had unique errors, typos, and the same document author as other student's submissions	Zero on assignment; DISC statement; Educational outcome (Academic Language Support Instructor)	Program Manager	Worked on the assignment with classmate and used classmate's laptop to submit the assignment; claims they memorized the formula based on the discussion and that is why the assignments are identical	Not sought	None	Not sought	None
	1	Submission for assignment had unique errors, typos, and the same document author as other student's submissions	Zero on assignment; DISC statement; Educational outcome (Academic Language Support Instructor)	Program Manager	Explanation almost identically matches that of another student; had to travel to apply for a job to the other student's house and then used their laptop to submit assignment	Not sought	None	Not sought	None
	1	Submission for assignment had unique errors, typos, and the same document author as other student's submissions	Zero on assignment; DISC statement; Educational outcome (Academic Language Support Instructor)	Program Manager	Admitted to working on the assignment with classmate and using their formula for submission	Not sought	None	Not sought	None
	2	Submission for assignment was similar to that of another student	Grade of zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to discussing assignment with a friend; apologized	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Submission for assignment was similar to that of another student	Zero on assignment; DISC statement; educational outcome (Academic Language Support Instructor)	Director	Admitted to using a classmate's assignment	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; DISC statement; educational outcome (Academic Language Support Instructor)	Director	Admitted to giving classmate assignment response	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; DISC statement; educational outcome (Academic Language Support Instructor)	Director	Admitted to copying classmate's response	Not sought	None	Not sought	None
	1	Submission for assignment contained sections that were identical to the submission of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Student accessed the other student's assignment	Not sought	None	Not sought	None
	2	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation	Not sought	None	Not sought	None
	1	Submission for assignment contained content that was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Based on time of submission, copied from other student involved	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submission for assignment contained similarities in content and errors to the submission of another student	Zero on assignment; educational outcome (Academic Integrity Coordinator); DISC statement	Director	Helped a classmate with assignment because they were stressed ; expressed deep regret	Not sought	None	Not sought	None
	1	Submission for assignment contained similarities in content and errors to the submission of another student	Grade of zero on assignment; Educational Outcome (Academic Integrity Coordinator); DISC statement	Director	Contacted classmate for assistance on assignment; stressed; did not want to ask for an extension as one had been granted for another assignment; expressed deep regret	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation	Not sought	None	Not sought	None
	1	Submission for assignment was identical to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to consulting with another student	Not sought	None	Not sought	None
	1	Submission for assignment was identical to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to consulting with another student	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submission for assignment was almost identical to that of another student	Grade of zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to allegation	Not sought	None	Not sought	None
	1	Submission for assignment contained significant similarities to that of another student	F-DISC in the course; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Worked on the assignment independently; surprised to learn another student had a similar submission	Not sought	None	Not sought	None
	1	Submission for assignment contained significant similarities to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to inappropriate collaboration; lent computer to a friend and friend submitted wrong assignment	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation; borrowed friend's computer and submitted wrong assignment	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submissions for two assignments contained content that was similar to that of another student and contained information that was not cited	Zero on both assignments; educational outcome (Academic Language Support Instructor); DISC statement	Director	Used an external source; did not properly cite; discussed assignment with a friend; used a paraphraser; expressed regret	Not sought	None	Not sought	None
	1	Submissions for two assignments contained content that was similar to that of another student and contained information that was not cited	Zero on both assignments; educational outcome (Academic Language Support Instructor); DISC statement	Director	Used an external source; did not properly cite; admitted to discussing assignment with a friend; external sources not permitted when completing the assignment; used a paraphraser; expressed regret	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Discussed assignment with another student; did not know that this would lead to academic misconduct; did not admit to copying or sharing assignment	Not sought	None	Not sought	None
	2	Submission for assignment was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not know how their submission was similar to another student's submission	Not sought	None	Not sought	None
	1	Submission for assignment was identical to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Asked a classmate for their assignment and submitted the wrong assignment; made no changes to classmate's assignment, not even a name change	Not sought	None	Not sought	None
	1	Submission for assignment contained excerpts that were the same or similar to the submission of another group	Grade of zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation; difficult to determine who copied from whom	Not sought	None	Not sought	None

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Inappropriate Collaboration	7	Submission for assignment contained excerpts that were the same or similar to the submission of another group	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Did not admit to allegation; parts of assignment were identical to other group's submission; difficult to determine who copied from whom	Not sought	None	Not sought	None
	2	Submission was similar to that of another student	Zero on assignment; educational outcome (Academic Language Support Instructor); DISC statement	Director	Spoke to another student about final assessment; expressed regret	Not sought	None	Not sought	None
	1	Submission for assignment bore a significant resemblance to that of another student; reference used was not relevant	Grade of zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Did not meet with Student Advocate; did not submit a statement	Not sought	None	Not sought	None
	1	inappropriate collaboration	Zero on lab assignment; notation on transcript - may be removed after two years or upon graduation; Reflections on Academic Integrity course	Dept Head	First offence	Not sought	None	Not sought	None
	1	Inappropriate collaboration	Zero on lab assignment; notation on transcript - may be removed after two years or upon graduation; Reflections on Academic Integrity course	Dept Head	First offence	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Significant portions of take home exam identical to other student's	F DISC in course; programming assigned by Academic integrity coordinator; 15 month transcript notation	Associate Dean	Roommates; collaborated when they knew not to	Not sought	None	Not sought	None
	1	Obtained another group's assignment from roommate's computer without their knowledge and deleted all evidence of having obtained it	F DISC in course; programming assigned by Academic integrity coordinator; four month suspension; 24 month transcript notation	Associate Dean	High level of intent to deceive; jeopardized their group's academic integrity as well as the other group's academic integrity	Not sought	None	Not sought	None
	2	Significant similarity on five assignments and one quiz	Zero on impacted assignments and quiz; DISC on final grade; programming assigned by Academic Integrity coordinator; nine month transcript notation	Associate Dean	Roommates; collaborated on all assignments and quiz when they knew not to	Not sought	None	Not sought	None
	1	Portions of report included similar ideas and phrasing to another student's report	Zero on report; DISC comment next to final grade; programming assigned by Academic Integrity Coordinator; eight month transcript reprimand	Associate Dean	Gave their completed report to another student to review per the other student's request for insight about formatting	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Portions of report included similar ideas and phrasing to another student's report	Zero on report; DISC on final grade; programming assigned by Academic Integrity Coordinator; 12 month transcript reprimand	Associate Dean	Stated they had only read another student's report once; their explanation was not plausible given the level of similarity of entire report	Not sought	None	Not sought	None
	1	Several submissions contain elements identical to another student's work	Zero on assignment; DISC on final grade	Associate Dean	None	Not sought	None	Not sought	None
	1	A portion of answers in test were either identical to or similar to another students' answer; one or more of the students copied each other's work	Zero on the paper; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; recently recovered from Covid; acknowledged mistake; remorseful	Not sought	None	Not sought	None
	1	Inappropriate collaboration; students submitted unusually similar/identical responses on an assignment	F-DISC in course; suspended from taking Teaching Faculty courses for one year; suspended from program of registration for four months, for a period of 4-months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Not genuine in their account of the events; second upheld allegation	LDC	Appeal denied	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration; students submitted unusually similar/identical responses on an assignment	F-DISC in course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Not genuine in their account of the events; second allegation in a short period of time	LDC	Appeal denied	Not sought	None
	1	Inappropriate collaboration; students submitted unusually similar/identical responses on an assignment	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; remorseful; accepted the allegation; significantly reduced suspension	Not sought	None	Not sought	None
	2	Inappropriate collaboration; assignments largely identical	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Did not attend meeting	Not sought	None	Not sought	None
	1	Solution very similar to other students, including errors	F-DISC in the course; suspended from taking Faculty courses for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Denied allegation; did not show remorse for actions	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration: Lab 1 materials appear taken from CHEGG posting of 2018 version of course solution	F-DISC in course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Inappropriate collaboration: submitted code from unauthorized internet source on assignment 1.	F-DISC in course; suspended from Teaching Faculty and Faculty of Registration for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	None	LDC	Appeal denied	UDC	Appeal denied
	3	Submitted papers with similar to identical wording	F-DISC in course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	2	Submitted papers with similar or identical wording	F-DISC in course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; reduced suspension	LDC	Withdrawn	Not sought	NA

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Inappropriate Collaboration	1	Submitted papers with similar or identical wording	F-DISC in course; suspended from taking courses in the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; second offense	Not sought	None	Not sought	None
	2	Materials from StuDocu copied/pasted	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Student used information from "genecards.org"	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Chegg posts on labs and assignments	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Inappropriate Collaboration	3	Submission similar to that of another student	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Submitted assignment responses similar to another student	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Did not respond to allegation	Not sought	None	Not sought	None
	1	Submitted assignment responses similar to another student or found on Chegg	F-DISC in the course; suspended from taking Teaching Faculty courses for one year and from taking Faculty of Registration courses for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Honest; accepted the allegation; third allegation	Not sought	None	Not sought	None
	1	Submitted a solution to assignment that was largely identical to a previously-posted solution	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Could not explain evidence	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submitted assignment response from Coursehero/resembling another student from past year	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Third allegation; took responsibility	Not sought	None	Not sought	None
	1	Submitted assignment response similar to past year student submission	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	3	Assignment and/or lab submissions similar to another student	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity	Dean's Office	Honest; accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Students submitted similar answers to each other and/or Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Honest; accepted the allegation; previous upheld allegations; reduced suspension	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Answers identical to Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Assignment questions posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; previous allegations	Not sought	None	Not sought	None
	2	Assignment posted on Chegg	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	2	Report	Zero on report; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	35	Assignment	Zero on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	5	Five students collaborated & copied answers from Chegg	Zero on assignment	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	3	Assignment	Zero on assignment	Associate Head	Hard evidence; admission of guilt	Not sought	None	Not sought	None
	2	Collaborated on test	Zero on test	Department Head	None	Not sought	None	Not sought	None
	2	Submitted assignment similar to another student	F-DISC in the course; suspended from taking courses in the faculty for eight months; transcript notation; Reflections on Academic Integrity	Dean's Office	None	Not sought	None	Not sought	None
	2	One student's work in a practicum assignment was copied by another student	Verbal and/or letter of warning	Associate Dean	First offense; eligible for graduation; compassionate reasons	Not sought	None	Not sought	None
	2	Inappropriate collaboration	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
Other: Contract Cheating	1	Contract Cheating on assignments	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None

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Other: Contract Cheating	3	Contract Cheating on essays and additional allegations of personation, use of translation software etc. in multiple courses	F-DISC in the course; suspended from taking courses offered by the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
Personation	1	Personation	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	None	Not sought	None	Not sought	None
	2	Additional allegations of inappropriate collaboration, possible cheating/contract cheating	F-DISC in the course; suspended from taking courses offered by the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Personation	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None

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Personation	1	Student alleged to have hired a student exam taker	F-DISC in the course; suspended from taking courses in the Faculty for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Did not accept the allegation	Not sought	None	Not sought	None
Plagiarism	1	Plagiarism; copy and paste; use of sources not permitted; copying student's work	Zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and quiz; meet with Academic Integrity Coordinator	Associate Dean, Academic	Forgot to use quotations; didn't think actions were academic misconduct	Not sought	None	Not sought	None
	1	Plagiarism; paragraphs very similar or identical to source used	Zero on assignment; Reflections on Academic Integrity workshop; meet with Academic Integrity Coordinator	Associate Dean, Academic	Work cited incorrectly; first year student with no writing experience; better use of resources moving forward	Not sought	None	Not sought	None
	1	Plagiarism; information taken directly from source; footnotes incomplete or incorrect	Final grade of C in course; Reflections on Academic Integrity workshop; meet with Academic Integrity Coordinator	Associate Dean, Academic	Deeply regrets mistake; didn't make excuses; poor time management; stressed; learned from mistake	None	None	None	None

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Plagiarism	1	Plagiarism; work partially identical to source	Zero on assignment; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Associate Dean, Academic	Regrets not using resources available; disappointed in self; learned from meetings with Advocate; thankful and more aware; appreciated chance to explain	None	None	None	None
	1	Plagiarism; significant portions of copied text; informed of mistake but repeated it	F-DISC in the course; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Chair of program	In home country in quarantine; submitted draft accidentally first; wasn't familiar with in-text citation, unintentional	None	None	None	None
	1	Plagiarism; copied from text and cited wrong source	F-DISC in course; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Chair of program	First year in Canada; very challenging; used writing tutor but still had issues; recognizes what was done wrong; continues to seek help; good learning experience; grateful for chance to do better	Not sought	None	Not sought	None
	1	Plagiarism; copy and pasting from other students' posts; two classes impacted	F-DISC in impacted courses; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Associate Dean, Academic	Shocked at allegations; didn't intend to and stated they did not cheat	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism; copy and pasting text and from other student's work	F-DISC in course; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Chair of program	Did not attend their meeting or reply to any correspondence	Not sought	None	Not sought	None
	1	Plagiarism; copying from other student's posts on more than one assignment	F-DISC in course; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Chair of program	Didn't know it was wrong; very sorry; learned from experience	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in course; notation on transcript; Reflections on Academic Integrity course	Department Head	None	Not Sought	None	Not Sought	None
	1	Plagiarism	F-DISC in the course; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	DISC on final grade; Re-write paper; transcript notation; Cite Rite Program	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspension from taking courses offered by the Faculty for four months; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; suspension from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None

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Plagiarism	2	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	Resubmission of assignment; meet with Academic Integrity Coordinator	Associate Dean	Two previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Associate Dean	Three previous infractions	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation; Reflections on Academic Integrity course	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	Two previous infractions	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for eight months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	Previous infraction	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation	Associate Dean	Previous infraction	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; DISC notation on record; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator and Academic Advisor	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz; Cite Rite Program; option to re-submit assignment	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; DISC notation on record; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Allegations of plagiarism in two courses considered simultaneously	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Associate Dean	Appeal Withdrawn	Not sought	None
	1	Allegations of plagiarism in two courses considered simultaneously	Zero on assignment; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Associate Dean	Appeal Withdrawn	Not sought	None
	2	Plagiarism	Zero on assignment; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; notation on record outlining the nature of the infraction; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	3	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; DISC notation added to the final grade	Department Head	None	Associate Dean	Appeal granted; disciplinary action reduced	Not sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; Academic Integrity and Student Conduct Tutorial and Quiz; completion of academic educational program	Department Head	None	Not sought	None	Not sought	None
	4	Plagiarism	Zero on assignment; DISC notation on record; Academic Integrity and Student Conduct Tutorial and Quiz; completion of academic educational program; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in course; Academic Integrity and Student Conduct Tutorial and Quiz; completion of academic educational program	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; completion of academic educational program	Department Head	None	Not sought	None	Not sought	None
	2	Plagiarism	Zero on assignment	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Resubmission of assignment; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Department Head	None	LDC	Appeal denied	Not sought	None
	2	Plagiarism	Zero on impacted assignment(s); transcript notations; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	Plagiarism	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	9	Plagiarism	F-DISC in the course; transcript notation; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	8	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	4	Plagiarism	F-DISC in the course; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	Plagiarism	F-DISC in the course; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not Sought	None
	1	Plagiarism	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignments; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Resubmission of assignment; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Plagiarism	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignments; DISC notation on transcript	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; Reflections on Academic Integrity; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	5	Plagiarism	Resubmit corrected assignment	Delegate of Department Head	None	Not sought	None	Not sought	None
	4	Plagiarism	Resubmit corrected assignment; grade reduced; Academic Integrity and Student Conduct Tutorial and Quiz	Delegate of Department Head	None	Not sought	None	Not sought	None
	2	Plagiarism	Resubmit corrected assignment; grade reduced	Delegate of Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Delegate of Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Plagiarism	Resubmit corrected assignment; meet with Academic Integrity Coordinator	Delegate of Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Grade reduced; Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Delegate of Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Resubmit corrected assignment; Reflections on Academic Integrity course	Delegate of Department Head	None	Not sought	None	Not sought	None
	1	Portion of paper significantly plagiarized	Zero on the assignment; DISC comment added to the final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Portions of answer on the short-answer question of midterm taken almost verbatim from a course hero document	Zero on the short-answer question of the midterm; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment contains large sections of text copied verbatim (and repeated multiple times)	Zero on assignment and short answer question on midterm; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Assignment paraphrased from a document	Zero on assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Assignment paraphrased from a document	Zero assignment; DISC comment added to the final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment copied verbatim from a document	Final mark of zero on assignment; DISC comment added to the final grade; notation on transcript; meet with the Academic Integrity Coordinator; course Reflections on Academic Integrity	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Assignment was paraphrased from a document	Zero on assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Assignment paraphrased from a document	Zero on assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	Everything in assignment found almost word-for-word in a document	Zero on assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	Student advocacy was not used	Not sought	None	Not sought	None

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Plagiarism	1	Assignment included sections of text available verbatim from online sources	Zero on assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	3	Assignment included sections of text loosely paraphrased from online sources	Zero on assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean	None	Not sought	None	Not sought	None
	1	In an assignment copied two sentences directly from two websites without proper references or citations	Zero on the assignment; DISC comment on final grade; transcript notation; Academic Integrity and Student Conduct Tutorials	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Zero on the assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Paper submitted with in-text citations, but no reference; paper was directly plagiarized from one source; incorrect references and citations	Zero on the paper; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Paper was actually copied directly with no quotation marks or in-text citations; did not answer the assigned question	Zero on paper; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student advocacy was not used	Not sought	None	Not sought	None
	1	Short answer question that does not reflect material taught in the class and is not present in the textbook or any slides provided; Portions of answer lightly paraphrased from coursehero document	F-DISC in course; suspended from taking courses offered by (or equivalent to) the Faculty for one year; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Three prior offences	Not sought	None	Not sought	None

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Plagiarism	1	Portions of answer on the short-answer question of midterm are taken almost verbatim from a coursehero document	Zero on the midterm; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; course Reflections on Academic Integrity	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student advocacy was not used; no response to allegation	Not sought	None	Not sought	None
	1	Paper submitted with no in-text citations and no references; last half of the submitted paper was directly plagiarized from a paper written in another program	Zero on the paper; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None
	1	Assignment was paraphrased from a document	Zero on assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None
	1	Small amount of plagiarism found; work cited in the copied text contains a stolen reference that is in the references, but the source of the copied text was not	Zero on the assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment can be found verbatim in a coursehero document	Zero on the assignment; DISC comment on final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Assignment includes several sections of text taken from a variety of documents available through coursehero	Zero on the assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Assignment includes sections of text that are available verbatim from online sources; wording is available on multiple websites	Zero on assignment; DISC comment on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Associate Dean	Appeal denied	none	none

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Plagiarism	1	Ten plagiarized passages within the first two pages, none of which were cited properly in text and were not denoted with quotation marks	Zero on the assignment; DISC notation on final grade; transcript notation; required to meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None
	1	Comprised entirely of copying of existing websites and news articles; list of the source websites, but did not cite nor use quotation marks	Zero on the assignment; DISC notation on final grade; transcript notation; meet with Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Program of Registration	None	Not sought	None	Not sought	None
	1	Term paper that follows the same sentence structure, statistics, and argumentative flow as one found on coursehero	Zero on assignment; DISC notation on course final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of direct quotes and barely paraphrased passages	Zero on assignment; DISC notation on course final grade; transcript notation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Delegate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	4	Improper citation	Zero on the report; DISC notation; Reflections on Academic Integrity course	Associate Dean	Thought it was the responsibility of each team member to ensure proper citation; now realizes it was a group responsibility	Not sought	None	Not sought	None
	3	Improper citation	Zero on the report; transcript notation; Reflections on Academic Integrity course	Associate Dean	Sections of the report very similar to research found online; concerns of language barrier an issue	Not sought	None	Not sought	None
	1	Final assignment contained answers that significantly matched materials found online	F DISC in the course; transcript notation; Reflections on Academic Integrity course	Associate Dean	Used YouTube tutorials for several parts of the assignment	Not sought	None	Not sought	None
	1	Submitted an assignment based on a case from the previous term	Zero on assignment; transcript notation; educational outcome (Academic Integrity Coordinator)	Program Manager	Copied portions from the internet and forgot to cite	Not sought	None	Not sought	None

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Plagiarism	1	Submitted an assignment that was entirely copied verbatim from two web sources	F-DISC on the course; educational outcome (Academic Language Support Instructor)	Program Manager	Forgot to include references and citations	Not sought	None	Not sought	None
	1	Submitted an assignment with two paragraphs directly copied from web sources	Grade of zero on assignment; DISC comment; educational outcome (Academic Language Support Instructor)	Program Manager	Admitted to forgetting to remove copied portions; admitted to making a mistake due to mental heath issues and struggles	Not sought	None	Not sought	None
	1	Submitted portions of an assignment from a previous term updated with this term's information	Grade zero for assignment; DISC statement; educational outcome (Academic Integrity Coordinator)	Program Manager	Admitted to receiving help and guidance from a friend	Not sought	None	Not sought	None
	1	Directly copied 100% of the discussion forum post content from three web resources	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Program Manager	Admitted to copying the information	Not sought	None	Not sought	None
	2	Submission for case study seemed to be copied from another student	F in the course; transcript notation	Program Manager	Admitted to misconduct	Not sought	None	Not sought	None
	1	Submission for assignment and final assessment appeared to be copied from sources and changed with a paraphrasing generator	F in course; transcript notation	Program Manager	Admitted to misconduct	Not sought	None	Not sought	None

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Plagiarism	1	Submission for Discussion Forum was found to have 53% of the content copied directly from CourseHero	Zero for question in assignment; transcript notation; Educational outcome (Academic Language Support Instructor)	Program Manager	Unaware of the reference styles; warned by the instructor in writing before and advised to use the APA citations and references	Not sought	None	Not sought	None
	1	Copied a major portion of assignment from multiple sources without citing or referencing	Zero on assignment; transcript notation; Educational outcome (Academic Integrity Coordinator)	Program Manager	Admitted to not referencing	Not sought	None	Not sought	None
	1	Plagiarized submission with a submission from a previous term	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Did not submit a statement	Not sought	None	Not sought	None
	1	Plagiarized from CourseHero	Zero on assignment; transcript notation; education outcome (Academic Integrity coordinator)	Director	Did not submit a statement	Not sought	None	Not sought	None
	1	Plagiarized and did not cite	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Admitted and apologized for not referencing	Not sought	None	Not sought	None

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Plagiarism	1	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Did not admit to plagiarizing	Not sought	None	Not sought	None
	1	Submission for assignment contained information that was copied directly from a website without attribution	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Admitted fault in plagiarizing and forgetting to include references	Not sought	None	Not sought	None
	4	Submission for assignment contained content from online sources with no citations or references	Zero on assignment; educational outcome (Academic Language Support Instructor)	Director	Admitted to omitting reference and plagiarizing	Not sought	None	Not sought	None
	1	Submission for assignment was from a previous term and potentially the work of another student	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Instructor recycled an assignment question	Not sought	None	Not sought	None
	1	Submission for assignment was copied and pasted from online sources	Zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Director	Admitted to plagiarizing; expressed regret; under a lot of stress	Not sought	None	Not sought	None

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Plagiarism	3	Submission for group assignment contained information taken from online sources without attribution	Zero on assignment; transcript notation; educational outcome (Academic Language Support Instructor)	Director	Group forgot to cite due to poor coordination	Not sought	None	Not sought	None
	1	Submission for group assignment contained information taken from online sources without attribution	F- DISC in the course; education outcome (Academic Language Support Instructor)	Associate Dean	Group forgot to cite due to poor coordination	Not sought	None	Not sought	None
	3	Submission for group assignment contained information taken from online sources without attribution	Zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to forgetting to include references	Not sought	None	Not sought	None
	1	Submission for group assignment contained information taken from online sources without attribution	F-DISC in the course; transcript notation; meet with Academic Language Support Instructor	Associate Dean	Second allegation; admitted to forgetting to include references	Not sought	None	Not sought	None
	4	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarizing	Not sought	None	Not sought	None
	6	Submission for assignment was similar to the submission of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Unintentional	Not sought	None	Not sought	None
	5	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to act	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	None	Associate Dean	Appeal granted		
	1	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarism	Not sought	None	Not sought	None
	1	Submission contained information not relevant to assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarism	Not sought	None	Not sought	None

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Plagiarism	1	Submitted assignment composed significantly of content copied without attribution	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	None	Not sought	None	Not sought	None
	1	Submission was taken directly from a website and not cited	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Almost the entire submission was taken verbatim from references	Not sought	None	Not sought	None
	1	Submission included content copied from a source without appropriate citations; link was provided at the bottom of the document	Zero on assignment; transcript notation; Educational Outcome (Academic Integrity Coordinator)	Director	Admitted to plagiarism	Not sought	None	Not sought	None
	1	Submission contained a quoted source without citation	Zero on assignment; transcript notation; Education Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarism	Not sought	None	Not sought	None
	1	Submission copied from CourseHero	Zero on assignment; transcript notation; Educational Outcome (Academic Integrity Coordinator)	Director	Deeply regretted actions	Not sought	None	Not sought	None

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Plagiarism	1	Submission copied from CourseHero	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarizing from CourseHero; deeply regrets actions	Not sought	None	Not sought	None
	1	Submission for assignment appeared to be copied from CourseHero	Zero on assignment; transcript notation; Educational Outcome (Academic Integrity Coordinator)	Director	Admitted to plagiarizing; expressed regret; did not admit to using CourseHero but did admit to not properly citing and referencing	Not sought	None	Not sought	None
	1	Plagiarized a reiteration of a previous year's assignment to complete current assignment; cited sources that were not provided for the assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Did not admit to plagiarizing	Not sought	None	Not sought	None
	1	Submission for assignment taken from CourseHero	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarizing from CourseHero	Not sought	None	Not sought	None
	1	Inappropriate use of previous version of assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Did not admit to plagiarism	Not sought	None	Not sought	None

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Plagiarism	1	Inappropriate use of previous version of assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted fault - used Chegg	Not sought	None	Not sought	None
	1	Inappropriate use of previous version of assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to finding the information online and forgetting to cite and reference source	Not sought	None	Not sought	None
	1	Submissions for three assignments contained information from online sources that was uncredited	Zero on impacted assignments; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Did not know that using CourseHero to complete assignment is academic misconduct; expressed regret	Not sought	None	Not sought	None
	1	Copied their own submission from a previous term	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using previous assignment submission	Associate Dean	Appeal denied		
	1	Copied own submission from previous term for current term	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using previous assignment submission	Not sought	None	Not sought	None

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Plagiarism	1	Inappropriate use of previous version of information for assignment	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarizing from a student who had previously taken the course	Not sought	None	Not sought	None
	1	Submission for assignment was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Not intentional	Not sought	None	Not sought	None
	1	Submission was similar to that of another student	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to copying information from a website in order to complete it	Not sought	None	Not sought	None
	1	Assignment included multiple articles copied word for word	Zero on assignment; transcript notation; Educational Outcome (Academic Integrity Coordinator)	Director	None	Not sought	None	Not sought	None
	1	Submissions for two assignments raised concerns of plagiarism	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using CourseHero and not properly citing or referencing	Not sought	None	Not sought	None

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Plagiarism	1	Submission for assignment contained multiple sentences that were copied from a study website	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Used Coursehero to complete assignment; did not know this is academic misconduct	Not sought	None	Not sought	None
	1	Submission for assignment contained information obtained from websites that was uncited/referenced	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using an external source and not properly citing or referencing	Not sought	None	Not sought	None
	1	Submission was completed using a paraphrasing generator; submission came from an online source without citations/references	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using an external source and not properly citing or referencing	Not sought	None	Not sought	None
	1	Submission contained content was the product of a paraphrasing generator; similar to content found online	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Did not admit to plagiarism even though sentences were identical to CourseHero	Not sought	None	Not sought	None
	1	Submission created using a paraphrasing generator; responses came from the internet without attribution	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using an external source and not properly citing or referencing	Not sought	None	Not sought	None

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Plagiarism	1	Submission created with the use of a paraphrasing generator; contained information found online without proper citations	F-DISC in the course; transcript notation	Associate Dean	Misunderstood the assignment instructions	Not sought	None	Not sought	None
	1	Submission for assignment contained information from online sources without attribution	Grade of zero on assignment; Educational Outcome (Academic Language Support Instructor); DISC statement	Director	Admitted to having used an online source and forgetting to add references; admitted to poorly paraphrasing content they found online	Not sought	None	Not sought	None
	1	Submission created with the use of a paraphrasing tool; responses appear to have come from an online source	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using a paraphrasing tool and forgetting to add references	Not sought	None	Not sought	None
	1	Submission created with a paraphrasing generator and came from internet sources	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using online sources for research and forgetting to cite; tried to use their own words	Not sought	None	Not sought	None
	1	Submission contained information found on an internet source	C-DISC in the course; transcript notation	Associate Dean	Did not admit to copying	Not sought	None	Not sought	None

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Plagiarism	1	Submission created using a paraphrasing generator; substantial similarities found between the student's answers and an online source; proper citations were not present	F-DISC in course; transcript notation	Associate Dean	Admitted to providing information using a paraphrasing generator	Not sought	None	Not sought	None
	1	Submission for assignment taken from an uncited online source from which some sentences were even copied word for word	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Area Director	Admitted to having copied some of the information found on a website	Not sought	None	Not sought	None
	1	Paraphrased another student's response; substantial similarities found between this student's contributions and another student's contributions	C-DISC in the course; transcript notation	Associate Dean	Admitted to having read other student's posts prior to writing their own based on their own take of those submissions	Not sought	None	Not sought	None
	1	Used a paraphrasing or rephrasing generator; responses came from an internet source; no references to website were provided	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to using online resources in order to complete the work and meet the deadline	Not sought	None	Not sought	None
	1	Submission contained information irrelevant to the case study and taken from the internet	F-DISC in the course; transcript notation	Associate Dean	Misunderstood the assignment instructions	Not sought	None	Not sought	None

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Plagiarism	1	Submission contained contributions made using online sources that were not referenced	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Unintentional	Not sought	None	Not sought	None
	1	Submission contained information unrelated to the assignment and taken from an online source	F-DISC in the course; transcript notation	Associate Dean	Difficulty understanding the assignment format and questions	Not sought	None	Not sought	None
	1	Submission raised concerns of plagiarism	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to not providing citations or references; now has a better understanding of plagiarism	Not sought	None	Not sought	None
	1	Submission was copied from two websites; no original work of their own; cited and referenced incorrectly	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Admitted to plagiarizing	Not sought	None	Not sought	None
	1	Submission contained content that closely matched information found online	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Forgot to reference due to being in a rush	Not sought	None	Not sought	None

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Plagiarism	1	Submission raised concerns of plagiarism; suspected that a submission may have been reused from a previous term	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Used a resource shared by a friend	Not sought	None	Not sought	None
	1	Submission contained content taken from an internet source	Zero on assignment; transcript notation; Educational Outcome (Academic Language Support Instructor)	Director	Due to time constraints forgot to cite/reference	Not sought	None	Not sought	None
	1	Plagiarism in the final exam	Zero on final exam; transcript notation for one year or until graduation; meet with the Academic Integrity Coordinator; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Zero on the assignment; Reflections on Academic Integrity course	Associate Dean	First offence; COVID-19; honest statement; graduand	Not sought	None	Not sought	None
	1	Plagiarism in assignment	F-DISC in the course; transcript notation for two years or until graduation; Reflections on Academic Integrity course; meet with the Academic Integrity Coordinator	Associate Dean	Second offence; honest statement	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism and cheating in a midterm	Zero in the midterm; transcript notation for two years or until graduation; Reflections on Academic Integrity course; meet with the Academic Integrity Coordinator	Department Head	First offence; did not accept allegation	Not sought	None	Not sought	None
	1	Lab assignments	Zero on impacted labs; transcript notation for one year or until graduation; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Lab report; most of the information was copied from various internet sources	Zero on lab report; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Used outdated reports in assignment which suggests the student used someone else's information to answer the questions; document properties indicate that the file was created in 2019	Zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	3	No in-text citations or any references	Zero on research paper; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Paper includes sections of verbatim and closely verbatim text from several sources that were not properly cited/referenced	Zero on report; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; six month transcript notation	Associate Dean	Submitted paper without carefully reviewing it; some personal mitigating circumstances	Not sought	None	Not sought	None
	1	Copied material from a website into project report without citing or referencing it and changed some variable and function names	Zero on report; DISC comment next to final grade; programming assigned by Academic Integrity Coordinator; 12 month transcript reprimand	Associate Dean	Pressed for time and forgot to cite material, yet they made some changes to the material	Not sought	None	Not sought	None
	2	Omitted citations and bibliography in research proposal submitted in connection with tri-agency award application	Award application deemed ineligible	Associate Dean	Expressed great remorse for actions; in consultation with VPRI office, matter was not investigated under RCR policy	Not sought	None	Not sought	None
	1	Assignment consisted of several sections of uncited direct and near-direct quotation from a published journal article	Zero on report; DISC comment next to final grade; programming assigned by Academic Integrity Coordinator; one year transcript notation	Associate Dean	Submitted a draft version of the assignment in error; "final" assignment's metadata shows the assignment was created well after the due date	Not sought	None	Not sought	None

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Plagiarism	1	Assignment included sections of verbatim or closely verbatim text from several sources that were not properly cited and/or referenced	Zero on report; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; one year transcript notation	Associate Dean	Method of researching and writing assignment led to copying sources, added own ideas but later edited them out	Not sought	None	Not sought	None
	1	Plagiarized nearly the entirety of final short essay group assignment	F DISC in course; programming assigned by Academic Integrity Coordinator; 2 year transcript notation	Associate Dean	Submitted the wrong file; metadata of new file suggested it was modified after submission	Not sought	None	Not sought	None
	1	Plagiarized significant portions of take home final exam	Zero on final exam; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; one year transcript notation	Associate Dean	Intentional; mitigating personal circumstances; very remorseful	Not sought	None	Not sought	None
	1	Plagiarized four statements in online discussion thread	Zero on class participation of first four days of course; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; nine month transcript reprimand	Associate Dean	Admitted to act; took responsibility	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarized entirety of first page of report	Zero on report; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; six month transcript notation	Associate Dean	Misunderstood how to complete assignment; writing reports and reviews new to them; struggled with online format of class	Not sought	None	Not sought	None
	1	Plagiarized nearly the entirety of assignment	Zero on report; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; six month transcript notation	Associate Dean	Sought assistance but still did not understand assignment or how to properly cite and reference	Not sought	None	Not sought	None
	1	Plagiarized nearly the entirety of final short essay group assignment	Zero on assignment; DISC comment on final grade; programming assigned by Academic Integrity Coordinator; one year transcript notation	Associate Dean	Groupmate responsible for writing essay; didn't review essay before submitting it; wasn't aware it was plagiarized	Not sought	None	Not sought	None
	1	Copied some functions from an online full sequential code into their project report	Zero on assignment; DISC comment next to final grade; programming assigned by Academic Integrity Coordinator; 12-month transcript reprimand	Associate Dean	Did not realize copying without citing was a form of plagiarism; did not realize gravity of actions due to completing course remotely	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarized paragraphs in two lab reports	Zero on both lab reports; DISC comment next to final grade; programming assigned by Academic Integrity Coordinator; 12-month transcript reprimand	Associate Dean	Denied having plagiarized; needed to be prompted several times to admit to act; did not make connection to academic integrity	Not sought	None	Not sought	None
	1	Plagiarized nearly half of assignment	F-DISC in course; programming assigned by Academic Integrity Coordinator; one year transcript notation	Associate Dean	Felt responsibility to educate students on proper citing and referencing falls to course professors	Not sought	None	Not sought	None
	2	Plagiarism on course assignment	Zero on assignment; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	3	Plagiarism on course assignment	Zero on assignment; final grade with DISC notation	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism on course assignment	F-DISC in course; one year suspension from Teaching Faculty and Faculty of Registration; meet with Academic Integrity Coordinator	Associate Dean	Second offense; no response to allegation	Dean	Appeal denied	None	None
	1	Plagiarized in final exam, which was a take home exam	Warning; monitoring; submit letter to AD; work weekly with a coordinator; extra writing assignments; attend a test taking seminar	Associate Dean	Little university experience	Dean	Pending		

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Plagiarism	1	Material copied from the internet included in written parts of two quizzes	Grade of zero on both quizzes; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; acknowledged the mistake; apologized	Not sought	None	Not sought	None
	1	Plagiarized in midterm exam	Zero on the midterm exam; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; network wasn't stable during exam; time was limited; in a rush; apologized	Not sought	None	Not sought	None
	1	Used sources outside the course material in mid-term test	Zero on midterm test; required to meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; took course online in a different time zone; remorseful	Not sought	None	Not sought	None
	1	Submitted a paper where material was copy and pasted directly from a peer-reviewed article and submitted as own work	Zero on the paper; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; admitted mistake with regret	Not sought	None	Not sought	None
	1	Submitted plagiarized material in the use of uncited sources in research assignment	Resubmit paper; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; compassionate grounds for medical reasons	Not sought	None	Not sought	None

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PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	No in-text citations in research paper	Zero on the assignment; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; met with Student Advocate; compassionate grounds	Not sought	None	Not sought	None
	1	No in-text citations in persuasive research paper assignment	Zero on the assignment; meet with the Academic Integrity Coordinator; complete any educational requirements identified	Associate Head	First offence; standard penalty	Not sought	None	Not sought	None
	1	Submitted plagiarised material for a quiz and an assignment	Zero on quiz and assignment; transcript notation; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	First term at university; citations more strict then in previous program; contracted COVID-19	Not sought	None	Not sought	None
	1	Cited a source that was not used in term paper in two different instances; incorrect use of references and falsification of sources	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Second allegation of academic misconduct within an academic year	Not sought	None	Not sought	None

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Plagiarism	1	Submitted an assignment that had a minimum of three sections taken from articles that lacked citation	F-DISC in the course	Associate Dean	Second allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submitted an assignment that had multiple instances of plagiarism	F-DISC in the course; transcript notation; required to meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Second allegation of academic misconduct	Not sought	None	Not sought	None
	1	submitted answers in the final examination that were plagiarized.	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	First allegation	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in the final examination	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; complete any educational requirements identified	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	First allegation	Not sought	None	Not sought	None
	1	Assignment similar to another student's	Letter of apology to impacted parties; prepare PowerPoint presentation to be used in workshop	Dean's Office	Provided materials in good faith to provide template to another student	Not sought	None	Not sought	None
	1	Assignment similar to another student's	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz; letter of apology to impacted parties	Dean's Office	Did not recognize the egregious nature of the misconduct	Not sought	None	Not sought	None
	1	Used unauthorized sources, uncited, for a class project	F-DISC in the course; suspended from taking courses in the Faculty for eight months; transcript notation; meet with Academic Advisor; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None

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Plagiarism	1	Final paper plagiarised	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Reflections on Academic Integrity course	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Assignment	Reduce grade of assignment by 50%; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Assignment	Reduce grade of assignment by 50%; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Student completed tutorial	Not sought	None	Not sought	None
	1	Assignment	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Student did not respond to decision by deadline	Not sought	None	Not sought	None
	1	Assignment	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Head	Student completed tutorial	Not sought	None	Not sought	None
	2	Assignment	Pro-rated remaining portion of the assignment	Associate Head	Met Student and Advocacy Rep	Not sought	None	Not sought	None
	4	Assignment	Zero on assignment	Associate Head	Did not respond to allegation by deadline	Not sought	None	Not sought	None

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Plagiarism	12	Assignment	Zero on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	11	Copied answers from Chegg	Zero on assignment	Department Head	Hard evidence and admission of guilt	Not sought	None	Not sought	None
	4	Copied answers from Chegg	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Copied a written component of assignment verbatim from an unauthorized online source	Grade of zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarised using unauthorized materials	Grade of zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Copied an old version of an assignment	Grade of zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	8	Significant portion of assignment taken from an uncited source	Zero on assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Significant portion of your assignment was nearly identical to a file submitted by another student in online forum	Zero on lab assignment; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Copying a website and failing to provide citation	Zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on the assignment	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Eligible for graduation; took responsibility for actions	Not sought	None	Not sought	None
	1	Submitted fellow student's work as their own	F in the course; transcript notation; expelled from UM indefinitely	Vice-Provost (Students)	Fifth offense of academic misconduct	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; Academic Integrity and Student Conduct Tutorial; Academic Educational Program	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; Academic Integrity Tutorials and Quiz	Department Head	None	Associate Dean	Appeal denied/ disciplinary action modified	Not Sought	None
	1	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Associate Dean	Appeal denied	Not Sought	None

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Plagiarism	1	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for four months; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	Previous Infraction	Not sought	None	Not sought	None
	2	Plagiarism	F-DISC in the course; suspended from taking courses offered by the Faculty for one year; transcript notation; Reflections on Academic Integrity course; meet with Academic Integrity Coordinator	Associate Dean	Previous Infraction	Pending			
	1	Plagiarism	F-DISC in the course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	Zero on assignment; transcript notation; Reflections on Academic Integrity course	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism	F-DISC in the course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Pending			

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Plagiarism	4	Plagiarism	Reduced grade; resubmit corrected assignment; Reflections on Academic Integrity Course	Delegate of Department Head	None	Not sought	None	Not sought	None

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
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STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2020-2021 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Final Exam; long answers identical to internet source	F-DISC in the course; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Final Exam; used unauthorized sources and plagiarised answers	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not attend meeting	Not sought	None	Not sought	None
	1	Final Exam; used unauthorized sources and plagiarised answers	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz;	Associate Dean	Accepted the allegation; reduced suspension	LDC	Withdrawn		
	1	Used unauthorized material or inappropriately collaborated during midterm	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course;	Associate Dean	Denied allegation	Not sought	None	Not sought	None
	1	Used unauthorized material or inappropriately communicated during quiz	F-DISC in the course; transcript notationReflections on Academic Integrity quiz;	Associate Dean	None	LDC	Appeal denied	UDC	Penalty modified to remove suspension

STUDENT ACADEMIC MISCONDUCT - UPDATE REGARDING PENDING ITEMS FROM THE 2020-2021 REPORT

Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	2	Final exam, used unauthorized material or inappropriately communicated during final exam	F-DISC in the course; suspended from taking Faculty courses, for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers to questions on the final exam	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial and Quiz	Dean's Office	Student did not respond	Not sought	None	Not sought	None
	1	Used unauthorized materials to obtain answers for multiple quizes and involved in inappropriate collaboration (two courses)	F-DISC in both impacted courses; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	Treated as a single allegation for a second offense	LDC	Appeal denied	Not sought	None
	1	Used unauthorized materials to obtain and post answers to the final exam	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial	Dean's Office	Lenient penalty based on compassionate grounds	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Used unauthorized materials to obtain answers to final exam	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial	Dean's Office	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Submitted an answer to a question on final exam that came from a different version of the test than was written	F-DISC in the course; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity and Student Conduct Tutorial	Associate Dean	Accepted the allegation; reduced suspension	Not sought	None	Not sought	None
	1	Used unauthorized sources to answer final exam questions	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial	Associate Dean	Did not accept the allegation	Not sought	None	Not sought	None
	1	Submitted answers on final exam that were very similar to another student's answers	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial	Associate Dean	Did not fully understand the allegation	LDC	Appeal denied	Not sought	None
	1	Submitted answers on final exam that were very similar to another student's answers	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial	Associate Dean	Unable to provide a plausible explanation for the similarities between their answers and the other student's answers	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Either collaborated or got the same answer from unauthorized material in two courses	F-DISC in two impacted courses; suspended from taking courses in the Faculty for one year; student is suspended from Faculty for one year (overlapping suspensions); Reflections on Academic Integrity course; transcript notation	Dean's Office	No attempt to understand the transgressions that had been made	LDC	Appeal denied	Not sought	None
Duplicate Submission	1	Portions of submitted assignment refers to an assignment used in a previous term in the same course	Grade of zero on impacted assignment; meet with the academic language support instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
Inappropriate Collaboration	2	Two students shared an assignment; identical errors in submissions	Grade of zero on impacted assignment; statement placed on transcript; meet with the academic language support instructor; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Said that they completed the assignment on their own	Not sought	None	Not sought	None
	1	Submitted nearly identical responses as another student to midterm test question	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Academic Integrity and Student Conduct Tutorial	Associate Dean	Did not accept the allegation	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Portions of assignment were from an uncredited source	D-DISC in the course; transcript notation; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not realize the rules for citing in Canada were different from their country	Not sought	None	Not sought	None
	1	Portions of assignment were from an uncredited source	Grade of C DISC in the course; statement on transcript; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Associate Dean	Did not understood the need for citation when material is used from the textbook	Not sought	None	Not sought	None
	1	Large portion of assignment was plagiarized without proper citation	Zero on impacted assignment; transcript notation Academic Integrity and Student Conduct Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	Did not meet with Student Advisor or send in formal statement	Not sought	None	Not sought	None
	1	Use of plagarized materials to complete multiple questions on a lab report	F-DISC in the course; suspended from taking Faculty courses for one year; transcript notation; Reflections on Academic Integrity course	Dean's Office	None	LDC	Appeal denied	UDC	Appeal denied

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PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Abuse of the Process of University Policies, Procedures or Regulations: Failure to comply with previously imposed Disciplinary Action	1	Failure to comply with a previously imposed Disciplinary Action; registered for, and completed, a Faculty course while serving a disciplinary suspension	Required to withdraw from impacted courses	Dean's Office	Student accepted allegation	Not sought	None	Not sought	None
	1	Failure to comply with a previously imposed Disciplinary Action; registered for, and completed, a Faculty course while serving a disciplinary suspension	Required to withdraw from impacted course; transcript notation for five years	Dean's Office	Student accepted allegation	Not sought	None	Not sought	None
	1	Failure to comply with a previously imposed Disciplinary Action; registered for, and completed, a Faculty course while serving a disciplinary suspension	Required to withdraw from impacted course; transcript notation for five years	Dean's Office	Student did not accept allegation.	Not sought	None	Not sought	None

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Abuse of the Process of University Policies, Procedures or Regulations: Failure to comply with previously imposed Disciplinary Action	4	Failure to comply with a previously imposed Disciplinary Action; registered for and completed a Faculty course while serving a disciplinary suspension	Required to withdraw from impacted course; transcript notation for five years	Dean's Office	Accepted allegation	Not sought	None	Not sought	None
	1	Failure to comply with a previously imposed Disciplinary Action; registered for four Faculty courses while serving a disciplinary suspension	Suspended from taking Faculty courses for four months; required to withdraw from the impacted courses; transcript notation for five years	Dean's Office	Accepted allegation	Not sought	None	Not sought	None
	1	Failure to comply with a previously imposed Disciplinary Action; registered for and completed two courses while serving a disciplinary suspension	Suspended from taking Faculty courses for four months; required to withdraw from impacted courses; transcript notation for five years	Dean's Office	Did not take allegation or actions seriously	Not sought	None	Not sought	None
	2	Failure to comply with a previously imposed Disciplinary Action; registered for and completed a Faculty course while serving a disciplinary suspension	Required to withdraw from impacted course; transcript notation for five years	Dean's Office	Did not understand that they had breached their suspension rules	Not sought	None	Not sought	None

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Abuse of the Process of of University Policies, Procedures or Regulations: Breach of student residence rules or regulations	6	Residence room in unsanitary condition	Meeting with Residence Life Coordinator	Student Residences	Meeting with student to discuss cleaning expectations	Not sought	None	Not sought	None
	8	Smoking inside residence room	$50 fine	Student Residences	None	Not sought	None	Not sought	None
	1	Smoking inside residence room	$100 fine	Student Residences	None	Not sought	None	Not sought	None
	1	Smoking inside residence room	$100 fine; residence probation	Student Residences	Repeated offense	Not sought	None	Not sought	None
	1	Smoking inside residence room	$200 fine; residence probation	Student Residences	Ignored notices to meet with staff and repeated offense	Not sought	None	Not sought	None
	1	Smoking inside residence room	$250 fine; residence probation	Student Residences	Smoking caused fire alarm to trigger causing evacuation	Not sought	None	Not sought	None
	4	Unauthorized cooking equipment	Verbal warning	Student Residences	Unaware that cooking appliance was unauthorized (induction hotplate)	Not sought	None	Not sought	None
	40	Covid 19 Health and Safety Regulations (capacity violation)	Verbal warning	Student Residences	Complied immediately and dispersed	Not sought	None	Not sought	None
	3	Covid 19 health and safety regulations (guest policy violation)	Verbal warning	Student Residences	Removed guest immediately	Not sought	None	Not sought	None

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Abuse of the Process of of University Policies, Procedures or Regulations: Breach of student residence rules or regulations	6	Covid 19 health and safety Regulations (mask policy violation)	$100 fine	Student Residences	Repeated offense	Not sought	None	Not sought	None
	3	Over intoxication	Meeting with Residence Life Coordinator	Student Residences	Minor incident	Not sought	None	Not sought	None
	3	Noise violation	Written warning	Student Residences	None	Not sought	None	Not sought	None
	1	Noise violation	$50 fine	Student Residences	Repeated offense	Not sought	None	Not sought	None
	1	Fire safety (use of candles)	$50 fine	Student Residences	None	Not sought	None	Not sought	None
	2	Fire Safety (Tampering of Fire Equipment)	Verbal warning	Student Residences	Covered smoke detector, did not understand the equipment	Not sought	None	Not sought	None
	23	Covid 19 health and safety regulations (mask policy violation)	Written warning	Student Residences	None	Not sought	None	Not sought	None

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Inappropriate or Disruptive Behaviour: Actions which habitually interfere with the learning environment or requires the inordinate time and attention of faculty/staff	1	Numerous emails sent to various members of the UM	Warning	Vice-Provost (Students)	Volume of messages sent	Not sought	None	Not sought	None

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Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Inappropriate, disrespectful and unprofessional communications sent to various members of U community	Suspended indefinitely; suspension of UM computer privileges; refrain from sending communications to UM members; meet with Office of Human Rights and Conflict Management; assessment by a psychologist or psychiatrist; confirmation of compliance with treatment; be familiar with university policies and procedures	Vice-Provost (Students)	Inappropriate and disrespectful messages	Not sought	None	Not sought	None
	1	Redirection of student group website to "rickroll" and then later to a house hippo ad	Suspension from Faculty for eight months, including all extra-curricular activities; development and maintenance of a treatment plan with a counsellor or physician	Dean	Conscious decision was made to not correct actions; escalations occurred regularly; failed to acknowledge impact of behaviour and no remorse shown	LDC	Appeal denied	UDC	Removed requirement to prove treatment plan prior to return, subsequently adjusted penalty to be retroactive

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Property Related Misconduct: Threats to or damage of University Property	1	Damage to residence property	$250 fine	Student Residences	Accidental damage; fined to cover portion of cost of repair	Not sought	None	Not sought	None
Threat of Harm or Actual Harm: Harassment	1	Online harassment; comments on social media	Written warning; referral to Office of Human Rights and Conflict Management	Student Residences	Wanted to ensure resident understood the RWLE Policy	Not sought	None	Not sought	None
	1	Online harassment; comments on social media	Written warning; referral to Office of Human Rights and Conflict Management	Student Residences	Wanted to ensure resident understood the RWLE Policy	Level 1 - Director	Sanction reduced to written warning	Not sought	None
	1	Harassment; comments; online comments; forced proximity in closed spaces; aggressive language	Eviction from residence	Student Residences	Numerous reports of harassment in less than 30 days; ignored requests to meet with Student Residences staff	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Harassment	1	Partial nudity in Zoom calls; forwarded spam messages and made phone calls to students that were borderline harassment; very demanding of other students	Suspended from taking courses in the Faculty for one term; transcript notation	Chair of Program	Did not attend meeting	None sought	None	None sought	None
	1	Student made unwanted advances towards another student	Issued a warning: matter recorded in file; must refrain from communicating with lab mates about non-academic issues, from attending home of any other student of the same advisor, and from being in lab alone with a particular student; be familiar with university's governing policies (e.g. RWLE)	Dean	Student appeared uninvited at other student's home twice, communicated with student about non-academic matters multiple times after hours, spoke with other lab mates to pursue relationship	None sought	None	None sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Sexual Assault	1	Breach of Sexual Violence policy (formal complaint)	Banned from Active Living Centre until September 1, 2023	Vice-Provost (Students)	Found in breach of policy after investigation	Not sought	None	Not sought	None
	1	Inappropriate and unprofessional conduct and misuse of University property	Suspended until September 2022; banned from UM campus; demonstrate actions addressing the concerning behaviour; plan/strategies to ensure professional behaviour	Vice-Provost (Students)	Demonstrate actions addressing the concerning behaviour; plan to ensure professional behaviour; strategies to ensure future events do not occur	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Stalking behaviour	1	Provincial protection order issued against student by another student	For three years, may not follow protected party from place to place; may not directly or indirectly communicate with protected party; may not attend or be near where protected party resides or regularly attends; may not enter or remain in any place where protected party happens to be; be familiar with university's governing policies (e.g. RWLE)	`Dean	None	Not sought	none	Not sought	None
Threats of Harm or Actual Harm: Threatening conduct	1	Student made threats against other members of university community	Issued a warning; be familiar with university's governing policies (e.g. RWLE)	Dean	Student sought medical help after incident	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
Only use the "Other" category if none of the defined categories describe the disciplinary matter. Include description of the incident in the "Detail" column.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Violence	1	Participation in a physical altercation on campus	Eviction from residence	Student Residences	Altercation did not occur on residence property, WPS and Campus Security involvement	Stage 1 - Director	Sanction reduced to residence probation and alcohol probation	Not sought	None
	1	Aggressive behaviour; threats of violence to staff	Eviction from residence	Student Residences	Threats of violence to staff and attempts to harm staff; Campus Security involved	Not sought	None	Not sought	None

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January 18, 2023

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

Dr. Tina Chen will be the Speaker for the Executive Committee for the February 1, 2023, 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. Michael Benarroch, Chair
Senate Executive Committee
Terms of Reference

December 1, 2022

Report of the Senate Committee on Curriculum and Course Changes RE: Major Curriculum Revisions, Bachelor of Commerce (Honours), Faculty of Management (Asper School of Business)

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. The current curriculum of the Bachelor of Commerce (Honours) was implemented in the 2011 – 2012 academic year (Senate, January 5, 2011).
3. At its meetings on March 11, 23, and 25, 2022, and October 13, November 1 and 3, and December 1, 2022, the SCCCC considered proposals from the Faculty of Management (Asper School of Business) for course changes and major revisions to the Bachelor of Commerce (Honours) curriculum, including modifications to the core degree requirements and each of the existing Majors.
4. The course and curriculum changes were initially endorsed by the Faculty Council of the Faculty of Management at its meeting on September 24, 2021. Subsequently, revisions made based on feedback from the SCCCC in the Spring 2022, were endorsed at meetings on April 29 and August 12, 2022.
5. The Senate Committee on Admissions considered corresponding changes to the requirements for advanced entry admission to the B.Comm.(Hons.) at its meeting on September 22, 2022.

Observations

1. The Faculty of Management is proposing significant modifications to the Bachelor of Commerce (Honours) degree, including to the core degree requirements and to the Major programs listed below, as detailed in the attachment to the Report. Most adjustments to the curriculum will take effect for the 2023 Fall Term, but some will take effect in the 2024 Fall Term, as indicated in the attachment to the Report.
    - **Bachelor of Commerce (Honours)** Core requirements
        - **Accounting Major**
        - **Actuarial Mathematics Major**
        - **Entrepreneurship/Small Business Major** (*to be renamed as* **Entrepreneurship and Innovation Major**)
        - **Finance Major**
        - **Generalist Major**
        - **Indigenous Business Studies Major**
        - **International Business Major**
        - **Management Information Systems Major**
        - **Marketing Major**
        - **Logistics and Supply Chain Management Major** (*to be renamed as* Supply Chain Management and Logistics Major)
        - **Minor in Leadership for Businesses and Organizations**
        - **Asper School of Business Co-op Program**

2. The objectives for the course and curriculum changes and the manner in which the objectives will be met include, to:

   - offer an academically robust and contemporary business education that (i) is more aligned with strategic priorities of the University and the Asper School of Business and (ii) provides students with adequate breadth of knowledge, by including content on sustainability, globalization, business analytics, technology, Indigenous business, and EDI (equity, diversity, and inclusion);
   - address the needs of employers by preparing students with professional and soft skills needed in the workplace, through requirements for professional skills courses with content on data software, business writing skills, communications, and project management;
   - address expectations of students, by allowing sufficient flexibility to choose elective courses that are of interest to them, including either Business Electives should they choose to increase their depth of study in a particular area of business or Non-Business Electives, so they can expand their breadth of knowledge to a different or related discipline;
   - continue to allow students to increase their depth of study through the completion of a double Major;
   - ensure efficient use of teaching resources, through the deletion or modification of existing courses to eliminate overlapping content and through separate proposals to Senate, to suspend admissions to, and ultimately phase out, several Major programs that are undersubscribed (Senate, February 4, 2023, item III (2)).

3. The modified B.Comm.(Hons.) Core curriculum will continue to require 120 credit hours, including: in Year 1, 27 credit hours of Foundation Courses plus 6 credit hours of Non-Business Electives (or 3 credit hours of Non-Business Electives + MATH 1300); in Year 2, 30 credit hours of required business and professional skills courses; in Years 3 and 4, 15 credit hours of required business courses, and 12 – 18 credit hours toward one Major, 9 – 15 credit hours of Business Electives, and 15 credit hours of Business or Non-Business Electives.

   Notable changes to the curriculum include:

   - In Year 1, replacing requirements for:
     - a calculus course with a requirement for MATH 1524 Mathematics for Management and Social Sciences, which includes content on both calculus and algebra;
     - 6 credit hours from specific social sciences and humanities disciplines or mathematics with 6 credit hours of Non-Business Electives (or 3 credit hours of Non-Business Electives + MATH 1300 Vector Geometry and Linear Algebra).
   - In Years 2, 3 and 4, adding requirements for courses in Indigenous business (IDM 2010 Indigenous Peoples and Canadian Business, effective for the 2024-2025 Academic Year), sustainable business (IDM 3010 Sustainable Business), and business analytics (IDM 2020 Introduction to Business Analytics).
   - In Years 3 and 4, the removal of requirements for:
     - an Ethics course, which is currently met through completion of GMGT 3030 Contemporary Social Issues in Business, GMGT 3581 Éthique et responsabilité sociale, or one of several philosophy courses, as ethics content has been added to courses across the curriculum, including IDM 3010;

- International Business, which is currently met through completion of one of several function-specific business courses and will be replaced by a requirement for SGMT 2200 Global Management, which will provide a broader overview of international business aspects that impact business, generally.
- Alternative Management Studies, which is currently met through the completion of one of several eligible courses, as the content is now covered in various existing and proposed courses, including IDM 2010 and IDM 3010.

4. The Faculty has provided a transition plan for continuing students to complete their B.Comm.(Hons.) degree based on the requirements for either the current or the modified curriculum, as detailed in the attachment to the Report. The Faculty has determined that it will have the necessary resources in place to offer the additional sections that might be needed to concurrently run the current and modified curriculum for several years.

5. Based on a recommendation from the SCCCC, the proposal sets out clear pathways for students in the B.Comm.(Hons.) to complete either a Single Major or a Double Major, as set out in the attachment to the Report. The Committee felt this was needed given proposed changes to the structure of the B.Comm.(Hons.) degree, which, in addition to the revisions described above, also involve modifications to the course requirements for each of the Major programs such that they will no longer all require 12 credit hours, as they currently do, but will require either 12, 15, or 18 credit hours.

6. With respect to the proposal to remove the ethics requirement and the Faculty's indication that ethics content had been integrated into courses across the curriculum, the Committee asked the Faculty to provide modified course descriptions, to be included in the Academic Calendar, to show where this content was covered. The Faculty responded with modified course descriptions for twenty-six (26) courses, including for six (6) of the courses proposed for introduction and twenty (20) existing courses.

7. Overall, the Faculty is proposing the deletion of sixteen (16) courses, the introduction of twelve (12) courses, and the modification of fifty-nine (59) courses. A summary of course changes by department follows, with details included in the attachment to the Report.

   Faculty of Management – Actuarial Mathematics

   The faculty is proposing the introduction of one (1) Actuarial Mathematics (ACT) course and the modification of two (2) ACT courses.

   Faculty of Management – Interdisciplinary Management

   The faculty is proposing the deletion of two (2) Interdisciplinary Management (IDM) courses and the modification of two (2) IDM courses.

   The overall number of credit hours offered by the faculty, including ACT and IDM course, would decrease by 3 credit hours.

   Accounting and Finance

   The department is proposing the deletion of one (1) course, the introduction of two (2) courses, and the modification of twenty-six (26) courses. The overall number of credit hours offered by the department would increase by 3 credit hours.

   Business Administration

   The department is proposing the deletion of five (5) courses, the introduction of six (6) courses, and the modification of sixteen (16) courses. The overall number of credit hours offered by the department would increase by 1.5 credit hours.

Marketing

The department is proposing the modification of eight (8) courses. There would be no change to the overall number of credit hours offered by the department.

Supply Chain Management

The department is proposing the deletion of eight (8) courses, the introduction of three (3) courses, and the modification of five (5) courses. The overall number of credit hours offered by the department would decrease by 16.5 credit hours.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve course and curriculum changes proposed by the Faculty of Management, effective for the 2023 Fall Term.

Respectfully submitted,

Professor Dean McNeill, Chair
Senate Committee on Curriculum and Course Changes

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

NEW BComm (Honours) CURRICULUM PROPOSAL

SUMMARY

Approved by Faculty Council

I. H. Asper School of Business

on September 24, 2021

(revisions approved on April 29, 2022 and August 12, 2022)

Submitted by the ad hoc Undergraduate Curriculum Review Committee*:

Alex Paseka (faculty, Department of Accounting & Finance)
Dallas Hull (administrative support)
Kelly Mahoney (Director, Career Development Centre)
Kyla Mae Dacanay (VP, Commerce Students Association)
Laura Bean (Manager, Undergraduate Program Office)
Lukas Neville (faculty, Department of Business Administration)
Riley Proulx (Student Recruiter & Advisor, Indigenous Business Education Partners)
Stephanie Kalo (ex-President, Commerce Students Association)
Subbu Sivaramakrishnan (Chair, Associate Dean – Undergraduate Program)

Robert Biscontri assisted immensely with compilation of the paperwork.

* Keri Kettle (faculty, Department of Marketing), Changmin Jiang (faculty, Dept of Supply Chain Mgmt), Hong Li (faculty, Warren Centre), Peter Pomart (Director, IBEP) and Tony Quach (President, CSA) also served on the committee.

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SUMMARY OF KEY CHANGES

- Introduction of three new 3 CH courses in the Core:
  - IDM 2010 Indigenous Peoples and Canadian Business (starting Fall 2024)
  - IDM 2020 Introduction to Business Analytics
  - IDM 3010 Sustainable Business
- Introduction of four new 1.5 CH Professional Skills courses in the Core:
  - IDM 1020 Data Software for Business
  - GMGT 1000 Writing Skills for Business
  - IDM 1010 Communication for Career Management
  - SCM 1000 Introduction to Project Management
- Introduction of two new majors:
  - Business Analytics
  - Strategy & Global Management
- Replacement of three 3 CH courses in the Core:
  - MIS 2000 Information Systems for Management
  - GMGT 2060 Management and Organization Theory
  - MSCI 2150 Introduction to Management Science
- Replacement of three 'Requirements' in the Core with other courses:
  - International Business requirement
  - Ethics requirement
  - Alternative Management Studies requirement
- Removal of requirement to take 12 CH of non-business electives.
- Cessation of four majors:
  - Operations Management/Research (deletion)
  - Leadership & Organizations (phased out)
  - International Business (phased out)
  - Management Information Systems (phased out)
- Revision of most existing majors
- Modification of Admission Requirements for Advanced Entry students
- No change to 120 credit hours required for B.Comm. (Hons.) degree or time to complete degree.
- Intended implementation date for new curriculum: September 2023; Intended implementation date for new admission requirements: September 2024.

SNAPSHOT OF THE PROPOSED CURRICULUM

(see 'Appendix: Existing BComm (Hons) Curriculum' for comparison)

BACKGROUND

The existing BComm (Hons) curriculum was developed over 2009-2010 and launched in 2011. Therefore, it is already nearly 11-12 years old. With rapid developments in the business world, it is imperative that the Asper School of Business prepare students to face the new environments and challenges they will face in their careers. With this in mind, in 2019, an ad hoc Undergraduate Curriculum Review Committee (henceforth referred to as Committee) was formed by Dean Jacoby to conduct a full curriculum review.

Faculty members on the committee were nominated by their department heads. Members from the Undergraduate Program Office, Career Development Centre, and Indigenous Business Education Partners were appointed by the Dean. The Commerce Students' Association nominated two student representatives. The Associate Dean (Undergraduate) chaired the committee, with administrative support from as assistant. The committee thus formed discussed and decided to examine the following:

1) Core and elective courses toward the BComm degree
2) Content areas that need to be included and ones that need to be replaced
3) Majors – which ones to keep, add, or phase out
4) Ways to develop soft skills in the curriculum

Once the Asper School finalized a new Strategic Plan in 2019, the committee began the review process in 2020. The committee sought input from a wide variety of sources (detailed later). Using this feedback, the committee met numerous times, with continuous consultation with various stakeholders, to design the proposal presented in this document.

In designing the new curriculum, the Committee considered many aspects, not limited to:

1) Functional knowledge and professional skills that business students ought to have
2) Responses from employers and students in the focus groups that were conducted
3) Core courses and majors offered at other Canadian business schools
4) Redundancies, obsolescence, and voids in the BComm existing course offerings
5) What the Asper School is capable of delivering
6) The Asper School of Business Strategic Plan 2019-2023 (*Pursuing our Asper-ations*)
7) Preferences of departments as voiced by their Heads and by faculty members at the town halls
8) Survey of 4th and 3rd year students, seeking feedback on proposed curriculum changes
9) Popularity of the Asper majors over the past 20 years and the percentage of students who chose each major as their 1st or their 2nd one
10) Responses of students to SEEQ Item 2 ("I have learned something which I consider valuable") for every Asper course over the 2017-2019 three-year period
11) Course outlines of new courses that were under consideration and course outlines from other universities for those courses
12) AACSB (accrediting body) standards and learning goals

That is, the objective of the Committee was to design a curriculum that is academically robust, keeping up with the times, aligned with the School's strategic priorities, addresses the needs of employers and expectations of students, is parsimonious, one that faculty in general support, and one that can be delivered effectively. In addition, the committee agreed that the new curriculum should:

- give students a robust, contemporary business education that provides them adequate breadth of knowledge
- retain students' ability to gain depth by pursuing one or two majors, with possibly more depth in the majors, i.e., more courses required for the major
- allow students sufficient flexibility to choose non-required courses that interest them
- equip students with the professional and soft skills expected by employers

DATA COLLECTION AND FEEDBACK

The Committee went to great lengths to collect data from a wide variety of sources and seek feedback on each draft of the curriculum proposal so that it could make well-informed decisions. The data and feedback that aided the Committee's recommendations are explained below.

Businesspeople Focus Groups: The Committee conducted eight focus groups of business practitioners. They were homogeneous groups of professionals in Accounting, Actuarial, Finance, Human Resources, Marketing, Supply Chain Management, Indigenous businesses, and Sessional Instructors who also hold industry jobs.

Student Focus Groups: Subsequent to our businesspeople focus groups, we conducted focus groups of Asper students (mostly 4th years and some 3rd years). In addition, committee members also attended a focus group of Indigenous students, organized by the Committee on Indigenous Business Scholarship.

Secondary Data: These include, but are not limited to, the following:

- Survey of the Core Undergraduate Curricula of 20 reputed Canadian business schools
- Compilation of SEEQ Item 2 for every Asper course (across all sections) over a three-year period (2017-2019). Item 2 is "I have learned something which I consider valuable".
- Survey of the Majors offered by the 20 schools
- Subscription of Asper's existing Majors over the past 20, 10, and 5 years
- Proportion of Asper students who chose each of the majors as their 1st or as their 2nd major (interpreted as students' choice of their primary and secondary majors)

Meetings: In addition, the Committee used input from those below:

- Dean and Associate Deans (multiple meetings)
- Department Heads (they were invited to bring any other department members; most did)
- Faculty who teach certain core courses
- Faculty who submitted unsolicited written proposals to the committee
- Representatives from the Committee on Indigenous Business Scholarship
- Representatives from the Asper School's EDI Task Force
- Academic Specialist, University Secretary's Office and
- Academic Program Specialist, Provost's Office
- Registrar, Deputy Registrar, and Associate Registrars

Consultation and Town Halls: The Committee invited all faculty and staff to provide any feedback they had for several earlier drafts of the curriculum proposal. Further, seven town halls were conducted – two were open to all faculty/staff and five were department-specific.

Student Survey: The Committee conducted an online survey of our 4th and 3rd year students on the substantive changes proposed in an earlier draft of the curriculum proposal.

Consultations with Businesspeople: The course outlines for some of the new courses were shared with businesspeople and their feedback was requested.

REQUIRED APPROVALS AND IMPLEMENTATION TIMELINE

Following internal approvals by Department Councils, Undergraduate Program Committee, and Faculty Council, the curriculum proposal will have to be approved by the following:

1. Senate Committee on Curriculum and Course Changes
2. Senate Planning and Priorities Committee
3. Senate Committee on Admissions
4. Senate Committee on Instruction and Evaluation (possibly)
5. Senate Executive Committee
6. Senate
7. Manitoba Economic Development and Training, Government of Manitoba

Barring unforeseen issues, the curriculum is expected to have received all the above approvals by the end of Fall 2022. **The full launch of the proposed curriculum is expected in September 2023**, which will allow the School a full year to get ready for the new curriculum. However, some courses will be launched in the 2022-2023 year itself, either as 'pilot' offerings before a full launch the following academic year or because they are required for a certain designation (e.g., CFA designation). One course IDM 2010 Indigenous Peoples and Canadian Business will be introduced in the BComm (Hons) Core starting Fall 2024.

The modified admission requirements for Advanced Entry students will go into effect starting with the September 2024 intake.

THE PROPOSED NEW BComm (Hons) CURRICULUM

The Asper School of Business plays an important role in the Manitoba economy, being the flagship business school in the province. Many local organizations rely on graduates coming out of Asper to satisfy their human resource needs. Therefore, it is essential that the business education provided by the Asper School is consistent with the employment needs of the local economy.

Using the data and feedback that the Committee gathered, it has developed a curriculum that will enable students to develop a robust knowledge of the different aspects of business, provide them with professional skills that they can apply, and allow them the flexibility to gain sufficient breadth and depth of knowledge.

The following figure provides a visual summary of the new curriculum structure. Each of the components is explained in the following pages.

BENEFITS OF THE NEW CURRICULUM

The proposed curriculum has a number of benefits over the existing curriculum:

1. **Modernized** – The curriculum has been updated with contemporary topics such as sustainability, Indigenous business, and business analytics. Many courses have been modified to include content on topics of current business interest such as technology, EDI, and globalization. New majors have been added to serve the needs of the business employment market.
2. **Well-rounded** – The proposed curriculum fills several voids in the existing curriculum. Students will now be trained in topics such as EDI, Treaties with Indigenous Peoples, doing business sustainably, business analytics, writing skills, project management, business technology, career planning and management, the interplay among the different functional areas of a business, and algebra, to name a few.
3. **Greater Flexibility** – The proposed curriculum allows students to take more elective courses, within Asper to gain further depth or outside Asper to gain further breadth.
4. **Efficiency** – Courses with overlapping content have been removed from the Core or have been modified. Undersubscribed Majors are being phased out.
5. **More Deliverable** – There are several baskets of courses in the existing curriculum, with courses that are never offered. All such baskets have been replaced by courses that are consistently offered.
6. **Career-Readiness** – Professional Skills courses and courses with a significant component of technology have been added to prepare our students to be ready to make a contribution to their employer organizations.
7. **Aligned with Strategic Priorities** – The new curriculum will be more aligned with both the university's and Asper School's strategic priorities.

FOUNDATIONAL COURSES

The Foundational Courses comprise 24 credit hours (CH) of courses that students are expected to take in Year 1 of their program. These are also the 24 CH of courses on which the GPA is calculated that would be considered for Advanced-Entry admission to the Asper School of Business. The changes from the existing curriculum are detailed below (courses that remain unchanged not shown):

Existing Curriculum	Proposed Curriculum	Reason for change
6 CH of Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology	Allow students to take 6 CH of any non-business electives at the 1000-level or higher.	To increase access to Asper admission for students from other Faculties. Restricting it to mostly Arts courses disadvantages advanced-entry students from non-Arts Faculties.
MATH 1500, MATH 1520, or MATH 1230 (all three are pure calculus courses)	Recommend MATH 1524 Mathematics for Management and Social Sciences (3 CH), which contains both algebra and calculus. The Department of Math intends to offer the tailored course for Asper starting Fall 2023. Students who have taken MATH 1500/1520/1230 and not MATH 1524 will have to take MATH 1300 Vector Geometry & Linear Algebra as one of their non-business electives.	Based on feedback from all Asper departments that Asper students need both calculus and algebra. The new math course that includes both was developed by the Math department in consultation with the math needs of Asper departments (includes Warren Centre).
3 CH of any non-Business elective	Change to GMGT 1010 Business and Society "W" (revised version of current course, giving students an overview of the different functional areas and alternative forms of economies)	Should be a foundational requirement to give Advanced Entry students an overview of business before they enter Asper; also to expose students to content such as functional areas of a business and the different kinds of economies.

REQUIRED BUSINESS COURSES

Following the Foundational Courses, as part of which they would take GMGT 1010 Business and Society, BComm students are required to take the following 45 credit hours of business courses toward their degree:

1. ACC 1100 Financial Accounting (3 CH)
2. ACC 1110 Managerial Accounting (3 CH)
3. FIN 2010 Introduction to Finance (3 CH; replaces previous FIN 2200 Corporate Finance)
4. GMGT 2010 Business Communications 'W' (3 CH)
5. GMGT 2070 Organizational Behaviour (3 CH)
6. ENTR 2030 Introduction to Entrepreneurship (3 CH)
7. HRIR 2440 Human Resource Management (3 CH)
8. SGMT 2200 Global Management (3 CH; previously INTB 2200 International Management)
9. GMGT 3300 Business Law (3 CH; previously Commercial Law)
10. SCM 2160 Operations Management (3 CH; previously Supply Chain and Operations Mgmt)
11. MKT 2210 Fundamentals of Marketing (3 CH)
12. IDM 2010 Indigenous Peoples and Canadian Business (3 CH; **in Core starting September 2024**)
13. IDM 2020 Introduction to Business Analytics (3 CH)
14. IDM 3010 Sustainable Business (3 CH)
15. GMGT 4010 Strategic Management (3 CH; previously Administrative Policy)

The changes from the existing curriculum are detailed below (courses that remain unchanged not shown):

Existing Curriculum	Proposed Curriculum	Reason for change
MIS 2000 Information Systems for Management	Replaced partially by IDM 2020 Introduction to Business Analytics	Content covered partially in proposed new Introduction to Business Analytics course
FIN 2200 Corporate Finance	Replace with FIN 2010 Introduction to Finance, which will be a subset of the current FIN 2200 course	Current CorpFi course contains more content than most students are able to handle. Top schools have less content in their FIN 2200-equivalents.
GMGT 1010 Business and Society 'W'	Moved to foundational courses	Explained previously
GMGT 2010 Business Communications 'W'	Redesigned to be a true business communications, rather than English, course. Also include content on making effective presentations.	English grammar aspects currently taught in the course are being moved to a GMGT 1000 Writing Skills for Business, professional skills course, which will be a prereq for GMGT 2010.
ENTR 2030 Introduction to Entrepreneurship – Business and Social Perspectives	Change course title to Introduction to Entrepreneurship	Decision made by department

Existing Curriculum	Proposed Curriculum	Reason for change
GMGT 2060 Management & Organizational Theory	Replaced by IDM 3010 Sustainable Business and other courses that cover some of the topics taught in the course, in greater detail	Several other topics covered in this course are addressed by other courses such as entrepreneurship (in ENTR 2030), sustainability (in new course), and strategy (in GMGT 4010). In addition, topics such as organizational structure, design, and change are all directly relevant for students majoring in HR, but are not considered to be a core requirement for all students.
GMGT 2070 Organizational Behaviour	Redesign with stronger focus on aspects of teamwork (especially with diverse teams), managing people, and EDI. Addition of Lab for EDI training.	Businesspeople expressed the importance of teamwork and ability to manage people. The course is also the best fit for EDI-related content.
HRIR 2440 Human Resource Management	Retain. Include EDI content in course.	The course is a good fit for EDI-related content.
GMGT 3300 Commercial Law	Redesign instruction methodology to be more case discussion-based and less memory-based; rename to Business Law. Recommend students to take course in their 4th year.	Students expressed they do not retain course content because they don't learn much application in course. Commercial Law course title sounds outdated. Recommend students to take in 4th year closer to graduation to retain material learned, considering legal aspects are extremely important once students start working (this course is not a prereq for any other course).
GMGT 4010 Administrative Policy	Rename to Strategic Management	Administrative Policy is not representative of the course content and course title is archaic
MSCI 2150 Introduction to Management Science	Replaced partially by IDM 2020 Introduction to Business Analytics	Content covered partially in proposed new Introduction to Business Analytics course
SCM 2160 Supply Chain and Operations Management	Change course title to Operations Management to reflect course content	SCM 2160 has only one week of SCM content; it is practically an Operations Management course and title must reflect the course content. The department is of the opinion the course has no room for additional SCM content.

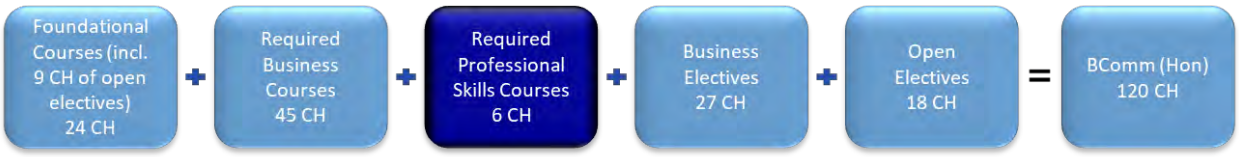
Existing Curriculum	Proposed Curriculum	Reason for change
International Business requirement	Replace current basket of courses with just SGMT 2200 Global Management (new title for International Management, as per departmental decision)	Discussion of broader international business aspects that impact the entire business would be limited in function-specific international courses. In the core, students need a broader overview, rather than the relatively focused view they would get by taking only one of the function-specific international courses in the IB basket. Department would like INTB prefix changed to SGMT (Strategy and Global Management).
Alternative Management Studies requirement	Replaced by IDM 3010 Sustainable Business and IDM 2010 Indigenous Peoples and Canadian Business	Much of the 'alternative' content overlaps with what is now covered in existing courses and proposed new courses (see below). Moreover, topics such as sustainability and social responsibility are not 'alternative' anymore; they are now mainstream.
Ethics requirement	Drop requirement from the curriculum	With Ethical Thinking being an AACSB learning goal, ethical perspectives are now baked into many Asper courses and students don't necessarily have to take a separate Philosophy course to get that content. Moreover, the new IDM 3010 Sustainable Business course will discuss ethical aspects of running a business.
New course [1]	Add IDM 2010 Indigenous Peoples and Canadian Business course.	Our graduates need to be educated on topics that pertain to Indigenous businesses and Peoples, as they are very likely to be involved with Indigenous businesses as employees, suppliers, partners, or in projects that relate to the Indigenous economy. Course is aligned with the strategic priority of the University and the Asper School to impart knowledge and training in this area. Course will be added to the BComm Core starting September 2024 to allow the Asper School time to hire Indigenous instructors to develop and teach the course.
New course [2]	Add IDM 3010 Sustainable Business course.	Sustainability has become extremely important in business. This course is intended to foster a sustainability mindset and teach managing/measuring sustainability initiatives across functional areas of a business.
New course [3]	Add IDM 2020 Introduction to Business Analytics course; will also include teaching BA software, e.g., Power BI.	Analytics is a rapidly-developing area in the business world and an increasing number of schools are offering degrees or majors in it. Pedagogically, it develops students' analytical, numerical, and technological skills.

[1] An expert group comprising Prof. Bruno Dyck, Ms. Cassie Phaneuf, Prof. Chi Liao, Ms. Jenny Moose, Prof. Lukas Neville, Ms. MJ Brownscombe, Mr. Peter Pomart, Prof. Raj Manchanda, and Mr. Riley Proulx designed this course.

[2] An expert group comprising Professors Bruno Dyck, Bruno Silvestre, Kelsey Taylor, Nathan Greidanus, Paul Larson, Raj Manchanda, Rob Biscontri, Sean Buchanan, and Yik Au designed this course.

[3] An expert group comprising Professors Fang Chen, Harsha Kamatham, Hee Mok Park, Raj Appadoo, Wenxi Pu, Xikui Wang, and Yuvraj Gajpal designed this course.

REQUIRED PROFESSIONAL SKILLS COURSES



Feedback from businesspeople in the focus groups made it clear while Asper graduates had solid disciplinary knowledge, they currently lack some essential skills expected by the business world. Moreover, Dean Jacoby has heard repeatedly at nationwide alumni meetings that Asper students are not being hired in provinces such as Ontario, BC, and Alberta because our graduates lack "the polish" that students from some competitor schools have. The focus group participants made it clear that Asper graduates were weak in their writing skills, lacked technological skills (in contemporary software such as Excel, Power BI, Python, R, etc.), were not good at taking projects from start to finish, and had unrealistic career expectations. The four professional skills courses were designed specifically to addresses these deficiencies. Our expectation is that these four courses will help put Asper graduates on par with those from leading Canadian business schools, in terms of training and employability.

With these four professional skills half-courses comprising only 5% of the total curriculum, the risk of the BComm being perceived to be a vocational degree is minimal. Moreover, it would be inaccurate to term these courses 'vocational'. While a professional degree program must develop higher-order thinking among students, it should also impart employment-related skills. Employers expect such professional skills from business graduates and prefer those who can hit the ground running.

1. **NEW** GMGT 1000 Writing Skills for Business (1.5 CH)
2. **NEW** SCM 1000 Introduction to Project Management (1.5 CH)
3. IDM 1020 Data Software for Business (1.5 CH)
4. IDM 1010 Communication for Career Management (1.5 CH)

Proposed Curriculum	Reason for Course Introduction
Add GMGT 1000 Writing Skills for Business 1.5 CH course	Many students need to be taught the mechanics of English grammar and writing, topics that will no longer be covered in the GMGT 2010 Business Communications course.
Add SCM 1000 Introduction to Project Management 1.5 CH course	Ability to manage a project from start to finish was repeatedly cited by employers as an important skill expected from business graduates.
Add IDM 1020 Data Software for Business 1.5 CH course	Proficiency in Excel was the #1 technical skill that employers asked for in the focus groups. Currently, students get limited exposure to Excel in MIS 2000, which is being phased out. This new 1.5 CH course will teach advanced Excel skills, or whichever data analysis software is the most popular at the time of course offering. Hence, the generic course title.
Add IDM 1010 Communication for Career Management 1.5 CH course	Students need training in résumé building, interviewing skills, salary negotiations, and using social media for career success. These will improve students' employability.

BUSINESS ELECTIVES (INCLUDING MAJORS)

Following the Foundational Courses and Core Courses, students are required to take 27 CH of business courses based on their interest. The BComm program requires students to obtain at least one Major and gives students the option to double-major. Courses taken toward the major come from the required 27 CH of Business Electives. If a student double-majors and over 27 CH of courses are taken toward the two majors, the credits in excess of 27 CH will come from the Open Electives (explained in next section).

The Asper School currently offers 13 different majors. However, majors such as Leadership & Organizations and Management Information Systems have been poorly subscribed over the years. While majors such as Generalist and Indigenous Business Studies have also been poorly subscribed, they do not require the School to offer any specific courses. Several other majors need updating. Accordingly, Department Councils voted to phase out or modify their majors where required.

Subsequent to departmental decisions pertaining to majors, in the new curriculum, students will have a choice of the following 11 majors (the number of courses/credits required for each are shown in parentheses): Elaborate on which majors are poorly subscribed, etc.

1. Accounting (6 courses; 18 CH)
2. Finance (6 courses; 18 CH)
3. Human Resource Management / Industrial Relations (4 courses; 12 CH)
4. Marketing (5 courses; 15 CH)
5. Supply Chain Management & Logistics (5 courses; 15 CH)
6. Actuarial Mathematics (5 courses; 15 CH)
7. Entrepreneurship & Innovation (4 courses; 12 CH)
8. Indigenous Business Studies (4 courses; 12 CH)
9. Generalist (4 courses; 12 CH)
10. **NEW** Business Analytics (5 courses; 15 CH)
11. **NEW** Strategy & Global Management (5 courses; 15 CH)

Starting Fall 2022, intake in the Management Information Systems, International Business, and Leadership & Organizations majors will be suspended. The Operations Research / Operations Management major has been deleted.

In the existing curriculum, every Asper major comprises 12 CH of courses. In the proposed curriculum, this number varies among majors. Some remain unchanged whereas some others have increased from 12 to 15 or 18 credit hours, i.e., from the current 4 courses to between 4 and 6. With the exception of the Human Resource Management / Industrial Relations major, every other major in the Asper School has been modified.

Although more courses are added to each major, it doesn't adversely affect time-to-completion of the degree, because it remains at 120 credit hours (4 years).

Following are the new and revised majors and their composition:

1. **Accounting** major (6 courses; 18 CH)

   Required:
   - ACC 2010 Intermediate Accounting - Assets
   - ACC 2020 Intermediate Accounting - Equities
   - ACC 3040 Cost Accounting
   - ACC 4030 Accounting Theory

   Plus two of the following:
   - ACC 3010 Data Analytics in Accounting (**NEW** course)
   - ACC 3030 Advanced Financial Accounting
   - ACC 3080 Canadian Income Tax
   - ACC 3530 Accounting Information Systems
   - ACC 4010 Auditing
   - ACC 4040 Advanced Managerial Accounting

   Comment: The department has expanded the major to include the requirements for the CPA designation.

2. **Finance** major (6 courses; 18 CH)

   Required:
   - STAT 2000 Basic Statistical Analysis 2
   - FIN 2420 Financial Risk Management (**NEW** course)
   - FIN 3410 Investments
   - FIN 3480 Corporate Finance Theory and Practice
   - FIN 4400 Financial Management Practices

   Plus one of the following:
   - FIN 3010 Fixed Income Securities (**NEW** course)
   - FIN 3020 Portfolio Management (**NEW** course)
   - FIN 3030 Professional Financial Ethics (**NEW** course)
   - FIN 3400 Investment Banking
   - FIN 3420 Security Analysis
   - FIN 3450 International Finance
   - FIN 3460 Financial Markets and Institutions
   - FIN 4240 Financial Modeling
   - FIN 4250 Behavioral Finance
   - FIN 4260 Advanced Finance Theory
   - FIN 4270 Options and Futures

   Comment: The department has expanded the major to include the requirements for the CFA designation.

3. **Human Resource Management / Industrial Relations** major (4 courses; 12 CH)

   This major remains unchanged from the current structure.

4. **Marketing** major (5 courses; 15 CH)

   Required:
   MKT 3220 Marketing Research
   MKT 3230 Consumer Behaviour
   MKT 3248 Digital Marketing
   MKT 3390 Integrated Marketing Communications
   MKT 4210 Strategic Marketing

   Comment: The department has added MKT 3248 Digital Marketing as a required course to the major. MKT 4210 Marketing Management has been renamed to Strategic Marketing.

5. **Supply Chain Management and Logistics** (5 courses; 15 CH)

   Required:
   SCM 2230 Introduction to Supply Chain Management
   Plus three of the following:
   SCM 2210 Transportation Principles
   SCM 3240 Supply Chain Analytics (**NEW** course)
   SCM 3260 Supply Chain Sustainability
   SCM 3360 Supply Chain Logistics
   Plus one 3 CH Supply Chain Management course at the 2000-level or higher.

   Comment: The department, in addition to expanding and modifying the major, has also renamed it from the previous Logistics and Supply Chain Management to highlight that it is a Supply Chain Management major.

6. **Actuarial Mathematics** major (5 courses; 15 CH)

   Any five of the following:
   ACT 2120 Interest Theory
   ACT 3130 Actuarial Models 1
   ACT 3230 Actuarial Models 2
   ACT 4010 Regression Modeling in Actuarial Science
   ACT 4020 Short Term Actuarial Mathematics I
   ACT 4030 Short Term Actuarial Mathematics II
   ACT 4040 Time Series and Statistical Learning in Actuarial Science (**NEW** course)

   Comment: The major has increased to 15 CH. The Warren Centre has added ACT 4040 to the electives toward the major and deleted ACT 2020, ACT 3340 and ACT 3630 which were previously on the list.

7. **Entrepreneurship & Innovation** major (4 courses; 12 CH)

Required:
ENTR 3060 Creative and Entrepreneurial Thinking (**NEW** course)
Plus three of the following:
Any 3000- or 4000-level ENTR course
FIN 3240 Entrepreneurial Finance
LEAD 3020 Team Building and Diversity

Comment: The department has modified the major to include innovation and Leadership in it. The major has also been renamed from the previous Entrepreneurship/Small Business.

8. **Indigenous Business Studies** (4 courses; 12 CH)

Required:
INDG 3120 Exploring Indigenous Economic Perspectives
INDG 4320 Indigenous Economic Leadership
Plus up to two of the following:
ACC 3040 Cost Accounting
ENTR 3100 Small Business Management
ENTR 4100 New Venture Analysis
FIN 3270 Personal Financial Planning
FIN 3240 Entrepreneurial Finance
HRIR 4410 Staffing and Management Development
LEAD 2010 Learning to Lead
Plus up to one of the following (if two were not taken from above list):
INDG 2110 Introduction to Indigenous Community Development
INDG 2220 Indigenous Societies and the Political Process
INDG 2530 Introduction to Indigenous Theory
INDG 3100 Indigenous Healing Ways
INDG 3160 Fundraising for Indigenous Organizations
INDG 3310 Canadian Law and Indigenous Peoples
INDG 3360 Indigenous Women of Canada
INDG 3370 Political Development in the North
INDG 4200 First Nations' Government
INDG 4220 Environment, Economy and Aboriginal Peoples

Comment: INDG 2100 Indigenous Spirituality (not offered every year) has been replaced by INDG 2530 Introduction to Indigenous Theory, as per the recommendation of SCCCC. Only other change to this major is that all courses with the NATV prefix have been changed to INDG, as per the change made by the Department of Indigenous Studies.

9. **Generalist** (4 courses; 12 CH)

This major remains unchanged from the current structure. The Generalist major consists of one course each from the required course list of any four different majors (electives within majors do not count toward the Generalist major).

10. NEW **Business Analytics** major (5 courses; 15 CH)

    Required:
    MIS 3020 Programming for Business Analytics (**NEW** course)
    MIS 3500 Database Management Systems
    Plus three of the following:
    ACC 3010 Data Analytics in Accounting (**NEW** course)
    MIS 3510 Systems Analysis and Design
    SCM 3220 Introduction to Business Process Management
    SCM 3240 Supply Chain Analytics (**NEW** course)
    MKT 4010 Marketing Analytics (**NEW** course)

    Rationale: Business Analytics is a rapidly growing field in business and is an important point of competitive advantage for many firms. As per the Government of Canada's Job Prospects, Dec 2019, the employment prospects for Business Analysts are at the highest level for most provinces. In response to this demand, many Canadian schools have already introduced courses and majors in business analytics and the Asper School is late to the game. Some universities even have full degree programs in this discipline. If the Asper School does not include this major, it will be left far behind and we will not be meeting the needs of the employment market. This major partially replaces the MIS major which will be phased out.

11. NEW **Strategy and Global Management** major (5 courses; 15 CH)

    Required:
    LEAD 4010 Leading Change
    SGMT 3060 Strategic Thinking and Cross-Functional Management (**NEW** course)
    SGMT 3070 Current Issues in Strategy and Global Management (**NEW** course)
    Plus one of the following:
    GMGT 3010 Management Decision Making
    GMGT 4210 Seminar in Management and Capitalism
    LEAD 3010 Negotiation and Conflict Management
    LEAD 3020 Team Building and Diversity
    Plus one of the following:
    FIN 3450 International Finance
    MKT 3300 International Marketing
    SCM 3230 Global Supply Chains
    HRIR 4250 Comparative IR and HRM

    Rationale: Strategic thinking and doing business internationally are characteristic of most successful businesses. It is important that students be educated in these domains so that they can make an impactful contribution to their employer organizations. Two other current majors – 'International Business' and 'Leadership & Organizations' – are being phased out. This new S&GM major will be more comprehensive by amalgamating the International Business major with the Leadership and Organizations major, but with an added focus on Strategy. The Asper School has adequate faculty expertise in these domains to be able to offer such a combo major. This synergistic major is expected to be more popular than any one of these three majors by itself. Most Canadian business schools have a major in International and/or Strategy, with some cleverly combining the two (e.g., Univ of Calgary and McGill Univ).

Majors that will be phased out

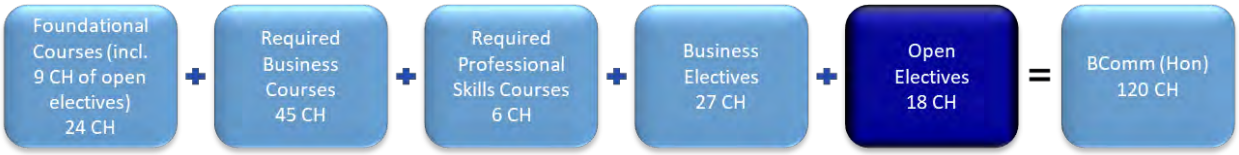
The following majors will be phased out, with student intake being suspended starting September 2022. Any students that declare one of these majors prior to September 2022 will be able to graduate with the major.

Management Information Systems: This major is being replaced by a Business Analytics major. Moreover, the MIS major has had very low demand, with just over 2% of students graduating with this major.

International Business: The popularity of this major has been steadily declining over the past 10 years, falling by nearly 50% compared to 5 years ago. This major is being replaced by the Strategy & Global Management major, which is expected to be more popular than International Business or Strategy by itself.

Leadership & Organizations: Less than 2% of students choose it as one of their two majors, and only 0.3% have chosen it as their 1st major since its inception in 2014. The new Strategy & Global Management major will have Leadership courses in it.

OPEN ELECTIVES



Students have the option of taking 18 CH of either Business Electives or Non-Business electives. Even if students were to double-major, they would have room in this category to take courses that interest them either within or outside the Faculty.

We heard strongly from students about the need for greater flexibility in the curriculum to allow taking courses that interest them. We also heard from employers that they prefer graduates who have a breadth of courses outside their primary areas of study, because it widens their thinking. In the existing curriculum, students who double-major (most Asper students do) are able to take only 5 courses out of interest in their upper years, past their first major. In the proposed curriculum, students will be able to take 10.

Depending on the major students pursue, they will have the option to take up to 15 CH of business courses that interest them at the 2000-level or higher. They also have the option to take another 18 CH of business or non-business courses that interest them. In addition to these, students will take another 9 CH of non-business electives toward their foundational courses. Therefore, students practically have 42 CH (14 courses) of electives they can take in the proposed curriculum, thereby offering them the much-desired flexibility.

THE CORE

Foundational Courses (also serves as Admission Requirements for Advanced Entry students)

- STAT 1000 Basic Statistical Analysis 1 or STAT 1150 Introduction to Statistics and Computing
- ECON 1010 Introduction to Microeconomic Principles
- ECON 1020 Introduction to Macroeconomic Principles
- MATH 1524 Mathematics for Management and Social Sciences (recommended)[4]
    - OR a calculus course (MATH 1500/1510/1520/1230) AND an algebra course (MATH 1300)
- 6 CH of any non-Business electives at 1000-level or higher
- 'W' Written English course
- GMGT 1010 Business and Society 'W'

Subtotal: 24 CH

Required Asper courses

- ACC 1100 Financial Accounting (3 CH)
- ACC 1110 Managerial Accounting (3 CH)
- FIN 2010 Introduction to Finance (3 CH; replaces previous FIN 2200 Corporate Finance)
- GMGT 1000 Writing Skills for Business (1.5 CH; **NEW** course)
- SCM 1000 Introduction to Project Management (1.5 CH; **NEW** course)
- IDM 1020 Data Software for Business (1.5 CH; course)
- IDM 1010 Communication for Career Management (1.5 CH; course)
- GMGT 2010 Business Communications 'W' (3 CH)
- GMGT 2070 Organizational Behaviour (3 CH; now includes EDI Lab)
- ENTR 2030 Introduction to Entrepreneurship (3 CH; previously Introduction to Entrepreneurship: Business and Social Perspectives)
- HRIR 2440 Human Resource Management (3 CH)
- SGMT 2200 Global Management (3 CH; previously INTB 2200 International Management)
- GMGT 3300 Business Law (3 CH; previously Commercial Law)
- SCM 2160 Operations Management (3 CH; previously Supply Chain and Operations Mgmt)
- MKT 2210 Fundamentals of Marketing (3 CH)
- IDM 2010 Indigenous Peoples and Canadian Business (3 CH; **to be added to Core starting Sep 2024; Sept 2023 students to take 3 CH of any Business or non-Business elective instead)**
- IDM 2020 Introduction to Business Analytics (3 CH; course)
- IDM 3010 Sustainable Business (3 CH; course)
- GMGT 4010 Strategic Management (3 CH; previously Administrative Policy)

Subtotal: 51 CH

Other Required courses

- Business Electives (27 CH at 2000-level or higher; includes courses toward major)
- Business or Non-Business Electives (18 CH; at least 9 CH must be at 2000-level or higher)

Subtotal: 45 CH

TOTAL: 120 CH

[4] MATH 1524 is a new combo course of calculus and algebra, tailored for Asper. Students who take a pure calculus course will need to take MATH 1300 Vector Geometry and Linear Algebra also and can have it count toward their 6 CH of non-business electives.

SUMMARY OF PROPOSED CHANGES TO THE CORE CURRICULUM

(**NEW** indicates new course offering; course titles when new or modified are shown)

Current Curriculum	Proposed Curriculum
Foundational Courses (min 'C' required)	
STAT 1000 or 1150 (3 CH)	STAT 1000 or 1150 (3 CH)
ECON 1010 (3 CH)	ECON 1010 (3 CH)
ECON 1020 (3 CH)	ECON 1020 (3 CH)
MATH 1500, 1520, or 1230 (3 CH)	MATH 1524 Mathematics for Mgmt and Soc Sci (preferred)[5] **OR** (MATH 1500/1520/1230 and MATH 1300) (3 CH)
ANTH, HIST, MATH, PHIL, POLS, PSYC, or SOC Course (6 CH)	Any non-Business electives at 1000-level or higher (6 CH)
'W' Written English course (3 CH)	'W' Written English course (3 CH)
Non-Business Electives (3 CH)	GMGT 1010 'W' (3 CH)
Business Core Courses	
ACC 1100 (3 CH)	ACC 1100 (3 CH)
ACC 1110 (3 CH)	ACC 1110 (3 CH)
FIN 2200 (3 CH)	**NEW** Introduction to Finance FIN 2010 (3 CH)
MIS 2000 (3 CH)	---
GMGT 1010 'W' (3 CH)	(moved to Foundational Courses)
GMGT 2010 'W' (3 CH)	GMGT 2010 'W' (3 CH)
GMGT 2060 (3 CH)	---
GMGT 2070 (3 CH)	GMGT 2070 (3 CH)
ENTR 2030 (3 CH)	ENTR 2030 Introduction to Entrepreneurship (3 CH)
HRIR 2440 (3 CH)	HRIR 2440 (3 CH)
GMGT 3300 (3 CH)	GMGT 3300 Business Law (3 CH)
GMGT 4010 (3 CH)	GMGT 4010 Strategic Management (3 CH)
MSCI 2150 (3 CH)	---
SCM 2160 (3 CH)	SCM 2160 Operations Management (3 CH)
MKT 2210 (3 CH)	MKT 2210 (3 CH)
International Business Elective (3 CH)	SGMT 2200 Global Management (3 CH)
Ethics Course (3 CH)	---
Alternative Management Course (3 CH)	---
---	IDM 2010 Indigenous Peoples and Canadian Business (3 CH; **starting Sept 2024**)
---	IDM 3010 Sustainable Business (3 CH)
---	IDM 2020 Introduction to Business Analytics (3 CH)
---	**NEW** GMGT 1000 Writing Skills for Business (1.5 CH)
---	**NEW** SCM 1000 Introduction to Project Management (1.5 CH)
---	IDM 1020 Data Software for Business (1.5 CH)
---	IDM 1010 Communication for Career Management (1.5 CH)
Electives	
Major courses (15 CH)	Business Electives (27 CH at 2000-level or higher; includes courses toward major) Business or Non-Business Electives (18 CH; at least 9 CH at 2000-level or higher)
Business Options (15 CH)	
Non-Business Electives (12 CH)	
Open Elective (3 CH)	---

[5] MATH 1524 is a new combo course of calculus and algebra, tailored for Asper. Students who take a pure calculus course will need to take MATH 1300 Vector Geometry and Linear Algebra also and can have it count toward their 6 CH of non-business electives.

IMPLEMENTATION CONSIDERATIONS

There are several considerations for the new curriculum to be implemented. Most of these are typical issues to be considered when curriculum changes as substantive as the ones in this proposal are made. The following lists many such considerations, but not necessarily all.

Availability of faculty to teach the courses

Under the new curriculum, the total number of credit hours students need for the BComm (Hons) degree remains unchanged, but there is redistribution of the courses within the Core. Three Asper 3 CH core courses from the existing curriculum have been dropped, and three new 3 CH and four 1.5 CH Asper courses have been added. Therefore, it can be expected that we will need some faculty who currently teach electives to be teaching a required core course in the future.

Some of the required Professional Skills courses are likely to be staffed with Sessional Instructors. For instance, for the Introduction to Project Management and Communication for Career Management courses, the School does not currently have tenure-track faculty who are likely to teach those.

The new curriculum is not expected to adversely impact our ability to staff our courses. There could be a couple of years when both old and new curricula almost run in parallel as some courses are phased out. During this period, we will require a higher-than-normal number of instructors to staff both the old and the new courses. Department Heads are well aware of this and are planning for the transition. In fact, the Asper School is currently in the process of hiring 12 more faculty across departments.

Cost and Resource Implications

An analysis of the costs and revenues by the Business Manager and Budget Officer of the Asper School show that the School will be able to easily handle any additional cost the new curriculum will result in. The faculty resource implications have been discussed above.

The number of required core business courses has increased from 16 to 20 in the new curriculum, of which four are half-courses. This will result in the need for more classroom space. There is a possibility that some of the new courses will be administered online as Distance Ed courses to alleviate this issue. Furthermore, some of the half-courses may be scheduled during the evenings or weekends to distribute courses throughout the week and term. More details on the resource implications are provided in the 'Appendix: Transition Plan to the New Curriculum for Students' section of this package.

Developing Content of New Courses

There are seven new Asper courses (three 3 CH and four 1.5 CH) in the core of the new curriculum. In addition, several majors have new courses in them. Therefore, thought and effort are required for developing the course content of these new courses. Most of that has already been done. The two-page course outlines in the curriculum package are shorter versions of full course outlines that have been developed (Senate requires two-page outlines).

For the new courses such as Indigenous Peoples & Canadian Business, Sustainable Business, and Introduction to Business Analytics, groups of experts in those areas were formed. These groups discussed and developed the content for the new courses. The Data Software for Business and Communication for Career Management courses are already taught at the MBA level; it should be fairly easy to extend these courses to the undergraduate level. The Department of Supply Chain Management currently offers a 3 CH course on Project Management; therefore, pruning it to half the course to make it Introduction to Project Management should not be difficult.

Timeline and Scheduling

We hope to have the new curriculum implemented for Fall 2023 and the new admission requirements to begin Fall 2024. This requires approval by the Undergraduate Program Committee, Faculty Council, Senate committees, and Senate over the coming months. A September 2021 approval by Faculty Council will easily allow a Fall 2023 implementation of the new BComm curriculum. Following all levels of approval, the new curriculum will have to be promoted to potential students applying for admission to the program in Fall 2023 (Direct Entry) and Fall 2024 (Advanced Entry).

Some aspects of the curriculum may be implemented in a staggered fashion. We are introducing some of the new courses in Fall 2022 or Winter 2023, to allow for 'piloting' some of the new courses before a full launch in Fall 2023. Even after the curriculum has launched, not all courses will be offered in the first term itself because students won't need some of these courses until a later term or year in Asper.

Communicating the New Program

The new curriculum represents a substantial change to the existing program. There are bound to be number of questions that students, both current and prospective, will have. High school counsellors and our partner institutions will be informed about the new curriculum once it is approved by Senate. Current students will be extensively informed via email, social media, and the Student Advisors in the Undergraduate Program Office. The Degree Audit software will also be updated with the new curriculum so that students can track their progress electronically.

Impact on Articulation Agreements

The Asper School had been accepting students from four Manitoba colleges via articulation agreements (now expired) – Red River College, Assiniboine Community College, L'École technique et professionnelle at the Université de Saint-Boniface (USB), and University College of the North. With the new curriculum, doing a course-mapping of our curriculum with those institutions' is extremely difficult. Plans are underway to create a new admissions pathway for Manitoba colleges once the new curriculum is established.

Impact on Student Enrollment

The Asper School has a fixed yearly admission target, which will not be impacted by the new curriculum.

Impact on AACSB Accreditation

Our AASCB accreditation is dependent on the quality of our program, which is based on many different factors. One of those is about ability to meet our stated learning goals, which is based on our existing curriculum. Unless the new curriculum will render us unable to meet our current Learning Goals, the AACSB accreditation is not impacted. We do not anticipate this happening. As a matter of fact, the new curriculum will help us reach our learning goals even more effectively. Three of the Asper School's learning goals – Written Communication, Ethical Thinking, and Quantitative Reasoning – will be directly addressed by the new courses. Writing Skills for Business will help our students' writing skills. Indigenous Peoples and Canadian Business and Sustainable Business will enable ethical thinking, and the Introduction to Business Analytics and Data Software for Business courses should help develop quantitative reasoning among our students. The fourth and last learning goal – Core Business Knowledge – is a test of the knowledge students have gained across all the core disciplines. This learning goal is mostly curriculum-agnostic.

OTHER RECOMMENDATIONS

In addition to the curriculum-related proposals, the Undergraduate Curriculum Review Committee strongly recommends the following:

1. A 'Director–Interdisciplinary Courses' position be created for managing all the IDM courses (including those in the graduate programs). As these courses are non-departmental, this Director would play the role similar to a Department Head and be responsible for scheduling, staffing, and reviewing courses, and will also serve as the administrative contact person for students in those courses. The Director should coordinate with department heads for making staffing decisions. We recommend this position be created in Fall 2022, allowing the Director time to prepare for the launch of IDM courses in Fall 2023.

2. All new courses be 'coordinated' to the extent possible. Being new courses, it is important that course content, assessments, and course delivery be consistent across sections so that students know what to expect. These courses are likely to evolve in the first several offerings. Coordination is critical for that reason. Otherwise, over time, we will find sections of the same course providing students with vastly different learning experiences.

3. Some of the courses be team-taught with faculty from different departments to help students get a cross-functional perspective of business (cross-functional thinking was highly emphasized by employers in our focus groups). The IDM 3010 Sustainable Business is one such course and is a prime candidate to try for team-teaching.

   While team-teaching in its true sense means the team is present in class, that would not be possible administratively. Therefore, we recommend the team teach sequentially, but with good coordination among team members (as has been done for many years in the IDM 7130 Contemporary Themes in Business MBA course). This arrangement will also allow faculty to get time off teaching during the term. Suppose three faculty team-teach a course. Rather than teaching the normal load of two sections of a course over the entire term, each team member would teach six sections of a course over one-third of the term. That would allow them two-thirds of the term to focus on research and other activities.

   For the 1.5 CH professional skills courses also, it is possible for faculty to teach four sections of the course over half a term for their normal load of two courses per term. However, it is be noted that some professional skills courses are more effectively taught once a week over the full term rather than twice a week over half the term.

4. Case methodology be adopted for as many courses as possible. Case studies were voiced by students in our focus groups as very helpful in enhancing their learning and helping them apply concepts. Case teaching is not only an effective method of teaching, it also make classes more interactive and lively.

5. Indigenous, Sustainability, and Equity, Diversity, and Inclusion (EDI) content be infused across as many courses as possible. Once these are infused substantially across many Asper courses, the stand-alone courses (IDM 2010 and IDM 3010) may no longer be necessary in the future.

6. Consistent with the Asper School's strategic priority, instructors make efforts to include more experiential components in their courses. The School should also add more experiential components to the degree program. Some examples of experiential initiatives are:

- International co-op, which would provide students with co-op and international experience in one
- Indigenous experiential course that includes business consulting for an Indigenous small business in a northern community and caps off the course with travel to that community
- Student-managed investment portfolio (many other business schools have one)
- Social entrepreneurship and service-learning projects both in Canada and abroad

7. Non-credit professional skills workshops be offered, along the lines of Toronto Metropolitan University's bootcamps, with the possibility for students to have these appear as co-curricular records in their academic transcript, or possibly toward a microcredential.

8. The curriculum be continuously improved rather than being reviewed and revised once every 10 years. Revising a curriculum that is over a decade old is a mammoth, stressful, extremely time-consuming process and is often contentious. With developments constantly happening in the business world, curricula quickly become old and stale. It is important that we are imparting education that is keeping up with the changes around us. From that perspective, once a decade is extremely long. The Faculty and departments should constantly monitor and make improvements to the curriculum. This is also consistent with AACSB's emphasis on continuous improvement.

OVERALL SUMMARY

The Asper School's Undergraduate Curriculum Review Committee held extensive consultations with businesspeople, students, faculty, department heads, the Dean, support staff, and university administrators, and relied on a wealth of compiled data to come up with this curriculum proposal. A tremendous amount of time and effort has been put into developing the curriculum in the form presented here. The committee strongly believes that the proposed curriculum is robust in providing both breadth and depth, is updated and modern, flexible, consistent with strategic priorities and accrediting bodies, and makes our students more career-ready.

By the time this curriculum is launched, the current curriculum would already be 13-14 years old (the existing curriculum was developed over 2009-2010). In the world of business education, that would be considered extremely obsolete. As the leading business school in the province and a significant one in Western Canada, it is imperative that we provide our students with an education that is both excellent and relevant. Therefore, in the best interest of our students and the Manitoba business community, the committee humbly requests all approving bodies that this curriculum be approved so that we can administer the new and improved program starting Fall 2023.

APPENDIX: Transition Plan to the New Curriculum for Current Students

Summary

The new Asper School of Business undergraduate curriculum has been carefully developed, to not only update existing courses to bring them in line with business in the 2020s, but also to include new topics that a modern business curriculum must have, such as Indigenous Business, Sustainability, EDI, and Business Analytics. The transition plan has been developed to allow distinct pathways for new and existing students, and to allow students to transition out of the current curriculum into the new curriculum with set progressions and course prerequisites that allow any student to take any course.

Introduction

This transition plan covers the issues related to transitioning students from the current curriculum (pre-Sept 2023) to the new curriculum (Sept 2023 and thereafter). Changes to the undergraduate curriculum will commence in the Fall of 2023 with Direct Entry students in that year as well as Track 1 and Track 2 students. During the consultation stage of the development of the new curriculum, it was noted that students in the current program wanted the ability to move to the new curriculum to take advantage of the new courses or majors being offered. The Faculty wanted to make sure that these pathways were made explicitly available to students with the caveat that students switching from the pre-Sept 2023 curriculum to the new curriculum may do so but will not be permitted to switch back. There are three distinct pathways to a complete transition:

1. Pre-Sept 2023 students maintaining their program progression and staying in the pre-Sept 2023 curriculum. This pathway also includes students taking longer than 4 years to complete their program.
2. Pre-Sept 2023 students wishing to transition to the new curriculum.
3. New students admitted starting Sept 2023.

Communication of Information

The new curriculum start date of Sept 2023 will allow the Faculty communication team to develop strategies to inform both current and prospective students of the changes in the curriculum to ensure they have sufficient time to plan. It also allows time to promote the new courses and majors to students.

Pre-Sept 2023 Students' Progression

Students enrolled prior to Sept-2023 will be able to progress with their current program if they so choose and will not be affected by the new courses being rolled out. Students will be allowed to take advantage of any of the new courses and can apply them toward the 27 CH of Business Electives, if they have room. Those students who have exhausted their Business Electives may apply the new courses toward their 18 CH of Open Electives, if they have room. If a student has exhausted both the Business

Electives and Open Electives, they may take the new courses as extra courses if they so choose. In a case where a student wishes to take a new course as part of their current program, a list of prerequisite equivalents has been developed to ensure students are not required to take prerequisite courses that they cannot apply toward their BComm (Hons) degree. A complete list of equivalent courses is covered below.

While pre-September 2023 students can take any of the new courses being offered, they will not be able to declare either of the two new majors – Business Analytics and Strategy & Global Management – unless they switch to the new curriculum, due to the administrative complexity it would create. Likewise, they will not be able to pursue any of the modified majors without switching to the new curriculum. Students staying with the old curriculum will pursue the major as it was prior to September 2023. However, in the event of a major-required course being phased out, there will be approved course substitutions so that such students are not disadvantaged.

Students admitted prior to September 2023 and that are remaining in the curriculum of as of their admission year, will be permitted to use any 3000-4000 ENTR course toward the 3 credit hours of ENTR options in their Major; they must still complete the 3 required courses as stipulated in the calendar.

Asper students following the curriculum prior to September 2023 may take GMGT 2010 without the GMGT 1000 prerequisite with departmental permission (consult an Asper Program Advisor).

Asper students following the curriculum prior to September 2023 may take IDM 2020 without the IDM 1020 prerequisite, with departmental permission (contact an Asper Program Advisor); such students will, however, still be required to have STAT 1000 or STAT 1001 or STAT 1150 with a grade of C or better.

Delayed Students

Students who have a delayed progression (that is a student who takes longer than 4 years to complete the program) will not be disadvantaged. These students will still be allowed to graduate using the pre-Sept 2023 program requirements. In the cases of some required courses being phased out, those students who have not taken those courses yet can take a specified new course in lieu of it. The number of course deletions that directly affect the old curriculum is minimal and in all cases course equivalents and substitutes are included and communicated to minimize confusion and maximize transparency.

Student Switching to New Curriculum

It is expected that some students, particularly those in their earlier years of study, will wish to switch to the new curriculum in order to take advantage of the new courses and majors being offered. Similar to those students continuing with the old curriculum and wanting to take some of the new courses, students who wish to switch to the new curriculum will also have pathways available to them to minimize the number of extra credit hours needed. Students do not have to switch programs to have

access to new courses. As stated previously, students will have to switch curricula only if they want to access the new or updated majors.[1]

Equivalent Courses and Substitutions

The table below lists all the acceptable substitutions for students admitted pre-September 2023 and those for students admitted September 2023 or thereafter. In summary, the largest impacts are resultant from the replacement of FIN 2200 with FIN 2010 and FIN 2420 as well as the deletion of MIS 2000 due to the introduction of IDM 2020 Introduction to Business Analytics.

Course Change Summaries – Crosswalk Tables

Table 1 and Table 2 present a summary of the proposed changes and their effect in the 2023-24 and 2024-25 academic years.

Table 1: Course Changes for 2023-2024

2022 COURSES	Cr Hrs	PROPOSED COURSES 2023	Cr Hrs	Comment
Track 1 / "Foundation" courses		Track 1 / "Foundation" courses		
Part 1: ECON 1010	3	ECON 1010	3	Min "C" required
ECON 1020	3	ECON 1020	3	Min "C" required
MATH 1500 or MATH 1510 or MATH 1520 or MATH 1230	3	MATH 1524 or MATH 1500 or MATH 1510 or MATH 1520 or MATH 1230 (MATH 1524 is first offered in Sept 2023 and is preferred but not used for admission until F24)	3	Min "C" required
STAT 1000 or STAT 1150	3	STAT 1000 or STAT 1150	3	Min "C" required
Part 2: Written English "W" (3 hrs) (not ARTS 1110)[1]	3	Non-Business 'W' (3 hrs) at the 1000+L	3	Min "C" required @ 1000+L Not ARTS 1110
Part 3: 6 cr hrs from: (ANTH, HIST, MATH, PHIL, POLS, PSYC, SOC)[2]	6	6 cr hrs Non-Business Electives at 1000+ level (3cr from MATH 1300 or MATH 1310 required if MATH 1524 not taken)	6	Min "C" required
Part 4: Electives: (3 hrs) Any level	3	Non-Business Elective: (3 hrs) @ any level	3	Min "C" required
ACC 1100L	3	ACC 1100L	3	
ACC 1110L	3	ACC 1110L	3	
ENTR 2030	3	ENTR 2030	3	Modify
FIN 2200L	3	FIN 2010 Introduction to Finance	3	New; FIN 2200 will no longer be taught
GMGT 1010 "W"	3	GMGT 1010 "W"	3	Will move to Foundation in 2024
GMGT 2010 "W"	3	GMGT 2010 "W"	3	Modify – now has prerequisite GMGT 1000
GMGT 2060	3			Deleted from core; course still offered

[1] The Finance Major is the most effected. Students who have not taken FIN2200 by the end of 2024-25 and take FIN 2010 in its place will be required to also take FIN 2420. FIN 2200 will not be offered after Summer 2024.

GMGT 2070	3	GMGT 2070	3	Modify (has a lab now)
GMGT 3300	3	GMGT 3300 Business Law	3	Modify (new title)
GMGT 4010	3	GMGT 4010 Strategic Management	3	Modify (new title)
HRIR 2440	3	HRIR 2440	3	Modify
MIS 2000L	3			Deleted from core & course deleted
		IDM 2020 Introduction to Business Analytics	3	New
MKT 2210	3	MKT 2210	3	
MSCI 2150	3			Delete from core; course will still be taught
SCM 2160	3	SCM 2160 Operations Management	3	Modify (new title)
International Business List [3]	3			Deleted from core
		SGMT 2200 Global Management	3	Formerly INTB 2200
Ethics List [4,5]	3			Deleted from core
Alternative Management Studies List [6]	3			Deleted from core
		IDM 3010 Sustainable Business	3	New
		GMGT 1000 Writing Skills for Business	1.5	New
		IDM 1010 Communication for Career Management	1.5	New
		IDM 1020 Data Software for Business	1.5	New
		SCM 1000 Introduction to Project Management	1.5	New
Major: (12 hrs)	12	Business Major: (12 -18 hrs) & Business Electives @ 2000+L	27	
Business Electives[7]: (15 hrs) @ 2000+ level *(Business Electives are non-Core courses taught by the Asper School of Business*	15			
Open Electives: (6 hrs) @ 2000+ level	6	Open Electives (Business Electives or Non-Business Electives) with at least 9 credit hours @ 2000+ level and rest @ 1000+ level	18*	Note: Core is 51 credit hours in 2023
Non-Business Electives*: (9 hrs) at least 3 credit hours @ 2000+ level *(*Non-Business Electives are courses taught by a Faculty other than the Asper School of Business*)	9			

Table 1. Summary of Course Changes for 2023

Table 2: Course Changes for 2024-2025

2022 COURSES	Cr Hrs	PROPOSED COURSES 2024	Cr Hrs	Comment
Track 1 / "Foundation" courses		Track 1 / "Foundation" courses		
Part 1: ECON 1010	3	ECON 1010	3	Min "C" required
ECON 1020	3	ECON 1020	3	Min "C" required
MATH 1500 or MATH 1510 or MATH 1520 or MATH 1230	3	MATH 1524 or MATH 1500 or MATH 1510 or MATH 1520 or MATH 1230 (MATH 1524 is preferred)	3	Min "C" required
STAT 1000 or STAT 1150	3	STAT 1000 or STAT 1150	3	Min "C" required
Part 2: Written English "W" (3 hrs) (not ARTS 1110)[1]	3	Non-Business W (3 hrs) at the 1000+L	3	Min "C" required @ 1000+L (All) Not ARTS 1110
Part 3: 6 cr hrs from: (ANTH, HIST, MATH, PHIL, POLS, PSYC, SOC)[2]	6	6 cr hrs Non-Business Electives at 1000+ level (3 hrs from MATH 1300 REQUIRED if MATH 1524 was not taken)	6	Min "C" required
Part 4: Electives: (3 hrs) Any level	3	GMGT 1010 "W"	3	Min "C" required
ACC 1100L	3	ACC 1100L	3	
ACC 1110L	3	ACC 1110L	3	
ENTR 2030	3	ENTR 2030	3	
FIN 2200L	3	FIN 2010	3	
GMGT 1010 "W"	3			
GMGT 2010 "W"	3	GMGT 2010 "W"	3	
GMGT 2060	3			
GMGT 2070	3	GMGT 2070	3	
GMGT 3300	3	GMGT 3300	3	
GMGT 4010	3	GMGT4010	3	
HRIR 2440	3	HRIR 2440	3	
~~MIS 2000L~~	3			
		IDM 2020 Introduction to Business Analytics	3	
MKT 2210	3	MKT 2210	3	
MSCI 2150	3			
SCM 2160	3	SCM 2160	3	
~~International Business List~~ [3]	3			
		SGMT 2200 Global Management	3	
~~Ethics List~~ [4,5]	3			
~~Alternative Management Studies List~~ [6]	3			
		IDM 2010 Indigenous Peoples and Canadian Business	3	Required of students entering Sept 2024 and thereafter.
		IDM 3010 Sustainable Business	3	
		GMGT 1000 Writing Skills for Business	1.5	
		IDM 1010 Communication for Career Management	1.5	
		IDM 1020 Data Software for Business	1.5	
		SCM 1000 Introduction to Project Management	1.5	
Major: (12 hrs)	12	Business Major: (12-18 hrs) & Business Electives @ 2000+L	27	
Business Electives[7]: (15 hrs) @2000+ level *(Business Electives are non-Core courses taught by the Asper School of Business*	15			
Written English "W" (any level) (3 hrs)	3			

Open Electives: (3 hrs) @2000+ level	3	Open Electives (Business Electives or Non-Business Elective courses) with at least 9 credit hours @ 2000+ level and rest @ 1000+ level	18	Note: Core is still 51 credit hours in 2024
Non-Business Electives*: (9 hrs) at least 3 credit hours @ 2000+ level *(*Non-Business Electives are courses taught by a Faculty other than the Asper School of Business)*	9			

Table 2. Summary of Course Changes for 2024

Majors

	Degree/Diploma	Years to Completion	Total Credit Hours	Has Co-op Option
Updated	Accounting, B. Comm., Honours	4	120	Yes
Updated	Actuarial Mathematics, B. Comm., Honours	4	120	Yes
NEW	Business Analytics, B. Comm., Honours	4	120	Yes
Updated	Entrepreneurship and Innovation, B. Comm., Honours	4	120	Yes
Updated	Finance B. Comm., Honours	4	120	Yes
Updated	Generalist, B. Comm., Honours	4	120	Yes
No change	Human Resources Management/Industrial Relations, B. Comm., Honours	4	120	Yes
Updated	Indigenous Business Studies, B. Comm., Honours	4	120	Yes
Phase Out	International Business, B. Comm., Honours	4	120	Yes
Phase Out	Leadership and Organizations, B. Comm., Honours	4	120	Yes
Updated	Supply Chain Management and Logistics, B. Comm., Honours	4	120	Yes
Phase Out	Management Information Systems, B. Comm., Honours	4	120	Yes
Updated	Marketing, B. Comm., Honours	4	120	Yes
NEW	Strategy and Global Management, B. Comm., Honours	4	120	Yes

Resource Implications

The Asper School is currently in the process of increasing enrolment in Direct Entry, Track 1 and Track 2 categories, following an approval to do so. Broadly speaking, these increases represent 110 students, which is about a 26% increase.

Table 3 shows the total expected increase in the number of sections[2] forecast to be needed for each of the Asper departments from 2022-23 to 2026-27. 2021-22 is used as a steady state base comparative. The table isolates the effect of the curriculum changes versus the expected changes due to the increase in enrolment.

The phased enrollment increase is in its third year with the full capacity of students admitted in September 2021. However, most of these students won't actually start taking Asper courses until a year later in September 2022. This increase of students in Asper courses starting 2022-2023 is expected to be about 16% compared to a year before, part of this representing students not having reached their 3rd/4th year in the program when completing in 4 years but also acknowledging that there are quite a few students that take more than 4 years to complete the program. Therefore, this is the percentage that is factored out in the table below.

Table 3 shows the overall effect when the new curriculum is fully implemented, and transition is considered, approximating 25 sections per year across the Faculty. It is to be noted that the long-term

[2] A section in this context is defined as a 3 CH course or equivalent. A 1.5 CH course would be listed at 0.5 of a course.

impact of the new curriculum on resources will be minimal, considering the BComm (Hons) program is staying at 120 credit hours. It is only during the below transition years that there will be impact, but not enough to significantly challenge the School's resources. The School is currently in the process of hiring for 12 full-time faculty positions due to retirements and departures. These positions are being targeted to meet the needs of the new curriculum, further reducing the impact from needs in certain areas. Further, it is planned that some of the new interdisciplinary courses will be using a team-teaching approach, which will also address the need for varied expertise in some of those courses (e.g., IDM 3010 Sustainable Business).

Table 3: Net Change in Sections Required

	2021-22 Steady State	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Accounting and Finance	97	104	99	99	99	99
Business Administration	106	106	124.5	125	125	128
Interdisciplinary Management	11	14	35	54	54	50
Marketing	47	47	50	50	50	50
Supply Chain Management	44	44	52	52	52	52
Warren Centre	16	17	18	18	18	18
Total	321	332	378.5	398	398	397
Change from Steady State		11	57.5	77	77	76
Change expected due to enrolment change 16% effective 2023-24 Academic Year			52	52	52	52
Net Change from Curriculum Review			**5.5**	**25**	**25**	**24**

Table 3. Net Change in Sections Required

Faculty of Management

Faculty of Management

Faculty of Management – Actuarial Mathematics

Introduction:

ACT 4040 Time Series and Statistical Learning in Actuarial Science 3 cr +3.0
A variety of topics are introduced, including regression-based time series models, basic ideas of statistical learning (supervised versus unsupervised, regression versus classification, model accuracy assessment), and some key concepts, models and methods of principle components analysis, decision trees as well as cluster analysis. All models and methods are illustrated with extensive examples from business and management. May not be held with IDM 4050 when titled "Time Series and Regression Analysis for Management." Pre- or corequisite: ACT 4010 (C+).

Modifications:

ACT 4060 Actuarial Aspects of Investment Practice 3 cr 0.0
This course examines stochastic interest rates and tools and techniques for coping with general product issues in asset/liability management. Prerequisite: FIN 2010 (C+), FIN 2200 (C+), or FIN 2201 (C+).

ACT 4160 Introduction to Property and Casualty Insurance Industry 3 cr 0.0
This course introduces a variety of topics on basic techniques for ratemaking in property and casualty insurance practice, including ethics, exposure, classification, credibility, implementation, loss adjustment, premium, etc. Pre- or corequisite: ACT 2120 (C+) or consent of instructor.

Faculty of Management – Interdisciplinary Management

Deletions:

IDM 4070 Management Research 1 3 ch -3.0
IDM 4080 Management Research 2 3 ch -3.0

Modifications:

IDM 2982 Asper Co-op Work Term 1 1 cr 0.0
Work assignment in business, industry, or government for students registered in the Asper School of Business co-operative option. For Asper students only. May not be held with IDM 2983 or the former IDM 2980. Prerequisite: IDM 1010 and written permission from the Asper School of Business Co-operative Education Office.

IDM 3010 Sustainable Business 3 cr 0.0
This course presents sustainable business theory and best practice from a holistic and integrative perspective. A sustainable approach is presented for each of the key functions of business in a way that highlights how they fit with each other and with the social and ecological environment. The course focuses on how business can sustainably create positive social and

ecological impact. Pre- or corequisites: [ACC 1110 (D) or ACC 1111 (D)] and [FIN 2200 (D) or FIN 2201 (D) or FIN 2010 (D)] and [HRIR 2440 (D) or HRIR 2441 (D)] and [MKT 2210 (D) or MKT 2211 (D)] and [SCM 2160 (D) or SCM 2161 (D)].

NET CHANGE IN CREDIT HOURS (Faculty of Management): -3.0

Accounting and Finance

Deletion:

MIS 2000 Management Information Systems 3 cr -3.0

Introductions:

FIN 2010 Introduction to Finance 3 cr +3.0
(Lab required). An introduction to finance regarding the allocation and acquisition of funds. Topics include discounted cash flows, capital budgeting, financial instruments, cost of capital, risk-return trade-offs, market efficiency, and ethics issues. May not be held with FIN 2200 or FIN 2201. Prerequisites: [ACC 1100 (D) or ACC 1101 (D)] and [one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, the former MATH 1520, or MATH 1524] and [STAT 1000 or STAT 1001 or STAT 1150] and [(ECON 1010 (or ECON 1011) and ECON 1020 (or ECON 1021)) or the former ECON 1200 (or the former ECON 1201)].

MIS 3020 Programming for Business Analytics 3cr +3.0
The course covers data extraction, transformation, cleaning, analysis, and visualization by using widely used techniques and programming languages in a business context. The course also provides surveys of application of machine learning in business and the potential ethical issues and bias. Prerequisite: A grade of C+ or better in one of: IDM 2020, the former MIS 2000, or MIS 2001.

Modifications:

ACC 1110 Introductory Managerial Accounting 3 cr 0.0
(Lab required) Role of accounting in creation and application of business information used by decision-makers in the management of enterprise. This course introduces cost concepts, cost analysis, management control, decision making, and ethics issues. May not be held with ACC 1111. Prerequisite: ACC 1100 (D). Pre- or corequisite: ECON 1010 (D) and ECON 1020 (D) or the former ECON 1200 (D).

ACC 2020 Intermediate Accounting – Equities 3 cr 0.0
Consideration of current accounting relating to equities with attention to the accounting treatment of current and long-term liabilities, income tax allocation, share capital, and surplus. May not be held with FIN 3250 or ACC 2021. Prerequisites: (ACC 2010 or ACC 2011) and (FIN 2010 or FIN 2200 or FIN 2201).

ACC 3040 Cost Accounting 3 cr 0.0
Study of accounting concepts and functions as they relate to product costing, planning, control, and decision-making, and ethics issues. May not be held with ACC 3041. Prerequisite: ACC 1110 (C+).

ACC 3080 Canadian Income Taxation 3 cr 0.0
(Lab required) Structure and concepts of the Canadian income tax system, calculation of income and tax thereon for individuals and corporations, introduction to planning principles, and ethics issues. May not be held with ACC 3050 or ACC 3051. Prerequisite: ACC 1100 (C+).

ACC 3530 Accounting Information Systems 3 cr 0.0
Role of accounting systems in total management information systems; design and installation of accounting systems. Prerequisite: ACC 1110 (D) or ACC 1111 (D).

ACC 4030 Accounting Theory 3 cr 0.0
Examination of principles and postulates of accounting theory. Coverage of selected topics will vary from year to year depending on interests of course participants. May not be held with ACC 4031. Prerequisites: (ACC 2020 or ACC 2021) and (FIN 2010 or FIN 2200 or FIN 2201).

ACC 4040 Advanced Managerial Accounting 3 cr 0.0
A critical examination of managerial accounting techniques and the controllership function. Prerequisite: ACC 3040 (D) or ACC 3041 (D).

FIN 2200 Corporate Finance 3 cr 0.0
(Lab required) An introduction to corporate finance regarding the allocation and acquisition of funds. Topics include discounted cash flows, capital budgeting, financial instruments, cost of capital, risk-return trade-offs, market efficiency, capital structure and the use of derivatives. May not be held with FIN 2201 or FIN 2010. Prerequisite: [ACC 1100 (D) or ACC 1101 (D)] and [one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, the former MATH 1520, or MATH 1524] and [STAT 1000 or STAT 1001 or STAT 1150] and [(ECON 1010 (or ECON 1011) and ECON 1020 (or ECON 1021)) or the former ECON 1200 (or the former ECON 1201)].

FIN 2420 Financial Risk Management 3 cr 0.0
The fundamental concepts, principles, and practices related to financial derivatives and risk management. Prerequisites: (FIN 2200 (C+) or FIN 2201 (C+) or FIN 2010 (C+)) and (one of MATH 1220, MATH 1300, MATH 1301, MATH 1310, or MATH 1524) and (STAT 2000 or STAT 2001 or STAT 2150).

FIN 3240 Entrepreneurial Finance 3 cr 0.0
Study of entrepreneurial finance, addressing both investment and financing decisions of new ventures, covering both in theory and in practice. May not be held with FIN 3470. Prerequisite: FIN 2010 (D) or FIN 2200 (D) or FIN 2201 (D).

FIN 3270 Personal Financial Planning 3 cr 0.0
An introduction to financial planning techniques used in professional practice. Topics include financial assessment, income tax planning, risk management, insurance, debt and credit management, investments, retirement planning, estate planning, and ethics issues. Prerequisite: FIN 2010 (D) or FIN 2200 (D) or FIN 2201 (D).

FIN 3400 Investment Banking 3 cr 0.0
The practice and theory of investment banking including valuation, initial public offerings, mergers and acquisitions, and restructuring. Prerequisite: FIN 3480 (D) or FIN 3481 (D).

FIN 3410 Investments 3 cr 0.0
An introduction to investment analysis and modern portfolio theory. Topics include equilibrium in the capital markets, fixed income securities, equities, and derivative instruments. May not be

held with FIN 3411. Prerequisites: [FIN 2200 (C+) or FIN 2201 (C+) or FIN 2420 (C+)] and [one of MATH 1220, MATH 1300, MATH 1301, MATH 1310, or MATH 1524] and [STAT 2000 or STAT 2001 or STAT 2150].

FIN 3420 Security Analysis 3 cr 0.0
This course provides a practical application of techniques to analyze a company for investment purposes and evaluate purchases of stock and fixed-income securities. Topics include financial statement analysis, ratio analysis, alternative methods for forecasting corporate profits and dividends, risk assessment, and valuation techniques. Prerequisite: FIN 2010 (C+) or FIN 2200 (C+) or FIN 2201 (C+).

FIN 3440 Real Estate Investments 3 cr 0.0
An introduction to real estate finance. Topics include valuation, financing, transaction, tax, and legal issues. Prerequisite: FIN 2010 (C+) or FIN 2200 (C+) or FIN 2201 (C+).

FIN 3450 International Finance 3 cr 0.0
An introduction to the theory of comparative advantage, foreign exchange markets, international parity relations, international debt and equity markets, international debt operating exposures, and international capital budgeting. The course also helps students prepare for the international finance parts of the Chartered Financial Analyst exams. May not be held with FIN 3451. Prerequisite: FIN 2200 (C+) or FIN 2201 (C+) or FIN 2420 (C+).

FIN 3460 Financial Markets and Institutions 3 cr 0.0
A study of financial systems with emphasis on Canada. Major topics include monetary policy, financial markets, financial institutions, financial regulation, and risk management. May not be held with ECON 3640 or ECON 3641. Prerequisite: FIN 2010 (C+) or FIN 2200 (C+) or FIN 2201 (C+).

FIN 3480 Corporate Finance Theory and Practice 3 cr 0.0
Intermediate Corporate Finance including the following topics: Capital budgeting theory and techniques, determination of relevant cost of capital, capital structure, dividend policy, leasing, and other special topics. May not be held with FIN 3481. Prerequisites: [FIN 2200 (C+) or FIN 2201 (C+) or FIN 2420 (C+)] and [one of MATH 1220, MATH 1300, MATH 1301, MATH 1310, or MATH 1524] and [STAT 2000 or STAT 2001 or STAT 2150].

FIN 4240 Financial Modeling 3 cr 0.0
Spreadsheet implementation of practitioner-oriented financial models. The course helps students prepare for the quantitative parts of the Chartered Financial Analyst exams. May not be held with FIN 4230 when titled "Financial Modeling." Prerequisite: FIN 3410 or FIN 3411.

FIN 4250 Behavioural Finance 3 cr 0.0
Students will gain an understanding of how human biases impact the financial decisions of market participants and the practical implications. The course helps students prepare for the behavioral finance parts of the Chartered Financial Analyst exams. Prerequisite: FIN 2010 (C+) or FIN 2200 (C+) or FIN 2201 (C+).

FIN 4260 Advanced Finance Theory 3 cr 0.0
Theories that provide the foundation for modern corporate finance. Empirical tests of finance theories. Implications for managers. Prerequisites: (FIN 3410 (D) or FIN 3411 (D)) and (FIN 3480 (D) or FIN 3481 (D)).

FIN 4270 Options and Futures 3 cr 0.0
Mechanics of futures, options, and swaps markets. Topics include arbitrage, hedging, forward rate agreements, models of derivative valuation and value-at-risk. Prerequisite: FIN 3410 (D) or FIN 3411 (D).

FIN 4400 Financial Management Practices 3 cr 0.0
Application of theoretical models in finance to real-world problems using cases. Topics include working capital management, long-term investment and financing decisions, valuation, risk management, reorganizations, and international financial management. May not be held with FIN 4401. Prerequisite: FIN 3480 (D) or FIN 3481 (D).

MIS 3500 Database Management Systems 3 cr 0.0
Designing, developing, and managing database systems, by using mainstream design methodologies and popular development tools. Prerequisite: IDM 2020 (C+) or [MIS 3510 (D) and COMP 1010 (C)] or the former MIS 2000 (C+) or MIS 2001 (C+).

MIS 3510 Systems Analysis and Design 3 cr 0.0
Analyzing business tasks, processes, information, and information technology, and designing information systems by employing methodologies, techniques and popular software used by information systems professionals. Prerequisites: IDM 2020 (C+) or the former MIS 2000 (C+) or MIS 2001 (C+).

MIS 3520 Data Communications and Networking 3 cr 0.0
A study of basic data communications topics, including communication media, protocols, network security, network topologies (local and wide area networks), Web development and network management issues. Prerequisites: IDM 2020 (C+) or the former MIS 2000 (C+) or MIS 2001 (C+).

NET CHANGE IN CREDIT HOURS: +3.0

Business Administration

Deletions:

GMGT 3030 Contemporary Social Issues in Business 3 cr -3.0
GMGT 3160 Managerial Economics 3 cr -3.0
GMGT 4110 Commercial Law 2 3 cr -3.0
HRIR 3430 Selected Topics in Industrial Relations 3 cr -3.0
INTB 2200 International Management 3 cr -3.0

Introductions:

ENTR 3060 Creativity and Entrepreneurial Thinking 3 cr +3.0
This course looks at how individuals and organizations can use creativity, design thinking and entrepreneurial thinking to identify and choose opportunities that enable innovation and value creation. Students are introduced and exposed to creativity and entrepreneurial thinking tools, processes, and attitudes, as well as ethical considerations. Creative problem solving and design thinking skills are developed and enhanced through a range of real-world activities.

Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

ENTR 3070 Innovation Management 3 cr +3.0
This course will focus on the tools, techniques and concepts necessary to the design, development, and management of innovation processes. Ethical implications of innovation will also be discussed. Emphasis is on organizational and technological innovation to facilitate the development of new products or processes or to implement change in existing products or processes. The course materials cut across functional boundaries, with a focus on the managerial skills and capabilities needed for effective practice. Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

GMGT 1000 Writing Skills for Business 1.5 cr +1.5
This course will develop students' understanding of the fundamentals of writing and business writing in particular. Students will gain competence in sentence structure and sentence-level issues. This course will also help them achieve proficiency in grammar, punctuation, and technical style.

SGMT 2200 Global Management 3 cr +3.0
Analysis of the practice of management in an international setting. Examines the political, economic, cultural and ethical environments which influence managerial decision-making in an international context. May not be held with the former INTB 2200 or INTB 2201. Prerequisite: GMGT 1010 (D) or GMGT 1011 (D).

SGMT 3060 Strategic Thinking and Cross-Functional Management 3 cr +3.0
The course will introduce the concept of strategy and strategic thinking in relation to several other relevant analytical perspectives such as critical thinking, global thinking, and ethical thinking. It focuses on the identification and integration of important perspectives in strategic management, combining systematic observation and rigorous thinking to reach sound and creative solutions for challenges in business. Students taking the course will develop the skill of strategic thinking by approaching business issues from multiple perspectives and integrating knowledge from different functional areas such as marketing, finance and supply chain. Prerequisite: GMGT 1010 (D) or GMGT 1011 (D).

SGMT 3070 Current Issues in Strategy and Global Management 3 cr +3.0
This course brings together a variety of current key issues in strategy and global management, such as corporate strategies (diversification, mergers and acquisitions, etc.), global value chain, emerging market multinational enterprises, as well as strategic challenges of managing and operating business in a highly dynamic global environment. The course will include current discussions of important issues in the global business world. Prerequisite: SGMT 2200 (D) or the former INTB 2200 (D) or INTB 2201 (D).

Modifications:

ENTR 2020 Starting a New Business 3 cr 0.0
This is a course for students who may wish to start a business of their own at some time or assess their potential for such an option. It will cover a broad range of topics, including social, environmental and ethical issues in business, to increase your understanding of what it takes to succeed in an entrepreneurial career. May not be held with ENTR 2030. This course is not open

to students in the Asper School of Business. This course is not for students who will pursue a major in Entrepreneurship and Innovation.

ENTR 2030 Introduction to Entrepreneurship: Business and Social Perspectives 3 cr 0.0
Examines entrepreneurship via a social, environmental, ethical, and economic sustainability perspective. Provides proven methods of entrepreneurial thinking to help students explore the relationship between society's need for economic development and costs to and benefits for the environment or other stakeholders, including rural and Indigenous communities. May not be held with ENTR 2020. Prerequisite: GMGT 1010 (D) or GMGT 1011 (D).

ENTR 3100 Small Business Management 3 cr 0.0
An appreciation of the primary issues that should be considered in starting and managing a small business within the Canadian context. May not be held with ENTR 2010. Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

ENTR 3102 Technological Entrepreneurship 3 cr 0.0
An overview of the inter-relationship between technology and entrepreneurship. An appreciation of the role of technical entrepreneurship in the economy, how a technology strategy is developed, implemented and defended as well as the societal implications of technological entrepreneurship. May not be held with the former GMGT 3050. Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

ENTR 3104 Selected Topics in Small Business/Entrepreneurship 3 cr 0.0
A study of selected areas of recent development related to small business/entrepreneurship. Topics may include innovation and creativity, venture financing, opportunity identification and recognition, franchising and entry strategies of new business, social entrepreneurship, international entrepreneurship and entrepreneurial histories (e.g., IDEA recipients). Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

ENTR 3106 Family Business Management 3 cr 0.0
An examination of the unique challenges inherent in the management of a family business. Topics include founder relinquishment, the need for succession planning and firm regeneration, the core actors and their issues, ownership structure and estate planning. Prerequisites: ENTR 2020 (D) or ENTR 2030 (D) and a minimum of 42 credit hours of university level courses.

GMGT 2010 Business Communications 3 cr 0.0
The course provides an introduction to theoretical, cultural, and ethical bases of effective communication in addition to develop students' interpersonal, oral, and written communication skills at individual, group, and organizational levels. The students will also develop analytical, problem-solving, rhetorical, and critical thinking abilities required in organizational and business settings. May not be held with GMGT 2011. Prerequisite: GMGT 1000 or permission from the Asper Undergraduate Program Office.

GMGT 2070 Introduction to Organizational Behaviour 3 cr 0.0
(Lab required) Examination of the impact of human behaviour on the formal and informal organization. Topics include leadership, work groups, organizational conflict, ethics, and communications. This course will cover topics in Equity, Diversity, and Inclusion. May not be held with GMGT 2071.

GMGT 3010 Management Decision-Making 3 cr 0.0
Introduces students to the decision-making process and factors that enter into making decisions, including the objectives and approaches to decision-making, the basic type of managerial decisions, and exemplifications of decision in operations. Decision-making will be viewed as a multi-dimensional process involving values, ethics, psychology, sociology, social psychology, and politics. The course presents a variety of perspectives useful for making and evaluating decisions in all kinds of organizations. Prerequisite: GMGT 2070 (D).

GMGT 4010 Strategic Management 3 cr 0.0
In this capstone course, students will examine evolving strategies, capabilities, and environments of business enterprises using case studies to focus attention on problems involved in formulating and implementing strategies with interdisciplinary considerations, including ethical and social issues in strategy. May not be held with GMGT 4011. Students are encouraged, but not required, to take SGMT 3060 before taking this course. Prerequisites: A minimum grade of D in each of: [ACC 1110 or ACC 1111] and [GMGT 2010 or GMGT 2011] and [GMGT 2070 or GMGT 2071] and [ENTR 2030] and [SGMT 2200 or the former INTB 2200 or INTB 2201] and [MKT 2210 or MKT 2211] and [HRIR 2440 or HRIR 2441] and [FIN 2010 or FIN 2200 or FIN 2201] and IDM 2020; and [SCM 2160 or SCM 2161] and IDM 3010 and a minimum of 70 credit hours of university level courses.

HRIR 2440 Human Resource Management 3 cr 0.0
Introduction to principles and procedures in the management of human resources. Topics include diversity management, conflict resolution, employment, law, planning, job analysis, performance appraisal, staffing, compensation, union-management relations, and current issues. The course will also familiarize students with their legal and ethical duties as human resource professionals to the public, to the profession, to clients and employers, and to employees. May not be held with HRIR 2441 or ABIZ 2620 or AGRI 3030 when titled “Agricultural Human Resource Management” or the former DAGR 0530. Prerequisite: GMGT 1010.

HRIR 3450 Labour and Employment Relations 3 cr 0.0
This course is to enhance knowledge and understanding of labour and employment relations in Canada and beyond. It addresses various issues and debates about these relations; their history, structure, and functioning; management employment relations practices; the role of labour unions; collective bargaining; contemporary developments and alternatives; as well as ethical issues in employment.

LEAD 3020 Team Building and Diversity 3 cr 0.0
The ability to work effectively with team members is crucial to individual functioning and promotion within organizations. This course examines the structure and dynamics of teams with an aim to understanding team-building, team dynamics, diversity, and managing team conflict. Part of working effectively in teams is understanding diversity and how to encourage collaboration in diverse teams. This course will therefore cover topics related to diversity and cross-cultural awareness. May not be held with GMGT 3020 when titled "Diversity Management and Team Building" or "Diversity Management or Team Building." Prerequisites: (GMGT 1010 (D) or GMGT 1011 (D)) and (GMGT 2070 (D) or GMGT 2071 (D)).

LEAD 3030 Corporate, Social and Environmental Responsibility 3 cr 0.0
This course examines the responsibilities of business that accompany maximizing shareholder wealth. This includes balancing the needs of a variety of stakeholders (including owners, employees, customers, suppliers, competitors, neighbours, future generations) among a variety

of forms of well-being (e.g., financial, ecological, environmental, social, spiritual, physical). Students will learn theory and best practices. Students are encouraged to take this course in the final two years of their program of studies at the I.H. Asper School of Business. Prerequisite: GMGT 1010 (D) or GMGT 1011 (D).

LEAD 3040 Special Topics in Leadership and Organization 3 cr 0.0
The content of this course will change from year to year based on: cutting edge topics, research innovations, and trends in leadership. Example topics might include: organizational health and safety; organizational justice; women and leadership; advanced organizational behaviour; advanced organizational theory. Students can earn multiple credits for this course only when the topic subtitle is different. Prerequisites: [GMGT 1010 (D) or GMGT 1011 (D)] and [GMGT 2070 (D) or GMGT 2071 (D)] or permission of instructor.

LEAD 4010 Leading Change 3 cr 0.0
Organizations regularly face change due to market demands, competition, and economic pressures. The ability to lead change effectively is crucial to organizational success. This course will focus on how to: understand resistance to change, manage change processes, and support employees in times of uncertainty. Prerequisites: [GMGT 1010 (D) or GMGT 1011 (D)] and [GMGT 2070 (D) or GMGT 2071 (D)].

NET CHANGE IN CREDIT HOURS: +1.5

Marketing

Modifications:

MKT 2210 Fundamentals of Marketing 3 cr 0.0
Understanding the fundamentals of marketing and the role of marketing discovering and fulfilling customer needs. Role of ethics in marketing decision-making. May not be held with MKT 2211.

MKT 3220 Marketing Research 3 cr 0.0
Study of the planning and implementation of research required to make informed and ethical marketing decisions. May not be held with MKT 3221. Prerequisites: MKT 2210 (D) or MKT 2211 (D) or consent of instructor.

MKT 3230 Consumer Behaviour 3 cr 0.0
Study of buying behaviour of individuals and organizations as affected by psychological, sociological, and cultural forces within society including ethics and social responsibility. May not be held with MKT 3231. Prerequisite: MKT 2210 (D).

MKT 3246 Sustainability Marketing 3 cr 0.0
This course will examine strategies that organizations can adopt to be successful in meeting the triple bottom line (people, planet, profit) within the broader framework of sustainability and ethical thinking. May not be held with MKT 3240 when titled “Sustainability Marketing.” Prerequisite: MKT 2210 (D) or MKT 2211 (D).

MKT 3248 Digital Marketing 3 cr 0.0
This course will explore various digital marketing channels, best practices, tools and techniques to analyze how marketing strategies and tactics are used to capture opportunities and create

value for consumers in the digital age while being cognizant of ethical issues related to consumer privacy. May not be held with MKT 3240 when titled “Digital Marketing.” Prerequisite: MKT 2210 (D) or MKT 2211 (D).

MKT 3390 Integrated Marketing Communications 3 cr 0.0
The process of using promotional tools in a unified way so that a synergistic communications is created. The course examines the roles of advertising, sales promotion, direct marketing, and the internet within this broader framework while being cognizant of emerging ethical issues. Prerequisite: MKT 2210 (D).

MKT 4010 Marketing Analytics 3 cr 0.0
The overarching purpose of this course is to understand the ample benefits of an analytical approach to marketing related decision-making, to build skills/knowledge in undertaking such analyses on your own, and to acknowledge the ethical issues that revolve around consumer privacy. Students will gain hands-on, computer-based experience with basic and advanced analytical tools to analyze marketing data for addressing business decisions that create value and build competitive advantage. Prerequisites: (MKT 2210 (D) or MKT 2211 (D)) and (STAT 1000 (D) or STAT 1001 (D) or STAT 1150 (D)).

MKT 4210 Strategic Marketing 3 cr 0.0
An examination of the formulation and implementation of strategies and tactics marketing managers use to reach the marketing objectives of the organization. Uses qualitative and quantitative analyses to develop critical and ethical thinking essential for making strategic marketing decisions. May not be held with MKT 4211. Prerequisites: [(MKT 3220 (D) or MKT 3221 (D)) and (MKT 3230 (D) or MKT 3231 (D))] and a minimum of 70 credit hours of university level courses, or permission of department.

NET CHANGE IN CREDIT HOURS: 0.0

Supply Chain Management

Deletions:

MSCI 3400 Intermediate Management Science 3 cr -3.0
MSCI 4200 Topics in Management Science 3 cr -3.0
MSCI 4220 Management Science Models in Business and Industry 3 cr -3.0
OPM 3640 Project Planning and Control 3 cr -3.0
OPM 3650 Management of Quality and Reliability 3 cr -3.0
OPM 3660 Operations Management in Service Organizations 3 cr -3.0
OPM 3670 POM Project in Industry 3 cr -3.0
OPM 4620 Production Management Seminar 3 cr -3.0

Introductions:

SCM 1000 Introduction to Project Management 1.5 cr +1.5
This course introduces students to the fundamental principles of project management – a critical skill for anyone working in any business sector. It will discuss the importance of scope, time, cost, resource, communication, stakeholder, and risk management within a project environment.

Relevant case studies will be used to provide context to the material discussed. Assignments and exercises will allow students to apply the skills learned in the course to a sample project.

SCM 3220 Introduction to Business Process Management 3 cr +3.0
This course will allow students to examine enterprise resource planning (ERP) systems and supply chain management (SCM) systems. Cloud computing, a widely-used architecture to deploy enterprise applications as a service over the Internet, is also included. Within the ERP software, students will build upon baseline knowledge of the ERP application, use the applications to confirm company-wide configuration, settings and user-level preferences. The course may include a field trip. May not be held with the former SCM 2220 when titled "Introduction to Business Process Management." Prerequisites: IDM 2020 (D) and one of [SCM 2240 (D), SCM 2160 (D), SCM 2161 (D), OPM 2601 (D), the former OPM 2600 (D), MSCI 2150 (D), MSCI 2151 (D), SCM 2230 (D)] or consent of the department.

SCM 3240 Supply Chain Analytics 3 cr +3.0
Supply Chain Analytics introduces descriptive, predictive, and prescriptive data analytics and demonstrates the value of their practical use in supply chain management. This course will focus on improving the core supply chain processes through analytics. This course will showcase practical exercises in various fields of supply chain processes. Prerequisites: IDM 2020 (D) and one of [(SCM 2160 (D) or SCM 2161 (D) or OPM 2601 (D) or the former OPM 2600 (D)) or (MSCI 2150 (D) or MSCI 2151 (D))] or consent of the department.

Modifications:

MSCI 2150 Introduction to Management Sciences 3 cr 0.0
An introduction to management science techniques and models. Topics include linear programming, distribution problems, decision theory and queuing models. May not be held with ABIZ 2520. Prerequisites: [one of: MATH 1230, MATH 1500, MATH 1501, MATH 1510, the former MATH 1520, or MATH 1524] and [STAT 1000 or STAT 1001 or STAT 1150].

SCM 2160 Operations Management 3 cr 0.0
Study of operations management. Positions operations management as a critical area of study within business management. Focuses on process approach and system design. May not be held with SCM 2161, the former OPM 2600, or OPM 2601.

SCM 3230 Global Supply Chains 3 cr 0.0
The course provides a global orientation to supply chain management, with a particular emphasis on the global linkages between organizations in international supply chains. Supply chain management practices in selected countries are also examined. Prerequisite: MSCI 2150 (D), MSCI 2151 (D), SCM 2160 (D), the former OPM 2600 (D), OPM 2601 (D), SCM 2230 (D), or SCM 3360 (D), or consent of instructor.

SCM 3280 Advanced Project Management 3 cr 0.0
Topics covered in this course will include project initiating, planning, executing, monitoring and controlling, and closing. Following the PMI methodology, all ten knowledge areas will be covered, including: integration, scope, schedule, cost, HR, quality, risk, communication, procurement and stakeholder management. Students will learn how to analyze case studies and effectively use team work to develop strong planning and an analytical approach pertinent to project management. May not be held with SCM 2220 when titled "Project Management in Supply Chain." Prerequisites: SCM 1000 and [one of SCM 2160 (D), SCM 2161 (D), the former

OPM 2600 (D), OPM 2601 (D), SCM 2230 (D), ABIZ 2520 (D), GMGT 1010 (D), GMGT 1011 (D), MSCI 2150 (D), MSCI 2151 (D)] or consent of department.

SCM 3360 Supply Chain Logistics 3 cr 0.0
The course provides an international/global orientation to logistics and supply chain management. Prerequisite: one of MKT 2210 (D), MKT 2211 (D), MSCI 2150 (D), MSCI 2151 (D), SCM 2160 (D), the former OPM 2600 (D), OPM 2601 (D), or consent of department.

NET CHANGE IN CREDIT HOURS: -16.5

Program modifications

Modifications to the programs listed below are outlined on the next 38 pages:

- **Bachelor of Commerce (Honours) Core requirements**
  - **Accounting Major**
  - **Actuarial Mathematics Major**
  - **Entrepreneurship/Small Business Major** (*to be renamed as* Entrepreneurship and Innovation Major)
  - **Finance Major**
  - **Generalist Major**
  - **Indigenous Business Studies Major**
  - **International Business Major**
  - **Management Information Systems Major**
  - **Marketing Major**
  - **Supply Chain Management and Logistics Major**
  - **Minor in Leadership for Businesses and Organizations**
  - **Asper School of Business Co-op Program**

CURRENT DEGREE REQUIREMENTS

Faculty of Management/I.H. Asper School of Business
Calendar Entry – Degree Requirements Index

Degree Requirements

Course Requirements for Direct Entry, Track 1 and Track 2 Students

The tables below list the Core courses that all Business students must complete. The courses are listed by year in a suggested sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles [1]	3
Select one of the following:		3
MATH 1230	Differential Calculus [1]	
MATH 1500	Introduction to Calculus	
MATH 1520	Introductory Calculus for Management and Social Sciences	
STAT 1000 or STAT 1150	Basic Statistical Analysis 1 [1] or Introduction to Statistics and Computing	3
Select 6 credit hours of ANTH, HIST, MATH, PHIL, POLS, PSYC, SOC [1,2]		6
Select 3 credit hours of Written English "W" [1,3]		3
GMGT 1010	Business and Society [4]	3
Select 3 credit hours of Electives [1,5]		3
	Hours	**27**
Years 1-2		
GMGT 2060	Management and Organizational Theory [4,6]	3
GMGT 2070	Introduction to Organizational Behaviour [4,6]	3
MKT 2210	Fundamentals of Marketing [4,6]	3
	Hours	**9**
Year 2		
ACC 1100	Introductory Financial Accounting	3
GMGT 2010	Business Communications	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
Select 3 credit hours of Electives [7]		3
	Hours	**12**
Years 2-3		
ACC 1110	Introductory Managerial Accounting	3
FIN 2200	Corporate Finance [8]	3
HRIR 2440	Human Resource Management [8]	3
MIS 2000	Information Systems for Management [8]	3

MSCI 2150	Introduction to Management Sciences [8]	3
SCM 2160	Supply Chain and Operations Management [8]	3
	Hours	**18**
Year 3		
GMGT 3300	Commercial Law	3
Select 3 credit hours from International Business Requirement [9]		3
Select 3 credit hours from Ethics [10]		3
	Hours	**9**
Years 3-4		
Select 12 credit hours of Major courses		12
Select 15 credit hours of Business Options [11]		15
Select 12 credit hours of Electives [7]		12
	Hours	**39**
Year 4		
GMGT 4010	Administrative Policy	3
Select 3 credit hours from Alternative Management Studies [12]		3
	Hours	**6**
	Total Hours	**120**

Plan of Study Grid

1 Foundation Courses: All students regardless of admit type must complete these Foundation courses and achieve a minimum grade of "C" in each. These 24 credit hours are the minimum admission requirements for Track 1 transfer students (See applicant information bulletin for details).MATH 1510 may be chosen presented for admission as an alternative Math course.

2 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology or Sociology. Courses chosen for this requirement must be independent from courses taken to fulfil other degree requirements.

3 Students are required to complete a three credit hour course to satisfy the Written English "W" requirement, minimum grade of "C". The "W" course for the Foundation course requirement must be from a specific discipline (i.e., ARTS 1110, GMGT 1010 and GMGT 2010 are not considered to be from a specific discipline and therefore do not fulfil the Track 1/Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

4 GMGT 1010, GMGT 2060, GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

5 PHIL 1290 is a preferred elective in Year 1.

6 It is an option to complete either 3 credit hours in Year 1 and 6 credit hours in Year 2 or all 9 credit hours in Year 2.

7 The 15 credit hours of electives (taken over Years 2, 3 and 4) must include 3 credit hours at the 2000 level or higher, 3 credit hours of Written English "W", 6 credit hours at any level, and 3 credit hours of Business Options or electives at the 2000 level or higher.

[8] 12 credit hours from the following core course are to be completed in Year 2: ACC 1110, FIN 2200, HRIR 2440, MIS 2000, MSCI 2150, SCM 2160. Choose courses according to prerequisite requirements in your major. The remaining 6 credits are completed in the third year.

[9] International Business Requirement: Choose one of the following: INTB 2200, FIN 3450, HRIR 4520, MKT 3300, MKT 3240 (Cross-Cultural Brand Management Topic only) or SCM 3230

[10] Ethics requirement: Complete one of the following: PHIL 2290, PHIL 2750, PHIL 2790, PHIL 2830, GMGT 3030 or GMGT 3581. If a 6 credit hour course is chosen, 3 credit hours will count as electives.

[11] 15 credit hours of Business Options which must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. 12 credit hours of Business Options may be used to complete an optional second major.

Alternative Management Requirement: Complete one of the following: AGRI 3030 (Cooperatives in Business and Community topic only), ECON 2540, LABR 2300, INDG 3120, INDG 4220, INDG 4320, POLS 3250, POLS 3270, SOC 3838 or any one of the following Asper courses: GMGT 4210, LEAD 3030 or MKT 3246 (or the former MKT 3240 when titled Sustainability Marketing Topic only).
Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: INDG 3120, INDG 4220, INDG 4320 and POLS 3270. Students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

MODIFIED DEGREE REQUIREMENTS

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Effective for September 2023

Degree Requirements

Foundation Courses

All students regardless of admit type must complete the 30 credit hours of Foundation courses and achieve a minimum grade of "C" in each:

- ECON 1010 and ECON 1020
- MATH 1524
- STAT 1000 or STAT 1150
- Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Elective plus MATH 1300
- Select 3 credit hours of Written English "W" course
- Select 3 credit hours of non-Business Electives
- GMGT 1010

These 24 credit hours are the minimum admission requirements for Track 1 transfer students (see applicant information bulletin for details). MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 or MATH 1301 or MATH 1310 for admission and degree requirements.

Single Major Course Requirements for Direct Entry, Track 1 and Track 2 Students

The tables below list the Core courses that all Business students must complete. The courses are listed by year in a suggested sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5
IDM 2020	Introduction to Business Analytics [7]	3
SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**6**

Years 3-4		
Select one Major and Business Elective courses [9]		27
Select 12 -18 credit hours for the Major		
Select 9-15 credit hours of Business Electives		
Select 18 credit hours of Business or Non-Business Electives [10]		18
	Hours	**45**
Year 4		
GMGT 3300	Business Law	3
GMGT 4010	Administrative Policy [11]	3
	Hours	**6**
	Total Hours	**120**

1. MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1310 (C)).

2. 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

3. Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

4. GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

5. The former FIN 2200 may be substituted for FIN 2010.

6. It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

7. IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

8. The former SCM 3280 may be substituted for SCM 1000.

9. Major and Business Electives must total 27 credit hours. Business Electives must be at the 2000 Level or higher. See Major descriptions for full details

10. A minimum of 9 credit hours of Business Electives or Non-Business Elective courses must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

11. For Asper students following the curriculum prior to September 2023, the prerequisite

of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

Double Major Course Requirements for Direct Entry, Track 1 and Track 2 Students
The tables below list the Core courses that all Business students must complete. The courses are listed by year in a suggested sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5
IDM 2020	Introduction to Business Analytics [7]	3
SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**6**

Years 3-4

Select two Majors and Business Elective courses [9]		45
Select 12 -18 credit hours of courses for the first Major		
Select 12 -18 credit hours of courses for the second Major		
Select 0-3 credit hours of Business Electives. 3 credit hours of Business Electives are required if two 12 credit hour majors are declared. [10]		
Select 9-18 credit hours of Business or Non-Business Electives		
	Hours	**45**
Year 4		
GMGT 3300	Business Law	3
GMGT 4010	Administrative Policy [11]	3
	Hours	**6**
	Total Hours	**120**

1. MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1310 (C)).

2. 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

3. Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

4. GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

5. The former FIN 2200 may be substituted for FIN 2010.

6. It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

7. IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

8. The former SCM 3280 may be substituted for SCM 1000.

9. Major and Business Electives must total 42 credit hours. Business Electives must be at the 2000 Level or higher. See Major descriptions for full details.

10. A minimum of 9 credit hours of Business Electives or Non-Business Elective courses must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

[11] For Asper students following the curriculum prior to September 2023, the prerequisite of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

MODIFIED DEGREE REQUIREMENTS

Faculty of Management/I.H. Asper School of Business
Calendar Entry – Degree Requirements Index
Effective for September 2024

Degree Requirements

Foundation Courses

All students regardless of admit type must complete the 30 credit hours of Foundation courses and achieve a minimum grade of "C" in each:

- ECON 1010 and ECON 1020
- MATH 1524
- STAT 1000 or STAT 1150
- Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Elective plus MATH 1300
- Select 3 credit hours of Written English "W" course
- Select 3 credit hours of non-Business Electives
- GMGT 1010

These 24 credit hours are the minimum admission requirements for Track 1 transfer students (see applicant information bulletin for details). MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 or MATH 1301 or MATH 1310 for admission and degree requirements.

Single Major Course Requirements for Direct Entry, Track 1 and Track 2 Students

The tables below list the Core courses that all Business students must complete. The courses are listed by year in a suggested sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5
IDM 2020	Introduction to Business Analytics [7]	3
SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 2010	**Indigenous Peoples and Canadian Business**	**3**
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**9**

Years 3-4		
Select one Major and Business Elective courses [9]		27
Select 12 -18 credit hours for the Major		
Select 9-15 credit hours of Business Electives		
Select 15 credit hours of Business or Non-Business Electives [10]		15
	Hours	**42**
Year 4		
GMGT 3300	Business Law	3
GMGT 4010	Administrative Policy [11]	3
	Hours	**6**
	Total Hours	**120**

[1] MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1301 or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1301 (C) or MATH 1310 (C)).

[2] 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

[3] Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

[4] GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

[5] The former FIN 2200 may be substituted for FIN 2010.

[6] It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

[7] IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

[8] The former SCM 3280 may be substituted for SCM 1000.

[9] Major and Business Electives must total 27 credit hours. Business Electives must be at the 2000 Level or higher. See Major descriptions for full details.

[10] A minimum of 9 credit hours of Business Electives or Non-Business Elective courses must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

[11] For Asper students following the curriculum prior to September 2023, the prerequisite of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

Double Major Course Requirements for Direct Entry, Track 1 and Track 2 Students
The tables below list the Core courses that all Business students must complete. The courses are listed by year in a suggested sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5
IDM 2020	Introduction to Business Analytics [7]	3
SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 2010	**Indigenous Peoples and Canadian Business**	**3**
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**9**

Years 3-4		
Select two Majors and Business Elective courses [9]		42
Select 12 -18 credit hours of courses for the first Major		
Select 12 -18 credit hours of courses for the second Major		
Select 0-3 credit hours of Business Electives. 3 credit hours of Business Electives are required if two 12 credit hour majors are declared.		
Select 9-15 credit hours of Business or Non-Business Electives [10]		
	Hours	**42**
Year 4		
GMGT 3300	Business Law	3
GMGT 4010	Administrative Policy [11]	3
	Hours	**6**
	Total Hours	**120**

[1] MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1301 or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1301 (C) or MATH 1310 (C)).

[2] 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

[3] Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

[4] GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

[5] The former FIN 2200 may be substituted for FIN 2010.

[6] It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

[7] IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

[8] The former SCM 3280 may be substituted for SCM 1000.

[9] Major and Business Electives must total 42 credit hours. Business Electives must be at the 2000 Level or higher. See Major descriptions for full details."

[10] A minimum of 9 credit hours of Business Electives or Non-Business Elective courses

must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

[11] For Asper students following the curriculum prior to September 2023, the prerequisite of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

Faculty of Management/I.H. Asper School of Business
Program Modification for Accounting Major
Accounting and Finance Department
Effective Fall 2023

Specific Requirements for the Major

The Accounting Major consists of **18 credit hours from**:

Course	Title	Hours
ACC 2010	Intermediate Accounting - Assets (C)	3
ACC 2020	Intermediate Accounting - Equities (C)	3
ACC 3040	Cost Accounting (C)	3
ACC 4030	Accounting Theory (C)	3
Select 6 credit hours from the following:		**6**
ACC 3010	**Data Analytics in Accounting (C)**	
ACC 3030	**Advanced Financial Accounting (C)**	
ACC 3080	**Canadian Income Tax (C)**	
ACC 3530	**Accounting Information Systems (C)**	
ACC 4010	**Auditing (C)**	
ACC 4040	**Advanced Managerial Accounting (C)**	
Total Hours		**18**

Note:

To graduate with an Accounting Major, it is a requirement that students have a minimum of C+ in the prerequisite courses of ACC 1100 and ACC 1110 and a minimum grade of C in each of the Accounting courses used towards the major.

Faculty of Management/I.H. Asper School of Business
Program Modification for Actuarial Mathematics Major
Warren Centre for Actuarial Sciences & Research
Effective Fall 2023

Specific Requirements for the Major

The Actuarial Mathematics Major consists of **15 credit hours from**:

Course	**Title**	**Hours**
Select **15**~~12~~ credit hours from the following:		**15**~~12~~
~~ACT 2020~~	~~Economic and Financial Applications~~	
ACT 2120	Interest Theory	
ACT 3130	Actuarial Models 1	
ACT 3230	Actuarial Models 2	
~~ACT 3340~~	~~Financial Derivatives for Actuarial Practice~~	
ACT 4010	Regression Modeling in Actuarial Science	
ACT 4020	Short Term Actuarial Mathematics I	
ACT 4030	Short Term Actuarial Mathematics II	
ACT 4040	**Time Series and Statistical Learning in Actuarial Science**	
Total Hours		**~~12~~ 15**

Notes:

~~1. ACT 4020 and ACT 4030 collectively satisfy the requirement for the Short-Term Actuarial Mathematics Exam by the Society of Actuaries.~~

1. Students declaring Actuarial Mathematics as their first major may take MATH 2720 as either a Business ~~Option~~ or Non-Business Elective.
2. ~~Students admitted to the Asper School of Business prior to the current academic year should refer to the Academic Calendar for the year in which they were admitted for the requirements for this major.~~

To graduate with an Actuarial Mathematics Major, students are required to attain a minimum grade of "C+" in all ~~12~~ **15** credit hours of Actuarial courses that will contribute to the Major.

~~If STAT 2150 is completed, this satisfies the prerequisite for FIN 3410. Alternatively, STAT 2000 is a recommended elective as a prerequisite for FIN 3410.~~

Prior to registration, all students interested in or enrolled in Actuarial Mathematics ~~should~~ are highly encouraged to consult the Director of the Warren Centre or an Undergraduate Program Advisor for program planning advice.

Faculty of Management/I.H. Asper School of Business
Program Modification for Entrepreneurship/Small Business Major
New Name: Entrepreneurship and Innovation Major
Business Administration Department
Effective Fall 2023

Specific Requirements for the Major

The Entrepreneurship~~/Small Business~~ **and Innovation** Major consists of **12 credit hours from**:

Course	Title	Hours
~~ENTR 3100~~	~~Small Business Management~~	~~3~~
~~ENTR 4100~~	~~New Venture Analysis~~	~~3~~
~~FIN 3240~~	~~Entrepreneurial Finance~~	~~3~~
ENTR 3060	**Creative and Entrepreneurial Thinking**	**3**
Select ~~one~~ ~~of~~ **any 9 credit hours from the following:**		**9**
~~ENTR 3102~~	~~Technological Entrepreneurship~~	
~~ENTR 3104~~	~~Selected Topics in Small Business/Entrepreneurship~~	
~~ENTR 3106~~	~~Family Business Management~~	
FIN 3240	**Entrepreneurial Finance**	
LEAD 3020	**Team Building and Diversity**	
Any 3000-4000 level ENTR course		
Total Hours		**12**

~~Effective September 2019, along with all existing course prerequisites, ENTR 2030 (C) will be added to the following Entrepreneurship courses: ENTR 3100, ENTR 3102, ENTR 3104, ENTR 3106, and ENTR 4100. The prerequisite to ENTR 2030 is GMGT 1010 (D).~~

Faculty of Management/I.H. Asper School of Business
Program Modification for Finance Major
Accounting and Finance Department
Effective Fall 2023

Specific Requirements for the Major

The Finance major consists of **18 credit hours from**:

Course	Title	Hours
FIN 2420	**Financial Risk Management**[1]	**3**
FIN 3410	Investments ~~[1]~~	3
FIN 3480	Corporate Finance Theory and Practice ~~[2,3]~~	3
FIN 4400	Financial Management Practices [2]	3
STAT 2000	**Basic Statistical Analysis 2**	**3**
Select one Approved ~~Elective~~ **Finance Option**		3
Total Hours		**~~12~~ 18**

~~[1] The prerequisites for FIN 3410, FIN 3460 and FIN 3480 are: [FIN 2200 (C+), MATH 1220 (C) or MATH 1300 (C) or MATH 1310 (C)] , and [STAT 2000 (C) or STAT 2150 (C)].~~

~~[2] The prerequisite for FIN 4400 is FIN 3480 (D).~~

~~[3] Capstone Course: FIN 4400~~

Notes:

1. **Minimum grade of C+ is required for (FIN 2010 or FIN 2200) and FIN 2420**
2. **FIN 4400 Financial Management Practices is the capstone course for the Finance Major and cannot be taken elsewhere on a Letter of Permission.**

APPROVED FINANCE ~~ELECTIVES~~ OPTIONS

Course	Title	Hours
FIN 3010	**Fixed Income Securities**	**3**
FIN 3020	**Portfolio Management**	**3**
FIN 3030	**Professional Financial Ethics**	**3**
FIN 3400	Investment Banking	3
FIN 3420	Security Analysis	3
FIN 3450	International Finance	3
FIN 3460	Financial Markets and Institutions ~~[2]~~	3
FIN 4240	Financial Modeling	3
FIN 4250	Behavioral Finance	3
FIN 4260	Advanced Finance Theory	3
FIN 4270	Options and Futures	3

~~[1]~~ ~~The prerequisites for FIN 3410, FIN 3460 and FIN 3480 are FIN 2200 (C+), MATH 1220 (C) or MATH 1300 (C) or MATH 1310 (C)], and [STAT 2000 (C) or STAT 2150 (C)].~~

~~To graduate with a Finance Major, a minimum grade of C+ in the prerequisite course~~**~~s~~** ~~of~~ **~~(~~**~~FIN 2200~~**~~)~~**

Faculty of Management/I.H. Asper School of Business
Program Modification for Generalist Major
Effective Fall 2023

Specific Requirements for the Major

The Generalist Major consists of **12 credit hours that must include** one course from the required list of courses from four different Majors (i.e., Options that are not part of a Major's required course requirements are not eligible for the Generalist Major).

Course	Title	Hours
Select 12 credit hours from the following:		**12**
Accounting		
ACC 2010	Intermediate Accounting - Assets (C)	3
ACC 2020	Intermediate Accounting - Equities (C)	3
ACC 3040	Cost Accounting (C)	3
ACC 4030	Accounting Theory (C)	3
Actuarial Mathematics		
~~ACT 2020~~	~~Economic and Financial Applications~~	~~3~~
ACT 2120	Interest Theory	3
ACT 3130	Actuarial Models 1	3
ACT 3230	Actuarial Models 2	3
~~ACT 3340~~	~~Financial Derivatives for Actuarial Practice~~	~~3~~
ACT 4010	Regression Modeling in Actuarial Science	3
ACT 4020	Short Term Actuarial Mathematics I	3
ACT 4030	Short Term Actuarial Mathematics II	3
ACT 4040	**Time Series and Statistical Learning in Actuarial Science**	**3**
Business Analytics		
MIS 3020	**Programming for Business**	**3**
MIS 3500	**Database Management Systems**	**3**
Entrepreneurship~~/Small Business~~ and Innovation		
ENTR 3060	**Creative and Entrepreneurial Thinking**	**3**
~~ENTR 3100~~	~~Small Business Management~~	~~3~~
~~ENTR 4100~~	~~New Venture Analysis~~	~~3~~
~~FIN 3240~~	~~Entrepreneurial Finance~~	~~3~~
Finance		
FIN 2420	**Financial Risk Management**[1]	**3**
FIN 3410	Investments[1]	3
FIN 3480	Corporate Finance Theory and Practice[1]	3
FIN 4400	Financial Management Practices	3
Human Resource Management/Industrial Relations		
HRIR 3450	Labour and Employment Relations	3
Indigenous Business Studies		
INDG 3120	Exploring Indigenous Economic Perspectives	3
INDG 4320	Indigenous Economic Leadership	3
~~**International Business**~~		

~~FIN 3450~~	~~International Finance~~	~~3~~
~~INTB 2200~~	~~International Management~~	~~3~~
~~HRIR 4520~~	~~Comparative Industrial Relations and Human Resource Management~~	~~3~~
~~MKT 3300~~	~~International Marketing~~	~~3~~
~~Leadership and Organizations~~		
~~GMGT 3010~~	~~Management Decision-Making~~	~~3~~
~~LEAD 3010~~	~~Negotiation and Conflict Management~~	~~3~~
~~LEAD 3020~~	~~Team Building and Diversity~~	~~3~~
~~LEAD 3030~~	~~Corporate, Social, and Environmental Responsibility~~	~~3~~
~~LEAD 3040~~	~~Special Topics in Leadership and Organization~~	~~3~~
~~LEAD 4010~~	~~Leading Change~~	~~3~~
~~LEAD 4020~~	~~Leadership, Power and Politics in Organizations~~	~~3~~
~~Logistics and~~ Supply Chain Management and Logistics		
SCM 2230	**Introduction to Supply Chain Management**	**3**
~~SCM 2210~~	~~Transportation Principles~~	~~3~~
~~SCM 2230~~	~~Introduction to Supply Chain Management~~	~~3~~
~~SCM 3360~~	~~Supply Chain Logistics~~	~~3~~
~~Management Information Systems~~		
~~MIS 3500~~	~~Database Management Systems~~	~~3~~
~~MIS 3510~~	~~Systems Analysis and Design~~	~~3~~
~~MIS 3520~~	~~Data Communications and Networking~~	~~3~~
~~MIS 4500~~	~~Management Information Systems Strategy~~	~~3~~
Marketing		
MKT 3220	Marketing Research	3
MKT 3230	Consumer Behaviour	3
MKT 3248	**Digital Marketing**	**3**
MKT 3390	Integrated Marketing Communications	3
MKT 4210	Strategic Marketing	3
~~Operational Research/Operations Management~~		
~~MSCI 3400~~	~~Intermediate Management Science~~	~~3~~
~~OPM 3650~~	~~Management of Quality and Reliability~~	~~3~~
~~OPM 3660~~	~~Operations Management in Service Organizations~~	~~3~~
~~OPM 3670~~	~~POM Project in Industry~~	~~3~~
~~MSCI 4220~~	~~Management Science Models in Business and Industry~~	~~3~~
~~OPM 4620~~	~~Production Management Seminar~~	~~3~~
Strategy and Global Business		
LEAD 4010	**Leading Change**	**3**
SGMT 3060	**Strategic Thinking and Cross-Functional Management**	**3**
SGMT 3070	**Current Issues in Strategy and Global Management**	**3**
Total Hours		**12**

Note.

[1] STAT 2000 (C) is required as a prerequisite for FIN 2420, FIN 3410 and FIN 3480.

Faculty of Management/I.H. Asper School of Business
Calendar Entry – Indigenous Business Studies Major
Effective for September 2023

Specific Requirements for the Major

The Indigenous Business Studies Major consists of **12 credit hours from**:

Course	Title	Hours
INDG 3120	Exploring Indigenous Economic Perspectives[1]	3
INDG 4320	Indigenous Economic Leadership[1]	3
Select 3 credit hours from List A		3
Select 3 credit hours from List A (not already taken) or from List B		3
Total Hours		**12**

LIST A

Course	Title	Hours
ACC 3040	Cost Accounting	3
ENTR 3100	Small Business Management	3
ENTR 4100	New Venture Analysis	3
FIN 3270	Personal Financial Planning	3
FIN 3240	Entrepreneurial Finance	3
HRIR 4410	Staffing and Management Development	3
LEAD 2010	Learning to Lead	3

LIST B[1]

Course	Title	Hours
~~INDG 2100~~	~~Indigenous Spirituality~~	~~3~~
INDG 2110	Introduction to Indigenous Community Development	3
INDG 2220	Indigenous Societies and the Political Process	3
INDG 2530	**Introduction to Indigenous Theory**	**3**
INDG 3100	Indigenous Healing Ways	3
INDG 3160	Fundraising for Indigenous Organizations	3
INDG 3310	Canadian Law and Indigenous Peoples	3
INDG 3360	Indigenous Women of Canada	3
INDG 3370	Political Development in the North	3
INDG 4200	First Nations' Government	3
INDG 4220	Environment, Economy and Aboriginal Peoples	3

Notes:

1. **Students are recommended to take INDG 1220 and/or INDG 1240 as part of their non-business electives.**

2. Students interest in the Indigenous Business Studies Major **generally**, are encouraged to discuss course options with an Asper Program Advisor as not all courses are offered every year.

Faculty of Management/I.H. Asper School of Business
Program Modification for International Business Major
Business Administration Department
Effective Fall 2023

Specific Requirements for the Major

The International Business Major consists of **12 credit hours from**:

Course	Title	Hours
FIN 3450	International Finance	3
~~INTB 2200~~	~~International Management~~	~~3~~
SGMT 2200	**Global Management**	**3**
HRIR 4520	Comparative Industrial Relations and Human Resource Management	3
MKT 3300	International Marketing	3
Total Hours		**12**

Note:

The former INTB 2200 International Management may be used in place of SGMT 2200.

One of the above four courses may be used in the core program; therefore the major will be comprised of the remaining three courses plus one course from the following list: MKT 3240 (Cross-Cultural Brand Management topic only), or SCM 3230.

Students majoring in International Business are permitted to take 12 credit hours of a foreign language and/or courses with an international focus from an approved list and have these non-business courses count as Business Options. The list is available in the Undergraduate Program Office.

Faculty of Management/I.H. Asper School of Business
Program Modification for Management Information Systems Major
Accounting and Finance Department
Effective Fall 2023

Specific Requirements for the Major

The Management Information Systems Major consists of **12 credit hours from**:

Course	Title	Hours
MIS 3500	Database Management Systems	3
MIS 3510	Systems Analysis and Design	3
MIS 3520	Data Communications and Networking	3
MIS 4500	Management Information Systems Strategy	3
Total Hours		**12**

Notes:
To graduate with the MIS Major, it is a requirement that students have a minimum C+ in the prerequisite course of **the former** MIS 2000 **or MIS 2001 or a minimum grade of C or better in IDM 2020**.

~~MIS 3510 (D) and COMP 1010 (C) are prerequisites for the required MIS 3500 course.~~

Options available in this area are ACC 3530 and MIS 4250.

~~Students interested in pursuing the Management Information Systems Major are encouraged to take MIS 2000 in the second year of the four-year program since it is a prerequisite to advanced courses in the area.~~

Students interested in pursuing the Management Information Systems Major are also encouraged, but not required, to complete COMP 1020.

Capstone Course: MIS 4500.

Faculty of Management/I.H. Asper School of Business
Program Modification for Marketing Major
Marketing Department
Effective Fall 2023

Specific Requirements for the Major

The Marketing Major consists of **15 credit hours from**:

Course	Title	Hours
MKT 3220	Marketing Research	3
MKT 3230	Consumer Behaviour	3
MKT 3248	**Digital Marketing**	**3**
MKT 3390	Integrated Marketing Communications	3
MKT 4210	Marketing Management[1]	3
Total Hours		**15**

Note:

[1] MKT 4210 Marketing Management is the capstone course for the Marketing major and cannot be taken elsewhere on a Letter of Permission.

~~Students admitted to the Asper School of Business prior to September 2019 should refer to the Archived Academic Calendar for the year in which they were admitted for the requirements for this major.~~

~~Students admitted to the Asper School of Business prior to September 2019 and following the old Marketing Major will be permitted to use MKT 3248 as one of the list of additional Marketing courses for their major.~~

Faculty of Management/I.H. Asper School of Business
Program Modification for Logistics and Supply Chain Management Major
Name Change: Supply Chain Management and Logistics Major
Supply Chain Management Department
Effective Fall 2023

Specific Requirements for the Major

The ~~Logistics and~~ Supply Chain Management **and Logistics** Major consists of **15 credit hours from**:

Course	Title	Hours
SCM 2230	**Introduction to Supply Chain Management**	**3**
Select 9 credit hours from:		
SCM 2210	Transportation Principles	~~3~~
~~SCM 2230~~	~~Introduction to Supply Chain Management~~	~~3~~
SCM 3240	**Supply Chain Analytics**	**3**
SCM 3260	**Supply Chain Sustainability**	**3**
SCM 3360	Supply Chain Logistics	3
Plus one additional 3 credit hour SCM or OPM course at the 2000 level or higher. ~~Select one Supply Chain Management Elective~~		3
Total Hours		**15**

~~**SUPPLY CHAIN MANAGEMENT ELECTIVES**~~

~~Course~~	~~Title~~	~~Hours~~
~~SCM 2210~~	~~Transportation Principles~~	~~3~~
~~SCM 2220~~	~~Selected Topics in Logistics and Transportation~~	~~3~~
~~SCM 2240~~	~~Purchasing and Supply Management~~	~~3~~
~~SCM 2260~~	~~Transportation Strategy and Policy~~	~~3~~
~~SCM 3220~~	~~Introduction to Business Process Management~~	~~3~~
~~SCM 3230~~	~~Global Supply Chains~~	~~3~~
~~SCM 3240~~	~~Supply Chain Analytics~~	~~3~~
~~SCM 3250~~	~~Airline Business~~	~~3~~
~~SCM 3260~~	~~Supply Chain Sustainability~~	~~3~~
~~SCM 3270~~	~~Lean Management~~	~~3~~
~~SCM 3280~~	~~Advanced Project Management in Supply Chain~~	~~3~~
~~SCM 3360~~	~~Supply Chain Logistics~~	~~3~~

~~**RECOMMENDED BUSINESS OPTIONS OR ELECTIVES IN THIS AREA**~~

~~Course~~	~~Title~~	~~Hours~~
~~MIS 3500~~	~~Database Management Systems~~	~~3~~
~~MIS 3510~~	~~Systems Analysis and Design~~	~~3~~
~~INTB 2200~~	~~International Management~~	~~3~~
~~HRIR 3450~~	~~Labour and Employment Relations~~	~~3~~
~~GMGT 3160~~	~~Managerial Economics~~	~~3~~
~~MSCI 3400~~	~~Intermediate Management Science~~	~~3~~
~~IDM 4050~~	~~Readings in Management~~	~~3~~

Course	Title	Hours
IDM 4070	Management Research 1	3
IDM 4080	Management Research 2	3
MKT 3220	Marketing Research	3
MKT 3340	Services Marketing	3
ECON 2010	Microeconomic Theory 1	3
ECON 3010	Microeconomic Theory 2	3

LEADERSHIP FOR BUSINESS AND ORGANIZATIONS MINOR FOR NON-BUSINESS STUDENTS

The Minor in Leadership for Business and Organizations is offered to non-Management students whose ~~f~~**F**aculties permit a Minor. The minor combines subject knowledge with conceptual organizational knowledge and competencies in leading teams, conflict resolution, organizational change, negotiations as well as corporate responsibility and other leadership components that facilitate and support personal, work group and organizational success.

A limited number of seats in this minor will be available each year. Supplementary entrance requirements and enrolment limits may vary with a student's ~~f~~**F**aculty of registration. Students planning to enrol in this minor should consult a student advisor in their home ~~f~~**F**aculty.

The Minor in Leadership for Business and Organizations consists of 18 credit hours from the following:

Course	Title	Hours
GMGT 1010	Business and Society [1,2]	3
GMGT 2060	Management and Organizational Theory [1,2]	3
GMGT 2070	Introduction to Organizational Behaviour	3
LEAD 4010	Leading Change	3
Select 6 credit hours from the following:		6
GMGT 3010	Management Decision-Making	
LEAD 3010	Negotiation and Conflict Management	
LEAD 3020	Team Building and Diversity	
LEAD 3030	Corporate, Social, and Environmental Responsibility	
LEAD 4020	Leadership, Power and Politics in Organizations	
PSYC 2540	Social Psychology	
~~NATV~~ **INDG** 3350	Indigenous Organizations	
~~NATV~~ **INDG** 4320	Indigenous Economic Leadership	
Total Hours		**18**

Course List

1. Entrance to the Minor in Leadership for Business and Organizations is comprised of these two courses (6 credit hours of prerequisite courses) completed with a minimum grade of "C" or better. After entry to the minor students complete the remaining requirements.
2. Other Faculty specific entrance requirements may be required because of the limited seats available each year; students must consult a student advisor in their home ~~f~~**F**aculty for additional information.

Faculty of Management/I.H. Asper School of Business
Program Modification for Asper Co-op Program
Effective Fall 2023

Entrance Requirements and Selection Criteria for the Asper Co-op Program

Those applying to the Asper Co-op Program must have completed or obtained:

- All Bachelor of Commerce (Honours) admission requirements as specified in the University of Manitoba Undergraduate Calendar, the Asper School of Business.
- A minimum degree grade point average of 3.0 upon assessment of the Asper School of Business Bachelor of Commerce (Honours) Program.
- **Completion of IDM 1010 with a minimum grade of "C" prior to registration for IDM 2982 Co-op Work Term 1. Students admitted in the Asper Co-op program prior to September 2023 and are remaining in the curriculum as of their admission year, will not be required to take IDM 1010. These students will complete mandatory non-credit learning modules.**
- A minimum of 45 credit hours in the Bachelor of Commerce (Honours) Program, before commencing the student's first work term, and no fewer than 39 credit hours remaining in the Bachelor of Commerce (Honours) Program before the commencement of the first co-op work term.

In addition to the above requirements:

- An interview with the Co-op Office will be required for admission to the Asper Co-op Program and
- Applicants for the Asper Co-op Program will be evaluated based on a complete application.

  Note: Each year, 5 seats will be allotted to the Canadian Indigenous Ancestry Category. This category is intended for all First Nations, Métis, and Inuit applicants who have attained a minimum DGPA of 2.75 and met all other requirements for application to the Asper Co-op Program. Students wishing to be considered in the Canadian Indigenous Ancestry Category must indicate so in the appropriate section on the Asper Co-op Program Application Form. If students do not indicate this on the application form, they will not be eligible for consideration within this category. All applicants admitted under this category are required to register with the Indigenous Business Education Partners (IBEP) for a period of at least two academic terms following admission. Students who are unsure whether to apply under this category should consult with the Indigenous Business Education Partners (IBEP), 350 Drake Centre, phone (204) 474-7401. Proof of Indigenous Ancestry will be required to register for IBEP. Unfilled seats in this category will not be filled from outside the category and will not be transferred for use in future years.

If a student has been found to have deliberately falsified information in the application for the Asper Co-op Program, the matter will be immediately reported to the Associate Dean, Undergraduate Program as an allegation of academic dishonesty and handled according to the University Student Discipline Bylaw.

If, prior to acceptance into the Asper Co-op Program, it is found that the student has had an allegation of academic dishonesty upheld against them the student will no longer be eligible for entrance to the co-operative education option.

Students are advised that satisfying the minimum entrance requirements does not guarantee a place in the Asper Co-op Program. In the event that the demand for placements exceeds the number of places available or that appropriate levels of staffing of the co-op office are not available, a cap may be placed on the number of students accepted into the Asper Co-op Program. In such situations, the Asper School of Business reserves the right to determine and select the best qualified applicants.

Application Requirements for the Asper Co-op Program

In addition to the minimum requirements of the Asper School of Business, applicants for the Asper Co-op Program will be evaluated based on a complete application. This will include the following:

- A completed co-op application form and
- A completed Consent of Release of Personal Information form and
- A statement of purpose: The applicant must submit a statement outlining his/her motivations for participating in the Asper Co-op Program, and
- A group interview conducted by the Co-op Office.

Upon completion of the co-op application form and the group interview, each applicant's academic standing is verified by the Undergraduate Program Office.

Applications to the Asper Co-op Program must be received prior to the application deadline specified on the Co-op website, except by special permission from the Program Director. All completed applications must be submitted directly to the Co-operative Education Program Office.

Structure and Sequencing for the Asper Co-op Program

The Asper Co-op Program consists of both academic terms and co-op work terms.

Each academic term and each co-op work term will commence in January, May or September.

The sequence of academic terms and co-op work terms is variable to suit the needs of students and co-op employers and will be approved by the co-op office.

Students are expected to follow the academic/work term sequence defined by the Asper School of Business from admission through to graduation. **Students admitted in Fall 2023 or later into the Asper Co-op program will be required to complete IDM 1010 with a minimum grade of "C" in order to register for IDM 2982 Co-op Work Term 1. Students admitted before Fall 2023 will be required to complete mandatory non-credit hour learning modules in preparation for IDM 2982 Co-op Work Term 1.**

Work Term Requirements for the Asper Co-op Program

The Asper Co-op Program will include 12 months spent in co-op work terms with a co-op office approved employer. Normally, each co-op work term will be completed with one employer. Typically, the co-op work terms will be taken in three, 4-month-long co-op work terms; however, other schedules may also be approved on an as-needed basis.

A minimum grade of "C" is required in each co-op work term course. Students who fail to meet the minimum "C" grade in each of their co-op work term courses will be required to withdraw from the co-operative education program and have the following academic assessment noted on their transcript "Required to Withdraw from the Asper Co-op Program".

Asper Co-op students are required to submit at least three written co-op work term reports on their work term activities. These reports are due at times designated by the co-op office. The co-op office will provide students with instructions regarding the content and format requirements of the co-op work term reports.

Indications of unsatisfactory performance by a student on a work term will be thoroughly investigated by the co-op office. As a result of the investigation, if benefits from further professional training are questionable, the student may be required to withdraw from the Asper Co-op Program and the following academic assessment noted on their transcript "Required to Withdraw from the Asper Co-op Program". The student would then be assessed for eligibility to enter the regular B. Comm. (Honours) program (please refer to Withdrawal from the Asper Co-op Program for more information).

While on a co-op work term, a Cooperative Option student is not normally permitted to take more than three hours of academic credit. Students wishing to enroll in more than 3 credit hours while on a co-op work term must apply to the Co-op Faculty Advisor for permission to do so, including furnishing a letter from their co-op employer indicating that the employer approves of this exception; if approved a student may not take more than six hours of academic credit while on a work term and may not take more than one course at a time.

Academic Term Requirements for the Asper Co-op Program

Coursework requirements of the Asper Co-op Program are equivalent to the coursework requirements of the B. Comm.(Hons.) program with exception that each Co-op Work Term (Course IDM 2982, IDM 3982, IDM 4982) will receive 1 credit hour for each co-op work term course passed. Students passing all three co-op work term courses will be permitted to use the three co-op work term courses together as equivalent to three (3) credit hours of a 2000+ level, **~~or~~ higher**, Business Electives. **For students admitted in the Asper Co-op Program in Fall 2023 or later, completion of IDM 1010 with a grade of "C" is required prior to IDM 2982 Co-op Work Term 1**.

Students enrolled in the Asper Co-op Program are required to maintain satisfactory progress toward their B. Comm. (Honours) degree and be registered in a minimum of 9 credit hours between co-op work terms after admission to the Asper Co-op Program, unless back to back work terms have been approved by the co-op office.

While on a co-op work term, a Cooperative Option student is not normally permitted to take more than three hours of academic credit (please refer to Work Term Requirements for the Asper Co-op Program);

choosing to do so does not reduce the requirement of enrolment in a minimum of 9 credit hours in each academic term unless written permission is obtained from the co-op office.

Students whose degree G.P.A. falls below 2.0 in any given term are subject to withdrawal from the B. Comm. (Hons) program as per the Faculty Academic Regulations, Required to Withdraw from the Bachelor of Commerce (Honours) Program in the Asper Undergraduate Calendar.

To continue in the Asper Co-op Option a student's performance will be evaluated following each academic term to ensure standards are met for continuance in the Asper Co-op Program. The student must meet all academic degree and individual course prerequisites for further study, departmental continuation and graduation requirements. Continuation is also contingent upon satisfactory performance on co-op work terms (please refer to Work Term Requirements for the Asper Co-op Program)

Withdrawal from the Asper Co-op Program

Students may be required to withdraw from the Asper Co-op Program for any of the following reasons:

- Failure to maintain the minimum academic requirements of the Asper School of Business,
- Failure to maintain the minimum credit hour requirements of the academic term in the Asper Co-op Program,
- Failure to achieve a minimum grade of “C” on any work term,
- Unsatisfactory performance in the work place during a co-op work term (please refer to Work Term Requirements for the Asper Co-op Program),
- Failure to observe the ethical standards of the Asper School and the University in place at the time; including being found guilty of academic dishonesty, or
- When, in the opinion of the Co-op Director and Co-op Faculty Advisor, the student does not exhibit sufficient qualities of ability, skills, aptitudes, attitudes, diligence or motivation to complete the Asper Co-op Program successfully.

Students who have been required to withdraw from the Asper Co-op Program for either academic assessment reasons or other reasons will have the following academic assessment placed on their transcript: “Required to Withdraw from the Asper Co-op Program”.

A student who withdraws after participating in the recruitment period or after accepting a position with an employer for a co-op work term, without written approval of the Co-op Faculty Advisor or Co-op Director, will be withdrawn from the Asper Co-op Program and have the following academic assessment noted on their transcript "Required to Withdraw from the Asper Co-op Program.

Students who wish to withdraw voluntarily from the Asper Co-op Program may do so by written letter to the Co-op Director at any time prior to participating in the recruitment period through applications and/or interviews and prior to accepting a position for a co-op work term. Students may be granted permission to revert back to the regular Bachelor of Commerce (Honours) program without being required to withdraw.

Appeals for Exceptions to Academic and Non-Academic Regulations and Appeals in the Asper Co-op Program

Appeals to academic regulations relating to the Asper Co-operative Education Option (i.e., those relating to the entrance, continuing, and graduation requirements) will be processed in a similar manner to any other request for exception to academic regulations. Normally, the student's written request, accompanied by any supporting documentation, e.g. written notice of medical or compassionate circumstances, and a written recommendation from the Co-op Faculty Advisor with or the Co-op Director, will be directed to the Undergraduate Program Manager for either immediate disposition or to forward on to the Undergraduate Program Committee for its consideration.

Appeals to non-academic program-related issues should be resolved by contact with the Co-op Director, or the Co-op Faculty Advisor. Appeals related to non-academic entrance or continuance issues are the responsibility of the Co-op Director. If these appeals are not resolved to the student's satisfaction, the student may appeal in writing to the Undergraduate Program Committee through the Undergraduate Program Manager.

Graduation from the Asper Co-op Program

B.Comm.(Hons.) Cooperative Option students who are required to revert or voluntarily revert to an alternative degree program must fulfil all academic requirements of that degree.

To graduate from the Asper Co-op Program, students are required to meet the Bachelor of Commerce (Honours) Program graduation requirements as outlined in the Asper School of Business section of the University of Manitoba Undergraduate Calendar, plus completion of twelve months of co-op work terms (or a minimum of 3 approved co-op work terms) with each Co-op work term course having been assigned a "C" grade or better. Students passing all three co-op work term courses will be permitted to use the three co-op work term courses together as equivalent to three (3) credit hours of a 2000+ **level or higher, B**usiness Elective.

Faculty of Management/I.H. Asper School of Business
Calendar Entry – Faculty Academic Regulations
Effective for September 2023

Admission Requirements

The following is a summary of the admission requirements for the Bachelor of Commerce (Honours). Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been taken within the last 10 years. All admission requirements, as well as application deadline dates and forms, are included in the Applicant Information Bulletin that is available from the Admissions Office, 424 University Centre. This information is also posted on the University of Manitoba's website.

DIRECT ENTRY FROM HIGH SCHOOL

To be eligible to apply high school students must have:

1. Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit –University), with
2. A minimum 85% average over four courses: Pre-Calculus Math 40S, English 40S, and any two other 40S courses, and
3. A minimum 70% in each of the four courses noted in point 2 above, and
4. Applicants may require a higher average than stipulated in point 2 to be successful in the annual competition for admission.

See Applicant Bulletin for complete details.

ADVANCED ENTRY TRACK 1 ~~TRANSFER STUDENTS~~

The following is a summary of the admission requirements for the Bachelor of Commerce (Honours.) for **Advanced Entry** Track 1 ~~transfer students~~. Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been taken within the last 10 years. All admission Applicant Information Bulletin that is available from the Admissions Office, 424 University Centre. This information is also posted on the University of Manitoba's website.

Requirements (for **Advanced Entry** Track 1 ~~Transfer students~~) [1]

Course	Title	Hours
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
Select 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology [2]		6
Select one of the following[3]:		3
MATH 1520	Introductory Calculus for Management and Social Sciences [3]	
MATH 1500	Introduction to Calculus [3]	
MATH 1510	Applied Calculus [3]	
MATH 1230	Differential Calculus	
STAT 1000	Basic Statistical Analysis 1	3
or STAT 1150	Introduction to Statistics and Computing	
Select one 3 credit hour Written English ("W") course ~~from a specific discipline~~ [4]		3
Select 3 credit hours of **Non-Business** Electives [5]		3
Total Hours		**24**

[1] Students must achieve a minimum grade of "C" on each course listed below.

[2] Courses chosen for this requirement must be independent from courses taken to fulfill other degree requirements.

[3] MATH 1510 will be accepted as an alternate for MATH 1500 or the former MATH 1520 **or MATH 1230**.

[4] ARTS 1110, GMGT 1010 and GMGT 2010 **cannot be used toward this requirement.** ~~are not considered to be from a specific discipline~~.

[5] ~~Critical Thinking (Philosophy) PHIL 1290 is a preferred elective choice.~~

Minimum 24 credit hours completed by April 30. Although 24 credit hours is the minimum requirement for admission, a full year course load would require 30 credit hours; therefore, students only taking 24 credit hours for admission will need to pick up an extra 6 credit hours of course work once in the Asper School of Business.

~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business.~~

If students want to complete 30 credit hours in Year 1, students are recommended to take 6 credit hours from this suggested list of recommended courses:

Course	Title	Hours
GMGT 1010	Business and Society	3
Select one of the following:		3
~~GMGT 2060~~	~~Management and Organizational Theory~~	
GMGT 2070	Introduction to Organizational Behaviour	
MKT 2210	Fundamentals of Marketing	
Total Hours		**6**

Students must achieve a minimum grade of “C” on each course listed above. Admission in this category is competitive.

See Applicant Bulletin for complete details.

ADVANCED ENTRY TRACK 2 ~~TRANSFER STUDENTS~~

Applicants who are missing one or more of the **Advanced Entry** Track 1/Foundation course requirements may apply under **Advanced Entry** Track 2 provided they have met the following criteria: completed a minimum of 24 credit hours; achieved a minimum admission GPA of 3.1; and achieved a minimum grade of “C” on each course comprising the 24 credit hours. **Advanced Entry** Track 2 applicants are encouraged to complete all outstanding **Advanced Entry** Track 1/Foundation required courses during their first year after admission to the Asper School of Business.

Minimum 24 credit hours completed by April 30. Although 24 credit hours is the minimum requirement for admission, a full year course load would require 30 credit hours; therefore, students only taking 24 credit hours for admission will need to pick up an extra 6 credit hours of course work once in the Asper School of Business.

Students must achieve a minimum grade of “C” on each course listed above. Admission in this category is competitive.

~~**Note:** The prerequisite for MATH 1520 or MATH 1500 is a 60% in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of “C” in the MSKL 0100 course taught by Extended Education; the prerequisite for MATH 1230 is a 70% in Pre-calculus Mathematics 40S or the MSKL 0100 offered by Extended Education (B).~~
~~**Note:** The prerequisite for STAT 1150 is a 70% in Pre-calculus Mathematics 40S or the MSKL 0100 offered by Extended Education (B).~~
~~See Applicant Bulletin for complete details.~~

OTHER REQUIREMENTS

High school prerequisite: Grade 12 Pre-Calculus Mathematics 40S (or equivalent, with a minimum 60%). All students planning to enter the Bachelor of Commerce (Honours) program must obtain a minimum of 60% in Grade 12 Pre-Calculus Mathematics 40S (or equivalent) in order to complete all degree requirements.

The Written English and Mathematics requirements are satisfied by **Advanced Entry** Track 1/Foundation courses.

Minimum AGPA (admissions grade point average) for consideration: 2.0 for **Advanced Entry** Track 1 applicants; 3.1 for **Advanced Entry** Track 2 applicants.

Admission to the Asper School of Business is limited to an annual quota and is competitive.

The Bachelor of Commerce (Honours) program does not have a Mature Student Category for admission.

All students seeking admission to the Bachelor of Commerce (Honours) program must first complete either the Direct Entry, **Advanced Entry** Track 1 or **Advanced Entry** Track 2 requirements.

The Bachelor of Commerce also **has** ~~have~~ *Special Consideration* and *Canadian Indigenous Ancestry* categories of admission. See Applicant Bulletin for complete details.

NON-BUSINESS ELECTIVES

A Non-Business Elective is any course freely chosen by the student from courses taught in the degree programs of other Faculties and Schools, excluding the Asper School of Business (or equivalent).

ADVANCE STANDING: TRANSFER AND SECOND DEGREE STUDENTS

Students who do not meet the eligibility requirements for admission after their first year of University can spend another year (or more) in another ~~f~~**F**aculty, complete the eligibility requirements, and then apply (or re-apply) for admission. Students who complete additional course credits beyond the **Advanced Entry** Track 1/Foundation or **Advanced Entry** Track 2 requirements are eligible to receive applicable advance standing upon admission to the Asper School of Business.

The following regulations apply to students who must (or choose to) take more than one year to qualify for admission to the Asper School of Business.

All transfer and second degree students will be required to:

- Meet the admission requirements of **Advanced Entry** Track 1 or **Advanced Entry** Track 2 in the year of application.
- Complete all 120 credit hours required in the Bachelor of Commerce (Honours) program, including the 24 credit hours that comprise the specific **Advanced Entry** Track 1/Foundation course requirements, the Core requirements, the course requirements for one Major, Business ~~Options~~ **Electives**, and **Non-Business** Elective courses. ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business~~. After admission to the Asper School, students in **Advanced Entry** Track 2 must complete all outstanding courses listed in the **Advanced Entry** Track 1/Foundation course requirements and achieve a minimum grade of "C" in each course.

Students who are admitted to the Asper School of Business who have completed more than the minimum 24 credit hours requirement of **Advanced Entry** Track 1/Foundation course or **Advanced Entry** Track 2 may be eligible to receive transfer credit for the additional work completed, provided the additional course work is creditable toward the degree requirements of the Bachelor of Commerce (Honours).

Students who are admitted to the Asper School of Business following the completion of another degree program are eligible to receive a maximum of 60 hours of transfer credit for applicable courses completed as part of their first degree. Students who, within their first degree, have more than 60 hours of transferable credits would be required to take substitute courses for credits in excess of the 60 hour limit on transfer.

Students who have a degree and in addition have completed further courses at the University of Manitoba which are applicable to the B.Comm.(Hons.) program that were not used for credit toward their first degree may receive additional transfer credit for that work.

Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been taken within the last 10 years.

Students are encouraged to contact a Undergraduate Program Advisor in the Undergraduate Program Office for information on how to optimize their transfer credit and advance standing.

See Applicant Bulletin for detailed information on admission requirements.

~~ADMISSION REQUIREMENTS FROM JOINT PROGRAMS WITH MANITOBA COLLEGES~~

~~The Asper School of Business has established Joint Programs with Red River College, Assiniboine Community College, University College of the North, and école technique et~~

professionnelle. Graduates of the Business Administration Diploma (University Stream) from these three four colleges are eligible to apply directly to the Asper School of Business.

Successful applicants will receive either block transfer credit or direct transfer credit for their courses completed in the Business Administration Diploma and are required to complete specified courses at the University of Manitoba in order to receive the Bachelor of Commerce (Honours) degree. Requirements for these entry routes are found in the Programs tab listed above. Admission to each Joint Program is limited to an annual quota and is competitive.

See Applicant Bulletin for detailed information on admission requirements.

Academic Regulations

All students are asked to note that some academic policies and regulations are under review and are subject to change. Please check the Undergraduate Program Office for updated information.

The provisions of the General Academic Regulations, and the University Policies and Procedures, apply to all students. In addition, the Asper School of Business has regulations and requirements, published below, which apply specifically to its students and to non-business students taking business courses.

CALCULATION OF THE CUMULATIVE GPA

The computation of the cumulative GPA is the same as that described in the General Academic Regulations.

CHANGES IN PROGRAM REQUIREMENTS

Once students are admitted to the Asper School and have successfully completed any portion of the program, they will not be required to meet new course requirements subsequently stipulated for that portion of the program, whether the requirements be for the f**F**aculty or for an individual major.

COMPLETING TWO MAJORS (SECOND MAJOR)

Students Wishing to Complete Two Majors

The Asper School allows students to declare two Majors.

Note the following Asper School of Business policy: "Students will not be given any registration priority for a second major." The Asper School of Business cannot guarantee that students will obtain space in the courses they would like for a second major. Please refer to Business Option **Elective** or **Non-Business** Elective.

Students who have completed all the requirements or who have all the courses in registration for a major are not permitted to formally declare a different major unless there is space in the courses needed to complete the different major. Students are not permitted to declare a different major in order to obtain space in full courses.

In the event a course is any one of the electives in two different majors, that course may not be used to satisfy both major requirements. The student may use that course to satisfy the requirements of one major but must take a different course from the list of business electives in the second major.

~~**COURSE SELECTION AND REQUIREMENTS**~~

~~All students are limited to a maximum of six credit hours of IDM 4050, IDM 4070, and IDM 4080. These courses are considered Business Options, rather than as part of any Major.~~
~~ACC 3080, FIN 3270, and FIN 3440 are also considered general Options. They are not part of any major.~~

DEGREE GPA REQUIREMENT FOR GRADUATION

Students admitted to the Asper School of Business must achieve a minimum degree GPA of 2.00 on all 120 credit hours required in the Bachelor of Commerce (Honours) degree program. Students must also achieve a minimum grade of “D” or better in each course except for the individual courses required in the **Advanced Entry** Track 1/Foundation course requirements that require a grade of “C” or better in each course and/or specified core courses in certain majors.

All **Advanced Entry** Track 1/Foundation courses, Core courses, Major courses, Business ~~Options~~ **Electives**, and **Non-Business** Electives applicable to the Bachelor of Commerce (Honours) degree requirements, as well as the grades achieved in each course, are transferred into the Asper School of Business and are included in the degree GPA. ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business (or equivalent).~~

ELIGIBILITY REQUIREMENTS FOR AWARDS

To be eligible for the Dean’s Honours List a student must complete a minimum of 12 credit hours of courses at the University of Manitoba during one academic term and achieve a term GPA of at least 3.50. Students participating in approved International Exchange Programs may be eligible for the Dean’s Honour List.

To be eligible for most awards, a student must complete a minimum of 24 credit hours of courses at the University of Manitoba during an academic year consisting of consecutive Fall and Winter terms. Co-operative Education students are eligible to

apply for most awards; please check the Asper Undergraduate Program web site and/or with the Financial Aid and Awards Office for more information on the eligibility requirements for Co-operative Education students.

The degree “With Distinction” will be awarded to all students graduating with the Bachelor of Commerce (Honours) Degree who attain a degree GPA of 3.80 or better on the following criteria: students admitted to the Asper School of Business in 2011 and thereafter will have their degree GPA determined on the basis of all courses which form a part of the 120 credit hours required in the four-year degree program.

The University Gold Medal, Silver Medal and Bronze Medal in Business shall be awarded annually. The candidate for the one medal may be a graduate from either the Bachelor of Commerce (Honours) or the Bachelor of Commerce (Honours) [Co-operative Education Option]. Students graduating in October, February, and May are eligible for these awards in Business which shall be awarded annually at the ~~s~~**S**pring convocation.

Students interested in the detailed terms of reference for the University Gold Medal in Business or who are interested in bursaries, awards and scholarships should contact the Undergraduate Program Office in Asper or the University’s Financial Aid and Awards Office.

EVENING OR WEEKEND PROGRAM

The Asper School of Business does not offer an evening **or weekend** program. Although a limited number of business courses may be offered in evening or weekend time slots during ~~both~~ the ~~Regular and Summer Sessions~~ **Fall, Winter and Summer terms**, it is not possible to complete all the course requirements of the Bachelor of Commerce (Honours) program without ~~recourse to~~ **weekday** ~~daytime~~ attendance.

EXAMINATION REGULATIONS

The ~~f~~**F**aculty adheres to the University Policy and Procedures Final Examinations and Final Grades Policy and Procedure. ~~For particular examination regulations, including deferred examinations, pertinent to the Faculty, students are referred to the pamphlet, Examination Regulations for the Asper School of Business, available from the Undergraduate Program Office. The f~~**F**~~aculty does not offer supplemental examinations. The f~~**F**~~aculty does not offer Challenge for Credit examinations.~~

LETTER OF PERMISSION TO TAKE COURSES AT ANOTHER UNIVERSITY FOR TRANSFER OF CREDIT

Students wishing to complete courses at another institution for credit at the University of Manitoba will apply for written permission from the ~~Registrar’s~~Office **of the Registrar and Enrolment Services** prior to registering at the other institution. Students should apply for the Letter of Permission at least 4-6 weeks in advance.

To be eligible to take courses on a Letter of Permission, a Business student must:

1. be applying to take a course not currently offered by Asper (when applying to take a course transferred as an Asper course) in the term for which they are applying and
2. have completed a minimum of 24 credit hours in the Asper School of Business in addition to any transfer credits received upon admission.

Students (including Asper students on an exchange program) will not be granted a Letter of Permission for capstone courses of the Bachelor of Commerce (Honours) Program or capstone courses in its majors (regardless if the course is or is not being offered in any term).

See the on-line University of Manitoba "Academic Calendar and Catalog", Faculty of Management/I.H. Asper School of Business, Program and Graduation Requirements, Program Requirements for Majors, for the defined capstone courses of the Bachelor of Commerce (Honours) program and capstone courses in its majors.

MAXIMUM COURSE LOAD/MINIMUM COURSE LOAD

Students are not permitted to take more than 18 credit hours during an academic term without permission from the Undergraduate Program Manager.

Students enrolled in the Asper Co-op Option must register in a minimum of 9 credit hours between co-op work terms, unless written permission is obtained from the co-op office to complete back to back work terms (see Academic Term Requirements for the Asper Co-op Program).

While on a co-op work term, a Cooperative Option student is not normally permitted to take more than three hours of academic credit and may not take more than one course at a time (see Work Term Requirements for the Asper Co-op Program).

PLAGIARISM, CHEATING AND PERSONATION

The Asper School of Business has adopted the Senate definition and policy on plagiarism, cheating and personation as described in the General Academic Regulations . A student found guilty of participating in any of these activities is subject to serious academic penalty~~and possible prosecution under the Canadian Criminal Code~~.

PREREQUISITE REQUIREMENTS

Prerequisite requirements must be met for entry into and continuance in the ~~f~~**F**aculty.

Students must also meet all individual course prerequisites for further study in the program.

A passing grade is acceptable for prerequisite purposes for courses offered by the Asper School of Business unless a higher grade is called for in the course description.

PROBATION REGULATIONS

Maximum Number of Failures

Each student in the Asper School of Business is permitted a maximum of 15 credit hours of failures. If a student has more than 15 credit hours of failed courses ~~and~~ **but has** a ~~d~~**D**egree ~~g~~**G**rade ~~p~~**P**oint ~~a~~**A**verage (DGPA) of 2.00 or higher, the student will be placed on Probation and have a formal academic assessment of “On Probation” automatically placed on their academic record. Such students will be subject to the course load and performance requirements of the Probation Program.

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or see Academic Policies and Procedures on the Asper School of Business website.

Probation Program

Students in academic jeopardy should carefully monitor each term’s academic results. Students placed on Probation, will immediately be placed on “hold” in the Asper School of Business and have a formal academic assessment of “On Probation” added to their transcript.

Students who have been placed on Probation must process all registration through an Asper Program Advisor and will only be reinstated to regular student status in the Asper School of Business if all the specific conditions of the Probation Program have been met, including having met a minimum DGPA of 2.00.

If a student successfully completes the Probation Program, their student status is automatically reinstated to regular student status.

A student who fails the first Probation Program is permitted to enter a second Probation Program.

A student who successfully completes the Probation Program and who later fails an additional course in a subsequent term will immediately be placed on Probation again and be permitted another opportunity to enter the Probation Program.

Students are permitted a maximum of 2 consecutive attempts in the Probation Program. If a student fails the second consecutive Probation Program, the student will automatically have an academic assessment of “Required to Withdraw from Faculty” (WF) placed on their academic record. (Please refer to Required to Withdraw from Bachelor of Commerce (Honours) Program.)

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or see Academic Policies and Procedures on the Asper School of Business website.

REPEATING, SUBSTITUTING AND EXTRA COURSES

Required Courses

A student who withdraws from a Core course or who wants to repeat a Core course because of a passing or failing grade, should, if possible, repeat that course **as soon as possible** ~~during the following Fall or Winter Term~~. The student will be subject to Limited Access as per the University's Voluntary Withdrawal and Repeat Course Policies under the General Academic Regulations. If a student repeats a course for which a grade was recorded, only the highest of the grades achieved will be included in the computation of the degree GPA.

Students may not substitute another course for a Core course **unless written approval has been granted by the Undergraduate Program Office**.

Major Courses

Students who achieve a grade of "F" in a Major course must either repeat that course or substitute another Major course if the Major requirements permit an alternate choice. Upon **repetition** ~~completion~~ of the Major course, only the highest of the grades achieved will be included in the computation of the degree GPA. When a course is to be substituted, the student must seek the approval of the Undergraduate Program Office, in writing, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Business Electives and Non-Business Electives~~ and Business Options~~

Students who achieve a grade of "F" in a~~n~~ **Business or a Non-Business** Elective ~~or Option~~ may either repeat that course or substitute another approved course in its place. ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other Faculties and Schools, excluding the Asper School of Business.~~ Upon completion of the course, only the highest of the grades achieved will be included in the computation of the degree GPA.

When a course is substituted for a failed **Non-Business** Elective or **Business** ~~Option~~ **Elective**, a student must request approval **for course substitution** from the Undergraduate Program Office in writing prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Students who want to supplement their Majors may take up to **a maximum of** 12 **credit** hours of their Business ~~Options~~ **Electives** from that area, **unless an exception has**

been granted by the Undergraduate Program Office. Students may complete a second Major as part of their Business ~~Options~~ Electives requirements. Students should consult with staff in the Undergraduate Program Office.

Voluntary Withdrawals and Voluntary Repeats

~~Students should refer to~~ If a student voluntarily withdraws from a course and wants to enrol in the course in another term or if a student wants to voluntarily repeat any course in which a passing grade has been achieved (for example, in order to improve their degree GPA, or to meet a prerequisite requirement) they will be subject to all published University or Faculty registration restrictions (for example, students repeating courses will be subject to Limited Access as per the University's Voluntary Withdrawal and Repeat Course Policies under the General Academic Regulations and University Policy and Procedures). After completion of a voluntary course repeat only the highest of the grades achieved will be included in the computation of the degree GPA. When a student wishes to voluntarily repeat a course, the student should seek written approval of the Undergraduate Program Office.

Students should refer to the University's Voluntary Withdrawal and Repeated Course Policy for further information.

Extra or Substitute Courses

~~Students who would like to take courses extra to their degree are permitted, however students should seek approval of the Undergraduate Program Office prior to registration~~ **Students are permitted to take courses beyond the 120 credit hour requirement. Consultation with the Undergraduate Program Office is recommended prior to registration to ensure all program requirements are met and the extra courses are properly recorded on the student's academic record and degree audit**. When a course is extra to the degree but a student would like to substitute the course for another already in the degree, the student should seek written approval of the Undergraduate Program Office, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

RESIDENCY REQUIREMENT

All Business students must complete a minimum of 60 credit hours at the University of Manitoba in order to satisfy the residence requirement of the Bachelor of Commerce (Honours) degree.

Students participating in approved International Exchange Programs may be exempt from the 60 credit hour requirement. See Academic Term Requirements.

Students considering completing course work at another university are referred to the General Academic Regulations for the Letter of Permission.

~~Students admitted to the Asper School of Business prior to the current year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.~~

REQUIRED TO WITHDRAW (WF) FROM THE BACHELOR OF COMMERCE (HONOURS) PROGRAM

All students admitted in September 2015 and thereafter, in the I. H .Asper School of Business will have a formal academic assessment once they have completed 24 or more credit hours of coursework. After that point a student will have a formal academic assessment at the end of every Fall, Winter and Summer term.

At any point of formal academic assessment, if a student i) has a ~~d~~**D**egree ~~g~~**G**rade ~~p~~**P**oint ~~a~~**A**verage (DGPA) of less than 2.00 or ii) fails a second consecutive Probation Program, they will be required to withdraw from the Asper School of Business. A student in this situation will automatically have an academic assessment of "Required to Withdraw from Faculty" (WF) placed on their academic record.

Such a student will cease to be a student in the Asper School of Business but may apply for admission to another Faculty according to the rules of that unit. If such a student desires to gain entry back to the Asper School of Business, they must re-apply for admission and will have to meet the requirements for admission at the time of the new application.

SECURITY OF ACADEMIC RECORDS

The Asper School of Business has adopted supplementary criteria and procedures on access to student academic records to supplement the university policy on Disclosure and Security of Student Academic Records. Copies of these policies are available in the Undergraduate Program Office. ~~(Currently under review.)~~

STUDENT APPEALS OF ACADEMIC REGULATIONS

Except as otherwise noted, student appeals should be directed to the **Undergraduate Program Manager** ~~Secretary of the Undergraduate Program Committee in the Undergraduate Program Office~~. The Committee considers appeals from Asper students who request special consideration in respect to rules and regulations governing their programs of study.

A certificate from an appropriate professional agency, such as the University Counselling Service or a licensed medical practitioner, should support appeals based on compassionate or medical problems.

STUDENT RESPONSIBILITY

The Bachelor of Commerce (Honours) program undergoes changes from time to time. As a result, some changes in program structure, content and regulations may be made

for the current and upcoming academic year. Specific program information for the regular program, the co-operative education program option, Joint Programs, and 2+2 Programs may be obtained from the Undergraduate Program Office.

Student's Responsibility

It is the responsibility of all students to ensure that they follow the program of study as outlined in their chosen Major and that they meet all the requirements as specified by the University of Manitoba and the Asper School of Business.

When registering for courses, it is the student's responsibility to ensure that they have satisfied all prerequisite and concurrent course requirements.

It is the student's responsibility to ensure they have registered for the correct courses to satisfy the requirements of the Bachelor of Commerce (Honours) degree.

Students must read course descriptions carefully to make sure they are not registered for a course that "May Not Be Held With" a course they have already taken. Students will not be allowed to apply both courses toward their degree requirements.

TIME LIMIT FOR COMPLETION OF DEGREE

The maximum period of eight years for completion of degree requirements will be reduced by one year for each block of 15 credit hours of advance standing received at the point of admission. This time limit applies to all students, whether full-time or part-time.

~~The maximum period for completion of degree requirements for students enrolled in the co-operative education option is currently under faculty review.~~

A student who does not complete all degree requirements within the time limit permitted will be required to withdraw from the ~~f~~**F**aculty. Students may appeal to the Undergraduate Program Committee for a one year time extension; all appeals must be accompanied by a detailed letter explaining the student's circumstances and appropriate supporting documentation.

TRANSCRIPTS AND DEGREE PARCHMENTS

Majors on Transcripts

After the student graduates with their Bachelor of Commerce (Honours) degree, their formally declared major**(s)** will appear on the University of Manitoba transcript **(see below for second major)**. The student's major will appear on their transcript once they have formally declared it on Aurora. The major will not be listed on the Bachelor of Commerce (Honours) parchment.

If the student completes the requirements of a second major within the credit hours required for the Bachelor of Commerce (Honours) degree, they may request that the second major also appear on their transcript after graduation. Students should consult a Student Program Advisor in their graduating term to complete a request form.

Co-operative Education Option on Transcripts

For students who have successfully completed the Asper Co-operative Program, it will appear on the University of Manitoba transcript after graduation with the Bachelor of Commerce (Honours) degree. The Asper Co-operative Program will appear on the transcript the student has formally declared it on Aurora. Also, the Asper Co-operative Program will appear on the Bachelor of Commerce (Honours) parchment.

WITHDRAWAL FROM THE ASPER CO-OP PROGRAM

Details for all the Asper Co-op Program's requirements can be found under the Co-operative Option tab.

Note: Please refer to the Cooperative Option tab; Withdrawal from the Asper Co-op Program.

WITHDRAWAL FROM BACHELOR OF COMMERCE (HONOURS) PROGRAM FOR NO REGISTRATION AFTER ADMISSION

- A student who does not register for any courses in the Fall or Winter term after admission will cease to be a student in the Asper School of Business. Such students must re-apply for admission if that is desired and will have to meet the requirements for admission at the time of the new application.
- A student who registers for course work in the Fall or Winter term after admission but subsequently voluntarily withdraws from all course work may be permitted to re-register at any time thereafter, subject to all ff**F**aculty policies and requirements as they existed at the time of first admission and completing a signed declaration of non-attendance at another post-secondary institution. Such students should be aware of the time limit for completion of the degree.
- A student who applies for transfer to another university program and subsequently registers for courses will cease to be a student in the Asper School of Business. Such a student must re-apply for admission if that is desired and will have to meet the requirements for admission at the time of the new application.

WITHDRAWAL FROM INDIVIDUAL COURSES

Required Courses

Students in the Asper School of Business may withdraw without academic penalty from a required Core course provided they have not previously failed or withdrawn from that course and that they have met the Voluntary Withdrawal deadlines established by the university (see Deadline for Withdrawals in the Academic Schedule).

Business Electives and Non-Business Electives ~~and Business Options~~

Students may withdraw without academic penalty from a~~n~~ **Business or Non-Business** Elective ~~or Option~~ provided they do so before the final date for withdrawal (see Deadline for Withdrawals in the Academic Schedule). ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business~~.

Authorized Withdrawals

Authorized Withdrawals from courses after the registration revision period in each term may be granted on the basis of medical and compassionate grounds. A medical certificate signed by a physician or other appropriate professional must document medical grounds. Appeals based on compassionate reasons and circumstances must be supported by appropriate documentation. Students requesting Authorized Withdrawals should contact the Undergraduate Program Office.

Minors for Non-Business Students

LEADERSHIP FOR BUSINESS AND ORGANIZATIONS MINOR FOR NON-BUSINESS STUDENTS

The Minor in Leadership for Business and Organizations is offered to non-Management students whose ~~f~~**F**aculties permit a Minor. The minor combines subject knowledge with conceptual organizational knowledge and competencies in leading teams, conflict resolution, organizational change, negotiations as well as corporate responsibility and other leadership components that facilitate and support personal, work group and organizational success.

A limited number of seats in this minor will be available each year. Supplementary entrance requirements and enrolment limits may vary with a student's ~~f~~**F**aculty of registration. Students planning to enrol in this minor should consult a student advisor in their home ~~f~~**F**aculty.

The Minor in Leadership for Business and Organizations consists of 18 credit hours from the following:

Course	Title	Hours
GMGT 1010	Business and Society [1,2]	3
GMGT 2060	Management and Organizational Theory [1,2]	3
GMGT 2070	Introduction to Organizational Behaviour	3
LEAD 4010	Leading Change	3
Select 6 credit hours from the following:		6
GMGT 3010	Management Decision-Making	
LEAD 3010	Negotiation and Conflict Management	
LEAD 3020	Team Building and Diversity	

Course	Title	Hours
LEAD 3030	Corporate, Social, and Environmental Responsibility	
LEAD 4020	Leadership, Power and Politics in Organizations	
PSYC 2540	Social Psychology	
~~NATV~~ **INDG** 3350	Indigenous Organizations	
~~NATV~~ **INDG** 4320	Indigenous Economic Leadership	
Total Hours		**18**

Notes:

1 Entrance to the Minor in Leadership for Business and Organizations is comprised of these two courses (6 credit hours of prerequisite courses) completed with a minimum grade of “C” or better. After entry to the minor students complete the remaining requirements.

2 Other Faculty specific entrance requirements may be required because of the limited seats available each year; students must consult a student advisor in their home ~~f~~**F**aculty for additional information.

MANAGEMENT MINOR FOR NON-BUSINESS STUDENTS

The Management Minor consists of any 18 hours of credit in courses offered by the Asper School of Business. Entrance requirements and enrolment limits vary with a student’s ~~f~~**F**aculty of registration. Students planning to enrol in this minor should consult a Student/Program Advisor in their home ~~f~~**F**aculty.

General Office

Dean: Dr. Bruno Silvestre
Associate Dean(s): Dr. Subbu Sivaramakrishnan ~~Lukas Neville~~(Strategic Partnerships and Administration); Dr. Robert Biscontri ~~Subbu Sivaramakrishnan~~ (Undergraduate and International Programs); Dr. Suzanne Gagnon (Professional Programs and Executive Education); Dr. Zhenyu Wu (Research and Graduate Programs)
Campus Address/General Office: 268 Drake Centre
Telephone: (204) 474 6388
Fax: (204) 474 7529
Email Addresses:
Canadian Citizen/Permanent Resident Students: B_Comm@UManitoba.ca
International Students: B_Comm_International@UManitoba.ca
Website: UManitoba.ca/Asper
Academic Staff: Please refer to the Faculty website

Available Majors and Option

The following Majors may be used to complete the Bachelor of Commerce (Honours) program:

- Accounting
- Actuarial Mathematics
- Entrepreneurship **and Innovation**~~/Small Business~~
- Finance
- Generalist
- Human Resources Management/Industrial Relations
- Indigenous Business Studies
- International Business
- Leadership and Organizations
- ~~Logistics and~~ Supply Chain Management **and Logistics**
- Management Information Systems
- Marketing
- ~~Operational Research/Operations Management (not currently offered)~~

A detailed explanation of the requirements for each major may be found under the Programs tab.

Students wishing to participate in the co-op program will need to enroll in the Asper Co-operative Option of the Bachelor of Commerce (Honours) program. Complete details on the requirements for the Asper Co-operative Program can be found in the Co-operative Option tab.

Program and Graduation Requirements

The Bachelor of Commerce (Honours) program comprises 120 credit hours of course work. The Asper Co-operative Program also comprises 120 credit hours of course work plus a minimum of three 4-month approved work terms. The degree encompasses the following components which will be detailed in the overview of each Major listed in the Programs tab: Track 1/Foundation courses, Program Core courses (common to all students), Major courses, Business and Non-Business Elective courses. **A Non-Business Elective is any course freely chosen by the student from courses taught in the degree programs of other Faculties and Schools, excluding the Asper School of Business (or equivalent).**

Each student must declare at least one major and present a minimum Degree Grade Point Average of 2.00 for graduation. **Students are permitted to declare a second major by meeting the specific program requirements for that major. In the event a course is any one of the electives in two different majors, that course may not be used to satisfy both major requirements. The student may use that course to satisfy the requirements of one major but must take a different course from the list of business electives in the second major.**

~~**Note:** Students admitted to the Asper School of Business prior to the current year should refer to the Undergraduate Calendar of their year of admission for a description of their program requirements.~~

December 1, 2022

Report of the Senate Committee on Curriculum and Course Changes on a proposal for Bachelor of Commerce (Honours) in Business Analytics, Faculty of Management (Asper School of Business)

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. At its meetings on March 25 and December 1, 2022, the SCCCC considered a proposal from the Faculty of Management (Asper School of Business), to establish a Bachelor of Commerce (Honours) in Business Analytics.
3. The proposal is brought forward together with major modifications to the curriculum of the B.Comm.(Hons.) degree.[1] Within the context of that submission, the Business Analytics Major would eventually replace the Major in Management Information Systems. Pending approval and implementation of the proposed program, the Asper School would bring forward a proposal to close the Management Information Systems Major once all students who had declared the Major had graduated.
4. The Faculty Council of the Faculty of Management endorsed the proposal at its meeting on September 24, 2021. The Senate Planning and Priorities Committee also considered the proposal, most recently at its meeting on August 29, 2022.

Observations:

1. The proposed Bachelor of Commerce (Honours) in Business Analytics would be a four-year, 120 credit hour degree. Students would be required to complete the Core requirements of the B.Comm.(Hons.) degree plus 15 credit hours required for the Major, including MIS 3020 Programming for Business Analytics, MIS 3500 Database Management Systems, and 9 credit hours from: ACC 3010 Data Analytics in Accounting, MIS 3510 Systems Analysis and Design, MKT 4010 Marketing Analytics, SCM 3220 Introduction to Business Process Management, SCM 3240 Supply Chain Analytics.
2. The purpose of the program would be to prepare graduates for employment in the area of business analytics. A rapidly growing field that is critical for efficient and competitive contemporary business operations, business analytics involves making decisions based on business intelligence generated with advanced computing techniques.
3. Introduction of the proposed Business Analytics Major would contribute to the Faculty's objectives to offer a contemporary business education to students in the B.Comm.(Hons.) program and to address the needs of employers by preparing students with professional skills required in today's workplace. The Faculty notes in the proposal that many other business schools in the country have already introduced courses and programs in this area.

[1] The Report of the Senate Committee on Curriculum and Course Changes on the major curriculum revisions is included as item XI (1) (a) on the February 1, 2023, Senate agenda.

5. The Business Analytics Major would primarily make use of existing courses but would also use several courses proposed for introduction by the Asper School as part of its major curriculum renewal. The new courses include MIS 3020, SCM 3220, and SCM 3240.
6. Projected enrolment for the first intake is twenty-two (22) students. The maximum seat capacity would be forty-five (45) students.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Commerce (Honours) in Business Analytics, in the Faculty of Management (Asper School of Business).

Respectfully submitted,

Professor Dean McNeill, Chair
Senate Committee on Curriculum and Course Changes

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

August 29, 2022

Report of the Senate Planning and Priorities Committee on a proposal for a Bachelor of Commerce (Honours) in Business Analytics, Asper School of Business

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meetings on March 28 and August 29, 2022, the SPPC considered a proposal from the Asper School of Business to establish a Bachelor of Commerce (Honours) in Business Analytics. The proposal was endorsed by the Faculty Council of the Faculty of Management at its meeting on September 24, 2021.
3. The Asper School's proposal for a B.Comm.(Hons.) in Business Analytics is situated in a larger proposal for major curriculum revisions to the B.Comm.(Hons.) degree, affecting several existing majors within the degree.[1] Within the context of that proposal, the Business Analytics Major would eventually replace the B.Comm.(Hons.) in Management Information Systems. Pending approval and implementation of the proposed program, the Asper School would bring forward a proposal to close the Management Information Systems Major once all students who had declared the Major had graduated.

Observations:

1. The Bachelor of Commerce (Honours) in Business Analytics would prepare graduates for employment in the area of business analytics. A rapidly growing field that is critical for efficient and competitive contemporary business operations, business analytics involves making decisions based on business intelligence generated with advanced computing techniques. The program responds to strong demand in the provincial employment market for business analysts, based on a trend analysis in the Government of Canada's Job Bank.
2. The proposed B.Comm.(Hons.) in Business Analytics would be a four-year program that would require 120 credit hours of coursework, including, in Year 1, 27 credit hours of Foundation Courses plus 6 credit hours of Non-Business Electives (or 3 credit hours of Non-Business Electives and MATH 1300); in Year 2, 30 credit hours of required business and professional skills courses; in Years 3 and 4, 15 credit hours of required business courses, and 15 credit hours required for the Major, and 12 credit hours of Business Electives, and 15 credit hours of Business or Non-Business Electives, as detailed in section B-5 of the proposal.

   Courses that would contribute to the Business Analytics major include, MIS 3020 Programming for Business Analytics and MIS 3500 Database Management Systems, plus any three of: ACC 3010 Data Analytics in Accounting, MIS 3510 Systems Analysis and Design, SCM 3220 Introduction to Business Process Management, SCM 3240 Supply Chain Analytics, MKT 4010 Marketing Analysis.
3. The program would primarily make use of existing courses but would also use several courses proposed for introduction by the Asper School, as part of its major curriculum

[1] The Report of the Senate Committee on Curriculum and Course Changes on the major curriculum revisions is included under item XI (1)(a) on the February 1, 2023, Senate agenda.

renewal. The Business Analytics Major would primarily make use of existing courses but would also use several courses proposed for introduction by the Faculty as part of its major curriculum renewal. The new courses include MIS 3020, SCM 3220, and SCM 3240.

4. Projected enrolment for the first intake is twenty-two (22) students. The maximum seat capacity would be forty-five (45) students, which the Asper School anticipates would be met by Year 5.

5. The total cost of delivering the program would be $652,951 in Year 4. No new funding would be required to offer the program, which would be funded from the following revenue sources (as of Year 4):
   - tuition, which would generate $397,733, assuming an enrolment of 32 students;
   - existing resources in the Asper School ($255,218).

6. Revenues identified in observation 5 would be allocated to the items indicated below (figures are for Year 4):
   - salary and benefits for existing academic staff ($236,713), including 0.16 FTE Professors, 1.33 FTE Associate or Assistant Professors or Senior Instructors, and 0.05 Teaching Assistants;
   - salary and benefits for existing support staff ($18,465), including 0.38 FTE AESES Support Staff;
   - operating expenses ($40); and
   - administrative overhead ($397,733).

7. The University of Manitoba Libraries indicated its current collection can support the proposed program.

8. The Asper School indicated it will have sufficient teaching resources to offer the proposed B.Comm.(Hons.) in Business Analytics. It is currently in the process of hiring fourteen new faculty members following a recent increase to the enrolment target for the B.Comm.(Hons.) degree. Additionally, it anticipates that faculty members currently teaching courses required in the Management Information Systems major, including MSCI 2150 Introduction to Management Sciences, would be reassigned to teach courses in the proposed major. This change is contemplated in the context of the major curriculum renewal, which would involve the removal of MSCI 2150 from the core course requirements of the B.Comm.(Hons.) degree and require fewer sections to be scheduled, and given plans for a future proposal to close the Management Information Systems major, which has been historically undersubscribed.

9. Following its consideration of the initial proposals for a B.Comm.(Hons.) in Business Analytics and a B.Comm.(Hons.) in Strategy and Global Management[2] at its March 2022 meeting, the SPPC had asked the Asper School to demonstrate it would have the necessary teaching resources, including faculty with the expertise to develop and deliver the new course, IDM 2010 Indigenous Peoples and Canadian Business, on an ongoing basis, as it would be a core course in the modified B.Comm.(Hons.) curriculum. In its response to the SPPC in August 2022, the Asper School acknowledged it currently does not have faculty with knowledge and expertise to develop and teach the entire course. To address this deficiency, it would post positions for two Indigenous faculty members with the requisite expertise, including one tenure-track one Instructor position, who would teach IDM 2010 and mentor other faculty, so they would acquire the knowledge

[2] Item XI (1)(c) on the February 1, 2023, Senate agenda.

and expertise needed to teach the course. The Asper School also indicated that, although IDM 2010 had been approved by Senate (May 18, 2022), the Asper School would delay the implementation of the requirement for IDM 2010 until the 2024 – 2025 academic year. This would provide an additional year for the new faculty to develop the course, which might initially be offered to one or two sections as an elective course, in 2023-2024.

10. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,[3] the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Commerce (Honours) in Business Analytics. The proposal is consistent with the University's strategic priority for Inspiring Minds through innovative and quality teaching. The Committee observed that the program would meet the current and future needs of students in the Asper School of Business.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Commerce (Honours) in Business Analytics, in the Asper School of Business. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor Derek Oliver, Chair
Senate Planning and Priorities Committee

[3] http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Application

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS:

University of Manitoba

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
   Undergraduate Programs*:* Office of the University Secretary (for Senate submission deadlines visit http://umanitoba.ca/admin/governance/meetings/index.html. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
   Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.
   ALL Programs: as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.

2. Along with the information requested in the proposal template, please **append** details on the following:
   a) **MEDT /SPPC Financial Support Form** [*available through the Office of the Provost &Vice-President (Academic)*]
   This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
   b) **Admission and/or transfer criteria** for the proposed program.
   c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
      Undergraduate Programs: for SCCCC Program and Course Change forms, as applicable, visit http://umanitoba.ca/admin/governance/forms/index.html
      Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
   d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
   e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
   f) **Library statement** of support.
   g) Where applicable, a **transition plan** for current students entering the new program.

3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 2019.

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SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Interdisciplinary Management, Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program: **None**

Program name: **Business Analytics**

Credential awarded: **Bachelor of Commerce (Honours) in Business Analytics**

Funding request: **None**

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: **September 2023**

List any critical issues that may impact the start date of the program: If our proposal is not approved by any of the approving bodies with a request for revision of the proposal, that could delay the start date.

UM INTERNAL REQUIREMENT: Name of Person(s) responsible for the Program internally (please include contact information):

Robert Biscontri

Associate Dean, Undergraduate and International Programs

Asper School of Business

University of Manitoba

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

Students in the Bachelor of Commerce (Honours), offered by the Asper School of Business, currently have the ability to major in several disciplines. As part of the School's current initiative to renew the curriculum, we wish to add a new major – Business Analytics. This major replaces the Management Information Systems major that has seen a drop in enrolment as it has not been able to keep up with the fast-moving technological changes in business. The current Management Information Systems major will cease admitting students in favour of this new program.

Business Analytics is the application of data analysis, statistical models, and other quantitative methods to solve business problems. It involves the exploration of an organization's data using an iterative approach with an emphasis in statistical and visual analysis to drive decision making. Business Analytics is a rapidly growing field in business. Making decisions based on business intelligence generated with advanced computing techniques is critical for efficient and competitive business operations nowadays. As per the Government of Canada's Job Prospects, Dec 2019, the employment prospects for Business Analysts are at the highest level for most Provinces and Territories. An in response to this many other Canadian universities such as University of Ottawa and the University of Calgary already have B. Comm programs with Business Analytics majors.

The Undergraduate Curriculum Review Committee sought feedback through consultations with business and student groups. Consultations were conducted through focus groups, surveys and town hall meetings and were targeted to specific groups to allow better feedback. These groups broadly included the business community, alumni, students, faculty, and staff. Based on the feedback collected and analysis of historical enrolment in the MIS major, it was determined there was a need for a major dedicated to Business Analytics. A specialized Business Analytics Group is formed consisting of faculty who teach and have expertise in the area, and was tasked with creating a major that would serve the needs of students as well as the Province of Manitoba.

Students will enter the program via Direct Entry from high school, or through advanced entry after completing 24 credit hours of foundation courses. Years 1 and 2 are the same for all students and in Year 3 students will start courses towards the major. In Years 3 and 4 students will complete the requirements of the major. The program is designed so that students are not precluded from taking a second major of their choice from those offered by the school. The major itself consists of five 3-credit hour courses (15 credit hours). Two of these courses are required, the other three are selected from a list of five courses offered by various departments, helping students to specialize in varying aspects of Business Analytics. This major will not add any credit hours to the B. Comm. (Hons) program. Students will have the ability to obtain the major within the 120 credit hours required for the degree.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

Length of program: 4 years, 120 credit hours

B-3 Intended outcomes of the program:

B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

This major addresses the need of local and national employers in this specific area. In response to this demand, many Canadian schools have already introduced courses and majors in Business Analytics and the Asper School is late to the game. Some universities even have full degree programs in this discipline. If the Asper School does not include this major, it will be left far behind and we will not be meeting the needs of the employment market.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

In response to the learning needs of students in business, an increasing number of Canadian business schools are adding the Business Analytics major to their curriculum (e.g., UBC, UCalgary, McGill, and UOttawa). A survey of current Asper students conducted by Asper's Undergraduate Curriculum Review showed that 75% of respondents consider addition of this major a positive change to our program.

B-4 Mode of Delivery

B-4.1 Provide the total program length through **one** of the following measures:

Program length is 120 credit hours

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available.

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

Students will enter the program via Direct Entry from high school, or through advanced entry after completing 24 cr of foundation courses. Years 1 and 2 are the same for all students and will consist of the 24 credit hours of foundation courses as well as 30 credit hours of core business courses. In Year 3-4 students will complete courses towards the major and also complete and additional 12 credit hours of business electives as well as another 18 credit hours of business or non-business electives. In Year 4 students will also be required to complete one course in business law as well as the capstone strategic management course.

UM INTERNAL REQUIREMENT: please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

The B. Comm (Hons) in Business Analytics requires students to complete the following:

Foundational Courses	- 24 credit hours (these are also admission requirements for Advanced Entry students)
Business Core	- 51 credit hours (48 credit hours for students admitted in September 2023)*
Courses for the Major	- 15 credit hours
Business Electives	- 12 credit hours
Business or Non-Business Electives	– 18 credit hours (21 credit hours for students admitted in September 2023)*
Total	- 120 credit hours

* IDM 2010 is being introduced in the Business Core starting September 2024. Students admitted in September 2023 will take 3 credit hours of a Business or Non-Business elective instead.

The below shows the recommended year-wise progression of courses in the Business Analytics program.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5
IDM 2020	Introduction to Business Analytics [7]	3

SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**6**
Years 3-4		
MIS 3020	Programming for Business Analytics	3
MIS 3500	Database Management Systems	3
Select 9 credit hours from the following:		9
ACC 3010	Data Analytics in Accounting	
MIS 3510	Systems Analysis and Design	
MKT 4010	Marketing Analytics	
SCM 3220	Introduction to Business Process Management	
SCM 3240	Supply Chain Analytics	
Select 12 credit hours of Business Elective courses [9]		12
Select 18 credit hours of Business or Non-Business Electives [10]		18
	Hours	**45**
Year 4		
GMGT 3300	Business Law	3
GMGT 4010	Administrative Policy [11]	3
	Hours	**6**
	Total Hours	**120**

[1] MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1310 (C)).

[2] 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

[3] Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

[4] GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

[5] The former FIN 2200 may be substituted for FIN 2010.

[6] It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

[7] IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

[8] The former SCM 3280 may be substituted for SCM 1000.

[9] Major and Business Electives must total 27 credit hours. Business Electives must

be at the 2000 Level or higher. See Major descriptions for full details

[10] A minimum of 9 credit hours of Business Electives or Non-Business Elective courses must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

[11] For Asper students following the curriculum prior to September 2023, the prerequisite of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

B-6 Will the program be available for part-time study?

Yes.

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

Yes. The Co-Operative education option is available for this program. The co-op option will require students to complete three work terms for a total of 12 months of internship.

B-8 Intake Information:

B-8.1 Projected enrolment for the first intake: 22

B-8.2 Maximum seat capacity *(Defined as first-year enrolment capacity)*:45 students

B-8.3 Anticipated date of maturity: September 2027

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	22	22	30	32	45
Graduates			9	20	26

SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE

C-1 Describe how this new program aligns with the strategic plans of your institution:

One of the values in the Asper School's Values in its Strategic Plan is – Agility - Remaining on the forefront of knowledge creation, and preparing graduates to be innovative change agents in a dynamic global business environment. The Business Analytics major is consistent with that value as it responds to the needs of the local employer market.

It is also aligned with the university's strategic priority – Inspiring Minds through innovative and quality teaching - Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources. The Business Analytics major is innovative and prepared students better for the professional career they will be pursuing following graduation.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

UM Undergraduate Programs:

Decision-Making Body	Date of Approval
Faculty/College/School	Sept 24, 2021
SCCCC	_____
SPPC	_____
SCADM (*if applicable*)	_____
SCIE (*if applicable*)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

Decision-Making Body	Date of Approval
APC (*preliminary review*)	_____
External Review	_____
PGC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution *(such as regulatory bodies, Apprenticeship Manitoba, etc.)*, please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

The proposed major does not have any accreditation requirements.

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?
Note: this includes any consultation with internal UM units, academic or otherwise.
Local business community, Asper student body, Asper faculty and staff.

C-3.3 How have students and faculty been informed of the intent to establish this program?
Once Senate and the Province have approved the major, students will be informed via email, social media, Asper website, B. Comm Program Guide, undergraduate program office staff, etc.

C-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*
Note: this includes any programs currently offered at UM.

The Faculty of Science at the University of Manitoba offers a program in Data Science. The focus of that program is on the statistical and algorithmic computing aspects of data analytics. The Asper School's Business Analytics program, however, focuses on what business intelligence to use, how to generate it, and most importantly how to make informed business decisions that are based on intelligence gathered from data analytics. The overlap of the Asper School's Business Analytics program with the Data Science program of the Faculty of Science is small. The Faculty of Science has been consulted and it has provided a Statement of Support for the Business Analytics major proposed by the Asper School.

Likewise, the University of Winnipeg offers a Data Science Stream in its Statistics undergraduate degree. The focus of this stream is on data analysis using statistical and mathematical models aided by computer science. In contrast, the Asper School's Business Analytics program is more application-oriented with a focus on business decision-making that is based on business intelligence.

RRC Polytech offers a Business Analyst certificate program. Business Analyst has a strong technical orientation and focuses on extracting information from data whereas Business Analytics has a strong business application orientation with a focus on making informed business decisions that are based on business intelligence.

All relevant departments in the Faculty of Science have been consulted and have provided Statements of Support for the Business Analytics major proposed by the Asper School.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.
None.

C-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Many reputable business schools in Canada offer a major in Business Analytics (e.g., UBC, UCalgary, McGill, and UOttawa).

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

None.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

Canada is expected to have a shortage of business data analysts. This major hopes to alleviate that shortage to some extent.
https://financialpost.com/personal-finance/business-essentials/canada-will-likely-have-a-shortage-of-workers-in-this-lucrative-field-heres-how-you-can-jump-in

Moreover, this problem meets the challenges presented in Manitoba's Skills, Talent and Knowledge Strategy by creating a program that is not only in demand in Manitoba but directly connected to the business community through the School's Cooperative Program and our Career Development Centre (CDC) . The CDC is in constant communication with the business community matching students with employers offering summer jobs, internship, co-operative opportunities as well as graduate employment. This program is one such program where business community feedback and demand has driven its creation. The School's connection to the business community allows us to determine the needs for skills and align new programs such as this one to those needs. It is expected that our graduates with the Business Analytics major will be in great demand by Manitoba employers.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

Not applicable.

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

None.

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

None.

D-3 If new funding is not being requested, how will the program be funded?

Tuition for this program is calculated based on marginal changes this program creates compared to students completing an existing major. Revenue for the new program is a redistribution of existing revenues from students currently in the School who decide to enroll in the program and thus take courses required to complete the program. Revenues associated with the program core, which are common to all students irrespective of their major, are not included as these revenues would have been received even if the program does not exist. The proposed cessation of the Management Information System major will create capacity that will be used by this new program and there are no additional costs that are not covered by the redistribution of revenue from current programs to this program.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

None.

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

This program will not result in additional students in the Asper School of Business. Therefore, no additional resources will be required specifically for this major. The resources are being reallocated from the Management Information Systems program to the Business Analytics program. Faculty who currently teach courses in the Management Information Systems program that is being phased out will be reassigned to teach courses in the Business Analytics program, as these two disciplines are very strongly related. Further, as a result of a substantial increase in enrolment in the B. Comm. program over the past 3 years, the Asper School of Business recently expanded its overall staff complement by hiring 14 faculty members who will teach across all majors in the B. Comm. Honours program, including in Business Analytics. Therefore, the Asper School will have adequate resources – teaching, administrative, and infrastructure – to offer courses in the new program.

D-6 Please describe new and existing staffing resources needed to provide this new program of study. *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

The Asper School currently has a Management Information Systems (MIS) major that is being phased out. As part of the

B. Comm (Hons) curriculum revision, two core courses (MIS 2000 Information Systems for Management and MSCI 2150 Introduction to Management Science) are being removed from the core curriculum. Furthermore, some other courses such as MSCI 3400 and MSCI 4220 Management Science Models in Business are being deleted. Therefore, the Business Analytics major will result in a re-allocation of teaching duties of the MIS and the Management Science faculty members to courses toward the Business Analytics major. Similarly, the administrative support staff who were previously providing support for the courses that counted toward the MIS major will now begin to provide support for the courses that count toward the Business Analytics major. Likewise, for all operating expenses. The School currently has 3 faculty members who have been hired in the Management Information Systems area. All of these faculty members have the necessary skills to service the needs of the Business Analytics Major. For this reason 1.55 FTE faculty members and 0.38 FTE professional and support staff budgeted for the enrolment of 40 students will be using existing resources.

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

Year 1: MIS and Management Science faculty will be assigned to teach some of the courses in the Business Analytics major. They currently teach courses that will be phased out.

Years 2 to 4: The elective courses for the Business Analytics major will be offered and will be taught by faculty the Asper School has on staff. If and when there is a shortage, Sessional Instructors will be hired to teach some sections of courses. These will not be incremental hires, as some sessional instructors are hired to teach MIS courses, which will no longer be necessary.

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

There will be some increased demand on the computer lab, but this additional demand is expected to be minimal because the use of the computer lab for the MIS major will decline, considering it is being phased out. Similarly, with the Management Science course being removed from the core curriculum. No additional classroom space is required, as the Business Analytics courses can be taught in the classrooms where the MIS major courses and Management Science course would have been taught.

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

Not applicable.

SECTION E– TUITION

E-1 What are the proposed tuition fees?

Students will be assessed the current credit hour rate for the B. Comm (Hons) program. Pursuing the Business Analytics major will not require any additional tuition or other fees beyond what students pay for the B. Comm (Hons) degree program. However, for the purpose of calculating the revenues from this program based on the expected number of students who will pursue this major, we have used $187.50 per credit hour as the tuition fees for domestic students and $716.66 per credit hour for international students. Tuition rates shown are subject to change based on approvals by the Board of Governors and the province.

E-2 Please provide a rationale for the tuition fee proposed. (*For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The tuition fee proposed for this program is the same as for any other program in the Asper School of Business. Students will pay a per-credit hour tuition fee for the 120 credit hours they take toward the B. Comm (Hons) degree, within which each of the programs (majors) of the Asper School are contained.

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

Students will be assessed standard student fees that are applicable to students in the Asper School of Business.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

Students have access to bursaries, awards, and scholarships that apply to any Asper School of Business students. Further, Indigenous students can avail the services and supports provided by the Indigenous Business Education Partners of the Asper School at no cost to them.

SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments *(double-click to engage check box):*

- ☐ Cover letter
- ☐ Program of Study Financial Form
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

Faculty of Management/I.H. Asper School of Business
New Program: Business Analytics Major
Interdisciplinary Management Department
Effective Fall 2023

Specific Requirements for the Major

The Business Analytics Major consists of 15 credit hours from:

Course	Title	Hours
MIS 3020	Programming for Business Analytics	3
MIS 3500	Database Management Systems	3
Select 9 credit hours from the following:		9
ACC 3010	Data Analytics in Accounting	
MIS 3510	Systems Analysis and Design	
MKT 4010	Marketing Analytics	
SCM 3220	Introduction to Business Process Management	
SCM 3240	Supply Chain Analytics	
Total Hours		15

To graduate with the Business Analytics Major, it is a requirement that students have a minimum grade of 'C' in the prerequisite course of IDM 2020 (or the former MIS 2000 or MIS 2001).

Manitoba
Economic Development and Training

Post-Secondary Education and Labour Market Outcomes

Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a new 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 (Asper School of Business)
Program Name:	Business Analytics
Contact Information:	Subbu Sivaramakrishnan - 8437
Date:	Februay 11, 2022

	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 INFORMATON										
Contribution from Institution		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tuition		$ 244,850	$ 244,850	$ 254,032	$ 9,182	$ 359,398	$ 105,366	$ 397,733	$ 38,336	$ 397,733
Student Fees		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contribution from Unit (Existing Resources)		$ 230,196	$ 230,196	$ 238,251	$ 8,055	$ 246,589	$ 8,337	$ 255,218	$ 8,629	$ 255,218
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Revenue (A)	**$ -**	**$ 475,046**	**$ 475,046**	**$ 492,283**	**$ 17,237**	**$ 605,986**	**$ 113,703**	**$ 652,951**	**$ 46,965**	**$ 652,951**

Institution:	University of Manitoba (Asper School of Business)
Program Name:	Business Analytics
Contact Information:	Subbu Sivaramakrishnan - 8437
Date:	Februay 11, 2022

	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 INFORMATON										
New Academic Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Existing Academic Salaries - Direct		$ 213,502	$ 213,502	$ 220,974	$ 7,473	$ 228,708	$ 7,734	$ 236,713	$ 8,005	$ 236,713
New Professional/Support Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Existing Professional/Support Salaries - Direct		$ 16,654	$ 16,654	$ 17,237	$ 583	$ 17,840	$ 603	$ 18,465	$ 624	$ 18,465
Operating Expenses		$ 40	$ 40	$ 40	$ -	$ 40	$ -	$ 40	$ -	$ 40
Student Support		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Indirect Salary Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Administrative Overhead		$ 244,850	$ 244,850	$ 254,032	$ 9,182	$ 359,398	$ 105,366	$ 397,733	$ 38,336	$ 397,733
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Expenditures (B)	**$ -**	**$ 475,046**	**$ 475,046**	**$ 492,283**	**$ 17,237**	**$ 605,986**	**$ 113,703**	**$ 652,951**	**$ 46,965**	**$ 652,951**

Institution:	University of Manitoba (Asper School of Business)
Program Name:	Business Analytics
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Date:	Februay 11, 2022

	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)	
CAPITAL INFORMATON										
Major Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Vehicles		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Renovations		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Furniture		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Capital (C)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Revenue less Expenditures and Capital (A-(B+C))	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Funding Request		**$ -**		**$ -**		**$ -**		**$ -**		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)
New Program Approval - Financial Form

FACULTY / SCHOOL Asper School of Business
PROGRAM Business Analytics

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	-	-	-	-	-
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	-	-	-	-	-

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	$ -	$ -	$ -	$ -	$ -
Existing Academic Salaries (incl bpl) (Appendix A)	213,502	220,974	228,708	236,713	244,998
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	16,654	17,237	17,840	18,465	19,111
Operating Expenses (Appendix B)	40	40	40	40	40
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	$ 230,196	$ 238,251	$ 246,589	$ 255,218	$ 264,149

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	$ -	$ -	$ -	$ -	$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	-	-	-	-	-
Tax on Grant and Tuition Revenue	-	-	-	-	-
Administrative Overhead	-	-	-	-	-
Subtotal Indirect Program Costs	$ -	$ -	$ -	$ -	$ -

Total Program Costs (Direct & Indirect)	**$ 230,196**	**$ 238,251**	**$ 246,589**	**$ 255,218**	**$ 264,149**

3. ENROLMENT	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Expected Enrolment (headcount)	22	22	30	32	45
Expected Enrolment (credit hours)	792	792	1,080	1,152	1,620

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)					
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
Total Program Revenue	$ -	$ -	$ -	$ -	$ -

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	$ 213,502	$ 220,974	$ 228,708	$ 236,713	$ 244,998
Professional and Support Salaries (Appendix A)	16,654	17,237	17,840	18,465	19,111
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)					
From Other Sources:	40	40	40	40	40
Subtotal Existing Resources	$ 230,196	$ 238,251	$ 246,589	$ 255,218	$ 264,149

6. Program shortfall (surplus) (Program Costs -Program Revenue - Existing Resources)	$ -	$ -	$ -	$ -	$ -
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	$ -	$ -	$ -	$ -	$ -

Rick Pelletier - Business Manager — February 11, 2022

Submitted by Faculty/School Budget Officer (signature) — **Date**

Reviewed by Graduate Studies Dean or Designate (signature) — **Date**

(For graduate program submissions only)

Chester Wojciechowski

Digitally signed by Chester Wojciechowski
DN: cn=Chester Wojciechowski, o=University of Manitoba, ou=Financial Planning Office, email=chester.wojciechowski@umanitoba.ca, c=CA
Date: 2022.03.15 13:32:28 -05'00'

Reviewed by University Budget Officer (signature) — **Date**

Average Salary Increase	3.5%
Average Benefits and Pay Levy	20%

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Academic Salaries (including BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Professional and Support Staff (incl. BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	$ -	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Indirect Staff (including BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Total New Staff		$ -		$ -		$ -		$ -		$ -

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor	0.16	47,696	0.16	49,366	0.16	51,094	0.16	52,882	0.16	54,733
Assoc/Asst Professor or Senior Instructor	1.33	126,114	1.33	130,528	1.33	135,096	1.33	139,825	1.33	144,719
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	0.05	4,108	0.05	4,252	0.05	4,400	0.05	4,554	0.05	4,714
Subtotal Existing Academic Salaries	**1.55**	**177,918**	**1.55**	**184,145**	**1.55**	**190,590**	**1.55**	**197,261**	**1.55**	**204,165**
Benefits and Pay Levy		35,584		36,829		38,118		39,452		40,833
Total Existing Academic Salaries (including BPL)	**1.55**	**$ 213,502**	**1.55**	**$ 220,974**	**1.55**	**$ 228,708**	**1.55**	**$ 236,713**	**1.55**	**$ 244,998**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	0.38	13,878	0.38	14,364	0.38	14,867	0.38	15,387	0.38	15,926
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	**0.38**	**13,878**	**0.38**	**14,364**	**0.38**	**14,867**	**0.38**	**15,387**	**0.38**	**15,926**
Benefits and Pay Levy		2,776		2,873		2,973		3,077		3,185
Total Existing Professional and Support Staff (incl. BPL)	**0.38**	**$ 16,654**	**0.38**	**$ 17,237**	**0.38**	**$ 17,840**	**0.38**	**$ 18,465**	**0.38**	**$ 19,111**
Indirect Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total Existing Indirect Staff (including BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Total Existing Staff		**$ 230,156**		**$ 238,211**		**$ 246,549**		**$ 255,178**		**$ 264,109**
GRAND TOTAL		**$ 230,156**		**$ 238,211**		**$ 246,549**		**$ 255,178**		**$ 264,109**

Appendix B - Operating Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	$ -	$ -	$ -	$ -	$ -
701BGT	Hospitality - Budget	$ -	$ -	$ -	$ -	$ -
704BGT	Printing and Duplicating - Budget	$ 10	$ 10	$ 10	$ 10	$ 10
706BGT	Consumable Materials/Supplies Budget (includes computers)	$ 4	$ 4	$ 4	$ 4	$ 4
708BGT	Telecommunications - Budget	$ 20	$ 20	$ 20	$ 20	$ 20
710BGT	Other Expenses (Nonconsumble) Budget	$ 6	$ 6	$ 6	$ 6	$ 6
713BGT	Insurance - Budget	$ -	$ -	$ -	$ -	$ -
716BGT	Externally Contracted Serv - Budget	$ -	$ -	$ -	$ -	$ -
718BGT	Professional Fees - Budget	$ -	$ -	$ -	$ -	$ -
740BGT	Repairs and Maintenance - Budget	$ -	$ -	$ -	$ -	$ -
	Subtotal Direct Operating	**$ 40**	**$ 40**	**$ 40**	**$ 40**	**$ 40**

Appendix E - Tuition Fee Increase 3.8%

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	22	22	30	32	45
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	792	792	1,080	1,152	1,620
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	$ 309	$ 321	$ 333	$ 345	$ 358
Undergraduate	244,850	254,032	359,398	397,733	580,287
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	$ -	$ -	$ -	$ -	$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	**$ 244,850**	**$ 254,032**	**$ 359,398**	**$ 397,733**	**$ 580,287**
• Continuing Fee - (enter annual continuing fee in yr 2)		$ -	$ -	$ -	$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate)					
….. (add as required)…					
….. (add as required)…					
Total Program/Course Specific Fees	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	$ 244,850	$ 254,032	$ 359,398	$ 397,733	$ 580,287

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	$ -	$ -	$ -	$ -	$ -

APPENDIX

2.a) MEDT/SPPC Financial Support Form

Attached.

2.b) Admission and/or Transfer Criteria:

The Business Analytics program is a new major available within the Asper School's B. Comm (Hons) degree program. Students admitted to the B. Comm (Hons) have the option of declaring Business Analytics as their major and it is available to all Asper students. There is no separate admission or transfer-in requirements or process for declaring this specific major. The process for declaring Business Analytics as the major is no different from declaring any of the other current majors in the B. Comm (Hons) program.

2.c) Program Course Details:

The B. Comm (Hons) program is structured such that the Year 1 comprises foundational courses. Starting Year 2, students take core courses that span multiple business areas and also build the skills required to be successful in business. From Year 3, students take courses that they choose to major in (e.g., Business Analytics), other business courses that will supplement the courses they take toward the major, and non-business courses that interest them and will give them a well-rounded education. The GMGT 4010 Strategic Management course in Year 4 integrates content from all the functional areas of business and serves as a capstone course for any major in the B. Comm (Hons) program.

The B. Comm (Hons) in Business Analytics program will comprise the following courses for a total of 120 credit hours (4 years):

Year 1 (Foundational Courses)

ECON 1010 Introduction to Microeconomic Principles (3 credit hours)
This course introduces students to the study of microeconomics. Topics include: demand and supply, price determination, market structure and resource allocation; the behaviour of consumers and firms; and market intervention by government. Selected economic topics are examined such as: welfare programs, environmental regulation, the economics of discrimination, pay equity, and taxation.

ECON 1020 Introduction to Macroeconomic Principles (3 credit hours)
This course introduces students to the study of macroeconomics. Topics include: aggregate performance and policy; the determinants of national income, employment and the price level, the role of monetary and fiscal policies in stabilizing the economy and promoting economic growth.

MATH 1524 Mathematics for Management and Social Sciences (3 credit hours; **new** course)[1]
Differentiation and integration of functions of one variable. Solving systems of linear equations, introduction to matrices. Emphasizes applications in the areas of management and social sciences.

[1] Instead of the preferred MATH 1524 which combines calculus and algebra, students may take a calculus course plus an algebra course instead. Instead of STAT 1000, students may take the equivalent STAT 1150 instead.

STAT 1000 Basic Statistical Analysis 1 (3 credit hours)[1]

An introduction to the basic principles of statistics and procedures used for data analysis. Topics to be covered include: gathering data, displaying and summarizing data, examining relationships between variables, sampling distributions, estimation and significance tests, inference for means.

GMGT 1010 Business and Society (3 credit hours)

The course will provide overarching frameworks to examine the nature, role, and importance of business in society. Key internal operations of business organizations will be discussed (e.g., finance, marketing, operations), but the majority of the course examines the relationships that business firms must balance among key stakeholders in their external environment (i.e., government, owners, customers, communities, suppliers, future generations, etc.). Students will examine various institutional contexts (e.g., economic, political-legal, and socio-cultural) and critically think about relationships between business and society, mindfully considering alternative approaches to management. Special emphasis will be placed on contemporary social issues in business (e.g., sustainable development, corporate social responsibility).

Non-Business Electives (6 credit hours)

Students may take any 6 credit hours of courses outside the Asper School of Business.

Written English 'W' course (3 credit hours)

A Written English W course from a specific discipline.

GMGT 2070 Organizational Behaviour (3 credit hours)

Examination of the impact of human behaviour on the formal and informal organization. Topics include leadership, work groups, organizational conflict, and communications. This course will also cover topics in Equity, Diversity, and Inclusion.

MKT 2210 Fundamentals of Marketing (3 credit hours)

Understanding the fundamentals of marketing and the role of marketing discovering and fulfilling customer needs. Role of ethics in marketing decision making.

Year 2

ACC 1100 Financial Accounting (3 credit hours)

Examination of accounting postulates underlying the preparation and presentation of financial statements.

ACC 1110 Managerial Accounting (3 credit hours)

Role of accounting in creation and application of business information used by decision-makers in the management of enterprise. This course introduces cost concepts, cost analysis, management control, decision making, and ethics issues.

FIN 2010 Introduction to Finance (3 credit hours; **new** course)

An introduction to finance regarding the allocation and acquisition of funds. Topics include discounted cash flows, capital budgeting, financial instruments, cost of capital, risk-return trade-offs, market efficiency and ethics issues.

GMGT 1000 Writing Skills for Business (1.5 credit hours; **new** course)

This course will develop students' understanding of fundamentals of writing, business writing in particular. Students will gain competence in sentence structure and sentence-

level issues. This course will also help them achieve proficiency in grammar, punctuation, and technical style.

IDM 1010 Communication for Career Management (1.5 credit hours)

In this course, students will build foundational skills to enable them to design a career plan and identify strategies to achieve their career goals. Topics covered will be fundamentals of career management including, career assessment, identifying strengths and motivators, career goal setting, exploring career options through employment research, résumé and cover letter writing, interview preparation, job search strategies, networking, salary negotiations, and using social media to manage one's career.

IDM 1020 Data Software for Business (1.5 credit hours)

This course teaches contemporary data software skills that are widely used by businesses for managing and analyzing data. The course will focus more on advanced skills such as mathematical and statistical calculations, financial functions, pivot tables, macros, linking different data files, and creating graphs and charts.

SCM 1000 Introduction to Project Management (1.5 credit hours; **new** course)

This course introduces students to the fundamental principles of Project Management – a critical skill for anyone working in any business sector. It will discuss the importance of scope, time, cost, resource, communication, stakeholder, and risk management within a project environment. Relevant case studies will be used to provide context to the material discussed. Assignments and exercises will allow students to apply the skills learned in the course to a sample project.

GMGT 2010 Business Communications 'W' (3 credit hours)

The course provides an introduction to theoretical, cultural, and ethical bases of effective communication in addition to developing students' interpersonal, oral, and written communication skills at individual, group, and organizational levels. The students will also develop analytical, problem-solving, rhetorical, and critical thinking capabilities required in organizational and business settings.

ENTR 2030 Introduction to Entrepreneurship (3 credit hours)

Examines entrepreneurship via a social, environmental, ethical, and economic sustainability perspective. Provides proven methods of entrepreneurial thinking to help students explore the relationship between society's need for economic development and costs to and benefits for the environment or other stakeholders, including rural and Indigenous communities.

IDM 2020 Introduction to Business Analytics (3 credit hours)

This course introduces students to data analytics applications in business contexts. It discusses the importance of evidence-based decision making, the process of data analysis, legal and ethical issues of privacy, and provides an overview of techniques and tools used for business analytics. It includes hands-on exercises of data visualization in business contexts using contemporary software and techniques.

SCM 2160 Operations Management (3 credit hours)

Study of supply chain management (SCM) and operations management. Positions operations management as a critical area of study within SCM. Focuses on process approach and system design.

HRIR 2440 Human Resource Management (3 credit hours)

Introduction to principles and procedures in the management of human resources. Topics include diversity management, conflict resolution, employment, law, planning, job analysis, performance appraisal, staffing, compensation, union-management relations, and current

issues. The course will also familiarize students with their legal and ethical duties as human resource professionals to the public, to the profession, to clients and employers, and to employees.

Year 3

SGMT 2200 Global Management (3 credit hours)
Analysis of the practice of management in an international setting. Examines the political, economic, cultural and ethical environments which influence managerial decision-making in an international context.

IDM 2010 Indigenous Peoples and Canadian Business (3 credit hours; required for students entering Sept 2024 and thereafter; Sept 2023 students can take any open elective instead)
This course will provide business students with the foundational knowledge necessary to develop and maintain positive business relationships with the Indigenous Peoples of Canada. An overview of the emerging and rapidly growing Indigenous economy in Canada will be examined. Students will learn about the past, present, and future aspects of Indigenous peoples and settler society, and how these shape Indigenous business and economic development. The course will encompass treaty-making relationships, assimilation attempts, reconciliation, and a future-oriented state of a reconciled Canada. Economic and social contributions of Indigenous businesses will also be discussed.

IDM 3010 Sustainable Business (3 credit hours)
This course presents sustainable business theory and best practice from a holistic and integrative perspective. A sustainable approach is presented for each of the key functions of business in a way that highlights how they fit with each other and with the social and ecological environment. The course focuses on how business can sustainably create positive social and ecological impact.

Years 3 and 4 (Business Electives and Non-Business Electives)[2]

Required Business Elective Courses for the Business Analytics Major (15 credit hours)

MIS 3020 Programming for Business Analytics (3 credit hours; required for major; **new** course)
The course covers data extraction, transformation, cleaning, analysis, and visualization by using widely used techniques and programming languages in a business context. The course also provides surveys of application of machine learning in business and the potential ethical issues and bias.

MIS 3500 Database Management Systems (3 credit hours; required for major)
Designing, developing, and managing database systems, by using mainstream design methodologies and popular development tools

Plus any three courses from the following:

ACC 3010 Data Analytics in Accounting (3 credit hours)
Data analytics concepts, techniques, and skills to translate accounting and business problems into actionable proposals.

MIS 3510 Systems Analysis and Design (3 credit hours)

[2] "Business Elective" refers to non-core Business courses taken by Asper students. "Non-Business Elective" refers to a course taught by a Faculty other than the Asper School of Business.

Analyzing business tasks, processes, information, and information technology, and designing information systems by employing methodologies, techniques and popular software used by information systems professionals.

SCM 3220 Introduction to Business Process Management (3 credit hours; **new** course)
This course will allow students to examine enterprise resource planning (ERP) systems and supply chain management (SCM) systems. Cloud computing, a widely-used architecture to deploy enterprise applications as a service over the Internet, is also included. Within the ERP software, students will build upon baseline knowledge of the ERP application, use the applications to confirm company-wide configuration, settings and user-level preferences.

SCM 3240 Supply Chain Analytics (3 credit hours; **new** course)
Supply Chain Analytics introduces descriptive, predictive, and prescriptive data analytics and demonstrates the value of their practical use in supply chain management. This course will focus on improving the core supply chain processes through analytics. This course will showcase practical exercises in various fields of supply chain processes.

MKT 4010 Marketing Analytics (3 credit hours)
The overarching purpose of this course is to understand the ample benefits of an analytical approach to marketing related decision-making, to build skills/knowledge in undertaking such analyses on your own, and to acknowledge the ethical issues that revolve around consumer privacy. Students will gain hands-on, computer-based experience with basic and advanced analytical tools to analyze marketing data for addressing business decisions that create value and build competitive advantage.

Business Electives (12 credit hours; courses required for 2nd major or non-major business elective courses of interest to the student)

Business Electives or Non-Business Electives (18 credit hours of elective courses of interest to the student)

Year 4

GMGT 3300 Business Law (3 credit hours)
General history of law, the organization of courts, the Canadian Constitution, federal and provincial legislative functions. Legal concepts and problems relating to business organization, contracts, principal and agent, negotiable instruments, common torts, and bankruptcy proceedings.

GMGT 4010 Strategic Management (3 credit hours)
In this capstone course, students will examine evolving strategies, capabilities, and environments of business enterprises using case studies to focus attention on problems involved in formulating and implementing strategies with interdisciplinary consideration, , including ethical and social issues in strategy.

2.d) New Academic Regulations:

None, specific to this program.

2.e) Letters of support from internal units:

Letters of Support from the three Asper departments that offer courses toward the program are attached.

2.f) Library statement of support:

Attached.

2.g) Transition plan for current students entering the new program:

Current students can major in Business Analytics by switching over to the new B. Comm (Hons) curriculum.

When a student switches to the new B. Comm (Hons) curriculum, they will be able to use some of the courses already taken in place of some of the courses required in the new curriculum. For instance, if a student has already taken MIS 2000 Information Systems for Management, which is a core course under the old B. Comm (Hons) curriculum, they can get credit toward IDM 2020 Introduction to Business Analytics, which is a core course in the new B. Comm (Hons) curriculum.

Switching from the old to the new curriculum may result in students not being able to get credit for some of the courses already taken, or they may need to take more than 120 CH to graduate. In some cases, a new course may not be held with an existing course. Students will be advised accordingly so that they can make an informed decision on whether to switch to the new curriculum.

Students who wish to switch to the new curriculum will need to apply to the Asper Undergraduate Program Office to do so. Students will be strongly advised to speak to a Student Advisor and also utilize the Degree Audit software tool to assess the impact of switching, before making that important decision.

December 1, 2022

Report of the Senate Committee on Curriculum and Course Changes on a proposal for Bachelor of Commerce (Honours) in Strategy and Global Management, Faculty of Management (Asper School of Business)

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. At its meetings on March 25 and December 1, 2022, the SCCCC considered a proposal from the Faculty of Management (Asper School of Business), to establish a Bachelor of Commerce (Honours) in Strategy and Global Management.
3. The proposal is brought forward together with major modifications to the curriculum of the B.Comm.(Hons.) degree.[1] Within the context of that submission, the Strategy and Global Management Major would eventually replace the International Business Major and the Leadership and Organizations Major. Pending approval and implementation of the proposed program, the Asper School would bring forward a proposal to close the latter two Majors once all students who had declared the Majors had graduated.
4. The Faculty Council of the Faculty of Management endorsed the proposal at its meeting on September 24, 2021. The Senate Planning and Priorities Committee also considered the proposal, most recently at its meeting on August 29, 2022.

Observations:

1. The proposed Bachelor of Commerce (Honours) in Strategy and Global Management would be a four-year, 120 credit hour degree. Students would be required to complete the Core requirements of the B.Comm.(Hons.) degree and the 15 credit hours required for the Major, including; LEAD 4010 Leading Change, SGMT 3060 Strategic Thinking and Cross-Functional Management, and SGMT 3070 Current Issues in Strategy and Global Management; and one of GMGT 3010 Management Decision-Making, GMGT 4210 Seminar in Management and Capitalism, LEAD 3010 Negotiation and Conflict Management, or LEAD 3020 Team Building and Diversity; and one of FIN 3450 International Finance, HRIR 4250 Comparative IR and HRM, MKT 3300 International Marketing, or SCM 3230 Global Supply Chains.
2. The purpose of the program would be to prepare graduates to analyse and make informed strategic-globalization-related decisions within long-term business organizations that need to think strategically about expanding internationally, including with respect to potential markets as well as sourcing materials and talent.
3. Introduction of the proposed Strategy and Global Management Major would contribute to the Faculty's objectives to offer a contemporary business education to students in the B.Comm.(Hons.) program and to address the needs of employers by preparing students with professional skills required in today's workplace. The Faculty notes in the proposal

[1] The Report of the Senate Committee on Curriculum and Course Changes on the major curriculum revisions is included as item XI (1)(a) on the February 1, 2023 Senate agenda.

that most business schools in Canada offer a Major in International Business and/or Strategy.

5. The Strategy and Global Management Major would primarily make use of existing courses but would also use several courses proposed for introduction by the Faculty, as part of its major curriculum renewal. The new courses include SGMT 3060 and SGMT 3070.
6. Projected enrolment for the first intake is fifteen (15) students. The maximum seat capacity would be thirty (30) students.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Commerce (Honours) in Strategy and Global Management, in the Faculty of Management (Asper School of Business).

Respectfully submitted,

Professor Dean McNeill, Chair
Senate Committee on Curriculum and Course Changes

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

August 29, 2022

Report of the Senate Planning and Priorities Committee on a proposal for a Bachelor of Commerce (Honours) in Strategy and Global Management, Asper School of Business

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meetings on March 28 and August 29, 2022, the SPPC considered a proposal from the Asper School of Business to establish a Bachelor of Commerce (Honours) in Strategy and Global Management. The proposal was endorsed by the Faculty Council of the Faculty of Management at its meeting on September 24, 2021.
3. The Asper School's proposal for a B.Comm.(Hons.) in Strategy and Global Management was brought forward together with a proposal for major curriculum revisions to the B.Comm.(Hons.) degree, affecting several existing majors within the degree.[1] Within the context of that proposal, the Strategy and Global Management major would eventually replace the B.Comm.(Hons.) in International Business and the B.Comm.(Hons.) in Leadership and Organizations. Pending approval and implementation of the proposed program, the Asper School would bring forward a proposal to close the latter two majors once all students who had declared the majors had graduated.

Observations:

1. The Bachelor of Commerce (Honours) in Strategy and Global Management would prepare graduates to analyse and make informed strategic-globalization-related decisions within long-term business organizations that need to think strategically about expanding internationally, including with respect to potential markets as well as sourcing materials and talent.
2. The proposed B.Comm.(Hons.) in Strategy and Global Management would be a four-year program that would require 120 credit hours of coursework, including, in Year 1, 27 credit hours of Foundation Courses plus 6 credit hours of Non-Business Electives (or 3 credit hours of Non-Business Electives and MATH 1300); in Year 2, 30 credit hours of required business and professional skills courses; in Years 3 and 4, 15 credit hours of required business courses, and 15 credit hours required for the Major, and 12 credit hours of Business Electives, and 15 credit hours of Business or Non-Business Electives as detailed in section B-5 of the proposal.

   The 15 credit hours of courses that would contribute to the Strategy and Global Management major include: LEAD 4010 Leading Change, SGMT 3060 Strategic Thinking and Cross-Functional Management, SGMT 3070 Current Issues in Strategy and Global Management; and one of GMGT 3010 Management and Decision Making, GMGT 4210 Seminar in Management and Capitalism, LEAD 3010 Negotiation and Conflict Management, LEAD 3020 Team Building and Diversity; and one of FIN 3450 International Finance, MKT 3300 International Marketing, SCM 3230 Global Supply

[1] The Report of the Senate Committee on Curriculum and Course Changes on the major curriculum revisions is included as item XI (1)(a) on the February 1. 2023 Senate agenda.

Chains, HRIR 4520 Comparative Industrial Relations and Human Resource Management.

3. The program would primarily make use of existing courses but would also use several courses proposed for introduction by the Asper School, as part of its major curriculum renewal. The new courses include SGMT 3060 and SGMT 3070.

4. Projected enrolment for the first intake is fifteen (15) students. The maximum seat capacity would be thirty (30) students, which the Asper School anticipates would be met by Year 5.

5. The total cost of delivering the program would be $241,191 in Year 4. No new funding would be required to offer the program, which would be funded from the following revenue sources (as of Year 4):
   - tuition, which would generate $129,470, assuming an enrolment of twenty-five (25) students;
   - existing resources in the Asper School ($111,721).

6. Revenues identified in observation 5 would be allocated to the items indicated below (figures are for Year 4):
   - salary and benefits for existing academic staff ($89,769), including 0.54 FTE Associate or Assistant Professors or Senior Instructors, and 0.05 Teaching Assistants;
   - salary and benefits for existing 0.15 FTE AESES Support Staff ($21,932);
   - operating expenses ($20); and
   - administrative overhead ($129,470).

7. The University of Manitoba Libraries indicated its current collection can support the proposed program.

8. The Asper School indicated it will have sufficient teaching resources to offer the proposed B.Comm.(Hons.) in Strategy and Global Management. It is currently in the process of hiring fourteen new faculty members following a recent increase to the enrolment target for the B.Comm.(Hons.) degree. Additionally, it anticipates that faculty currently teaching courses required in the International Business and the Leadership and Organizations major would be reassigned to teach courses in the proposed major. This change is contemplated in the context of the major curriculum renewal and plans for future proposals to close the International Business and the Leadership and Organizations majors. The Asper School noted that the major in Leadership and Organizations has been historically undersubscribed.

9. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,[2] the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Commerce (Honours) in Strategy and Global Management. The proposal is consistent with the University's strategic priority for Inspiring Minds through innovative and quality teaching. The Committee observed that the program would meet the current and future needs of students in the Asper School of Business.

[2] http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Commerce (Honours) in Strategy and Global Management, in the Asper School of Business. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor Derek Oliver, Chair
Senate Planning and Priorities Committee

Application

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Manitoba Economic Development and Training

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS:

University of Manitoba

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
   Undergraduate Programs*:* Office of the University Secretary (for Senate submission deadlines visit http://umanitoba.ca/admin/governance/meetings/index.html. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
   Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.
   ALL Programs: as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.

2. Along with the information requested in the proposal template, please **append** details on the following:
   a) **MEDT /SPPC Financial Support Form** [*available through the Office of the Provost &Vice-President (Academic)*] This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
   b) **Admission and/or transfer criteria** for the proposed program.
   c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
      Undergraduate Programs: for SCCCC Program and Course Change forms, as applicable, visit http://umanitoba.ca/admin/governance/forms/index.html
      Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
   d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
   e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
   f) **Library statement** of support.
   g) Where applicable, a **transition plan** for current students entering the new program.

3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 2019.

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SECTION A – PROPOSAL DETAILS

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Department of Business Administration, Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program: **None**

Program name: **Strategy and Global Management**

Credential awarded: **Bachelor of Commerce (Honours) in Strategy and Global Management**

Funding request: **None**

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: **September 2023**

List any critical issues that may impact the start date of the program: If our proposal is not approved by any of the approving bodies with a request for revision of the proposal, that could delay the start date.

UM INTERNAL REQUIREMENT: Name of Person(s) responsible for the Program internally (please include contact information):

Dr. Jijun Gao

Department Head, Department of Business Administration

Asper School of Business

University of Manitoba

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

Students in the Bachelor of Commerce (Honours), offered by the Asper School of Business, currently have the ability to major in several disciplines. We wish to add a new major – Strategy and Global Management – that students can choose to major in. Students will be required to take five 3-credit hour courses (15 credit hours) to obtain the Strategy and Global Management (S&GM) major. This major will not add any credit hours to the B. Comm. (Hons) program. Students will have the ability to obtain the major within the 120 credit hours required for the degree.

Strategy is an important consideration for any organization in a competitive market and coupled with the need to compete internationally the area of strategy and global management is an area that ensures business maintain their international competitiveness. The study of strategy and global markets expands traditional studies in strategy by ensuring that strategy is viewed globally rather than domestically.

The Undergraduate Curriculum Review Committee sought feedback through business and student focus groups, surveys, and analysis of historical enrolment in the International Business and the Leadership and Organizations majors and based on those consultations determine there was a need for a major dedicated to Strategy and Global Management. Consultations were conducted through focus groups, surveys and town hall meetings and were targeted to specific groups to allow better feedback. These groups broadly included the business community, alumni, students, faculty, and staff. Feedback showed that strategic thinking and doing business internationally are characteristic of most successful businesses. It is important that students be educated in these domains so that they can make an impactful contribution to their employer organizations. Temporary cessations for two other current majors – 'International Business' and 'Leadership & Organizations' – are also being sought. This new S&GM major will be more comprehensive by amalgamating the International Business major with the Leadership and Organizations major, but with an added focus on Strategy. This synergistic major is expected to be more popular than any one of these three majors by itself. Most Canadian business schools have a major in International and/or Strategy, with some cleverly combining the two (e.g., University of Calgary and McGill). The Asper School has adequate faculty expertise in these domains to be able to offer such a combo major.

Students will enter the program via Direct Entry from high school, or through advanced entry after completing 24 credit hour of foundation courses. Years 1 and 2 are the same for all students and in Year 3 students will start courses towards the major. In Years 3 and 4 students will complete the requirements of the major. The program is designed so that students are not precluded from taking a second major of their choice from those offered by the school. The major itself consists of five 3-credit hour courses (15 credit hours). Three of these courses are required, the other two are selected from separate pools of four courses in each pool. This major will not add any credit hours to the B. Comm. (Hons) program. Students will have the ability to obtain the major within the 120 credit hours required for the degree.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

Length of program: 4 years, 120 credit hours

B-3 Intended outcomes of the program:

B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the Province:

Most long term-oriented businesses think strategically about expanding internationally, not just about markets where

they will sell to but also markets they will source their materials and talent from. This new S&GM major prepares students to analyze and make informed strategic globalization-related decisions for their organizations.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

Strategy and International are two very important domains in managing a business. Therefore, it is imperative that students be educated in these so that they can make a meaningful contribution to their employer organizations. Most Canadian business schools have a major in Global Management and/or Strategy, with some cleverly combining the two (e.g., University of Calgary and McGill). A survey of current Asper students conducted by Asper's Undergraduate Curriculum Review showed that over 50% of respondents consider addition of this major a positive change to our program.

B-4 Mode of Delivery

B-4.1 Provide the total program length through **one** of the following measures:

Program length is 120 credit hours

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available.

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

Students will enter the program via Direct Entry from high school, or through advanced entry after completing 24 credit hour of foundation courses. Years 1 and 2 are the same for all students and will consist of the 24 credit hours of foundation courses as well as 30 credit hours of core business courses. In Year 3-4 students will complete courses towards the major and also complete and additional 12 credit hours of business electives as well as another 18 credit hours of business or non-business electives. In Year 4 students will also be required to complete one course in business law as well as the capstone strategic management course.

UM INTERNAL REQUIREMENT: please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

The B. Comm (Hons) in Business Analytics requires students to complete the following:

Foundational Courses	- 24 credit hours (these are also admission requirements for Advanced Entry students)
Business Core	- 51 credit hours (48 credit hours for students admitted in September 2023)*
Courses for the Major	- 15 credit hours
Business Electives	- 12 credit hours
Business or Non-Business Electives	– 18 credit hours (21 credit hours for students admitted in September 2023)*
Total	- 120 credit hours

* IDM 2010 is being introduced in the Business Core starting September 2024. Students admitted in September 2023 will take 3

credit hours of a Business or Non-Business elective instead.

The below shows the recommended year-wise progression of courses in the Strategy and Global Management major.

Year 1		**Hours**
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
MATH 1524	Mathematics for Management and Social Sciences [1]	3
Select 3 credit hours from:		3
STAT 1000	Basic Statistical Analysis 1	
STAT 1150	Introduction to Statistics and Computing	
Select 6 credit hours of Non-Business Electives or 3 credit hours Non-Business Electives plus MATH 1300 [1,2]		6
Select 3 credit hours of Written English "W" [3]		3
Select 3 credit hours of Non-Business Electives		3
GMGT 1010	Business and Society	3
GMGT 2070	Introduction to Organizational Behaviour [4]	3
MKT 2210	Fundamentals of Marketing [4]	3
	Hours	**33**
Year 2		
ACC 1100	Introductory Financial Accounting	3
ACC 1110	Introductory Managerial Accounting	3
ENTR 2030	Introduction to Entrepreneurship: Business and Social Perspectives	3
FIN 2010	Introduction to Finance [5]	3
GMGT 1000	Writing Skills for Business	1.5
GMGT 2010	Business Communications [6]	3
HRIR 2440	Human Resource Management	3
IDM 1010	Communication for Career Management	1.5
IDM 1020	Data Software for Business	1.5

IDM 2020	Introduction to Business Analytics [7]	3
SCM 1000	Introduction to Project Management [8]	1.5
SCM 2160	Operations Management	3
	Hours	**30**
Year 3		
IDM 3010	Sustainable Business	3
SGMT 2200	Global Management	3
	Hours	**6**
Years 3-4		
LEAD 4010	Leading Change	3
SGMT 3060	Strategic Thinking and Cross-Functional Management	3
SGMT 3070	Current Issues in Strategy and Global Management	3
Select 3 credit hours from the following:		3
GMGT 3010	Management Decision Making	
GMGT 4210	Seminar in Management and Capitalism	
LEAD 3010	Negotiation and Conflict Management	
LEAD 3020	Team Building and Diversity	
Select 3 credit hours from the following:		3
FIN 3450	International Finance [9]	
HRIR 4250	Comparative IR and HRM	
MKT 3300	International Marketing	
SCM 3230	Global Supply Chains	
Select 12 credit hours of Business Elective courses [10]		12
Select 18 credit hours of Business or Non-Business Electives [11]		18
	Hours	**45**
Year 4		
GMGT 3300	Business Law	3

GMGT 4010	Administrative Policy [12]	3
	Hours	**6**
	Total Hours	**120**

[1] MATH 1524 is the preferred MATH course for Asper students. Students who have completed one of (MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520) but not MATH 1524 are required to complete MATH 1300 (or MATH 1310) for admission and degree requirements. Finance majors who have not completed MATH 1524 must complete either MATH 1300 (C) (or MATH 1310 (C)).

[2] 6 credit hours of any Non-Business course Electives at the 1000 level or higher. If MATH 1524 was not completed, then MATH 1300 is required to meet degree requirements and should be taken as one of the Non-Business Electives. Finance majors should take STAT 2000 as one of the Non-Business Electives. Actuarial Mathematics majors should take MATH 1700 as one of the Non-Business Electives. Indigenous Business Studies Majors should take INDG 1220 and/or INDG 1240 as a Non-Business Elective(s). See Major descriptions for full details, including minimum required grades for Major courses.

[3] Choose any course from the list of approved Written English Courses, with the exception of ARTS 1110, GMGT 1010 and GMGT 2010.

[4] GMGT 2070 and MKT 2210 can be taken in Year 2 if entering with 24 credit hours.

[5] The former FIN 2200 may be substituted for FIN 2010.

[6] It is highly recommended that all students take GMGT 1000 prior to GMGT 2010. Non-Asper students officially pursuing a Management Minor or in programs in which GMGT 2010 is mandatory or an elective may take GMGT 2010 without the GMGT 1000 prerequisite, with departmental permission.

[7] IDM 2020 or the former MIS 2000 or MSCI 2150 if completed before Fall 2023 (but not both). IDM 2020 with a grade C or higher is required to graduate with a Business Analytics Major.

[8] The former SCM 3280 may be substituted for SCM 1000.

[9] FIN 2000 (C+) or FIN 2201 (C+) or FIN 2420 (C+) is a prerequisite for FIN 3450.

[10] Major and Business Electives must total 27 credit hours. Business Electives must be at the 2000 Level or higher. See Major descriptions for full details

[11] A minimum of 9 credit hours of Business Electives or Non-Business Elective courses must be at the 2000 level or higher; the remaining must be at the 1000 level or higher.

[12] For Asper students following the curriculum prior to September 2023, the prerequisite of GMGT 4010 will be: Year 4 and [FIN 2200 (D), SCM 2160 (D) and ACC 1110 (D)]. Such students will have to contact an Asper Program Advisor for permission.

B-6 Will the program be available for part-time study?

Yes.

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

Yes. The Co-Operative education option is available for this program. The co-op option will require students to complete three work terms for a total of 12 months of internship.

B-8 Intake Information:

B-8.1 Projected enrolment for the first intake: 15

B-8.2 Maximum seat capacity *(Defined as first-year enrolment capacity)*:30 students

B-8.3 Anticipated date of maturity: September 2027

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	15	15	20	25	30
Graduates			6	14	18

SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE

C-1 Describe how this new program aligns with the strategic plans of your institution:

One of the values in the Asper School's Values in its Strategic Plan is – Agility - Remaining on the forefront of knowledge creation, and preparing graduates to be innovative change agents in a dynamic global business environment. The Strategy and Global Management major is consistent with that value as it responds to the needs of the local employer market.

It is also aligned with the university's strategic priority – Inspiring Minds through innovative and quality teaching - Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources. The Strategy and Global Management major is innovative and prepared students better for the professional career they will be pursuing following graduation.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

UM Undergraduate Programs:

Decision-Making Body	Date of Approval
Faculty/College/School	Sept 24, 2021
SCCCC	_____
SPPC	_____
SCADM (*if applicable*)	_____
SCIE (*if applicable*)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

Decision-Making Body	Date of Approval
APC (*preliminary review*)	_____
External Review	_____
PGC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution *(such as regulatory bodies, Apprenticeship Manitoba, etc.)*, please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

The proposed major does not have any accreditation requirements.

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?
Note: this includes any consultation with internal UM units, academic or otherwise.

Local business community, Asper student body, Asper faculty and staff. Students have already been consulted and subsequently informed about the introduction of the Strategy & Global Management major. All students will also be formally informed about this program once it is approved and is available to students.

C-3.3 How have students and faculty been informed of the intent to establish this program?
Once Senate and the Province have approved the major, students will be informed via email, social media, Asper website, B. Comm Program Guide, undergraduate program office staff, etc.

C-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*
Note: this includes any programs currently offered at UM.

None.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.
None.

C-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Some reputable business schools in Canada offer a combo major in strategy and global management (e.g., University of Calgary and McGill). Several other business schools offer this as two separate majors.

The University of Winnipeg offers a Bachelor of Business Administration in International Business and RRC Polytech offers an Advanced Diploma in International Business. The two programs have an international focus but a relatively weak strategy focus and are similar to the International Business program at the Asper School that is being replaced by the Strategy & Global Management program.

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.
None.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:
(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)
As per Princeton Review, 2021 (a well-known publication on education), International Business and Strategy are the 2nd and 3rd most chosen specializations in the top MBA programs of the world. Considering top MBA programs would not offer specializations that did not result in employment, it is safe to assume that the employment market demand for

these specializations is high and is mirrored in the employment landscape for B. Comm degree holders as well. The Government of Canada's Job Bank report gives the demand for international business managers in Manitoba two stars, which is the same rating as in any other Canadian Province with the exception of Quebec. The demand for business consultants is three stars in Manitoba, which is the highest rating possible. Moreover, this problem meets the challenges presented in Manitoba's Skills, Talent and Knowledge Strategy by creating a program that is not only in demand in Manitoba but directly connected to the business community through the Schools Cooperative Program and our Career Development Centre (CDC). The CDC is in constant communication with the business community matching students with employers offering summer jobs, internship, co-operative opportunities as well as graduate employment. This program is one such program where business community feedback and demand has driven its creation. The School's connection to the business community allows us to determine the needs for skills and align new programs such as this one to those needs.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

Not applicable.

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

None.

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

There is no new funding requested for this program.

D-3 If new funding is not being requested, how will the program be funded?

Tuition for this program is calculated based on marginal changes this program creates compared to students completing an existing major. Revenue for the new program is a redistribution of existing revenues from students currently in the School who decide to enroll in the program and thus take courses required to complete the program. Revenues associated with the program core, which are common to all students irrespective of their major, are not included as these revenues would have been received even if the program does not exist. The proposed cessation of the Management Information System major will create capacity that will be used by this new program and there are no additional costs that aren't covered by the redistribution of revenue from current programs to this program.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*
None.

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

This program will not result in additional students in the Asper School of Business. Therefore, no additional resources will be required specifically for this major. The resources are being reallocated from the International Business and the Leadership and Organizations majors to the Strategy and Global Management program. Further, as a result of a substantial increase in enrolment in the B. Comm. program over the past 3 years, the Asper School of Business recently expanded its overall staff complement by hiring 14 faculty members who will teach across all majors in the B. Comm. Honours program, including in Business Analytics. Therefore, the Asper School will have adequate resources – teaching, administrative, and infrastructure – to offer courses in the new program.

D-6 Please describe new and existing staffing resources needed to provide this new program of study. *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

The Asper School currently has an International Business major and a Leadership & Organizations major, both of which are being phased out. A core course in the B. Comm program INTB 2200 International Management is being deleted and

the courses toward the Leadership & Organizations major will be gradually phased out. Therefore, the S&GM major will result in a re-allocation of teaching duties of the faculty who teach courses in International Business and Leadership & Organizations. Therefore, this new major will not result in any specific resource demands on our teaching. Moreover, with the exception of two courses, all the other courses toward this major already exist and are already being taught by faculty. Similarly, the administrative support staff who were previously providing support for the courses that counted toward the International Business and Leadership & Organization majors will now begin to provide support for the courses that count toward the S&GM major. Likewise, for all operating expenses. Finally, as the Asper School has recently had a 23% admission target increase, leading to new faculty being hired, some of these new hires are also geared to teach courses in the Strategy & Global Management program. For this reason .59 FTE faculty members and 0.15 FTE professional and support staff budgeted for the enrolment of 20-30 students will be using existing resources.

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

Year 1: International Business and Leadership faculty will be assigned to teach some of the required courses in the Strategy and Global Management major.

Years 2 to 4: The elective courses for the major will be offered and will be taught by faculty the Asper School has on staff. If and when there is a shortage, Sessional Instructors will be hired to teach some sections of courses. These will not be incremental hires, as some sessional instructors are hired to teach courses that count toward the International Business and Leadership & Organization majors, both of which are being phased out.

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

None. No additional classroom space is required, as the S&GM courses can be taught in the classrooms where the International Business major courses and Leadership & Organizations major courses would have been taught.

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

Not applicable.

SECTION E– TUITION

E-1 What are the proposed tuition fees?

Students will be assessed the current credit hour rate for the B. Comm (Hons) program. Pursuing the Business Analytics major will not require any additional tuition or other fees beyond what students pay for the B. Comm (Hons) degree program. However, for the purpose of calculating the revenues from this program based on the expected number of students who will pursue this major, we have used $187.50 per credit hour as the tuition fees for domestic students and $716.66 per credit hour for international students. Tuition rates shown are subject to change based on approvals by the Board of Governors and the Province.

E-2 Please provide a rationale for the tuition fee proposed. (*For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The tuition fee proposed for this program is the same as for any other program in the Asper School of Business. Students will pay a per-credit hour tuition fee for the 120 credit hours they take toward the B. Comm (Hons) degree, within which each of the programs (majors) of the Asper School are contained.

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

Students will be assessed standard student fees that are applicable to students in the Asper School of Business.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

Students have access to bursaries, awards, and scholarships that apply to any Asper School of Business students. Further, Indigenous students can avail the services and supports provided by the Indigenous Business Education Partners of the Asper School at no cost to them.

SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments *(double-click to engage check box):*

- ☐ Cover letter
- ☐ Program of Study Financial Form
- ☐ Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

Faculty of Management/I.H. Asper School of Business
New Program: Strategy and Global Business Major
Business Administration Department
Effective Fall 2023

Specific Requirements for the Major

The Strategy and Global Business Major consists of 15 credit hours from:

Course	Title	Hours
LEAD 4010	Leading Change	3
SGMT 3060	Strategic Thinking and Cross-Functional Management	3
SGMT 3070	Current Issues in Strategy and Global Management	3
Plus one of the following:		3
GMGT 3010	Management Decision Making	
GMGT 4210	Seminar in Management and Capitalism	
LEAD 3010	Negotiation and Conflict Management	
LEAD 3020	Team Building and Diversity	
Plus one of the following:		3
FIN 3450	International Finance[1]	
HRIR 4250	Comparative IR and HRM	
MKT 3300	International Marketing	
SCM 3230	Global Supply Chains	
Total Hours		15

Note.
[1] FIN 2000 (C+) or FIN 2201 (C+) or FIN 2420 (C+) is a prerequisite for FIN 3450.

Manitoba
Economic Development and Training

Post-Secondary Education and Labour Market Outcomes

Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a new 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 (Asper School of Business)
Program Name:	Strategy and Global Management
Contact Information:	Subbu Sivaramakrishnan - 8437
Date:	Februay 11, 2022

	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 INFORMATON										
Contribution from Institution		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tuition		$ 69,560	$ 69,560	$ 72,168	$ 2,608	$ 99,833	$ 27,664	$ 129,470	$ 29,638	$ 129,470
Student Fees		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contribution from Unit (Existing Resources)		$ 100,768	$ 100,768	$ 104,294	$ 3,526	$ 107,943	$ 3,650	$ 111,721	$ 3,777	$ 111,721
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Revenue (A)	**$ -**	**$ 170,327**	**$ 170,327**	**$ 176,462**	**$ 6,135**	**$ 207,776**	**$ 31,314**	**$ 241,191**	**$ 33,415**	**$ 241,191**

Institution:	University of Manitoba (Asper School of Business)
Program Name:	Strategy and Global Management
Contact Information:	Subbu Sivaramakrishnan - 8437
Date:	Februay 11, 2022

	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 INFORMATON										
New Academic Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Existing Academic Salaries - Direct		$ 80,967	$ 80,967	$ 83,800	$ 2,834	$ 86,733	$ 2,933	$ 89,769	$ 3,036	$ 89,769
New Professional/Support Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Existing Professional/Support Salaries - Direct		$ 19,781	$ 19,781	$ 20,473	$ 692	$ 21,190	$ 717	$ 21,932	$ 742	$ 21,932
Operating Expenses		$ 20	$ 20	$ 20	$ -	$ 20	$ -	$ 20	$ -	$ 20
Student Support		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Indirect Salary Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Administrative Overhead		$ 69,560	$ 69,560	$ 72,168	$ 2,608	$ 99,833	$ 27,664	$ 129,470	$ 29,638	$ 129,470
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Expenditures (B)	**$ -**	**$ 170,327**	**$ 170,327**	**$ 176,462**	**$ 6,135**	**$ 207,776**	**$ 31,314**	**$ 241,191**	**$ 33,415**	**$ 241,191**

Institution:	University of Manitoba (Asper School of Business)
Program Name:	Strategy and Global Management
Contact Information:	Subbu Sivaramakrishnan - 8437
Date:	Februay 11, 2022

	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)	
CAPITAL INFORMATON										
Major Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Vehicles		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Renovations		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Furniture		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
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			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
			$ -		$ -		$ -		$ -	$ -
Total Capital (C)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Revenue less Expenditures and Capital (A-(B+C))	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Funding Request		**$ -**		**$ -**		**$ -**		**$ -**		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)
New Program Approval - Financial Form

FACULTY / SCHOOL Asper School of Business
PROGRAM Strategy and Global Management

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	-	-	-	-	-
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	-	-	-	-	-

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	$ -	$ -	$ -	$ -	$ -
Existing Academic Salaries (incl bpl) (Appendix A)	80,967	83,800	86,733	89,769	92,911
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	19,781	20,473	21,190	21,932	22,699
Operating Expenses (Appendix B)	20	20	20	20	20
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	$ 100,768	$ 104,294	$ 107,943	$ 111,721	$ 115,630

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	$ -	$ -	$ -	$ -	$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	-	-	-	-	-
Tax on Grant and Tuition Revenue	-	-	-	-	-
Administrative Overhead	-	-	-	-	-
Subtotal Indirect Program Costs	$ -	$ -	$ -	$ -	$ -

Total Program Costs (Direct & Indirect)	**$ 100,768**	**$ 104,294**	**$ 107,943**	**$ 111,721**	**$ 115,630**

3. ENROLMENT	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Expected Enrolment (headcount)	15	15	20	25	30
Expected Enrolment (credit hours)	225	225	300	375	450

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)					
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
Total Program Revenue	$ -	$ -	$ -	$ -	$ -

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	$ 80,967	$ 83,800	$ 86,733	$ 89,769	$ 92,911
Professional and Support Salaries (Appendix A)	19,781	20,473	21,190	21,932	22,699
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)					
From Other Sources:	20	20	20	20	20
Subtotal Existing Resources	$ 100,768	$ 104,294	$ 107,943	$ 111,721	$ 115,630

6. Program shortfall (surplus) (Program Costs -Program Revenue - Existing Resources)	$ -	$ -	$ -	$ -	$ -
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	$ -	$ -	$ -	$ -	$ -

Rick Pelletier - Business Manager — February 11, 2022

Submitted by Faculty/School Budget Officer (signature) — **Date**

Reviewed by Graduate Studies Dean or Designate (signature) — **Date**

(For graduate program submissions only)

Chester Wojciechowski

Digitally signed by Chester Wojciechowski
DN: cn=Chester Wojciechowski, o=University of Manitoba, ou=Financial Planning Office, email=chester.wojciechowski@umanitoba.ca, c=CA
Date: 2022.03.15 13:10:53 -05'00'

Reviewed by University Budget Officer (signature) — **Date**

Average Salary Increase	3.5%
Average Benefits and Pay Levy	20%

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Academic Salaries (including BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Professional and Support Staff (incl. BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	$ -	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Indirect Staff (including BPL)	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Total New Staff		$ -		$ -		$ -		$ -		$ -

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor			-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	0.54	66,305	0.54	68,626	0.54	71,028	0.54	73,514	0.54	76,087
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	0.05	1,167	0.05	1,208	0.05	1,250	0.05	1,294	0.05	1,339
Subtotal Existing Academic Salaries	**0.59**	**67,472**	**0.59**	**69,834**	**0.59**	**72,278**	**0.59**	**74,808**	**0.59**	**77,426**
Benefits and Pay Levy		13,494		13,967		14,456		14,962		15,485
Total Existing Academic Salaries (including BPL)	**0.59**	**$ 80,967**	**0.59**	**$ 83,800**	**0.59**	**$ 86,733**	**0.59**	**$ 89,769**	**0.59**	**$ 92,911**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	0.15	16,484	0.15	17,061	0.15	17,658	0.15	18,276	0.15	18,916
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	**0.15**	**16,484**	**0.15**	**17,061**	**0.15**	**17,658**	**0.15**	**18,276**	**0.15**	**18,916**
Benefits and Pay Levy		3,297		3,412		3,532		3,655		3,783
Total Existing Professional and Support Staff (incl. BPL)	**0.15**	**$ 19,781**	**0.15**	**$ 20,473**	**0.15**	**$ 21,190**	**0.15**	**$ 21,932**	**0.15**	**$ 22,699**
Indirect Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total Existing Indirect Staff (including BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Total Existing Staff		**$ 100,748**		**$ 104,274**		**$ 107,923**		**$ 111,701**		**$ 115,610**
GRAND TOTAL		**$ 100,748**		**$ 104,274**		**$ 107,923**		**$ 111,701**		**$ 115,610**

Appendix B - Operating Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	$ -	$ -	$ -	$ -	$ -
701BGT	Hospitality - Budget	$ -	$ -	$ -	$ -	$ -
704BGT	Printing and Duplicating - Budget	$ 5	$ 5	$ 5	$ 5	$ 5
706BGT	Consumable Materials/Supplies Budget (includes computers)	$ 2	$ 2	$ 2	$ 2	$ 2
708BGT	Telecommunications - Budget	$ 10	$ 10	$ 10	$ 10	$ 10
710BGT	Other Expenses (Nonconsumble) Budget	$ 3	$ 3	$ 3	$ 3	$ 3
713BGT	Insurance - Budget	$ -	$ -	$ -	$ -	$ -
716BGT	Externally Contracted Serv - Budget	$ -	$ -	$ -	$ -	$ -
718BGT	Professional Fees - Budget	$ -	$ -	$ -	$ -	$ -
740BGT	Repairs and Maintenance - Budget	$ -	$ -	$ -	$ -	$ -
	Subtotal Direct Operating	**$ 20**	**$ 20**	**$ 20**	**$ 20**	**$ 20**

Appendix E - Tuition Fee Increase 3.8%

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	15	15	20	25	30
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	225	225	300	375	450
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	$ 309	$ 321	$ 333	$ 345	$ 358
Undergraduate	69,560	72,168	99,833	129,470	161,191
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	$ -	$ -	$ -	$ -	$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	**$ 69,560**	**$ 72,168**	**$ 99,833**	**$ 129,470**	**$ 161,191**
• Continuing Fee - (enter annual continuing fee in yr 2)		$ -	$ -	$ -	$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate)					
….. (add as required)…					
….. (add as required)…					
Total Program/Course Specific Fees	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	$ 69,560	$ 72,168	$ 99,833	$ 129,470	$ 161,191

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	$ -	$ -	$ -	$ -	$ -

APPENDIX

2.a) MEDT/SPPC Financial Support Form

Attached.

2.b) Admission and/or Transfer Criteria:

The Strategy & Global Management (S&GM) program is a new major available within the Asper School's B. Comm (Hons) program. Students admitted to the B. Comm (Hons) have the option of declaring S&GM as their major and it is available to all Asper students. There is no separate admission or transfer-in requirements or process for declaring this specific major. The process for declaring Strategy and Global Management as the major is no different from declaring any of the other current majors in the B. Comm (Hons) program.

2.c) Program Course Details:

The B. Comm (Hons) program is structured such that the Year 1 comprises foundational courses. Starting Year 2, students take core courses that span multiple business areas and also build the skills required to be successful in business. From Year 3, students take courses that they choose to major in (e.g., Strategy and Global Management), other business courses that will supplement the courses they take toward the major, and non-business courses that interest them and will give them a well-rounded education. The GMGT 4010 Strategic Management course in Year 4 integrates content from all the functional areas of business and serves as a capstone course for any major in the B. Comm (Hons) program.

The B. Comm (Hons) in Strategy and Global Management program will comprise the following courses for a total of 120 credit hours (4 years):

Year 1 (Foundational Courses)

ECON 1010 Introduction to Microeconomic Principles (3 credit hours)
This course introduces students to the study of microeconomics. Topics include: demand and supply, price determination, market structure and resource allocation; the behaviour of consumers and firms; and market intervention by government. Selected economic topics are examined such as: welfare programs, environmental regulation, the economics of discrimination, pay equity, and taxation.

ECON 1020 Introduction to Macroeconomic Principles (3 credit hours)
This course introduces students to the study of macroeconomics. Topics include: aggregate performance and policy; the determinants of national income, employment and the price level, the role of monetary and fiscal policies in stabilizing the economy and promoting economic growth.

MATH 1524 Mathematics for Management and Social Sciences (3 credit hours; **new** course)[1]
Differentiation and integration of functions of one variable. Solving systems of linear equations, introduction to matrices. Emphasizes applications in the areas of management and social sciences.

[1] Instead of the preferred MATH 1524 which combines calculus and algebra, students may take a calculus course plus an algebra course instead. Instead of STAT 1000, students may take the equivalent STAT 1150 instead.

STAT 1000 Basic Statistical Analysis 1 (3 credit hours)[1]

An introduction to the basic principles of statistics and procedures used for data analysis. Topics to be covered include: gathering data, displaying and summarizing data, examining relationships between variables, sampling distributions, estimation and significance tests, inference for means.

GMGT 1010 Business and Society (3 credit hours)

The course will provide overarching frameworks to examine the nature, role, and importance of business in society. Key internal operations of business organizations will be discussed (e.g., finance, marketing, operations), but the majority of the course examines the relationships that business firms must balance among key stakeholders in their external environment (i.e., government, owners, customers, communities, suppliers, future generations, etc.). Students will examine various institutional contexts (e.g., economic, political-legal, and socio-cultural) and critically think about relationships between business and society, mindfully considering alternative approaches to management. Special emphasis will be placed on contemporary social issues in business (e.g., sustainable development, corporate social responsibility).

Non-Business Electives (6 credit hours)

Students may take any 6 credit hours of courses outside the Asper School of Business.

Written English 'W' course (3 credit hours)

A Written English W course from a specific discipline.

GMGT 2070 Introduction to Organizational Behaviour (3 credit hours)

Examination of the impact of human behaviour on the formal and informal organization. Topics include leadership, work groups, organizational conflict, ethics, and communications. This course will also cover topics in Equity, Diversity, and Inclusion.

MKT 2210 Fundamentals of Marketing (3 credit hours)

Understanding the fundamentals of marketing and the role of marketing discovering and fulfilling customer needs. Role of ethics in marketing decision-making.

Year 2

ACC 1100 Financial Accounting (3 credit hours)

Examination of accounting postulates underlying the preparation and presentation of financial statements.

ACC 1110 Introductory Managerial Accounting (3 credit hours)

Role of accounting in creation and application of business information used by decision-makers in the management of enterprise. This course introduces cost concepts, cost analysis, management control, decision-making, and ethics issues.

FIN 2010 Introduction to Finance (3 credit hours; **new** course)

An introduction to finance regarding the allocation and acquisition of funds. Topics include discounted cash flows, capital budgeting, financial instruments, cost of capital, risk-return trade-offs, market efficiency and ethics issues.

GMGT 1000 Writing Skills for Business (1.5 credit hours; **new** course)

This course will develop students' understanding of fundamentals of writing and business writing in particular. Students will gain competence in sentence structure and sentence-

level issues. This course will also help them achieve proficiency in grammar, punctuation, and technical style.

IDM 1010 Communication for Career Management (1.5 credit hours)
In this course, students will build foundational skills to enable them to design a career plan and identify strategies to achieve their career goals. Topics covered will be fundamentals of career management including, career assessment, identifying strengths and motivators, career goal setting, exploring career options through employment research, résumé and cover letter writing, interview preparation, job search strategies, networking, salary negotiations, and using social media to manage one's career.

IDM 1020 Data Software for Business (1.5 credit hours)
This course teaches contemporary data software skills that are widely used by businesses for managing and analyzing data. The course will focus more on advanced skills such as mathematical and statistical calculations, financial functions, pivot tables, macros, linking different data files, and creating graphs and charts.

SCM 1000 Introduction to Project Management (1.5 credit hours; **new** course)
This course introduces students to the fundamental principles of Project Management – a critical skill for anyone working in any business sector. It will discuss the importance of scope, time, cost, resource, communication, stakeholder, and risk management within a project environment. Relevant case studies will be used to provide context to the material discussed. Assignments and exercises will allow students to apply the skills learned in the course to a sample project.

GMGT 2010 Business Communications 'W' (3 credit hours)
The course provides an introduction to theoretical, cultural, and ethical bases of effective communication in addition to developing students' interpersonal, oral, and written communication skills at individual, group, and organizational levels. The students will also develop analytical, problem-solving, rhetorical, and critical thinking capabilities required in organizational and business settings.

ENTR 2030 Introduction to Entrepreneurship (3 credit hours)
Examines entrepreneurship via a social, environmental, ethical, and economic sustainability perspective. Provides proven methods of entrepreneurial thinking to help students explore the relationship between society's need for economic development and costs to and benefits for the environment or other stakeholders, including rural and Indigenous communities.

IDM 2020 Introduction to Business Analytics (3 credit hours)
This course introduces students to data analytics applications in business contexts. It discusses the importance of evidence-based decision making, the process of data analysis, legal and ethical issues of privacy, and provides an overview of techniques and tools used for business analytics. It includes hands-on exercises of data visualization in business contexts using contemporary software and techniques.

SCM 2160 Operations Management (3 credit hours)
Study of operations management. Positions operations management as a critical area of study within business management. Focuses on process approach and system design. Supply chain management practices in selected countries are also examined.

HRIR 2440 Human Resource Management (3 credit hours)
Introduction to principles and procedures in the management of human resources.

Topics include diversity management, conflict resolution, employment, law, planning, job analysis, performance appraisal, staffing, compensation, union-management relations, and current issues. The course will also familiarize students with their legal and ethical duties as human resource professionals to the public, to the profession, to clients and employers, and to employees.

Year 3

SGMT 2200 Global Management (3 credit hours)

Analysis of the practice of management in an international setting. Examines the political, economic, cultural and ethical environments which influence managerial decision-making in an international context.

IDM 2010 Indigenous Peoples and Canadian Business (3 credit hours; required for students entering Sept 2024 and thereafter; Sept 2023 students can take any open elective instead)

This course will provide business students with the foundational knowledge necessary to develop and maintain positive business relationships with the Indigenous Peoples of Canada. An overview of the emerging and rapidly growing Indigenous economy in Canada will be examined. Students will learn about the past, present, and future aspects of Indigenous peoples and settler society, and how these shape Indigenous business and economic development. The course will encompass treaty-making relationships, assimilation attempts, reconciliation, and a future-oriented state of a reconciled Canada. Economic and social contributions of Indigenous businesses will also be discussed.

IDM 3010 Sustainable Business (3 credit hours)

This course presents sustainable business theory and best practice from a holistic and integrative perspective. A sustainable approach is presented for each of the key functions of business in a way that highlights how they fit with each other and with the social and ecological environment. The course focuses on how business can sustainably create positive social and ecological impact.

Years 3 and 4 (Business Electives and Non-Business Electives)[2]

Required Business Elective Courses for the Strategy and Global Management Major (15 credit hours)

LEAD 4010 Leading Change (3 credit hours; required for major)

Organizations regularly face change due to market demands, competition, and economic pressures. The ability to lead change effectively is crucial to organizational success. This course will focus on how to understand resistance to change, manage change processes, and support employees in times of uncertainty.

SGMT 3060 Strategic Thinking and Cross-Functional Management (3 credit hours; required for major; **new** course)

The course will introduce the concept of strategy and strategic thinking in relation to other relevant analytical perspectives such as critical thinking, global thinking, and ethical thinking. It focuses on the identification and integration of important perspectives in strategic management, combining systematic observation and rigorous thinking to reach sound and creative solutions for challenges in business. Students

[2] "Business Elective" refers to non-core Business courses taken by Asper students. "Non-Business Elective" refers to a course taught by a Faculty other than the Asper School of Business.

taking the course will develop the skill of strategic thinking by approaching business issues from multiple perspectives and integrating knowledge from different functional areas such as marketing, finance, and supply chain.

SGMT 3070 Current Issues in Strategy and Global Management (3 credit hours; required for S&GM major; **new** course)

This course brings together a variety of current key issues in strategy and global management, such as corporate strategies (diversification, mergers and acquisitions, etc.), global value chain, emerging market multinational enterprises, as well as strategic challenges of managing and operating business in a highly dynamic global environment. The course will include current discussions of important issues in the global business world,

Plus one of the following courses:

GMGT 3010 Management Decision Making (3 credit hours)

Introduces students to the decision-making process and factors that enter into making decisions, including the objectives and approaches to decision-making, the basic type of managerial decisions, and exemplifications of decision in operations. Decision making will be viewed as a multi-dimensional process involving values, psychology, sociology, social psychology, and politics. The course presents a variety of perspectives useful for making and evaluating decisions in all kinds of organizations.

GMGT 4210 Seminar in Management and Capitalism (3 credit hours)

This course provides students with an understanding of the institutions, developments, and debates associated with modern capitalism and their implications for management. Students will explore alternative management perspectives and bi-directional interactions within the context of larger issues. It is designed to ensure that students are introduced to a variety of different perspectives, and that no single perspective is unduly privileged over others.

LEAD 3010 Negotiation and Conflict Management (3 credit hours)

Leaders are regularly called upon to manage conflict, promote cooperation, and resolve competing interests. With a focus on negotiation as a means of conflict resolution, this course blends contemporary research and theory with practical, first-hand experience. Students' effectiveness as negotiators will be developed with readings and class discussions focused on the social and psychological underpinnings of negotiation, and applied with weekly hands-on experiences, ranging from bilateral bargaining games to complex, multi-issue, multilateral negotiation scenarios.

LEAD 3020 Team Building and Diversity (3 credit hours)

The ability to work effectively with team members is crucial to individual functioning and promotion within organizations. This course examines the structure and dynamics of teams with an aim to understanding team-building, team dynamics, diversity, and managing team conflict. Part of working effectively in teams is understanding diversity and how to encourage collaboration in diverse teams. This course will therefore cover topics related to diversity and cross-cultural awareness.

Plus one of the following courses:

FIN 3450 International Finance (3 credit hours)

An introduction to the theory of comparative advantage, foreign exchange markets,

international parity relations, international debt and equity markets, international debt operating exposures, and international capital budgeting. The course also helps students prepare for the international finance parts of the Chartered Financial Analyst exams.

MKT 3300 International Marketing (3 credit hours)
A study of international similarities and differences in marketing structures, functions and processes as related to the socio-economic and cultural environment and a consideration of the opportunities and problems of international marketing.

SCM 3230 Global Supply Chains (3 credit hours)
The course provides a global orientation to supply chain management, with a particular emphasis on the global linkages between organizations in international supply chains. Supply chain management practices in selected countries are also examined.

HRIR 4520 Comparative Industrial Relations and Human Resource Management (3 credit hours)
To provide an international perspective on industrial relations (IR) and human resource management (HRM) through analysis and comparison of IR systems and HRM practice across selected countries and of current developments therein. Also covers theories and issues relevant to these topics.

Business Electives (12 credit hours; courses required for 2nd major or non-major business elective courses of interest to the student)

Business Electives or Non-Business Electives (18 credit hours of elective courses of interest to the student)

Year 4

GMGT 3300 Business Law (3 credit hours)
General history of law, the organization of courts, the Canadian Constitution, federal and provincial legislative functions. Legal concepts and problems relating to business organization, contracts, principal and agent, negotiable instruments, common torts, and bankruptcy proceedings.

GMGT 4010 Strategic Management (3 credit hours)
In this capstone course, students will examine evolving strategies, capabilities, and environments of business enterprises using case studies to focus attention on problems involved in formulating and implementing strategies with interdisciplinary consideration, including ethical and social issues in strategy.

2.d) New Academic Regulations:

None, specific to this program.

2.e) Letters of support from internal units:

Letters of Support from the four Asper departments that offer courses toward the program are attached.

2.f) Library statement of support:

Attached.

2.g) Transition plan for current students entering the new program:

Current students can major in S&GM by switching over to the new B. Comm (Hons) curriculum.

When a student switches to the new B. Comm (Hons) curriculum, they will be able to use some of the courses already taken in place of some of the courses required in the new curriculum. For instance, if a student has already taken INTB 2200 International Management, which is a core course under the old B. Comm (Hons) curriculum, they can get credit toward SGMT 2200 Global Management, which is a core course in the new B. Comm (Hons) curriculum.

Switching from the old to the new curriculum may result in students not being able to get credit for some of the courses already taken, or they may need to take more than 120 CH to graduate. In some cases, a new course may not be held with an existing course. Students will be advised accordingly so that they can make an informed decision on whether to switch to the new curriculum.

Students who wish to switch to the new curriculum will need to apply to the Asper Undergraduate Program Office to do so. Students will be strongly advised to speak to a Student Advisor and also utilize the Degree Audit software tool to assess the impact of switching, before making that important decision.

Report of the Senate Committee on Admissions concerning a proposal from the I.H. Asper School of Business to modify the admission requirements for the Bachelor of Commerce (Honours) degree program (2022.09.22)

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 Asper School of Business is proposing several modifications to the Bachelor of Commerce (Honours) degree program:
   i. The modification of the list of courses that can be used to fulfill 6 credit hours of electives.
   ii. The inclusion of MATH 1524 as the recommended mathematics course.
   iii. Replacing a 3-credit hour non-business elective with a specific course, GMGT 1010.

3. The proposal was approved by Faculty Council and was endorsed by SCADM on September 22nd, 2022.

Observations:

1. Asper is in the process of modifying their curriculum and the proposed changes will ensure alignment between the admission requirements and the new curriculum.

2. The proposed changes impact only the advanced entry admission requirements; the direct entry requirements are not affected.

3. Modifying the courses that can be used to fulfill the 6 credit hours of electives will provide students with additional flexibility in the courses they are allowed to present to be considered for admissions.

4. Business students require a strong foundation in algebra and calculus; MATH 1524 is a newly created course that will provide students with this foundation and is the recommended course for those considering applying to Asper. While this will now be the recommended course, applicants are still permitted to present other courses to meet this requirement.

5. The faculty would like to ensure that all entering students have taken at least one business course prior to being admitted. This exposure to a business course will be beneficial to students and will allow them to assess their own suitability for a business program prior to applying.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Commerce (Honours) degree program be approved effective for the fall 2024 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

University of Manitoba

Asper School of Business
Faculty of Management

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August 12, 2022

Ms. Laurie Schnarr
Chair, Senate Committee on Admissions

Dear Ms. Schnarr,

Enclosed is a proposal from the Asper School of Business to revise its admission requirements for Advanced Entry to the Bachelor of Commerce (Honours) program with effect from the September 2024 intake. The revision to the Asper School's admission requirements is pursuant to a revised B.Comm.(Hons) curriculum (to go into effect in September 2023) that is being submitted to SCCCC and SPPC for approval.

The attached proposal was vetted and voted on by all levels at the Asper School (Department Councils, Undergraduate Program Committee, and Faculty Council).

Please do not hesitate to contact Subbu Sivaramakrishnan, Associate Dean (Undergraduate and International Programs) if you require any further information or clarification on any aspect of the revisions to the admission requirements. Both he and I will be happy to attend the SCADM meeting to answer any questions the committee may have.

Thank you for your kind consideration.

Bruno S. Silvestre, PhD
Dean, I.H. Asper School of Business
CPA Manitoba Chair in Business Leadership
CN Professor in Supply Chain Management

Calendar Entry – Faculty Academic Regulations
Effective for September 2024

Admission Requirements

The following is a summary of the admission requirements for the Bachelor of Commerce (Honours). Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been taken within the last 10 years. All admission requirements, as well as application deadline dates and forms, are included in the Applicant Information Bulletin that is available from the Admissions Office, 424 University Centre. This information is also posted on the University of Manitoba's website.

DIRECT ENTRY FROM HIGH SCHOOL

To be eligible to apply, high school students must have:

1. Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit –University), with
2. A minimum 85% average over four courses: Pre-Calculus Math 40S, English 40S, and any two other 40S courses, and
3. A minimum 70% in each of the four courses noted in point 2 above, and
4. Applicants may require a higher average than stipulated in point 2 to be successful in the annual competition for admission.

See Applicant Bulletin for complete details.

ADVANCED ENTRY TRACK 1 TRANSFER STUDENTS

The following is a summary of the admission requirements for the Bachelor of Commerce (Honours) for **Advanced Entry** Track 1 transfer students. Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been **completed** ~~taken~~ within the last 10 years. All admission requirements, as well as application deadline dates and forms, are included in the Applicant Information Bulletin that is available from the Admissions Office, 424 University Centre. This information is also posted on the University of Manitoba's website.

~~NOTE: Students admitted in September 2023 will be admitted under the following criteria that were in effect September 2022 but will be required to complete the degree requirements of the new curriculum effective September 2023.~~

Requirements (for **Advanced Entry** Track 1 Transfer students) [1]

Course	Title	Hours
ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
~~Select 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology~~ [2]		~~6~~
Select 6 credit hours from Non-Business Electives or 3 credit hours Non-Business Elective plus MATH 1300 [2,3]		**6**
Select one of the following[3]:		3
MATH 1524	**Mathematics for Management and Social Sciences**	
or MATH 1300 and one of:		
MATH 1520	Introductory Calculus for Management and Social Sciences	
MATH 1500	Introduction to Calculus	
MATH 1510	Applied Calculus 1	
MATH 1230	Differential Calculus	
STAT 1000 or STAT 1150	Basic Statistical Analysis 1 Introduction to Statistics and Computing	3
Select one 3 credit hour Written English ("W") course from a specific discipline [4]		3
GMGT 1010	Business and Society	3
~~Select 3 credit hours of **Non-Business** Electives~~ [5]		~~3~~
Total Hours [1]		**24**

[1] Students must achieve a minimum grade of "C" on each course listed above.

[2] Courses chosen for this requirement must be **different** ~~independent~~ from courses taken to fulfill other degree requirements. **If MATH 1524 was not taken, then MATH 1300 must be one of the courses toward the 6 credit hours of Non-Business Electives.**

[3] **MATH 1524 is the preferred MATH course for Asper students; if MATH 1524 is not chosen, then students must present [MATH 1230 or MATH 1500 or MATH 1510 or the former MATH 1520] PLUS MATH 1300 for admission.**

[4] ARTS 1110, GMGT 1010 and GMGT 2010 cannot be used toward this requirment.

[5] ~~Critical Thinking (Philosophy) PHIL 1290 is a preferred elective choice.~~

Minimum 24 credit hours completed by April 30 **before admission**. Although 24 credit hours is the minimum requirement for admission, a full-year course load would require 30 credit hours; therefore, students ~~only~~ taking **only** 24 credit hours for admission will need to pick up an extra 6 credit hours of course work once in the Asper School of Business.

A Non-Business Elective is any course freely chosen by the student from courses taught in the degree programs of other ~~f~~**F**aculties and ~~s~~**S**chools, excluding the Asper School of Business.

If students want to complete 30 credit hours in Year 1, students are recommended to take 6 credit hours from this suggested list of recommended courses:

Course	Title	Hours
~~GMGT 1010~~	~~Business and Society~~	~~3~~
Select one of the following:		
GMGT 2070	Introduction to Organizational Behaviour	**3**
MKT 2210	Fundamentals of Marketing	**3**
Total Hours		**6**

Admission in this category is competitive.

See Applicant Bulletin for complete details.

Asper School of Business

Proposal to Revise Advanced Entry Admission Requirements to the BComm (Hons) Program effective Sept 2024 submitted to the Senate Committee on Admissions

Summary

This document contains a proposal from the Asper School of Business to revise its admission requirements for Advanced Entry (Track 1, Track 2, and articulation agreements) to the Bachelor of Commerce (Honours) program with effect from the September 2024 intake.

This proposal applies to both the Bachelor of Commerce (Honours) and Bachelor of Commerce (Honours) with Co-Operative Education Program option.

Background

The existing Bachelor of Commerce (Honours) curriculum was developed over 2009-2010 and launched in 2011. With rapid developments in the business world, it is imperative that the Asper School of Business prepare students to face the new environments and challenges they will face in their careers. With this in mind, the Asper School's Undergraduate Curriculum Review Committee (henceforth referred to as Committee) conducted a thorough review of the entire BComm (Hons) curriculum.

The objective of the Committee was to design a curriculum that is academically robust, is keeping up with the times, aligned with the School's strategic priorities, addresses the needs of employers and expectations of students, is parsimonious, and one that can be delivered effectively. The committee sought input from a wide variety of sources and had extensive consultations with various stakeholders.

The current BComm (Hons) curriculum has 24 credit hours of courses designated as Foundational Courses. These also serve as the admission requirements for Advanced Entry (Track 1, Track 2, and articulation agreements) into the Asper School. As part of the review process, the Committee examined the Foundational Course requirements in detail and has revised them. As this modification alters the admission requirements for Advanced Entry into the Asper School, this proposal is being submitted to SCADM for approval.

There is no change to the existing admission requirement that Advanced Entry applicants must have successfully completed 24 credit hours of courses with no grade lower than 'C' in each of the required courses.

Change being proposed

The following table shows the proposed changes to the admission requirements for Advanced Entry students. There is no change to the Direct Entry admission requirements. Direct Entry students will have to take the same set of revised Foundational Courses (under the new BComm curriculum) toward the BComm (Hons) degree as do Advanced Entry students.

Current Admission Requirements for Advanced Entry	**Proposed Admission Requirements for Advanced Entry**
6 credit hours from Anthropology ANTH, History HIST, Mathematics MATH, Philosophy PHIL, Political Studies POLS, Psychology PSYC, or Sociology SOC	6 credit hours of non-business electives at 1000-level or higher **OR** 3 credit hours non-business electives at the 1000-level or higher PLUS 3 credit hours from MATH 1300 required if MATH 1524 was not taken (see Math course change below)
ECON 1010 Introduction to Microeconomic Principles	No change
ECON 1020 Introduction to Macroeconomic Principles	No change
STAT 1000 Basic Statistical Analysis 1 or STAT 1150 Introduction to Statistics and Computing	No change
MATH 1500 Introduction to Calculus or MATH 1510 Applied Calculus 1 or MATH 1520 Introductory Calculus for Management and Social Sciences or MATH 1230 Differential Calculus	MATH 1524 Mathematics for Management and Social Sciences (preferred) or MATH 1500 Introduction to Calculus or MATH 1510 Applied Calculus 1 or MATH 1520 Introductory Calculus for Management and Social Sciences or MATH 1230 Differential Calculus (students not taking MATH 1524 will also have to take MATH 1300 Vector Geometry and Linear Algebra, or equivalent)
'W' Written English course (other than ARTS 1110, GMGT 1010, and GMGT 2010)	No change
3 CH of a non-Business elective	GMGT 1010 Business and Society

Rationale for changes being proposed

- **6 hours of any non-Business electives at 1000-level or higher**

  About 50% of Asper students are admitted via Advanced Entry from other Faculties or other institutions. With the except of Math, all the other courses allowed in this 6 CH foundational course requirement are in Arts (ANTH, HIST, PHIL, POLS, and SOC), which favors students applying from the Faculty of Arts but puts students from other Faculties at a disadvantage. By making it 6 credit hours of non-business electives, our advanced-entry applicants can now be from any Faculty. Moreover, every now and then, the Asper Undergraduate Program Office gets requests from students asking if they can take a course in one of the other Faculties such as Engineering, Agriculture, Health Sciences, etc. Following the proposed change, such students can do that without requiring permission. Those students who have to take MATH 1300 because they took MATH 1500/1510/1520/1230 instead of MATH 1524 can have MATH 1300 count toward three hours of these non-business electives.

- **Inclusion of MATH 1524 as the recommended Math course**

  In the current foundational course requirements, students are required to take a pure Calculus course, which contains much more calculus than most Asper students need. Business students need a foundation in algebra as much as they need one in calculus. Rather than requiring students to take a full course in algebra (which would give Asper students much more algebra than they need), the Math department was consulted to see if a tailored course for Asper, with the required calculus and algebra, could be developed. The Mathematics department kindly consented and has developed such a course – MATH 1524 Mathematics for Management and Social Sciences, which has been approved by Senate. This course will be offered by the Department of Mathematics starting Fall 2023. Those students who take MATH 1500/1510/1520/1230 will also have to take MATH 1300 and can have the 3 credit hours count toward their 6 credit hours of non-business.

- **3 CH of any non-business elective replaced by GMGT 1010**

  Our existing set of admission requirements do not include an opportunity for students to take a business course and gain an understanding of what business is about prior to entering the Asper School. Moreover, it is possible some students may come into Asper and find that business does not interest them. The Committee felt it would be beneficial for advanced entry students to come into Asper having taken at least one business course. GMGT 1010 Business and Society is an introductory course that gives students a broad overview of business and its relationship to its various stakeholders. This course was previously in the Core of the BComm (Hons) curriculum. Therefore, it is not a new course that has been added to the curriculum; it's only being moved from the Core to the Foundational Course category.

Effective date of the proposed modification: September 2024

The new curriculum being proposed by the Asper School is being resubmitted to SCCCC for consideration at its Fall 2022 meeting, with an intended Fall 2023 launch date. MATH 1524 will be offered starting Fall 2023. Therefore, all the courses that students need for admission to the Asper School in September 2024 will be in place a year prior. Therefore, the effective date for the

proposed modification to the Advanced Entry admission requirements to the BComm (Hons) program is **September 2024**.

Consultation with other Faculties

Letters of Support have been sought from all the Departments/Faculties that are directly or indirectly impacted by the changes to the Foundational Course requirements, as listed below:

6 hours of any non-Business electives: Departments of Anthropology, History, Philosophy, Political Studies, Psychology, Sociology, and Mathematics.

Inclusion of MATH 1524 as the recommended Math course: Department of Mathematics' Letter of Intent to introduce MATH 1524 is attached.

3 CH of any non-business elective replaced by GMGT 1010: Faculty of Arts, Faculty of Science, Faculty of Agricultural and Food Sciences, Faculty of Kinesiology and Recreation Management, Riddell Faculty of Environment, Earth, and Resources, Rady Faculty of Health Sciences, and School of Art.

RFAs from the units that would be impacted by the above changes are attached to this package.

Recommendation

The Asper School of Business requests SCADM to endorse the proposal changes to the Bachelor of Commerce (Hons) admission requirements, effective for the September 2024 admission intake cycle.

October 13, 2022

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Bachelor of Commerce (Honours), Asper School of Business

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf

2. At its meeting on October 13, 2022 SCIE considered a proposal from the Asper School of Business to revise the following academic regulations of the Bachelor of Commerce (Honours) degree:
   a) Completing Two Majors (Second Major)
   b) Degree Grade Point Average Requirement for Graduation
   c) Probation Regulations
   d) Repeating, Substituting and Extra Courses
   e) Withdrawal from Individual Courses

Observations:

1. The proposed modification of academic regulations below are the result of a larger curriculum revision.

Completing Two Majors (Second Major)

1. Students would not be permitted to use the same course to satisfy the major requirements of two majors.

Degree Grade Point Average Requirement for Graduation

1. Terminology would be updated. The term Business Option would be replaced with Business Elective and Elective would be replaced with Non-Business Elective.

Probation Regulations

1. A statement regarding the maximum number of failures would be clarified to read, "If a student has more than 15 credit hours of failed courses but has a Degree Grade Point Average (DGPA) of 2.00 or higher, the student will be placed on Probation and have a

formal academic notation of "On Probation" automatically placed on their academic record."

Repeating, Substituting and Extra Courses

1. Currently students who wish to repeat a Core course are required to do so in the following Fall or Winter term. The Faculty is proposing greater flexibility, and would allow a student to repeat the course as soon as possible.

2. The Faculty is proposing that a student would not be permitted to substitute another course for a Core course unless permission has been granted by the Undergraduate Program Office.

3. The Faculty is proposing to clarify the regulation on repeating a Major course, replacing the word "completion" with "repetition". The revised statement would read, "Upon repetition of the Major course, only the highest of the grades achieved will be included in the computation of the degree GPA."

4. Students who wish to supplement their Majors would be permitted to take up to a maximum of 12 credit hours of Business Electives unless an exception has been granted. A student would be permitted to complete a second Major as part of their Business Electives requirements.

5. Students would no longer be required to seek written approval to voluntarily repeat a course.

6. Students who take courses in addition to the 120 credit hour course requirement of the degree should seek approval from the Undergraduate Program Office to ensure that program requirements are met and that courses are properly recorded.

7. Terminology would be updated. Business Option would be replaced with Business Elective and Elective would be replaced with Non-Business Elective.

Withdrawal from Individual Courses

1. Terminology would be updated. Business Option would be replaced with Business Elective and Elective would be replaced with Non-Business Elective.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised academic regulations noted below, Bachelor of Commerce (Honours), Asper School of Business, effective September 1, 2023:

- **Completing Two Majors (Second Major)**
- **Degree Grade Point Average Requirement for Graduation**

- **Probation Regulations**
- **Repeating, Substituting and Extra Courses**
- **Withdrawal from Individual Courses**

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

COMPLETING TWO MAJORS (SECOND MAJOR)

The Asper School allows students to declare two Majors.

~~Note the following Asper School of Business policy: "~~Students will not be given any registration priority for a second major." The Asper School of Business cannot guarantee that students will obtain space in the courses they would like for a second major. Please refer to Business ~~Option~~ **Elective** or **Non-Business** Elective.

Students who have completed all the requirements or who have all the courses in registration for a major are not permitted to formally declare a different major unless there is space in the courses needed to complete the different major. Students are not permitted to declare a different major in order to obtain space in full courses.

In the event a course is any one of the electives in two different majors, that course may not be used to satisfy both major requirements. The student may use that course to satisfy the requirements of one major but must take a different course from the list of business electives in the second major.

DEGREE GPA REQUIREMENT FOR GRADUATION

DEGREE GPA REQUIREMENT FOR GRADUATION

Students admitted to the Asper School of Business must achieve a minimum degree GPA of 2.00 on all 120 credit hours required in the Bachelor of Commerce (Honours) degree program. Students must also achieve a minimum grade of "D" or better in each course except for the individual courses required in the **Advanced Entry** Track 1/Foundation course requirements that require a grade of "C" or better in each course and/or specified core courses in certain majors.

All **Advanced Entry** Track 1/Foundation courses, Core courses, Major courses, Business ~~Options~~ **Electives**, and **Non-Business** Electives applicable to the Bachelor of Commerce (Honours) degree requirements, as well as the grades achieved in each course, are transferred into the Asper School of Business and are included in the degree GPA. ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business (or equivalent).~~

PROBATION REGULATIONS

Maximum Number of Failures

Each student in the Asper School of Business is permitted a maximum of 15 credit hours of failures. If a student has more than 15 credit hours of failed courses ~~and~~ **but has** a ~~d~~**D**egree ~~g~~**G**rade ~~p~~**P**oint ~~a~~**A**verage (DGPA) of 2.00 or higher, the student will be placed on Probation and have a formal academic assessment of "On Probation" automatically placed on their academic record. Such students will be subject to the course load and performance requirements of the Probation Program.

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or see Academic Policies and Procedures on the Asper School of Business website.

Probation Program

Students in academic jeopardy should carefully monitor each term's academic results. Students placed on Probation, will immediately be placed on "hold" in the Asper School of Business and have a formal academic assessment of "On Probation" added to their transcript.

Students who have been placed on Probation must process all registration through an Asper Program Advisor and will only be reinstated to regular student status in the Asper School of Business if all the specific conditions of the Probation Program have been met, including having met a minimum DGPA of 2.00.

If a student successfully completes the Probation Program, their student status is automatically reinstated to regular student status.

A student who fails the first Probation Program is permitted to enter a second Probation Program.

A student who successfully completes the Probation Program and who later fails an additional course in a subsequent term will immediately be placed on Probation again and be permitted another opportunity to enter the Probation Program.

Students are permitted a maximum of 2 consecutive attempts in the Probation Program. If a student fails the second consecutive Probation Program, the student will automatically have an academic assessment of "Required to Withdraw from Faculty" (WF) placed on their academic record. (Please refer to Required to Withdraw from Bachelor of Commerce (Honours) Program.)

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or see Academic Policies and Procedures on the Asper School of Business website.

REPEATING, SUBSTITUTING AND EXTRA COURSES

Required Courses

A student who withdraws from a Core course or who wants to repeat a Core course because of a passing or failing grade, should, if possible, repeat that course **as soon as possible** ~~during the following Fall or Winter Term~~. The student will be subject to Limited Access as per the University's Voluntary Withdrawal and Repeat Course Policies under the General Academic Regulations. If a student repeats a course for which a grade was recorded, only the highest of the grades achieved will be included in the computation of the degree GPA.

Students may not substitute another course for a Core course **unless written approval has been granted by the Undergraduate Program Office**.

Major Courses

Students who achieve a grade of "F" in a Major course must either repeat that course or substitute another Major course if the Major requirements permit an alternate choice. Upon **repetition** ~~completion~~ of the Major course, only the highest of the grades achieved will be included in the computation of the degree GPA. When a course is to be substituted, the student must seek the approval of the Undergraduate Program Office, in writing, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Business Electives and Non-Business Electives ~~and Business Options~~

Students who achieve a grade of "F" in a~~n~~ **Business or a Non-Business** Elective ~~or Option~~ may either repeat that course or substitute another approved course in its place. ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other Faculties and Schools, excluding the Asper School of Business.~~ Upon completion of the course, only the highest of the grades achieved will be included in the computation of the degree GPA.

When a course is substituted for a failed **Non-Business** Elective or **Business** ~~Option~~ **Elective**, a student must request approval **for course substitution** from the Undergraduate Program Office in writing prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Students who want to supplement their Majors may take up to **a maximum of** 12 **credit** hours of their Business ~~Options~~ **Electives** from that area, **unless an exception has been granted by the Undergraduate Program Office. Students may complete a second Major as part of their Business ~~Options~~ Electives requirements. Students should consult with staff in the Undergraduate Program Office.**

Voluntary Withdrawals and Voluntary Repeats

~~Students should refer to If a student voluntarily withdraws from a course and wants to enrol in the course in another term or if a student wants to voluntarily repeat any course in which a passing grade has been achieved (for example, in order to improve their degree GPA, or to meet a prerequisite requirement) they will be subject to all published University or Faculty registration restrictions (for example, students repeating courses will be subject to Limited Access as per the University's Voluntary Withdrawal and Repeat Course Policies under the General Academic Regulations and University Policy and Procedures). After completion of a voluntary course repeat only the highest of the grades achieved will be included in the computation of the degree GPA. When a student wishes to voluntarily repeat a course, the student should seek written approval of the Undergraduate Program Office.~~

Students should refer to the University's Voluntary Withdrawal and Repeated Course Policy for further information.

Extra or Substitute Courses

~~Students who would like to take courses extra to their degree are permitted, however students should seek approval of the Undergraduate Program Office prior to registration~~ **Students are permitted to take courses beyond the 120 credit hour requirement. Consultation with the Undergraduate Program Office is recommended prior to registration to ensure all program requirements are met and the extra courses are properly recorded on the student's academic record and degree audit.** When a course is extra to the degree but a student would like to substitute the course for another already in the degree, the student should seek written approval of the Undergraduate Program Office, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

WITHDRAWAL FROM INDIVIDUAL COURSES

Required Courses

Students in the Asper School of Business may withdraw without academic penalty from a required Core course provided they have not previously failed or withdrawn from that

course and that they have met the Voluntary Withdrawal deadlines established by the university (see Deadline for Withdrawals in the Academic Schedule).

Business Electives and Non-Business Electives ~~and Business Options~~

Students may withdraw without academic penalty from ~~an~~ **Business or Non-Business** Elective ~~or Option~~ provided they do so before the final date for withdrawal (see Deadline for Withdrawals in the Academic Schedule). ~~An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business~~.

Authorized Withdrawals

Authorized Withdrawals from courses after the registration revision period in each term may be granted on the basis of medical and compassionate grounds. A medical certificate signed by a physician or other appropriate professional must document medical grounds. Appeals based on compassionate reasons and circumstances must be supported by appropriate documentation. Students requesting Authorized Withdrawals should contact the Undergraduate Program Office.

Report of the Senate Committee and Process Review Working Group

Preamble:

1. The University Secretary is mandated to periodically undertake reviews of the Senate and Board governance structures and processes and make relevant recommendations to the Governing Bodies. To facilitate such a review, a Senate Committee and Process Review Working Group (the "Working Group") was formed in the fall of 2022.
2. The Senate Committee and Process Review Working Group (the Working Group) has been created to advance the improvement of the structures and processes that facilitate Senate's essential work in support of the academic mission of the University. Specifically, the working group will:
    a. Review the *Senate Committee and Process Review Discussion Paper* (Appendix 1) and recommendations;
    b. Provide advice to the University Secretary on the Discussion Paper and recommendations, and other recommendations to improve the work of Senate;
    c. Support the University Secretary in advancing recommendations to Senate Executive and Senate for approval.
    d. Create sub-groups to consider and develop particular recommendations.

    The full terms of reference for the Working Group and its membership follow this report as Appendix 2.
3. Since its inception, the Working Group has met on two occasions, and presents this first report for Senate's consideration.

Observations:

1. This review has been undertaken to act on the desire to simplify the Senate Committee structure, to ensure that committees have clear mandates, the appropriate composition, and effectively support Senate in fulfilling its mandate, as well as reviewing and streamlining approval processes and timelines.
2. The University Secretary drafted a *Senate Committee and Process Review Discussion Paper* as means to begin the discussion at the Working Group, which is appended to this report. The observations and recommendations in the Discussion Paper were drafted based on feedback received in Senate evaluation surveys and in discussions with Senators and committee members. The Working Group has begun consideration of the points within the Discussion Paper, and it has been revised based on that feedback. The intent of the Discussion Paper is to foster discussion about how Senate Committees and processes can improve.
3. The Working Group has had productive initial discussions on the Discussion Paper and the review process. In this first report the Working Group is recommending Senate approval on three recommendations identified in the Discussion Paper:
    a. Key Principles to Guide the Senate Committee System - the Working Group reviewed and refined a series of key principles to guide the Senate committee system and recommends these to Senate for approval. These key principles will guide the Working Group as it undertakes the review of the committee structure. (Appendix 3)
    b. Senate Committee on Medical Qualifications – the Working Group considered the role of this committee and noted that it has a very specific mandate and that the expertise for making decisions under the purview of the Committee would

well be delegated from Senate to the Committee itself. The Chair of the Committee was consulted and is supportive of the proposed changes. The Working Group recommends that the revised terms of reference for the Senate Committee on Medical Qualifications be approved as presented. (Appendix 4) Appendix

c. Senate Committee on Honorary Degrees/Senate Committee on Academic Dress

- the Working Group accepted the recommendation that the functions currently undertaken by the Senate Committee on Academic Dress be transferred to the Senate Committee on Honorary Degrees. The terms of reference for the Honorary Degrees Committee were re-written to reflect a more fulsome format for committee terms of reference and the composition of the Committee was expanded by one member of Senate, with the requirement of at least one Indigenous Senator being a member of the Committee. The Chair of the Senate Committee on Honorary Degrees was consulted and is supportive of the proposed changes. (Appendix 5)

4. The Working Group continues to meet and will bring further recommendations forward to Senate. The Working Group has established two sub-groups tasked with developing specific recommendations in two areas: a) committee structure and approval processes for undergraduate curriculum, admissions, standards, and regulations; and b) a unified Senate appeals committee and process.
5. The Working Group welcomes suggestions, ideas and input from members of Senate on the Discussion Paper and ways by which the Senate Committee and approval processes might be improved. Any communication may be directed to the Working Group via the University Secretary's Office.

Recommendations:

The Working Group recommends that Senate:

1. Approve the *Key Principles to Guide the Senate Committee System*.
2. Approve the revised terms of reference for the Senate Committee on Medical Qualifications.
3. Approve the revised terms of reference for the Senate Committee on Honorary Degrees.
4. Disband the Senate Committee on Academic Dress.

Respectfully submitted,

Senate Committee and Process Review Working Group

Comments of the Senate Executive Committee:
The Senate Executive Committee Endorses the Report to Senate.

Senate Committee and Process Review Discussion Paper

Jeff M. Leclerc, University Secretary
Updated January 5, 2023

Senate Committee and Process Review Discussion Paper

Introduction

This discussion paper has been drafted to advance reform of Senate committees in keeping with the responsibility of the University Secretary to periodically undertake reviews of the Senate and Board governance structures and processes and make recommendations to the governing bodies.

It outlines a proposed series of principles to guide the development of an updated Senate committee system, a series of recommendations for reform that provide a framework for a revised committee structure, and it lays out a series of process refinement recommendations, should Senate endorse the broad recommendations. These recommendations are made as a starting point for discussion; changes and suggestions for refinement are welcome. A Senate Committee and Process Review Working Group has been established to advise and develop specific proposals, and this discussion paper has, and will continue to be updated based on the Working Group's input.

The Senate of the University of Manitoba presently has 22 standing committees, which is high relative to other universities. The large number of committees results in overlapping mandates, some very busy committees, and other committees that rarely meet and/or exist to fulfill only one or two functions. Through Senate survey responses, and discussions at Senate, Senate committees, and around the University, the University community has communicated a desire to simplify the committee structure, to ensure the committees that are in place have clear mandates, the appropriate composition, and effectively support the Senate in fulfilling its mandate.

This paper also lays out a series of recommendations regarding the approval processes and timelines for various types of proposals from Faculty/School/College councils through to Senate. There are real opportunities to use delegation of authority and process re-design to streamline the approval processes, while ensuring that robust, collegial oversight of academic matters continues.

Key principles to Guide the Senate Committee System

To facilitate the development of a coherent Senate committee system, it is important to articulate a series of key principles that underpin the system. The following key principles have been drafted with this in mind:

1. Committees help Senate do its work, provide oversight, and should improve its efficiency and effectiveness.
2. The work of committees, the decision-making process, and communications to and from committees should be clear and transparent.
3. Each committee should have Senate-approved terms of reference that clearly define the roles and responsibilities of the committee and that are reviewed regularly.
4. Senate can transfer some of its responsibility for decision-making to committees through Senate-approved delegation of its authority for required approval of routine matters.
5. Committees should conduct careful reviews of the matters brought before them and assess whether a proposal has sufficient merit and development for further consideration.
6. Each layer of review and decision-making should add value.
7. Committee members should receive an orientation in order to assist in the understanding their roles and the role of the committees on which they serve.
8. Committee members should attend meetings with the intention to learn and engage with the materials and the committee process.

9. With respect to Committee composition:
    - Committee composition should be designed to ensure committees are populated in such a way to ensure that a diversity of views, experience and roles is present.
    - Indigenous perspectives, ways of knowing, and voice should be part of all relevant Senate committees.
    - Student representation should be present on every Senate committee.

Recommendation 1: That Senate approve the key principles to guide the Senate committee system.

Committee Structure Review

In considering changes to the Senate committee structure, it is important to reflect on the feedback received over the last number of years. We have heard and seen that Senate committees:

- Are too many in number
- Have ambiguous mandates
- Have overlapping mandates which sometimes leads to multiple committees reviewing the same matters
- Are too siloed, leading to the consideration of issues in isolation
- Have such narrow mandates that they rarely or never meet

The following recommendations seek to provide concrete steps to improve the Senate committee structure in support of the key principles identified above. Further changes to approval processes and workflows are necessary as well and will be elaborated upon later in this document. It is recognized that in some cases, committee structure and processes will need to be considered concurrently.

Recommendation 2: That the mandate of the Senate Executive Committee be amended to include:

- **the oversight of Senate orientation and education**
- **the development and setting of an annual Senate work plan of strategic and educational discussion topics**
- **the oversight of Senate and Senate committee evaluation and regular review of committee terms of reference**
- **the mandate currently delegated to the Senate Committee on Academic Freedom**

Rationale:

The Senate Executive Committee serves the broad function of setting the agenda for Senate and acting as a steering committee. The composition of the Executive Committee is laid out in *The University of Manitoba Act*, the only Senate committee defined this way in our governing legislation. Explicitly adding functions related to Senate education, assessment and an annual work plan for Senate will enhance the Senate Executive Committee's work in supporting and guiding Senate deliberations.

The Senate Committee on Academic Freedom was formerly the Committee on Tenure prior to the faculty being unionized. The tenure process is now governed by provisions of the collective agreement. What remains is a committee that only meets when a matter is referred to it by Senate. As most specific issues related to academic freedom would be grieved pursuant to the relevant collective agreement, what is left here are infrequent policy interpretation issues that arise (fewer

than three times over the last 30 years). This proposal would vest responsibility for issues that arise with the Senate Executive Committee, which has broad membership and could deal with an issue referred to it directly or via the creation of an *ad hoc* committee. This change would also eliminate the need to populate a committee that almost never meets.

Recommendation 3: Consolidate the Senate Committee on Appeals, the Senate Committee on Academic Accommodation Appeals and the Senate Committee on Admission Appeals under one unified Senate Committee on Appeals, with an expanded membership pool.

Rationale:

There are currently three separate Senate Committees that hear and determine student appeals of faculty/college/school and other lower-level decisions on academic matters, accommodation matters and admission processes. There is considerable effort taken to populate and train committee members when, except for the Senate Committee on Appeals itself, very few hearings occur in any given year. Consolidating responsibility for hearing all appeals under the Senate Committee on Appeals, with an expanded membership would facilitate a more effective process.

Recommendation 4: That oversight of academic reviews be vested with the Senate Planning and Priorities Committee.

Recommendation 5: That the Senate Committee on Academic Review be disbanded.

Recommendation 6: That the composition of the Senate Planning and Priorities Committee be recast, given the merging of the Academic Review functions, to include Deans and Directors and Associate Deans and Directors among the members of the Committee, while maintaining a majority of the committee membership as academic staff.

Recommendation 7: That Academic Centres and Institutes Policy be reviewed, with a view of determining where the review and approval of Academic Centres and Institutes is best vested.

Rationale:

The Senate Committee on Academic Review's main roles are the oversight of the academic review process, and recommending to Senate on related policies, and on the establishment and the periodic reviews of Academic Centres and Institutes. The role of this committee aligns with the work of the Senate Planning and Priorities Committee, particularly with respect to its responsibility to make recommendations to Senate on the quality and plans for academic programs. Bringing these functions together would allow for a more efficient process. A recommendation to do this was first proposed during the 1998 review of committees by the *ad hoc* Committee on Committees. Providing space for Deans/Directors and Associate Deans/Directors Associate Deans/Deans to serve on SPPC would be reasonable given the expanded role and the insights individuals in these roles could bring to the work of the Committee. It would be important, however, to ensure that the majority of committee members continue to be members of the academic staff not holding Dean/Associate Dean roles.

The purpose and process for Academic Centres and Institutes remains unclear and a review of the policy and process would be helpful.

Recommendation 8: That a new committee, to consider and provide advice to Senate and university leadership on matters related to Libraries, Learning Technology and Academic Computing, be established.

Recommendation 9: That the Senate Committee on the Libraries and the Senate Committee on Academic Computing be disbanded.

Rationale:

The current Senate Committees on the Libraries and Academic Computing serve similar advisory roles to the University Librarian and the Chief Information Officer respectively on services and resources related to learning information, systems, and technology. Both committees also tend to not meet frequently. Given the shared style of work and matters considered, creating a new committee combining elements of each of these committees with some added functions around learning technology would make for a more substantive committee, particularly given the fundamental and critical importance of technology to today's libraries.

Recommendation 10: That the Senate Committee on Awards be retained, but that the terms of reference and composition of the committee be reviewed to ensure that an EDI lens is applied to the work of the Committee.

Rationale:

The Senate Committee on Awards reviews and approves on behalf of Senate all new and amended student scholarships, bursaries, and prizes. The Committee functions well with its delegated authority. As the object of student awards is to recognize achievement and to support students in financial need, it would be helpful to consider the terms of the committee to ensure that EDI considerations are taken as scholarships, bursaries, prizes, and awards policies are developed, reviewed, and approved to ensure that any unnecessary barriers or restrictions to access are top of mind.

Recommendation 11: That the Senate Committee on Honorary Degrees be retained, and charged with approving on behalf of Senate, the academic dress to be worn at convocation.

Recommendation 12: That the Senate Committee on Academic Dress be disbanded.

Rationale:

The Senate Committee on Honorary Degrees serves an important role in recommending candidates for honorary degrees and approving and recommending on honorific naming at the University. The Senate Committee on Academic Dress serves a single purpose, and as much of the work is done between the Offices of the Registrar and University Secretary working with

faculties, schools, and colleges, it makes sense to move the responsibility for academic dress to the Honorary Degrees Committee.

Recommendation 13: That the Joint Senates' Committee on Joint Master's Programs be retained.

Rationale:

This committee is in place to oversee and make recommendations to University of Manitoba and University of Winnipeg Senates on matters related to the Joint Master's programs offered jointly by the two institutions. As this committee serves both Senates, there is no current need to modify it.

Recommendation 14: That the Senate Committee on Medical Qualifications be retained, and that the terms of reference be modified to delegate Senate's decision-making authority to the committee.

Rationale:

This committee currently reviews and makes recommendation to Senate on those individuals who, by way of medical education, are qualified to practice medicine in Manitoba pursuant to the *Regulated Health Professions Act*. This process provides a path to medical licensure to foreign-trained doctors who are appointed to teach in the Max Rady College of Medicine. As the expertise for the review rests with the members of the committee, it seems logical and efficient to delegate the decision-making on these matters to the committee as well.

Recommendation 15: That the Senate Committee on Nominations be retained, but that the composition of the committee be reviewed to ensure that there is appropriate breadth of membership including diversity; and Indigenous voice.

Rationale:

In 2021, the terms of reference for the Committee on Nominations were revised to specifically charge the committee with matching needed skills, experience and diversity with nominations made. The composition of the committee, however, has remained essentially the same for many years and the 'constituency-based' approach for membership may not be best serving the committee or Senate. A review of the composition would permit that assessment to be made.

Recommendation 16: That the Senate Committee on University Research be retained.

Rationale:

The Senate Committee on University Research serves an important advisory function in respect to university research and serves as a forum for promoting the research enterprise at the University.

The Committee may wish to review its terms of reference and/or composition, but the need for a Research Committee of Senate is clear.

Recommendation 17: That the Senate Committee on Rules and Procedures be retained, that consideration be given to increasing the number of members on the committee.

Rationale:

The Senate Committee on Rules and Procedures serves a valuable role in reviewing Department and Faculty/School/College Council Bylaws and recommending to Senate on rules and procedures related to Senate meetings, membership and elections. The committee, at five members is quite small, and the addition of a couple of members would add to the diversity of thought and discussion at the committee table.

Recommendation 18: That the Approved Teaching Centres Policy be reviewed to determine if it is still needed, and if not that the Senate Committee on Approved Teaching Centres be disbanded.

Rationale:

The Approved Teaching Centres Policy provides for Senate to approve instruction for University credit to be offered by other organizations, subject to annual review and approval of courses and instructors by Senate. At present, only two Approved Teaching Centres remain in place, but the process for the annual review of cross-registered courses has not been carried out in the last several years. A review of the need for the policy is warranted, as is a concurrent determination of whether a Senate Committee on Approved Teaching Centres is still required.

Recommendation 19: That an Undergraduate Studies Council or other such body be established to provide coordinated oversight and recommendations to Senate on undergraduate programs, curriculum, courses, admission requirements and regulations, academic regulations, and non-degree programs with established sub-committees, and where appropriate, delegated decision-making authority.

Recommendation 20: That the Senate Committees on Curriculum and Course Changes, Admissions, and Instruction and Evaluation be subsumed as part of the Undergraduate Studies Council.

Recommendation 21: that oversight and recommendation of policy matters related to the *Calendar* be included in the to the Council's responsibilities.

Recommendation 22: That the Senate Committee on the *Calendar* be disbanded.

Recommendation 23: That a committee (or sub-committee) on Certificates and Micro-credentials be created, with delegated authority to provide oversight and timely approval on behalf of Senate for certificates and micro-credentials requiring approval, and to make recommendations on policies and standards related to certificates and micro-credentials.

Recommendation 24: That a Senate Committee on Teaching and Learning be created to recommend on broad policies and trends related to teaching and learning and to advise Senate on trends and developments in teaching and learning modalities.

Recommendation 25: That the Faculty of Graduate Studies review its committee structure to ensure that decisions and recommendations to Senate are made in an effective and congruent manner.

Rationale:

A number of committees presently consider the same proposals regarding undergraduate programs from different perspectives, which can sometimes lengthen the approval process and always introduces complexity, including where a committee may not be clear about what element of a proposal it is responsible for reviewing. Creating an Undergraduate Studies Council or other such body would allow for a more comprehensive examination of the various aspects of proposals regarding undergraduate programs. Coupled with a review and streamlining of approval processes, it could improve clarity and consideration of undergraduate program issues.

Similarly, the Graduate Studies Faculty Council serves as the body by which graduate program and policy matters are brought directly to Senate. There are several layers of approval required, as proposals move from department/faculty/school/college to FGS committees, to FGS Council. A review of the FGS level committee structure could lead to a more timely and effective process.

The University offers a number of certificates and micro-credentials. It is the desire of all involved to ensure that there is academic rigor to these credentials and oversight from beyond the unit offering them. This recommendation would create a purpose driven committee to review and approve proposals for certificates and micro-credentials in alignment with the Senate-approved Certificate and Diploma Framework. This committee would need to be nimble and able to meet frequently and approve these in a timely manner given that in many cases such programs are intended to meet urgent community needs.

The Senate Committee on the Calendar is another small committee that rarely meets, as the primary editing and coordinating function for the Calendar is undertaken by the Office of the Registrar and Enrolment Services. Under this proposal, the oversight of the Calendar, and the recommendation to Senate on policy matters related to the Calendar would be vested with the Council, as these matters would fit well together.

<u>Academic Approval Process Review</u>

As part of a strong, healthy, collegial governance model, the approval of academic matters is an organic process, with proposals originating in faculties, schools and colleges, subject to refinement and review at the unit level and the Senate committee level prior to approval by Senate. For this process to be effective, clear guidelines for submissions and proposals need to be in place, faculty and staff in the units must have an understanding of the process, and the review and approvals need to occur in a timely manner. A number of concerns have been identified about our current approval processes, including:

- There is no distinction between major and minor changes, resulting in relatively minor changes taking as long as major changes to be approved.
- There is a perception that too much documentation is required for proposals, particularly on course and curriculum changes.
- Some Faculties, Colleges, and Schools submit materials that have many errors or inconsistencies, consuming significant committee time and delaying ultimate approval of proposals.
- Too much information flows from committees to Senate.
- There are gaps in understanding of program, curriculum, and regulation development amongst units and those within units charged with developing proposals.
- The workflow processes are cumbersome and might benefit from automation.
- The lack of alignment between Faculty, College and School Council approval schedules and the Senate committee and Senate meeting deadlines can cause unnecessary delays.

The following recommendations are proposed in the spirit of ensuring quality academic oversight of programs, curriculum, and regulations while making the best use of everyone's time, and seeking to vest decision-making authority appropriately, based on the relative risk of a proposal.

Recommendation 26: That the undergraduate curriculum and course change process be reviewed and redesigned to:

a) distinguish between course changes that are minor and major in nature, and program changes that are minor and major in nature;
b) consider the frequency of cycles of approval, recognizing that most changes are only effective for the next academic year;
c) consider the delegation of approval from Senate to the committee for minor changes;
d) consider the amount and format of documentation required with a view to being comprehensive and succinct.

Recommendation 27: That a course and program approval procedure be developed to clearly lay out the process and requirements for major and minor course and program changes.

Recommendation 28: That the amount of information reported to Senate be streamlined, recognizing that the detailed work is being done at committees, and that the detailed submissions be made available to members of Senate and others who wish to review the details.

Recommendation 29: That the Faculty of Graduate Studies review its committee and approval processes to ensure that program, curriculum and policy proposals are reviewed and moved forward in a timely fashion.

Recommendation 30: That Faculty, School, and College Councils review their internal approval processes to ensure that proposals are considered in a timely way and that internal reviews ensure that all documentation is included, consistent, and accurate.

Recommendation 31: That the Office of the Registrar and Enrolment Services and the Office of University Secretary review the advantages of acquiring the curriculum management software/module attached to existing student and calendar information systems and advance a proposal to acquire such a system if it is deemed advantageous.

Recommendation 32: That the process of consulting other units on proposals be streamlined, perhaps using curriculum management software, and that if a unit does not respond in a timely manner, that Senate Committees can consider acquiescence with the proposed changes provided there is no risk to students' ability to progress through their program.

Recommendation 33: That regular and on-going education be provided to all faculty and staff involved in the academic approval process.

Recommendation 34: That in order to shorten the timelines for approval, Senate Executive not review every report forwarded to Senate from committee when setting the agenda, and that the concurrence without debate section of the Senate agenda continue to be used to approve required, but routine matters.

Recommendation 35: That a streamlined and delegated approval procedure for certificates and micro-credentials be developed.

Next Steps

This discussion paper has been developed to facilitate Senate committee reform and process improvement. A Senate Review Working Group has been struck to review the discussion paper and recommendations, to provide advice to the University Secretary and to help advance recommendations to Senate Executive and Senate for approval.

The working group will began meeting in the fall of 2022 and will meet regularly and may establish sub-groups to consider particular recommendations. It is expected that recommendations will be advanced beginning in the fall term of 2022 and that the changes will begin to be implemented through 2023.

The membership of the Working Group is as follows:

Christine Adams, Undergraduate Program Coordinator, Faculty of Science
Jeff Adams, University Registrar
Sharon Bannatyne, Associate Registrar
Tina Chen, Senate Executive, and EDI Exec. Lead, Arts
Shannon Coyston, Associate University Secretary (Senate)
Cassandra Davidson, Provost's Office
Jila Ghomeshi, Senator, Faculty of Arts
Emily Kalo, student Senator, Faculty of Science
Rod Lastra, Acting Dean, Extended Education
Jeff Leclerc, University Secretary
Mimi Locher, Dean, Faculty of Architecture
Kelley Main, Acting Dean, Graduate Studies
Sean McKenna, Faculty of Science
Dean McNeill, Chair, Senate Committee on Curriculum and Course Changes, Engineering
Cary Miller, Associate Vice-President (Indigenous)
Derek Oliver, Senate Executive, and Chair Senate Committee on Appeals, Engineering
Jitendra Paliwal, Chair, Senate Committee on Nominations, Agricultural & Food Sciences
Greg Smith, Vice-Provost, Academic Planning and Programs
Lavern Vercaigne, College of Pharmacy, Rady Faculty of Health Sciences

Resource: Laura Orsak-Williams, Office of the University Secretary

Senate Committee and Process Review Working Group
Terms of Reference

The University Secretary is mandated to periodically undertake reviews of the Senate and Board governance structures and processes and make relevant recommendations to the Governing Bodies. There is a desire to simplify the Senate Committee structure, to ensure that committees have clear mandates, the appropriate composition, and effectively support Senate in fulfilling its mandate. There is also a desire to review and streamline the approval processes and timelines for various types of proposals from Faculty/School/College councils through to Senate.

To advance these goals, the University Secretary has written a *Senate Committee and Process Review Discussion Paper*, including a series of recommendations, as a starting point for discussion and action. The Senate Committee and Process Review Working Group (the "Working Group") has been created to advance the improvement of the structures and processes that facilitate Senate's essential work in support of the academic mission of the University. Specifically, the working group will:

- Review the *Senate Committee and Process Review Discussion Paper* and recommendations;
- Provide advice to the University Secretary on the Discussion Paper and recommendations, and other recommendations to improve the work of Senate;
- Support the University Secretary in advancing recommendations to Senate Executive and Senate for approval.
- Create sub-groups to consider and develop particular recommendations.

Timeline: The Working Group will begin meeting in Fall, 2022 and will advance recommendations between then and the end of 2023.

Membership:

Christine Adams, Undergraduate Program Coordinator, Faculty of Science
Jeff Adams, University Registrar and Executive Director, Enrolment Services
Sharon Bannatyne, Associate Registrar
Tina Chen, Senate Executive, and Equity, Diversity, and Inclusion Executive Lead,
Shannon Coyston, Associate University Secretary (Senate)
Cassandra Davidson, Provost's Office
Jila Ghomeshi, Senator and Associate Dean, Faculty of Arts
Emily Kalo, student Senator, Faculty of Science
Rod Lastra, Acting Dean, Extended Education
Jeff Leclerc, University Secretary
Mimi Locher, Dean, Faculty of Architecture
Kelley Main, Acting Dean, Faculty of Graduate Studies
Sean McKenna, Associate Dean, Faculty of Science
Dean McNeill, Chair, Senate Committee on Curriculum and Course Changes, Engineering
Cary Miller, Associate Vice-President (Indigenous)
Derek Oliver, Senate Executive, and Chair Senate Committee on Appeals, Engineering
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Resource: Laura Orsak-Williams, Office of the University Secretary

October, 2022

Key principles to Guide the Senate Committee System
University of Manitoba

The Senate of the University of Manitoba is the University's senior academic governing body. It has the authority to determine matters of an academic nature and to make recommendations to the Board of Governors on a number of academic and related matters. The Senate is supported in its governance role by a number of standing committees, whose functions are essential to the Senate's ability to operate effectively and in the best interests of the University's academic programming. The system is part of a governance structure that is intended to be timely, strategic, effective, collegial, thorough, inclusive, and transparent.

To facilitate the development of a coherent Senate committee system, it is important to articulate a series of key principles that underpin the system. The following principles are foundational to all standing committees of Senate:

In General

- Committees help Senate do its work, provide oversight, and should improve its efficiency and effectiveness.
- The work of committees, the decision-making process, and communications to and from committees should be clear and transparent.
- Each layer of review and decision-making should add value.
- Committee members should receive an orientation in order to assist in the understanding of their roles and the role of the committees on which they serve.

Expectations and authority

- Each committee should have Senate-approved terms of reference that clearly define the roles and responsibilities of the committee and that are reviewed regularly.
- Senate can transfer some of its responsibility for decision-making to committees through Senate-approved delegation of its authority for required approval of routine matters.
- Committees should conduct careful reviews of the matters brought before them and assess whether a proposal has sufficient merit and development for further consideration.
- Committee members should attend meetings with the intention to learn and engage with the materials and the committee process.

Composition

- Committee composition should be designed to ensure committees are populated in such a way to ensure that a diversity of views, experience and roles is present.
- Indigenous perspectives, ways of knowing, and voice should be part of all relevant Senate committees.
- Student representation should be present on every Senate committee.

University of Manitoba

SENATE COMMITTEE ON MEDICAL QUALIFICATIONS

Terms of Reference

1) Mandate and Role of the Committee

a) The Senate Committee on Medical Qualifications (the Committee) supports the Senate of the University of Manitoba (the Senate) by determining, on behalf of Senate, those faculty members who are eligible for registration with the College of Physicians and Surgeons of Manitoba (the CPSM).

2) Authority

a) The Committee is created by and is accountable to the Senate, under the powers provided to the Senate by *The University of Manitoba Act*.

b) The authority to approve faculty members for registration as physicians is accorded to the University under section 181 of *The Regulated Health Professions Act.*

3) Areas of Responsibility

a) To determine whether applicants for registration as regulated members of the CPSM under section 181 of *The Regulated Health Professions Act* are eligible for consideration by the Committee.

b) To determine, on behalf of the Senate, by examination or otherwise, whether eligible applicants are by way of their medical education proper persons for registration as members of the CPSM.

c) To report the Committee's decisions to the University Secretary, who shall maintain the official record and formally communicate the Committee's decisions to CPSM.

d) To report at least annually to the Senate on the Committee's actions and decisions.

4) Composition of Committee

a) ***Ex officio* voting members**

i) The Dean of the Max Rady College of Medicine (or designate).

ii) The Provost and Vice-President (Academic) (or designate).

b) **Voting members appointed by the Senate**

i) Three members of the academic staff of the Max Rady College of Medicine.

c) **Additional Voting Members**

i) One member appointed by the CPSM.

d) **Resource Persons**

i) The Executive Assistant to the Vice-Dean (Academic Affairs), Max Rady

College of Medicine shall serve as the Committee Resource.

5) Chair

a) The Dean of the Max Rady College of Medicine (or designate) shall serve as Chair of the Committee.

6) Frequency of Meetings and Annual Work Plan

a) The Chair shall determine the frequency of meetings required to carry out the functions of the Committee.

University of Manitoba

SENATE COMMITTEE ON HONORARY DEGREES

Terms of Reference

1) Mandate and Role of the Committee

a) The Senate Committee on Honorary Degrees (the Committee) supports the Senate of the University of Manitoba (the Senate) by considering and making recommendations to the Senate on policies and related matters respecting:
   i) honorary degrees
   ii) the naming of academic units, buildings, parts of buildings and spaces
   iii) the naming of chairs and professorships
   iv) academic dress.

2) Authority –

a) The Committee is created by and is accountable to the Senate, under the powers provided to the Senate by *The University of Manitoba Act*.
b) The Committee's actions are also governed by university governing documents, including:
   i) Honorary Degrees Policy and Procedure
   ii) Chairs and Professorships Procedure
   iii) Naming of Academic Units Policy and Procedure
   iv) Naming of Buildings, Parts of Buildings and Spaces Policy and Procedure
   v) Special Convocations Policy

3) Areas of Responsibility –

a) <u>Honorary Degrees</u>
   i) To recommend to the Senate on policy and procedure concerning honorary degrees, including the criteria for awarding honorary degrees.
   ii) To invite nominations of candidates for honorary degrees from members of the Board of Governors, the Senate, deans and directors, presidents of University of Manitoba Faculty Association (UMFA) and the University of Manitoba Students' Union (UMSU) and members of the university community.
   iii) To review nominations and make recommendations to Senate on potential candidates for honorary degrees.

b) <u>Naming</u>
   i) To approve the naming of a part of a building or space and report thereon to the Senate.
   ii) To recommend on the naming of an entire building of the University to the Senate.
   iii) To recommend on the naming of Chairs and Professorships to the Senate.
   iv) To recommend on the naming of academic units to the Senate.

c) Academic Dress
   i) To recommend to the Senate on the academic dress of the Chancellor, Vice-Chancellor, Marshalls and other officers of Convocation.
   ii) To recommend to the Senate, with advice from the University Registrar and the University Secretary, the colors of the linings of hoods for new degrees.

d) Special Convocations
   i) To advise the President and Vice-Chancellor on the holding of special convocations.

4) Composition of Committee

a) ***Ex Officio* voting members**
   i) The Chancellor
   ii) The President
   iii) The President of the University of Manitoba Students' Union
   iv) The President of the University of Manitoba Alumni Association

b) **Voting members appointed by the Senate**
   i) Five academic members of the Senate, including at least one Indigenous member of Senate

c) **Voting member appointed by the Chancellor**
   i) One representative of the community at large to be appointed by the Chancellor for a three-year term

d) **Resource Persons**
   i) The University Secretary (and/or designate) shall serve as secretary and resource to the Committee.

5) Chair and Vice-Chair

a) The Chancellor shall serve as Chair of the Committee.
b) The President shall serve as Vice-Chair of the Committee and act for the Chair in the Chair's absence.

6) Frequency of Meetings and Annual Work Plans

a) The Committee shall meet a minimum of twice annually.
b) Additional meetings may be called by the Chair as required.
c) The Chair and the University Secretary shall develop an annual work plan for the Committee to guide the Committee's work.