1. Adoption of the Agenda for approval

2. Minutes of April 6, 2017 for approval

3. New Business
   3.1 Arts Support Staff Senator Nomination for approval
   3.2 Arts Course and Program Approval Committee Report for information
   3.3 ARPC (Academic Regulations Policy Committee) Proposal - Co-operative Education Option Proposal for approval
   3.4 ARPC Proposal – Sprachdiplom II for approval
   3.5 Dept. of English, Film, & Theatre name change for approval
   3.6 Dept. of Sociology name change for approval

5. Report of the Dean and the Associate Deans' Reports
   5.1 Dean’s Report
   5.2 Associate Deans’ Reports

6. Question Period Questions must be submitted by 10:00 a.m. September 26, 2017

7. Adjournment

Please forward REGRETS ONLY to Janice Gripp, Secretary to Arts Faculty Council by phone at 8439 or email at janice.gripp@umanitoba.ca.
Faculty of Arts Council
April 6, 2017

Minutes


Regrets: J. Dueck, R. Finlay, M. Glenwright, J. Ghomeshi, E. Judd, Y. Kayama, I. Lipnowski, J. Mann, A. Nabess, S. Prentice

1. Question and Answers Period with David Barnard and Janice Ristock

D. Barnard explained that he has two motivations for this meeting. Firstly, this is Janice Ristock’s first year as Vice-President (Academic) and this will allow Janice to become familiar with the issues and concerns of the various Faculties. Secondly, he would like to make this a fairly regular occurrence; perhaps once every year or two at most. He noted that he would like to hear directly from Faculties how they feel Central Administration is doing, both wrong and right as well as what opportunities or problems are facing the Faculty.

H. Marx spoke first, reading out a prepared statement on the effects of the previous budget cuts on the Faculty of Arts. This statement will be included in the next report of the Arts Ad Hoc Budget Cut Committee.

I. Weldon, Senior Stick and President of the Arts Student Body Council also read a prepared statement. He spoke on the effects on undergraduate students of past budget cuts to the programs and courses in the Faculty of Arts. This statement is attached as an appendix to the minutes. In addition, he noted that ASBC is creating a survey to collect concrete feedback from students. He is also working with H. Marx and the Arts Ad Hoc Budget Cut Committee to the Faculty can provide a unified front against future cuts. He also noted there is a student walk out and rally at the Provincial Legislature on April 18th at 12:30 p.m.

Further discussion ensued with four major areas of concern; budget cuts to the Faculty, the new budget redesign model, low morale and teaching loads.

Faculty members feel the Faculty of Arts has been underfunded for many years and that the liberal arts have not been as high a priority as the professional Faculties. This has led to low morale. J. Ristock responded that Arts and Sciences are the back bone of many programs and that the University’s role is to develop skills in our students so they become a responsible future
generation. David agreed saying Arts is a critical component to producing educated and responsible citizens.

There was also concern that the budget redesign would further erode resources to the Faculty. J. Ristock addressed this concern by noting the new budget model would be less centralized allowing Deans more control over their budget as well as increasing transparency. It was noted that hiring in the Faculty has been absolutely minimal over the last 3 years that is something that needs to be addressed as programs are suffering.

A concern over the lack of collegial governance was also noted. Decisions being made by central administration have created hardships in the Faculty. Increasing teaching loads, increasing numbers of international students who require extraordinary additional support and boutique program approval when other programs are being cut have left faculty members demoralized and angry. Increasing administrative demands have also contributed to these problems. J. Ristock responded that the Travel Policy and Concur working group have made several recommendations that will be implemented quickly to try to correct some of the issues faculty members have been facing in that regard.

Teaching loads for instructors were also raised. Arts instructors are very unhappy with the change to the Arts Teaching Responsibility Guidelines that has increased their teaching loads. Even after much consultation with an ad hoc committee and Arts Faculty Council, instructors are not happy with the outcome. J. Ristock explained that teaching loads are determined by the Deans and they vary across the university. She noted that most Faculties do not have written guidelines but Deans are currently working on that.

2. **Adoption of the Agenda**

   **MOTION:** To approve the agenda as submitted. (H. Marx)  
   **CARRIED**

3. **Adoption of the Minutes**

   **MOTION:** To approve the minutes of January 16, 2017 as submitted (R. Cossar)  
   **CARRIED**

   **MOTION:** To approve the minutes of February 16, 2017 as submitted (R. Koop)  
   **CARRIED**

4. **Business Arising**

   4.1 **Statement by Arts Senators to Senate March 1, 2017**

   There were no comments.
5. **New Business**

5.1 **Arts Nominating Committee Report**

MOTION: To approve the Arts Nominating Committee report with R. Cossar being added as the leave replacement for the Teaching Excellence Committee and M. Lawall being added as the leave replacement for the Rules and Procedures Committee.

There were no further nominations from the floor. CARRIED

5.2 **Arts Standing Committees and Senate Elections**

Ballots were completed and collected. It was noted the results would be emailed out the following day.

5.3 **Arts Endowment Fund Committee Terms of Reference**

MOTION: To approve the Arts Endowment Fund Committee Terms of Reference as submitted. (G. Clark) CARRIED

5.4 **Arts Nominating Committee Terms of Reference**

MOTION: To approve the Arts Endowment Fund Committee Terms of Reference as submitted. (T. Chen) CARRIED

5.5 **Anthropology Department Council Bylaws**

MOTION: To approve the Anthropology Department Council Bylaws (G. Monks) CARRIED

5.6 **Arts Student Body Council Budget Statement**

I. Weldon noted that the statement read out to the President and Vice-President (Academic), originally intended to be presented as this agenda item, was in fact part of his oral statement delivered to the President earlier in the agenda and so no further statement was made. Several faculty members thanked Isaac for his service to the Faculty and his leadership with students and his clear presentation of student concerns in his statement to the President and Provost.

6. **Arts Standing Committee Annual Reports**

Rob Hoppa noted all the reports were submitted for information purposes only and asked if there were any questions. D. Churchill responded that he would like to know why once again the Research Committee had not during the previous year. R. Hoppa explained that when the terms of reference for this committee were changed it was hoped this committee would become a more grass-roots type of committee, meeting on agenda items brought forward by faculty members or the committee members themselves. This has not been happening. D. Churchill suggested that the Arts Library Committee, which has not met in many years, be rolled into the Research Committee to enable it to be able to address library changes that affect Arts researchers. R. Hoppa seconded that idea and noted he would address this issue next fall.
7. **Report of the Acting Dean and Associate Deans Reports**

7.1 **Acting Dean’s Report**

R. Hoppa reported briefly that budget will be going forward to the Board of Governors in the next month so there should be some news by the end of May. He added that timetabling is almost complete. He also noted that there had been a request at a previous Faculty Council meeting to provide information on what the reduction had been in the number of sessionals in the Faculty of Arts. He explained that the numbers fluctuate but a reasonable approximation of the reduction in RSLs, but a reasonable approximation of the reduction is 60 three credit hour courses from 2013-17.

7.2 **Associate Deans’ Reports**

There were no questions. G. Smith added that he as a requested a meeting of the faculty members working on bona fide academic requirements (BFARs) to determine what the faculty want so put forward to the summer session of CPAC and then Senate in the falls. A doodle poll would be sent out shortly.

R. Hoppa provided an update on the results of the SSHRC Insight Grants, noting Arts had a successful year with 8/14 (57%) success rate. He also noted that the Faculty will be responding with at least one application for the current internal CRC competition that is ongoing right now.

8. **Question Period** – there were no questions

9. **Adjournment**

MOTION: to adjourn at 4:10 (G. Sobie) CARRIED
Statement by Arts Senators to Senate, March 1, 2017

On Thursday, February 16, 2017, Arts Faculty Council held a special meeting to discuss pressing matters of concern to the Faculty. Among these was the concern that the University's 2017-18 budget would include further cuts to the Faculty's already dwindling resources. In view of this, Faculty Council charged the Arts Senators with conveying to Senate the Faculty's strong conviction that the cuts must cease and that resources be made available to repair the damage done by the reductions already imposed.

Cuts made over the past four years have reduced the Arts complement of full time tenured faculty by 26 members. These cuts have been accompanied by ever-dwindling resources for sessionals. The result has been a substantial decline in the number of courses offered, increasing enrolments in the surviving sections, threatened viability of programs as courses cannot be offered, unmet student demand as sections enrol to capacity, and restricted student choice of elective courses. Such conditions seriously undermine faculty capacity to give students the attention they need, a shortcoming not compensated for by non-faculty tutorial services. These realities now affect the more than 17% of the University's students taught by the Faculty of Arts, which calls into serious question the University's commitment to providing a first class student experience.

Behind these generalizations lie the stark realities of struggling departments, both large and small, that have to cope with the fallout from cuts. In English, there are colleagues with W courses responsible for 150 students per term but with no marking assistance. In Economics, core courses at the 3000 level are extremely difficult to get into and students often have difficulty finding a third year course needed for graduation. It is not uncommon for third year courses to
have enrolments of 65 students. We have French language courses capped at 40 when the standard should be twenty-five at most, and still students must be turned away. Native Studies has had to cut offerings at the 2000 and 3000 level to meet the overwhelming demand for introductory courses needed by students who wish to enter programs like Nursing and Social Work. The growing burden of service teaching has also undercut offerings in Native Studies at the graduate level. The Department of History is alone amongst U15 counterparts in having no specialist in Russian and East European history and it has only one Asianist, while the average U15 complement is three. German is struggling to survive with only two professorial rank positions; and in any given year Slavic Studies might not be able to field the 3000 level language courses necessary to complete the major. Philosophy has lost four positions since 2015 and faces difficulties finding sessionals to replace them in essential courses. Since 2010, Psychology's faculty complement has dropped by 23%, which has had a serious impact on the undergraduate program and future accreditation of graduate programs.

This is not an exhaustive list, but a collection of examples. Similar difficulties exist across the Faculty. Not surprisingly, both student experience and faculty morale have been very badly affected by these conditions. Overwork and anxiety about cuts has also had a very negative impact on our administrative staff. The Faculty is in desperate need not simply of a respite from cuts but of new resources to repair the damage that previous cuts have done.

The Faculty's difficulties have been clearly evident to external reviewers. Fourteen of the nineteen academic units in the Faculty of Arts have completed undergraduate, graduate, or accreditation reviews in the last 5 years. For 79% of these Departments, the review reports noted that further losses to full-time positions would jeopardize the standing and quality of the program, or that programs were already in a situation where additional faculty are required to
ensure continued delivery of satisfactory programs in the field. Reviewers making these recommendations were aware of the budget constraints of the Faculty. Regrettably, many of the units have experienced additional losses since the date of their review.

Cuts imposed during the past four years have occurred at a time of relatively generous government funding. Future government grants may well usher in brutal austerity. But whatever the case, we think the administration must make it a priority to avoid any further cuts, even if it means bringing a halt to reallocations pursuant to the current strategic plan. In a situation of austerity, where basic programs and their students and teachers are already stressed to the breaking point, there is no justification for forging ahead with new initiatives. It may be time for Senate to reconsider its support for the current plan and recommend to the Board that it be suspended until sufficient resources are available to fund its provisions.

As many members of Senate will know, the University of Manitoba Act empowers Senate to make recommendations to the Board of Governors respecting budgetary policies (section 34(1) (s)). To carry out this right under the University’s system of bi-cameral governance, Senate needs an opportunity to respond to the University’s budget proposal in a timely way. In light of this, we respectfully request that before submitting the 2017-2018 Budget to the Board, Senate be apprised of the policies upon which the draft budget has been based and how these policies have determined the allocations under the proposed budget. In this way, Senate would be assured of the possibility of exercising its right to make recommendations to the Board with respect to budgeting policy.
September 1, 2017

TO: Arts Faculty Council
FROM: Janice Gripp, Confidential Assistant to the Dean of Arts
SUBJECT: Support Staff elections

Arts support staff completed the nomination and election process to successfully fill the following support staff vacancies on Arts Faculty Council and Arts standing committees:

- Equity Diversity & Human Rights Committee – Janice Gripp, Dean’s Office
- Executive Committee – Greg Sobie, Dean’s Office
- Arts Faculty Council (2 positions) – Greg Sobie, Dean’s Office
- Local Area Safety & Health - Mary Kuzmeniuk, Psychology
- - Dianne Bulback, Sociology

In addition, the support staff members of Faculty Council have nominated Greg Sobie (Dean’s Office) to the Senate position held by an Arts support staff. This nomination requires Faculty Council approval.

Thank you
DATE: August 22, 2017

TO: Janice Gripp, Secretary, Arts Executive Committee

FROM: G. Smith, Chair, Course and Program Approvals Committee, Faculty of Arts

SUBJECT: Report of the Faculty of Arts Course and Program Approval Committee
[C.P.A.C. Motions – August 16, 2017]

The motions listed below were approved by the Course and Program Approvals Committee at its meeting of August 16, 2017. Would you arrange to have them placed on the agenda for consideration at the next meeting of the Arts Executive. "New" courses have been underscored.

C.P.A.C. Ref. DEPARTMENT/PROGRAM
MOTION

Item 2a-17 Bona Fide Academic Requirement Submissions
(Graduate Courses/Programs)

That the proposals from the Department of Classics; Department of German and Slavic Studies; Department of French, Spanish and Italian; Department of History; Department of Linguistics; and the Department of Political Studies; be approved.

Item 2b-17 Economics (Graduate Courses/Programs)

That the proposal to modify:

Supplemental Regulations: Pre-M.A., M.A., Ph.D. – Economics programs to be split into two program streams:

(1) Current Economics Pre-M.A., M.A., Ph.D. programs to be deemed programs for the Economics and Econometrics Stream. Minor modifications are made mainly to clarify existing program language. The Economics and Economics Stream continues to emphasize disciplinary focus.
(2) Introduce Pre-M.A., M.A., Ph.D. programs for the Economics and Society Stream. No changes are made to the overall degree requirements with regard to credit hours, research papers or theses, and so. There will be some courses that will continue to be common with the Economics and Econometrics Stream, however the Economics and Society Stream allows for the greater accommodation for non-ECON courses.

for a net change in credit hours of +0 hours, be approved.

Item 2d-17 Political Studies (Graduate Courses/Programs)

That the proposal to delete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 6500</td>
<td>Co-operative Education Work 1</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6510</td>
<td>Co-operative Education Work 2</td>
<td>3</td>
</tr>
</tbody>
</table>

and to introduce:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 7800</td>
<td>MPA Co-operative Education Term 1</td>
<td>0</td>
</tr>
<tr>
<td>POLS 7810</td>
<td>MPA Co-operative Education Term 2</td>
<td>0</td>
</tr>
<tr>
<td>POLS 7440</td>
<td>Directed Readings in Aerospace Policy</td>
<td>2</td>
</tr>
</tbody>
</table>

for a net change in credit hours of -4 hours, be approved.

Item 3-17 Interdisciplinary Courses (Undergraduate Courses/Programs)

That the proposal to introduce:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 3010</td>
<td>Arts Co-operative Option 1</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 3020</td>
<td>Arts Co-operative Option 2</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 3030</td>
<td>Arts Co-operative Option 3</td>
<td>1</td>
</tr>
</tbody>
</table>

for a net change in credit hours of +3 hours, be approved.

Item 4-17 Bachelor of Arts Science Requirement (Undergraduate Programs)

That the proposal to modify:

Bachelor of Arts Science Requirement – add Faculty of Science subject codes ASTR and SCI, GEOG 2540; delete GEOG 2530, GEOL 2540.

be approved.
Item 5a-17  Asian Studies (Undergraduate Courses/Programs)

That the proposal to modify:
List A [used in the General Major and Minor (Concentration)] – change HIST 3580 course title; delete GEOG 3590.

for a net change in credit hours of +0 hours, be approved.

Item 5b-17  Canadian Studies (Undergraduate Courses/Programs)

That the proposal to modify:
List of Approved Courses in Canadian Studies [used in the General Major and Minor (Concentration), Single Honours, Double Honours] – add POLS 1502, POLS 1504; delete FRAN 2831, FRAN 3831, FRAN 3841, FRAN 4831, POLS 1070, POLS 2071.

for a net change in credit hours of +0 hours, be approved.

Item 5c-17  Catholic Studies (Undergraduate Courses/Programs)

That the proposal to introduce:
CATH 2700  Catholicism and the Paranormal  Cr. Hrs. 3

and to modify:
List of Approved Courses in Catholic Studies [used in the Minor (Concentration)] – add CATH 2700.

for a net change in credit hours of +3 hours, be approved.

Item 5d-17  Central and East European Studies (Undergraduate Courses/Programs)

That the proposal to modify:
List of Approved Courses in Central and East European Studies [used in the General Major, Single Advanced Major, Double Advanced Major, Minor (Concentration), Double Honours] – add RUSN 2600, UKRN 2600; delete SLAV 2260, SLAV 2270.

for a net change in credit hours of +0 hours, be approved.

Item 5e-17  Economics (Undergraduate Courses/Programs)

That the proposal to modify:
ECON 2550  Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment  Cr. Hrs. 3
ECON 4020  Topics in Advanced Macroeconomic Theory  Cr. Hrs. 3
Economics-Mathematics Joint Honours –
Year 1: replace STAT 1000 with STAT 1150.

Economics-Mathematics Joint Honours Program Notes – modify note 1 to reflect that with consent of department, both STAT 1000 and STAT 2000 may substitute STAT 1150 in Year 1.

Economics-Statistics Joint Honours –
Year 1: replace STAT 1000 with STAT 1150;
Year 2: replace STAT 2000 with STAT 2150, add MATH 2720 as an alternate Mathematics requirement.

Economics-Statistics Joint Honours Program Notes – modify note 1 to allow for both STAT 1000 (C) and STAT 2000 (B) to substitute STAT 1150 in Year 1.

Economics General Major –
Y2/3: reduce required Economics electives to 6 credit hours of Economics at the 2000 level or higher, and 6 credit hours of Economics at the 3000 level or higher; add 3 credit hours from ECON 2350, ECON 2362, ECON 2540, ECON 2550, ECON 2630, ECON 3392, ECON 3692, ECON 3810, ECON 4050.

Economics Single Advanced Major – to be deleted and replaced by two program streams:

Single Advanced Major – Economics and Econometrics Stream
Year 1: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220; MATH 1500 or MATH 1520;
Year 2: ECON 2010, ECON 2020, ECON 2030, ECON 2040;
Year 3: ECON 3010, ECON 3020, ECON 3040;
Year 4: ECON 4822;
Years 2/3/4: 3 credit hours from ECON 2350, ECON 2362, ECON 2540, ECON 2550, ECON 3392, ECON 3692, ECON 3810, ECON 4050, ECON 4052; an additional 9 credit hours in Economics numbered at the 2000 level or higher.

Single Advanced Major – Economics and Society Stream
Year 1: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220;
Year 2: ECON 2010, ECON 2020, ECON 2040;
Year 3: ECON 3040, ECON 3810;
Year 4: ECON 4822 or 6 credit hours in Economics at the 4000 level;
Years 2/3/4: 3 credit hours from ECON 2350, ECON 2362, ECON 2540, ECON 2550; 6 credit hours from ECON 3374, ECON 3376, ECON 3392, ECON 3394, ECON 3690, ECON 3692, ECON 3710, ECON 3720, ECON 4050, ECON 4052; an additional 12 credit hours in Economics numbered at the 2000 level or higher.
Economics Single Honours – to be deleted and replaced by two program streams:

Single Honours – Economics and Econometrics Stream
Year 1: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220;
MATH 1500 or MATH 1520;
Year 2: ECON 2010, ECON 2020, ECON 2030, ECON 2040;
Year 3: ECON 3010, ECON 3020, ECON 3030, ECON 3040, ECON 3810;
Year 4: ECON 4010, ECON 4020, ECON 4040, ECON 4050;
Year 2/3/4: 6 credit hours in Economics numbered at the 2000 level or higher, 6 credit
hours in Economics numbered at the 4000 level, A further 12 credit hours in Economics
numbered at the 3000 level or higher; 24 credit hours in ancillary options.

Single Honours – Economics and Society Stream
Year 1: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220;
MATH 1500 or MATH 1520;
Year 2: ECON 2010, ECON 2020, ECON 2030, ECON 2040;
Year 3: ECON 3010, ECON 3020, ECON 3040, ECON 3810;
Year 4: ECON 4040, ECON 4050;
Years 2/3/4: 9 credit hours from ECON 2310, ECON 2630, ECON 3374, ECON 3376,
ECON 3392, ECON 3394, ECON 3690, ECON 3692, ECON 3710, ECON 3720; 6 credit
hours in Economics numbered at the 2000 level or higher; 6 credit hours in Economics
numbered at the 3000 level or higher; 12 credit hours in Economics numbered at the 4000
level; 24 credit hours in ancillary options.

Economics Double Honours – modifying wording of existing program requirements and
program notes.

for a net change in credit hours of +0 hours, be approved.

Item 5f-17  English, Film, and Theatre (Undergraduate Courses/Programs)

That the proposal to modify:
Theatre General Major and Minor (Concentration) –
Year 2/3: delete THTR 2610 from list of alternative requirements.

Theatre Single Advanced Major –
Year 2/3/4: delete ENGL 2960 requirement, delete THTR 2610 from list of alternative
requirements, increase additional THTR/List A credit hours from 12 to 15 hours.

Theatre Program Notes – delete THTR 2610 from note 1.

for a net change in credit hours of +0 hours, be approved.
Item 5g-17  French, Spanish and Italian (Undergraduate Courses/Programs)

That the proposal to introduce:

ITLN 2200  Let's Get Graphic: Italian through Graphic Novels  Cr. Hrs. 3
ITLN 3780  A Voyage through the Italian Mind: An Italian Culture Course  Cr. Hrs. 3

and to modify:

Italian Studies General Major –
Year 2: ITLN 2090 and ITLN 2100 alternative requirement modified to 6 credit hours selected from ITLN 2090, ITLN 2100, ITLN 2200;
Year 3: add ITLN 3780 to the list of alternative requirements.

Italian Studies Single Advanced Major –
Year 2: ITLN 2090 and ITLN 2100 alternative requirement modified to 6 credit hours selected from ITLN 2090, ITLN 2100, ITLN 2200;
Year 3/4: add ITLN 3780 to the list of alternative requirements.


for a net change in credit hours of +6 hours, be approved.

Item 5h-17  German and Slavic Studies (Undergraduate Courses/Programs)

That the proposal to delete:

SLAV 2260  Russia, Ukraine and Poland – Cultures in Dialogue 1  Cr. Hrs. 3
SLAV 2270  Russia, Ukraine and Poland – Cultures in Dialogue 2  Cr. Hrs. 3

and to introduce:

UKRN 2600  Special Topics in Ukrainian Studies  Cr. Hrs. 3

and to modify:

Polish Minor (Concentration) –
Year 2/3: delete SLAV 2260 and SLAV 2270 from requirement list.

for a net change in credit hours of -3 hours, be approved.

Item 5i-17  Global Political Economy (Undergraduate Courses/Programs)

That the proposal to modify:


for a net change in credit hours of +0 hours, be approved.
Item 5j-17  History (Undergraduate Courses/Programs)

That the proposal to delete:
   HIST 3590  Topics in Recent World History 2 (M)  Cr. Hrs. 3

and to modify:
   HIST 3054  Canada and the United States (C)  Cr. Hrs. 3
   HIST 3580  Topics in Recent World History 1 (M)  Cr. Hrs. 3

for a net change in credit hours of -3 hours, be approved.

Item 5l-17  Latin American Studies (Undergraduate Courses/Programs)

That the proposal to modify:
   Minor (Concentration) – delete SPAN 2540 from the list of alternative requirements.

for a net change in credit hours of +0 hours, be approved.

Item 5m-17  Philosophy (Undergraduate Courses/Programs)

That the proposal to delete:
   PHIL 2180  Special Topics 2  Cr. Hrs. 3
   PHIL 4470  Contemporary Issues 2  Cr. Hrs. 3
   PHIL 4620  Directed Reading in Philosophy 2  Cr. Hrs. 3

and to modify:
   PHIL 2170  Special Topics 1  Cr. Hrs. 3
   PHIL 4460  Contemporary Issues 1  Cr. Hrs. 3
   PHIL 4610  Directed Reading in Philosophy 1  Cr. Hrs. 3

for a net change in credit hours of -9 hours, be approved.

Item 5n-17  Political Studies (Undergraduate Courses/Programs)

That the proposal to delete:
   POLS 1010  Political Ideas and Ideologies  Cr. Hrs. 3
   POLS 1040  Global Political Issues  Cr. Hrs. 3
   POLS 1070  Law, Politics, and Power in Canada  Cr. Hrs. 3
   POLS 1500  Introduction to Politics  Cr. Hrs. 6
and to introduce:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1502</td>
<td>Introduction to Political Studies</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1504</td>
<td>Survey of Political Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

for a net change in credit hours of -9 hours, be approved.

**Item 5o-17  Psychology (Undergraduate Courses/Programs)**

That the proposal to modify:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3150</td>
<td>Behavioural Modification Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Single Advanced Major to include a Co-operative Option – add option which will incorporate paid work experience as part of the Single Advanced Major program. Entry and continuance in the Single Advanced Major Co-operative Option require completion of PSYC 2260 with a grade of "C" or better, and a cumulative GPA of 3.00 or higher. Students who fail to maintain the cumulative GPA of 3.00 while enrolled in the Co-operative Option will be required to withdraw from the option and revert to the Single Advanced Major or General Major program. Students in the Co-operative Option will take 3 fewer credit hours in Year 4 and, in place, will complete three 1 credit hour work terms (ARTS 3010, ARTS 3020, ARTS 3030) within Year 3 and 4.

for a net change in credit hours of +0 hours, be approved.

**Item 5p-17  Sociology (Undergraduate Courses/Programs)**

That the proposal to modify:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2290</td>
<td>Introduction to Research Methods</td>
<td>6</td>
</tr>
</tbody>
</table>

Criminology General Major and Single Honours – Year 3: add SOC 3660 to the 12 credit hour list of alternative requirements.

for a net change in credit hours of +0 hours, be approved.

**Item 5q-17  Ukrainian Canadian Heritage Studies (Undergraduate Courses/Programs)**

That the proposal to modify:

- List A [used in the General Major, Single Advanced Major, Mincr (Concentration)] – delete POLS 1500; add POLS 1502, POLS 1504.

for a net change in credit hours of +0 hours, be approved.
Item 5r-17    Women's and Gender Studies (Undergraduate Courses/Programs)

That the proposal to modify:
  List A [used in the General Major, Single Advanced Major, Double Advanced Major,
  Minor (Concentration), Single Honours, Double Honours] – delete PSYC 2390, PSYC
  2400; add PSYC 2380, PSYC 3570.

for a net change in credit hours of +0 hours, be approved.

/vw

Encl.  Economics Program Charts
       Memo to Arts Executive Committee on behalf of CPAC
Economics

CURRENT GENERAL MAJOR PROGRAM: (TO BE MODIFIED)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>• ECON 2010, ECON 2020, ECON 2040</td>
<td>• An additional 15 credit hours in Economics numbered at the 2000 level or higher, of which at least 6 hours must be from courses numbered at the 3000 level</td>
<td></td>
</tr>
</tbody>
</table>

REVISED COMMON GENERAL MAJOR PROGRAM:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>• ECON 2010, ECON 2020, ECON 2040</td>
<td>• 3 credit hours from ECON 2350, ECON 2362, ECON 2540, ECON 2550, ECON 2630 (6), ECON 3392, ECON 3692, ECON 3810, ECON 4050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 6 credit hours in Economics numbered at the 2000 level or higher</td>
<td>• 6 credit hours in Economics numbered at the 3000 level or higher</td>
<td></td>
</tr>
</tbody>
</table>
## CURRENT SINGLE ADVANCED MAJOR PROGRAM: (TO BE DELETED)

**SINGLE ADVANCED MAJOR** **TOTAL: 48 CREDIT HOURS**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2030, ECON 2040</td>
<td>ECON 3010, ECON 3020, ECON 3040</td>
<td>ECON 4822</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td></td>
<td></td>
<td>An additional 12 credit hours in Economics numbered at the 2000 level or higher</td>
</tr>
</tbody>
</table>

## NEW SINGLE ADVANCED MAJOR PROGRAMS:

### SINGLE ADVANCED MAJOR - ECONOMICS AND ECONOMETRICS STREAM  
**TOTAL: 48 CREDIT HOURS**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2030, ECON 2040</td>
<td>ECON 3010, ECON 3020, ECON 3040</td>
<td>ECON 4822 (6)</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td></td>
<td></td>
<td>An additional 9 credit hours in Economics numbered at the 2000 level or higher</td>
</tr>
</tbody>
</table>

### SINGLE ADVANCED MAJOR - ECONOMICS AND SOCIETY STREAM^1  
**TOTAL: 48 CREDIT HOURS**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2040</td>
<td>ECON 3040, ECON 3810</td>
<td>ECON 4822 (6)^6 or 6 credit hours in Economics at the 4000 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>An additional 12 credit hours in Economics numbered at the 2000 level or higher</td>
</tr>
</tbody>
</table>

| • 3 credit hours from ECON 2350, ECON 2362, ECON 2540, ECON 2550, ECON 3392, ECON 3692, ECON 3810, ECON 4050, ECON 4052 |

| • 6 credit hours from ECON 3374, ECON 3376, ECON 3392, ECON 3394, ECON 3690, ECON 3692, ECON 3710, ECON 3720, ECON 4050, ECON 4052 |

^1 Additional courses required in Economics at the 3000 level.
CURRENT COMMON MINOR (CONCENTRATION): (NO REVISIONS)

<table>
<thead>
<tr>
<th>MINOR (CONCENTRATION)</th>
<th>TOTAL: 18 CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>YEAR 2</td>
</tr>
<tr>
<td>Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>An additional 12 credit hours in Economics numbered at the 2000 level or higher</td>
</tr>
</tbody>
</table>
### CURRENT SINGLE HONOURS PROGRAM: (TO BE DELETED)

**SINGLE HONOURS**[^5][^6][^7]

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2030, ECON 2040</td>
<td>ECON 3010, ECON 3020, ECON 3030, ECON 3040, ECON 3810</td>
<td>ECON 4010, ECON 4020, ECON 4040, ECON 4050, ECON 4052</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A further 24 credit hours in Economics, of which no more than 6 additional hours can be from courses numbered at the 2000 level and at least 6 additional hours must be from courses numbered at the 4000 level.

- 24 credit hours in ancillary options[^5]

### NEW SINGLE HONOURS PROGRAMS:

#### SINGLE HONOURS – ECONOMICS AND ECONOMETRICS STREAM[^1][^4]

**TOTAL: 72 CREDIT HOURS**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2030, ECON 2040</td>
<td>ECON 3010, ECON 3020, ECON 3030, ECON 3040, ECON 3810</td>
<td>ECON 4010, ECON 4020, ECON 4040, ECON 4050</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 6 credit hours in Economics numbered at the 2000 level or higher

- 6 credit hours in Economics numbered at the 4000 level

- A further 12 credit hours in Economics numbered at the 3000 level or higher

- 24 credit hours in ancillary options[^4]

#### SINGLE HONOURS – ECONOMICS AND SOCIETY STREAM[^1][^4]

**TOTAL: 72 CREDIT HOURS**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>ECON 2010, ECON 2020, ECON 2030, ECON 2040</td>
<td>ECON 3010, ECON 3020, ECON 3030, ECON 3040, ECON 3810</td>
<td>ECON 4040, ECON 4050</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 9 credit hours from ECON 2310 (6), ECON 2630 (6), ECON 3374, ECON 3376, ECON 3392, ECON 3394, ECON 3690, ECON 3692, ECON 3710, ECON 3720

- 6 credit hours in Economics numbered at the 2000 level or higher

- 6 credit hours in Economics numbered at the 3000 level or higher

- 12 credit hours in Economics numbered at the 4000 level

- 24 credit hours in ancillary options[^4]
### CURRENT DOUBLE HONOURS PROGRAM:

<table>
<thead>
<tr>
<th>DOUBLE HONOURS&lt;sup&gt;3, 4, 5, 6, 7&lt;/sup&gt;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>• 36 credit hours in Economics courses, to include the following:</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td>- ECON 2010, ECON 2020, ECON 2030, ECON 2040, ECON 3010, ECON 3020, ECON 3040</td>
</tr>
<tr>
<td></td>
<td>- A further 15 credit hours in Economics, of which no more than 6 additional hours can be from courses numbered at the 2000 level and at least 6 additional hours must be from courses numbered at the 4000 level</td>
</tr>
<tr>
<td></td>
<td>• At least 36 credit hours in other Honours field</td>
</tr>
<tr>
<td></td>
<td>• At least 6 credit hours in ancillary options&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>• At least 12 credit hours in free options&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

### REVISED COMMON DOUBLE HONOURS PROGRAM:

<table>
<thead>
<tr>
<th>DOUBLE HONOURS&lt;sup&gt;3, 4, 5&lt;/sup&gt;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220</td>
<td>• 36 credit hours in Economics courses, to include the following:</td>
</tr>
<tr>
<td>• MATH 1500 or MATH 1520</td>
<td>- ECON 2010, ECON 2020, ECON 2030, ECON 2040, ECON 3010, ECON 3020, ECON 3040</td>
</tr>
<tr>
<td></td>
<td>- A further 9 credit hours in Economics numbered at the 2000 level or higher</td>
</tr>
<tr>
<td></td>
<td>- A further 6 credit hours in Economics numbered at the 4000 level</td>
</tr>
<tr>
<td></td>
<td>• At least 36 credit hours in otherHonours field</td>
</tr>
<tr>
<td></td>
<td>• At least 6 credit hours in ancillary options&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>• At least 12 credit hours in free options&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
CURRENT PROGRAM NOTES (INDICATING REVISIONS):

NOTES:

1. In cases where students have been granted three hours of unallocated transfer credit in Economics at the 1000 level, and have achieved additional credits in Economics from The University of Manitoba, and wish to declare Economics as a General Major without having full credit in the former ECON 1200, then the Years 2-3 requirement for a Major in Economics will be ECON 2010, ECON 2020 and ECON 2040, plus an additional 15 credit hours in Economics of which at least 6 hours must be from courses numbered at the 3000 level.

2. Students in the General Major may choose to apply for admission to the Single Advanced Major, Single Honours or Double Honours programs in Economics. Such students are recommended to take MATH 1500 or MATH 1520 as an elective as it may be a prerequisite to upper level Economics courses in those programs. Students in the Single Advanced Major Economics and Society Stream are strongly encouraged to complete either MATH 1500 or MATH 1520 to satisfy their University Math (M) requirement as it is good preparation for many other optional upper level Economics courses and is required for students who may switch to the Economics and Econometrics Stream or who wish to proceed to either of the Honours Streams.

2. Students contemplating Double Honours in Economics and Mathematics, or Economics and Statistics are referred to the Economics-Mathematics Joint Honours Program or the Economics-Statistics Joint Honours Program.

3. Students contemplating graduate work in Economics should refer to the notes above under "Preparation for Graduate Studies".

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

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

6. Students electing to take ECON 4822 are advised that ECON 3010 (C) is prerequisite to this course.

7. Honours courses: ECON 3030, ECON 3810 and all 4000 level courses.
CPAC met on August 16 to consider a pair of proposals to modify the current undergraduate programs in the Department of Economics. CPAC heard presentations from Professor Wayne Simpson on behalf of the Economics and Econometrics subcommittee of the Department of Economics, and Dean Jeff Taylor who spoke to a proposal emanating from his office and which was based on the discussions presided over by former Dean of Asper School of Business, Michael Benaroch.

The proposal presented on behalf of the Economics & Econometrics subcommittee reflected proposed changes to their stream of the Economics degree programs only. The proposal sought essentially to retain the current Economics programs as the programs for the new Economics & Econometrics stream, but also proposed some changes to the course requirements in the Honours program. That proposal was silent on the Economics & Society program requirements.

A second proposal presented by Dean Jeff Taylor, spelled out two distinct program streams within the Department of Economics for prospective undergraduate students to follow. It defined core course requirements for students in either stream, and included proposed program changes at the General, Advanced, Honours and Double Honours degree levels within both streams.

The Committee considered the two proposals at length and in considerable detail. The Committee appreciated that there was significant course overlap in the proposed two stream model submitted by Dean Taylor. They saw many advantages for students—who may change their stream of interest—in being able to ‘cross streams’ with minimal impact on their time to degree completion. There was also discussion of the larger mission of the University to
introduce students to a broad range of issues and to build curricula and programs that are inclusive of a wide range of disciplinary approaches. Some Committee members pointed out that their own programs within their departments in the Faculty of Arts also imposed a small degree of disciplinary breadth by way of their program course requirements or area requirements. Many departments in the Faculty of Arts represent disciplines with methodological or theoretical sub-disciplines. Committee members from those departments had found advantages in building some measure of exposure to that diversity by way of defined course requirements into their programs and had done so with success for many years. Students were exposed to alternative ideas and approaches by curricular design, and there was no sense that this in any way impugned their overall learning experience.

In the end, the Committee agreed that the proposal from the Dean’s office offered a two-stream approach to programming in the Department of Economics that was pedagogically sound. For the Economics & Econometrics stream it seems only a minor deviation from what currently exists, and what Dr. Simpson presented as acceptable for his group’s new stream. The Dean’s proposal, based on the Benarroch negotiations, ensures and retains a significant amount of course overlap, based on the current single-stream programs, but also introduces a small measure of required breadth in both streams that goes some distance to rebuilding a more inclusive and collegial approach to teaching about the discipline within the Department. Students would still be able to move between streams with relative ease, and there would still be a degree of choice from elective credits to allow students to further specialize within their streams, should they so wish.

The motion to recommend the complete program proposal presented by the Dean and to not recommend the proposed changes presented by the Economics & Society subcommittee to Arts Executive was passed, nem con.
DATE: August 22, 2017
TO: R. Hoppa, Acting Dean, Faculty of Arts
FROM: J. Leboe-McGowan, Chair, Faculty of Arts Academic Regulations Policy Committee
SUBJECT: Report of the Faculty of Arts Academic Regulations Policy Committee
Proposal to Introduce Regulations for a Faculty of Arts Co-Operative Education Option

PREAMBLE

The terms of reference for the above Committee stipulate that it shall recommend to Faculty Council, through the Arts Executive Committee, with respect to undergraduate regulations relating to admissions, degree programs (General, Advanced, Honours, and Integrated Studies), examinations, grading systems, required performance levels and all requirements for receiving degrees. At its meeting of August 8, 2017, the committee discussed the following matters.

1. Proposal from the Dean’s Office to introduce regulations for a Faculty of Arts Co-Operative Education Option.

Background:

Since at least 2001, there has been ongoing discussion about introducing a Co-Operative Education program in the Faculty of Arts. One of the main priorities of the Faculty of Arts Strategic Plan is to develop new programs that offer Arts students with valuable experiential learning opportunities. This priority also intersects with the University of Manitoba's Strategic Plan (2015-2020), under the strategic priority of "Inspiring Minds," Goal E, which states that the University endeavors "to increase opportunities for experiential learning".

The development of a Co-Operative Education program in Arts is an effective way to implement these strategic priorities. Providing our undergraduates with the option to develop their real-world, workplace skills would place our Faculty among some of the top Canadian universities on the dimension of providing an exceptional undergraduate experience. For example, Faculties of Arts at the University of British Columbia and the University of Waterloo have developed thriving and dynamic Co-Operative Education programs at both the undergraduate and graduate levels.

The Faculty of Arts Course and Program Approvals Committee (CPAC) recently received and approved a proposal from the Department of Psychology to modify their 4-year B.A. Advanced Degree, making available a Co-Operative Education degree option in that degree program. In order to offer a Co-Operative Education option in any Faculty of Arts degree program, including the option that is currently under consideration from Psychology, it is necessary to introduce Faculty regulations related to entrance, continuation, and graduation requirements for students who wish to pursue this program of study.
The proposal included in this submission provides an outline of the proposed Co-operative Education regulations as they apply to 4-year Bachelor of Arts degree programs.

Observations:

For many years, the Faculty of Arts has had an interest in pursuing the development of Co-operative Education opportunities for undergraduates. Participation in Co-operative Education will provide many benefits for students.

- They will receive an incomparable chance to apply theoretical knowledge gained in the classroom to real life, workplace situations and, conversely, applying knowledge gained in the workplace to the theoretical concepts that they must master to succeed in their coursework. The expectation is that providing students with comparably extensive academic learning and practical work experiences will enrich the skills and knowledge that student will acquire within both of these training contexts.

- Students who complete the Co-operative Education option will receive opportunities to explore areas of specialization within their chosen field of study. Doing so will provide them with a more informed basis for developing their own career goals.

- Co-Operative Education students will acquire enhanced professional development skills through networking, participation in conferences and workshops, and practicing the strategies and methods necessary for seeking and securing employment.

- By participating in Co-operative Education, students will earn competitive wages, providing them with a uniquely valuable opportunity to fund their tuition and meet their living expenses.

With the Department of Psychology proposal making its way through the different required stages of approval, it is necessary for the Faculty of Arts to develop Co-operative Education regulations for all departments. Doing so will also provide a path for other units in the Faculty to incorporate a Co-operative Education option into their own degree programs.

It was UNANIMOUSLY RECOMMENDED that the addition of regulations allowing students to pursue a Co-Operative Education option in Faculty of Arts B.A. Advanced degree programs be added to the Undergraduate Calendar.

The specific regulations would be incorporated into the Undergraduate Calendar by adding an additional section under “Section 3: Basic Faculty Regulations for the B.A. General, Advanced, and Honours Degree Programs”. I have included this proposed new addition to the calendar, entitled “Section 3.4 Co-operative Education in the Faculty of Arts”, to this memo.
Proposed Faculty of Arts Co-operative Education Regulations (as they would appear in the Undergraduate Calendar)

Section 3.4 Co-operative Education in the Faculty of Arts

Contact info:
Faculty of Arts Co-operative Education Office
XXX XXX building

3.4.1 Co-operative Education in the Faculty of Arts

Co-operative Education is available to students in any of the Bachelor of Arts Advanced or Bachelor of Arts Honours degree programs whose department offers Co-operative Education as an option. Co-Operative Education is an arrangement in which students spend alternating periods in academic terms and employment terms.

There are several advantages to Co-operative Education, including, but not limited to, the following:

• They will receive an incomparable chance to apply theoretical knowledge gained in the classroom to real life, workplace situations and, conversely, applying knowledge gained in the workplace to the theoretical concepts that they must master to succeed in their coursework. The expectation is that providing students with comparably extensive academic learning and practical work experiences will enrich the skills and knowledge that student will acquire within both of these training contexts.

• Students who complete the Co-Operative Education option will receive opportunities to explore areas of specialization within their chosen field of study. Doing so will provide them with a more informed basis for developing their own career goals.

• Co-Operative Education students will acquire enhanced professional development skills through networking, participation in conferences and workshops, and practicing the strategies and methods necessary for seeking and securing employment.

• By participating in Co-operative Education, students will earn competitive wages, providing them with a uniquely valuable opportunity to fund their tuition and meet their living expenses.

3.4.2 Academic Regulations

Applying to the Co-operative Education Program

Students must check with the Faculty of Arts Co-Operative Education Coordinator for information regarding application deadlines and start dates. Students will be notified of their provisional acceptance to the program by September each year.

Acceptance to the program is dependent upon the student receiving a job placement. Employers will select the student they wish to employ and students are advised that satisfying the entrance requirements does not guarantee a place in the Co-Operative Education option. Students are advised that satisfying entrance requirements does not guarantee a place in the Co-Operative Education option in those departments where the demand for placements exceeds the number of places available. In such situations, the department reserves the right to identify and select the best qualified candidates.

Applicants will be interviewed and approved by the Co-Operative Education staff and departmental faculty advisors. Final acceptance to the program will be confirmed in writing by the Arts Co-Operative Education Office.
International Students planning to complete courses or programs that require work placement must obtain a valid work permit, in addition to maintaining a valid study permit. Please contact the International Centre for further information on the requirements that need to be met in order to apply for Co-Operative Education option work placement.

3.4.3 Entrance to the Co-operative Education Option

To enter a Faculty of Arts Co-Operative Education program, a student must be eligible to enter the specific Advanced Degree or Honours Degree Program offered by the department offering a Co-Operative Education program. Departments may also stipulate additional requirements for entering the Co-Operative Education option related to their program. See sections 3.2.2, 3.3.2, and the specific departmental calendar entry for information regarding entering the Bachelor of Arts Advanced and Honours degrees, including any related Co-operative Education options.

The Co-Operative Education option is not available to students pursuing the three-year Bachelor of Arts General Degree or Bachelor of Arts Integrated Studies Degree.

The normal point of entry to a Faculty of Arts Co-Operative Education program is following the completion of second year. Students must have completed at least 48 credit hours in order to be eligible to enter the Arts Co-Operative Education program.

Students are required to complete an application form, available in the Faculty of Arts Co-Operative Education Coordinator’s office. Students are also required to register in the appropriate Co-Operative Education courses and pay the applicable course and administrative fees prior to beginning their work placement. Normally, no portion of the administration fee will be refunded.

3.4.4 Continuation in the Co-operative Education Option

Academic Term Requirements

All performance regulations governing Faculty of Arts degree programs apply to students in programs with Co-Operative Education options. Departments may also stipulate additional requirements for continuing in the Co-Operative Education option related to their program. See sections 3.2.3, 3.3.3, and the specific departmental calendar entry for information regarding continuing in the Bachelor of Arts Advanced and Honours degrees, including the related Co-Operative Education options.

The coursework requirements of the different Co-Operative Education options are equivalent to the coursework requirements outlined in each Advanced or Honours degree program offering Co-Operative Education as an option.

Each work term is assigned one (1) credit hour. The combination of the minimum 3 employment terms is equal to one 3 credit hour course for use toward the Bachelor of Arts degree.

Course Load Expectations

It is recommended that students enrolled in a Co-Operative Education program maintain full time status (min. nine credit hours per academic term) when not completing a work term placement.
Employment Term Requirements

Number and Length of Terms

All Co-Operative Education options will include a minimum of 12 months spent in employment terms with a Department and Faculty approved employer. Normally each employment term will be completed with a single employer.

Limits on Coursework While Completing a Work Term

While completing a work term, students are not permitted to take more than one course at a time.

Grading of Work Terms

Co-Operative Education students are required to submit at least three written employment reports on their employment term activities. These reports are due at times designated by the student’s department and the Faculty of Arts Co-Operative Education Coordinator.

Co-Operative Education work term reports are graded as Pass/Fail. In order to remain in a Co-Operative Education program, students must obtain a grade of “Pass” for each term work report. Each department will provide students with instructions regarding the content and format requirements of the employment reports.

Unsatisfactory Performance

Indications of unsatisfactory performance by a student in an employment term will be thoroughly investigated by the student’s department and the Faculty of Arts Co-Operative Education Coordinator. If the investigation finds that further professional training are questionable, the student may be required to withdraw from the Co-Operative Education Option. The student would then be eligible to enter the regular Advanced or Honours program, provided the student meets the minimum academic requirements of the target program.

Schedule and Sequence

The Co-Operative Education option consists of both academic terms and work terms. The sequence of academic terms and work terms will be variable to suit the needs of each department. In order to satisfy course and program requirements, timetables may differ from the regular program. Except where stipulated by specific Faculty and Departmental regulations related to the different Co-Operative Education options, students working toward the completion of the Co-Operative Education program will be evaluated and assessed in the same manner as regular students. All rules and regulations of the Faculty of Arts continue to apply to students enrolled the Co-Operative Education option of their degree program. Students must be aware of terms when required courses may or may not be offered and plan their timetables accordingly.

Students are expected to follow the academic/employment term sequence defined by their department, from entry to completion.
Samples of possible sequences for students completing a Co-operative Education option in Arts:

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 1</th>
<th>Winter 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Winter 2</th>
<th>Summer 2</th>
<th>Fall 3</th>
<th>Winter 3</th>
<th>Summer 3</th>
<th>Fall 4</th>
<th>Winter 4</th>
<th>Fall 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Credit Hours</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>1</td>
<td>15</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Fall 1</td>
<td>Winter 1</td>
<td>Summer 1</td>
<td>Fall 2</td>
<td>Winter 2</td>
<td>Summer 2</td>
<td>Fall 3</td>
<td>Winter 3</td>
<td>Summer 3</td>
<td>Fall 4</td>
<td>Winter 4</td>
<td>Summer 4 or Fall 5</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Credit Hours</td>
<td>15</td>
<td>12</td>
<td>6</td>
<td>15</td>
<td>12</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Fall 1</td>
<td>Winter 1</td>
<td>Summer 1</td>
<td>Fall 2</td>
<td>Winter 2</td>
<td>Summer 2</td>
<td>Fall 3</td>
<td>Winter 3</td>
<td>Summer 3</td>
<td>Fall 4</td>
<td>Winter 4</td>
<td>Summer 5</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Credit Hours</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Fall 1</td>
<td>Winter 1</td>
<td>Summer 1</td>
<td>Fall 2</td>
<td>Winter 2</td>
<td>Summer 2</td>
<td>Fall 3</td>
<td>Winter 3</td>
<td>Summer 3</td>
<td>Fall 4</td>
<td>Winter 4</td>
<td>Summer 5</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Credit Hours</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>
Withdrawal from the Co-operative Education Option

Students may be required to withdraw from the program for any of the following reasons:

- Failure to maintain the minimum academic requirements set out by the department offering Co-operative Education;
- Failure to maintain the minimum academic requirements of the Faculty of Arts degree they are pursuing (Advanced or Honours);
- Unsatisfactory performance in the workplace during an employment term; or,
- Any violation of the University of Manitoba Academic Integrity regulations, in any course.

Students who wish to withdraw voluntarily from the Co-op Program may do so in writing to the Faculty of Arts Co-op Coordinator prior to:

- participating in the recruitment period (applications and/or interviews);
- accepting a position for a work term placement;
- the VW deadline for the term in question.

A student who selects, or is required, to withdraw after participating in the recruitment period or after accepting a position with an employer for a work term placement without written approval of the Co-op Coordinator will have the following notation placed on their transcript: “Required to Withdraw from the Co-operative Education Option”

3.4.5 Graduation Requirements of the Co-operative Education Option

The Bachelor of Arts Advanced and Honours degrees are comprised of 120 credit hours. Students who intend to complete the Co-op Option must also successfully complete a minimum of three, four-month work term placements. Each work term is assigned one (1) credit hour. The combination of the minimum three employment terms is equal to one, three credit hour course for use toward the requirements of the Bachelor of Arts degree.

Work-term credit hours may only be used toward programs offering a Co-operative Education Option.

Except where stipulated by specific Faculty and Departmental regulations related to the various Co-operative Education options, students working toward the completion of Co-op will be evaluated and assessed in the same manner as regular students and all rules and regulations of the Faculty of Arts continue to apply to students in the Co-operative Education Option.
DATE: 22 August 2017

TO: Faculty Council Executive; Senate Planning and Priorities Committee

FROM: Rob Hoppa, Acting Dean of Arts

SUBJECT: Faculty of Arts Co-op proposal

The Faculty of Arts supports the proposal for a new Co-op stream. We anticipate that for the first few years there will be start-up costs associated with the introduction and administration of this new stream. The Faculty of Arts, including the Department of Psychology, is committed to supporting the start-up costs of the program, as it becomes self-sustaining.
Proposal for an Arts Co-operative Education Stream

Contents:

1. Written proposal
   a) Introduction and Objectives
   b) Definition: What is Co-operative Education
   c) Benefits of Co-operative Education Programs
   d) Administrative Structure
   e) Co-op Schedule
   f) Student Requirements for Admission to and Continuance in the Co-op Option
   g) Employer Requirements to Participate in the Co-op Option and the Hiring Process
   h) Resource Implications
   i) Conclusions
2. Appendix One – Statement Resource Implications
3. Appendix Two – Table Two Spreadsheet of Costs and Revenues
4. Appendix Three – Calendar Entry
Proposal for an Arts Co-operative Education Program
August 18, 2017

Introduction and Objectives:
Since at least 2001, there has been ongoing discussion about introducing a co-operative education program in the Faculty of Arts. Implementing new programs that offer opportunities for experiential learning to Arts students is one of the main priorities of the Faculty of Arts Strategic Plan. It also intersects with the University of Manitoba’s Strategic Plan (2015-2020), under the strategic priority of “Inspiring Minds,” Goal E, which states that the University hopes “to increase opportunities for experiential learning.” A co-op program in Arts would be one of the best ways to implement this priority. And it would situate our Faculty among some of the top Canadian universities such as the University of British Columbia and Waterloo University, both of which have thriving and dynamic co-op programs in Arts, both at the undergraduate and graduate levels. We already have a number of Arts departments interested in offering a co-op degree stream to their majors, as well as we have a number of programs, such as Labor Studies and Criminology, that already offer experiential learning opportunities to their students, hence it is an ideal moment to bring this proposal forward.

There are many important reasons that lend support to the introduction of a co-operative education program in Arts at this moment.¹
- Students gain work experience in their chosen field
- Students who participate in the co-op option will be able to bridge disciplinary theory and practice and broaden their education through real-world experience while bringing their real-world experience into the classroom²
- Students will have experience in finding full-time employment upon graduation
- Students may go to work post-graduation for the organizations and companies which employed them during their work terms
- Local organizations, both public and private, will benefit from hiring our students to do short-term work and by being able to hire more experienced graduates of our programs
- Local organizations will experience greater ease in their efforts to recruit excellent job candidates
- The Faculty of Arts will become increasingly competitive, both locally and nationally, in attracting students who are seeking experiential learning opportunities in general and co-op options in particular
- The Faculty of Arts will strengthen its ties to the community through engagement with co-op employers
- The reputation and image of the Faculty of Arts will be more visible in the community
- The Dean’s office as well as individual departments and professors are regularly approached by employers asking about the availability of our students to fill short term work placements

On the basis of these reasons among others, the Faculty of Arts seeks to put forward a proposal to expand the B.A. degree to include a cooperative education option or stream. The co-op option

¹ Note: Part of this list is modified from the co-operative education proposal for the I.H. Asper School of Business. The authors of the proposal for the Faculty of Arts wish to thank Kelly Mahoney for all of her help in preparing this proposal and for her willingness to share materials from the Asper proposal and program.
² Numerous studies highlight the lack of job preparedness among recent college and university graduates: https://www.washingtonpost.com/news/grade-point/wp/2015/01/26/why-are-so-many-college-students-failing-to-gain-job-skills-before-graduation/?utm_term=.0ffd56440924
will improve the interaction between the existing B.A. degree and the workplace. A co-op program is designed to achieve two objectives. First, it provides another way for students to structure their studies so as to decrease the need for student funds at one time, permitting more full-time study. Second, it permits B.A. students to integrate academic study and productive work experience. This will increase the range of relevant experiences that students bring to their studies and facilitate the transition from the university to the workplace. The Arts co-op option will be consistent with the guidelines for co-op programs followed by the University of Manitoba, as well as it will comply with the CAFCE (Canadian Association for Cooperative Education) requirements at the national level. Following these requirements will allow employers to apply for tax benefits. The following definition of co-operative education is based on the CAFCE requirements.  

**Definition: What is Co-operative Education?**

A co-operative education option formally integrates a student’s academic studies with relevant work experience. The usual plan is for the student to alternate periods of experience in appropriate fields of business, industry, government, social services, or the professions in accordance with the following criteria:

- Each work term is developed and/or approved by the co-operative educational institution as a suitable learning situation
- The co-operative education student is engaged in productive work rather than merely observing
- The co-operative education student receives remuneration for the work performed
- The co-operative education student’s progress on the job is monitored by the co-operative education institution
- The co-operative education student’s performance on the job is supervised and evaluated by the student’s employer
- The time spent in periods of work experience is 30% of the time spent in academic terms of the program or a minimum of not less than three-four month terms

The cooperative education option integrates regular employment into the academic program of students. Students are paid by employers at market wage rates and work for 4 month terms. The program is expected to attract students from the 4-year B.A. (Advanced) and 4-year B.A. (Honours) programs. In a typical 4-year B.A., students will complete the first two years at the university and then apply for entry into the co-op program.

The university, employers and students all contribute to co-op education. Employers offer jobs that provide challenging opportunities to use the analytical, writing and organizational skills that students are developing at university. The university works with employers to develop the co-op placement, to maintain contact, and to obtain on-site feedback from both students and employers during the work term. The university screens students to ensure students accepted into the program are able to meet the expectations of employers. Students are expected to perform satisfactorily in their co-op work placement and complete a satisfactory written report on their co-op term before receiving credit.

---

3 NOTE: It should be noted that we are using the term “co-operative education program” when in fact we mean offering a co-operative education option, or a different modality for the same Bachelor of Arts (Major, Advanced Major, Honours) program already in existence. The co-op option is not a new program, only an alternative structure for students to take the same courses offered in the BA program with the addition of work terms to gain experience.
Benefits of Co-operative Education Programs:
The benefits to students of implementing a co-op option are many. First and foremost, students gain work experience in their chosen field. Students can then bring the knowledge they have gained from their work experiences into the classroom, enhancing the quality of their education and also enhancing the quality of their classmates’ education as they bring their new expertise to classroom discussions and projects. In addition, students earn money, which can help pay for their educational expenses and give them a feeling of independence and self-worth. Finally, and most importantly for students over the long term, participation in a co-op program will help students prepare for their future careers in several ways. Students will confirm that they have chosen the right field of study. They will gain experience that will help them to find full-time employment after graduation. Finally, students may graduate and work for the companies that employed them during their co-op work terms. In sum, the co-op experience would give our students a competitive advantage over students who have not had this type of experience.

But the benefits do not end with students. Several benefits also accrue to employers. Companies that participate in the co-op program will have a head start on recruiting and interviewing candidates for their job openings. Companies will also have easy access through the Co-operative Education Program Office to let the Faculty of Arts and faculty know of any curricular concerns they have, which will help departments in the unit as we seek to keep our content and pedagogy up-to-date and relevant.

Finally, the Faculty of Arts will benefit in terms of its relationships in the community. The visibility, image, and reputation of the Faculty of Arts and its departments in the community will be advanced and strengthened through this co-operative education program.

Administrative Structure:

The co-op option will be administered by the Faculty of Arts Dean’s Office. A co-op coordinator, located within the Dean’s Office will handle student applications and will work to promote the co-op option to employers and students. The co-op coordinator will also likely coordinate most of the initial employer interviews, document signings, and on-site reviews of work sites and co-op students. In addition, the co-op coordinator typically also facilitates international students enrolled in the co-op option with obtaining their work permits, including providing a letter of enrolment in the co-op option for international students to include with their work visa applications. We want to ensure that our international students are able to participate in the co-op option.

At the unit level, a faculty member will serve as the co-op faculty advisor and will manage the academic component of the option to ensure that the work experiences add value to the students’ education and that the students report back on the objectives they outlined (and were approved) before beginning their work terms. In addition, the co-op faculty advisor and co-op coordinator will approve each of the student’s applications for co-operative education, in an effort to ensure the maximum positive experience for the student and the employer.

There will be many regulations and guidelines developed for the co-op program, such as schedules and deadlines for applications, job postings, employer interviews, matching students with employers, and so forth. These details will be worked out and approved as the program is being launched. A Co-operative Education Committee composed of faculty from interested
departments and support staff from the Career Services Centre and Undergraduate Program Office will be responsible for implementing and administering the co-operative education option.

**Co-op Schedule:**
Co-op students will be expected to complete three work terms of four months each during their enrollment in the Faculty of Arts. For each of these terms, the student will be enrolled in a 1 credit ARTS course, to satisfy a total of 3 credit hours toward the requirements of their program. It is expected that the first work terms would be at the end of the student’s second year in Arts, during the summer term between the student’s second and third years of a four-year degree. Students would, therefore, need to enroll in the co-op option during the fall semester of their second year in order to give them time to complete their applications, attend any workshops on resume writing, interviewing, and professionalism that Arts may develop as part of the larger program, and apply, interview with, and be matched with specific employers.

To give students exposure to the full range of work tasks within their majors and to give employers access to co-op students to work over the full range of tasks within their organizations, it is expected that most students will complete one work term in each semester period, i.e., one summer, one fall, and one winter work term. Typically students will maintain the proposed work term schedule although exceptions to the schedule may be requested from the co-op office, which could grant approval for a deviation from the work term schedule.


“[M]ost institutions structure their schedules in accordance with the CAFCE definition and its Accreditation Council criteria:
- work and study periods alternate in a formalized sequence
- work terms are normally 50% of the time spent in academic study, with a minimum of 30%
- the program begins and ends with a study term
- work terms are structured to include more than one season of the year, except where the work is clearly seasonally, or the overall program length allows for only one work term (and meets all of the other criteria above)
- co-op internship programs involve one work experience period after completion of 50% or more of the academic program, and provide students with an in-depth exposure to one employer organization, incorporating the criteria above

Timing of the first work term should depend on the level of practical knowledge and personal development required for students to make a useful contribution to employers; this may vary, depending on the academic discipline and overall program length.”

See Appendix 3 for additional examples of campus/work sequencing.

**Student Requirements for Admission to and Continuance in the Co-op Option:**
Interested students will consult with the Faculty of Arts Co-op Coordinator for information surrounding application deadlines and start dates. Students will be notified of their provisional acceptance to the program by September each year. Acceptance to the program is dependent upon the student receiving a job placement. Employers will select the student they wish to employ and students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative option. Students will be advised that satisfying the entrance requirements does not
guarantee a place in the Cooperative option in those departments where the demand for placements exceeds the number of places available. In such situations, the department will reserve the right to determine and select the best-qualified candidates. Applicants will be interviewed and approved by the Co-op staff and departmental faculty advisors. Final acceptance to the program will be confirmed in writing by the Co-op office. International Students who are planning to complete courses or programs that require work placement will have to obtain a valid work permit, in addition to maintaining a valid study permit. Students will be directed to contact the International Centre for further information on the requirements that need to be met in order to apply for a Co-op Option work placement.

To enter a Faculty of Arts Co-op program, a student will have to be eligible to enter the specific Advanced Degree or Honours Degree Program offered by the department offering Co-op. See sections 3.2.2 and 3.3.2 for information regarding entry requirements to the Bachelor of Arts Advanced and Honours degrees. The Co-operative Education option is not available to students pursuing the 3-year Bachelor of Arts General Degree.

The normal point of entry to a Faculty of Arts Co-op program is following the completion of second year and students must have completed at least 48 credit hours to enter Arts Co-op.

Students will be required to complete an application form, available in the Faculty of Arts Co-op Coordinator’s office. Students will also be required to register in the appropriate co-op courses and pay the applicable course and administrative fees prior to beginning their work placement.

All performance regulations governing Faculty of Arts degree programs will also apply to the Co-operative Education Options. The coursework requirements of the Co-op Option are equivalent to the coursework requirements outlined in each Advanced or Honours degree program offering Co-op as an option.

Each work term will be assigned one (1) credit hour. The combination of the minimum 3 employment terms will be equal to one 3 credit hour course for use toward the requirements of the Bachelor of Arts degree. It will be recommended that full time status be maintained (min. 9 credit hours per academic term).

Employer Requirements to Participate in the Co-op Option and the Hiring Process:
Employers must apply to the co-op option to hire co-op students. The application will include all contact information and the types of jobs that will be posted and which majors are best suited for the jobs. Employers must be willing to mentor students, including reviewing learning objectives for each work term, evaluating co-op students at the end of the work term, and meeting with the co-op coordinator for site visits as needed (at least once per work term).

Interested employers will submit their co-op placements to the Faculty of Arts, and these positions will be posted in the Faculty of Arts and elsewhere. Students will then apply for the co-op positions with the assistance of the co-op coordinator who will also screen the applications and forward them to employers. Employers will then conduct a selection process for appropriate candidates and will then notify the students and the co-op coordinator regarding the outcome of this process.

Co-op placements may be in the local, regional and national labour markets. We expect most placements to be in Manitoba. Our intention is to emphasize the connections between the university and the Manitoba community. However, placements at all job market levels increase
permanent job opportunities for students, and placements in the regional and national labour markets also increase the reputation of the institution.

Resource Implications:

Co-op students will be charged a fee-for-service to cover administration of the co-op option of $749 per work term, or a total of $2247 over their co-op experience. Asper School of Business currently charges the same amount. Setting the work-term fee at this amount will enable the co-op program to become self-sustaining shortly after start-up. Students will be assessed a course fee of 1 credit hour for each of the three work placement courses. Current Arts course fees are $136.67 per credit hour.

During the initial start-up phase of the co-op program, it is not expected that revenues from co-op student fees will cover all co-op program expenses. The shortfall for the first year of the program will be covered from other sources, including departmental top up funds and the Faculty of Arts. For a break down of potential costs of the co-op program, please see Appendices 1 and 2 on Resource Implications.

For a chart outlining anticipated expenses and revenues associated with the Co-op stream, see Appendix 2. For a more detailed explanation of the resource implications of introducing a co-operative education stream in Arts, please see Appendix 1.

Conclusion:
We have described the many compelling reasons why the University of Manitoba Faculty of Arts is proposing a new Co-operative Education stream and seeks to implement as soon as possible (ideally Fall 2018), in order to meet demand, to add to the quality of the student’s Arts degree, and to expand the reputation and image of the Faculty of Arts and its departments and programs in the community.
Appendix on Resource Implications of the Faculty of Arts Co-op Program

The following information represents only projections – our best estimates as to revenues and costs of our co-op program based on examining co-op programs such as the one in the Asper School of Business which was itself based on UM and 14 other leading Canadian co-op programs. It should be noted that the Dean retains the right to fund only certain aspects of the co-op program or only part of certain aspects of the co-op program, depending on resources available. In other words, the information provided in this document is for planning purposes only and does not represent an actual commitment of funds.

To summarize, the expected financial implications are as follows:

<table>
<thead>
<tr>
<th>Table 1. Anticipated Financial Implications for Co-op Program Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Work Term</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Student Fees</td>
</tr>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Expenses</td>
</tr>
<tr>
<td>Net</td>
</tr>
</tbody>
</table>

The following discussion details the revenues and costs of the co-op program.

Revenues
Based on comparison with other faculties offering coop on campus, we anticipate that approximately 8-10 percent of Arts students will enter the co-op program in the first 4 years (2017R Arts Enrollment: 4735; 8% = 378)

In fall 2016, the Department of Psychology saw 79 students enrolled in its Advanced Major program. (103 in Fall 2015, 108 in Fall 2014) The Department’s student surveys suggest some general degree students (2017R = 610 students) would switch to a four year Advanced degree program if a coop option was available, suggesting a starting number of 10-20 initial coop students is a reasonable lowball target and 30 students a likely target given Psychology’s desire to actively promote the option combined with indications from student surveys.

Single Unit Participation (Psychology)

<table>
<thead>
<tr>
<th>Per Work Term</th>
<th>Worst Case (15)</th>
<th>Most Likely Case (30)</th>
<th>Best Case (50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>$749</td>
<td>$11,235</td>
<td>$22,470</td>
</tr>
<tr>
<td>Tuition</td>
<td>$111</td>
<td>$1,665</td>
<td>$3,330</td>
</tr>
<tr>
<td>Expenses</td>
<td>$84,597</td>
<td>$84,597</td>
<td>$84,597</td>
</tr>
<tr>
<td>Net</td>
<td>($71,697)</td>
<td>($58,797)</td>
<td>($41,597)</td>
</tr>
</tbody>
</table>

Assuming the coop option gains some traction with students and other interested Departments, and grows modestly in the next three years, the potential pool of students in other programs beyond Psychology seems sufficient to support steady growth. In 2017R, across the Faculty of Arts, there were 419 students in declared Advanced Major or Honours programs (4 year degree programs) with earned GPAs of 3.0 or higher (our proposed minimum GPA requirement for
admission to a coop option). This suggests a potential coop student pool of 8.8% of enrolled Arts students. As with Psychology, students in other General degree programs may see value in switching to four year programs once the coop option is added.

In a best case scenario, if 25% (104 students) of that total potential coop-admissible student pool were to be accepted into Arts-based coop streams, the anticipated revenue for one work term would be $77,896 in work term fees and $11,544 in tuition (at domestic rates only) for a total work term revenue of $89,440. Three scenarios are presented here.

| Multi Unit Participation (Psychology + other Arts units) |
|---------------------------------|----------------|----------------|----------------|
| Per Work Term                   | Worst Case (25)| Most Likely Case (35) | Best Case (104) |
| Student Fees                    | $749           | $18,725         | $26,215         | $77,896         |
| Tuition                         | $111           | $2,775          | $3,885          | $11,544          |
| Expenses                        | $84,597        | $84,597         | $84,597         | $84,597          |
| Net                             | ($63,097)      | ($54,497)       | ($4,843)        |

These are very broad estimates. A more detailed 4 year financial scenario with all anticipated costs and assumptions about a more diverse student mix and up to four participating department programs appears at the end of this document.

Costs

We anticipate that our expenses will be consistent with other Co-op programs at the University of Manitoba and across Canada. The expenses detailed below represent the costs to implement our co-op program under the three scenarios of best case, most likely case, and worst case. As the number of students enrolled in the co-op program increases, we expect expenses of the program to increase as well.

If the best case or even most likely case scenario occurs, actual costs will rise as the need for a full-time office assistant and additional space and personnel are needed. This program will, nonetheless, be self-sustaining; that is, after the first two years, no university funds should be expended to run the co-op program. It is also intended that start-up funds will come from additional sources.

The following provides the details of the expenditures itemized in Table 2 (Appendix 2).

The co-op coordinator position would be advertised at the Administrative Assistant 2 rank, commensurate with the duties associated with the position. In the first six months we anticipate we would need a 50% position, January 1st – June 30th. After July 1st, the position would become full time (July 1st to December 31st). This amounts a 75% position for the year overall. The salary costs for this position would thus be $51,147, benefits included.

The Dean's Office is examining various possibilities to provide the best use of office space for the co-op program with the lowest expenditure of financial resources. We anticipate the need to buy a computer, stationary, and other supplies for the co-op coordinator and co-op program.
We anticipate partnering with Career Services and using their software program for job placements at a cost of about $8000 per year.

The Canadian Association for Co-operative Education (CAFCE) charges the University of Manitoba a fee for membership, which the U of M then divides between the various co-op programs, permitting each program to be a member of CAFCE. We recommend that we join this group at the rate of about $400 per year. In addition, we recommend that the co-op coordinator be sent to the annual CAFCE conference and that every time there is a new co-op faculty advisor or co-op director, the new faculty advisor or director also be sent.

We anticipate a number of co-op positions being posted from outside Winnipeg. While site visits to those work places will be minimized, we anticipate needing site visits to some of these locations at least once every one to three years (depending on a variety of factors). We have, therefore, built into our budget resources for that travel. It should be noted that students will pay for their own travel to these sites for both interviews and all moving and living expenses during their work terms.
## Arts Co-op Budget Projections 2018-22

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator salary AA2 position (50% Jan 1-30 June; FT</td>
<td>$ 51,147.37</td>
<td>$ 70,242.38</td>
<td>$ 72,349.66</td>
<td>$ 74,520.15 (a)</td>
<td></td>
</tr>
<tr>
<td>July 1-31 Dec= .75 yr 1) Step 5 $56,128.8+12,067.69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% OA3 beginning year 2 ($19,337.5 + 4157.56)</td>
<td>-</td>
<td>-</td>
<td>$ 24,199.91</td>
<td>$ 24,925.91</td>
<td>$ 25,673.69 (a)</td>
</tr>
<tr>
<td><strong>Salaries subtotal</strong></td>
<td>$ 51,147.37</td>
<td>$ 94,442.30</td>
<td>$ 97,275.57</td>
<td>$ 100,193.83</td>
<td></td>
</tr>
<tr>
<td><strong>Startup expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office renovations (furniture)</td>
<td>$ 1,200.00</td>
<td>$ 350.00</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td>$ 3,500.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Co-op software packages/memberships (Simplicity/Orbis)</td>
<td>$ 8,000.00</td>
<td>$ 8,000.00</td>
<td>$ 8,300.00</td>
<td>$ 8,600.00</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software for Coop coordinator (Adobe, etc.)</td>
<td>$ 200.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Professional Development - Conferences</td>
<td>$ 4,500.00</td>
<td>$ 4,000.00</td>
<td>$ 4,000.00</td>
<td>$ 4,000.00</td>
<td></td>
</tr>
<tr>
<td>Parking (employer site visits)</td>
<td>$ 1,700.00</td>
<td>$ 1,850.00</td>
<td>$ 2,000.00</td>
<td>$ 2,200.00</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
<td>$ 2,100.00</td>
<td></td>
</tr>
<tr>
<td>Stationary, Materials &amp; Supplies</td>
<td>$ 1,500.00</td>
<td>$ 900.00</td>
<td>$ 950.00</td>
<td>$ 1,000.00</td>
<td></td>
</tr>
<tr>
<td>Professional Fees (CAFCE)</td>
<td>$ 800.00</td>
<td>$ 1,000.00</td>
<td>$ 1,000.00</td>
<td>$ 1,100.00</td>
<td></td>
</tr>
<tr>
<td>Events &amp; Marketing</td>
<td>$ 7,000.00</td>
<td>$ 6,500.00</td>
<td>$ 6,000.00</td>
<td>$ 6,000.00</td>
<td></td>
</tr>
<tr>
<td>Site Visits (mileage, per diems)</td>
<td>$ 1,500.00</td>
<td>$ 1,550.00</td>
<td>$ 1,550.00</td>
<td>$ 1,600.00</td>
<td></td>
</tr>
<tr>
<td>Site Visits outside of Winnipeg</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,000.00</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Cell phone for coordinator</td>
<td>$ 850.00</td>
<td>$ 850.00</td>
<td>$ 860.00</td>
<td>$ 860.00</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$ 1,500.00</td>
<td>$ 1,500.00</td>
<td>$ 1,500.00</td>
<td>$ 1,500.00</td>
<td></td>
</tr>
<tr>
<td><strong>Expenses Subtotal</strong></td>
<td>$ 85,397.37</td>
<td>$ 122,942.30</td>
<td>$ 127,435.57</td>
<td>$ 129,153.83</td>
<td></td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Psychology</td>
<td>$ 15,000.00</td>
<td>$ 15,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>$ 41,000.00</td>
<td>$ 41,500.00</td>
<td>$ 24,500.00</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Enhancement Fund</td>
<td>$ -</td>
<td>$ 15,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Second Participating Department</td>
<td>$ 2,500.00</td>
<td>$ 2,500.00</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Third Participating Department</td>
<td>$ -</td>
<td>$ 2,500.00</td>
<td>$ -</td>
<td>$ 2,500.00</td>
<td></td>
</tr>
<tr>
<td>Fourth Participating Department</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,500.00</td>
<td></td>
</tr>
</tbody>
</table>

(a): Projected
(b): Projected
(c): Projected
<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-op Workterm Fees ($749)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer (“students x 749.00”)</td>
<td>10 $ 7,490.00</td>
<td>15 $ 11,235.00</td>
<td>30 $ 22,470.00</td>
<td>55 $ 41,195.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall (“students x 749.00”)</td>
<td>11 $ 8,239.00</td>
<td>20 $ 14,980.00</td>
<td>35 $ 26,215.00</td>
<td>65 $ 48,685.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter (“students x 749.00”)</td>
<td>12 $ 8,988.00</td>
<td>20 $ 14,980.00</td>
<td>45 $ 33,705.00</td>
<td>75 $ 56,175.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer (“students x 749.00”)</td>
<td>0 $ -</td>
<td>1 $ 749.00</td>
<td>2 $ 1,498.00</td>
<td>3 $ 2,247.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall (“students x 749.00”)</td>
<td>0 $ -</td>
<td>1 $ 749.00</td>
<td>2 $ 1,498.00</td>
<td>4 $ 2,996.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter (“students x 749.00”)</td>
<td>1 $ 749.00</td>
<td>1 $ 749.00</td>
<td>3 $ 2,247.00</td>
<td>5 $ 3,745.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 24,717.00</td>
<td>$ 41,195.00</td>
<td>$ 82,390.00</td>
<td>$ 146,055.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Fees (1 ch= $111.40/$425.76)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Students ($111.40/ch)</td>
<td>33 $ 3,676.20</td>
<td>55 $ 6,127.00</td>
<td>110 $ 12,254.00</td>
<td>195 $ 21,723.00 (d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Students ($425.76/ch)</td>
<td>1 $ 425.76</td>
<td>3 $ 1,277.28</td>
<td>7 $ 2,980.32</td>
<td>12 $ 5,109.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$ 84,818.96</td>
<td>$ 122,599.28</td>
<td>$ 127,124.32</td>
<td>$ 177,887.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$ 85,397.37</td>
<td>$ 122,942.30</td>
<td>$ 127,435.57</td>
<td>$ 129,153.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>($578.41)</td>
<td>($343.02)</td>
<td>($311.25)</td>
<td>($48,733.29)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) Salary projections include a 3% annual increase
(b) Potential sites outside of Manitoba may require airfare/hotel for site visit
(c) The Faculty of Arts is committed to covering any shortfall to achieve program viability
(d) Tuition rates assumed static
UNDERGRADUATE COURSE INTRODUCTION

If the short course title, course number, or number of credit hours is to be changed, the current course MUST be deleted and re-introduced under the new title and/or course number and/or different credit hours. Place the cursor over each form field for instructions. See the Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes for additional instructions.

SECTION A – COURSE DETAILS

Faculty/College/School: Arts [Faculty of]
Department: Arts, Faculty of (01)
Subject code and Course number: ARTS 3010 To be confirmed with Registrar before submission to SCCCC.
Long Title: Arts Cooperative Option 1
Short Title: Arts Coop 1
Credit Hours: 1 Grading mode: Pass/Fail First term offered: Fall 2018
Spanned Course: No

SECTION B – COURSE DESCRIPTION FOR ACADEMIC CALENDAR

Provide the course description, exactly as it would appear in the Academic Calendar. See the Guidelines for information on completing this section of the form, including the examples provided there.

ARTS 3010 Arts Cooperative Option 3 Cr. Hrs. 1
Work assignments in business, industry, or government for students admitted to the Arts Cooperative Option. Required submission of a written report covering the work completed during the work term. Graded pass/fail. Prerequisite: written consent of the Arts Cooperative Option Coordinator and the Faculty of Arts.

SECTION C – RATIONALE FOR NEW COURSE

See the Guidelines for instructions on how to complete this section of the form.

Provide a brief rationale for the course introduction below: Responds to a program review: Choose one

The Faculty of Arts is expanding the B.A. degrees to include the ability for programs to develop cooperative work options. The Faculty is proposing the introduction of three one-credit-hour cooperative option courses: ARTS 3010, ARTS 3020 and ART 3030.
SECTION D – REGISTRATION RESTRICTIONS

Indicate where registration is restricted to students in a faculty/college/school or academic program(s), including level or year of study. List the faculty/college/school and/or programs(s) (i.e. Honours). Indicate registration restrictions in the course description.

Faculty/college/school restrictions:

Program restrictions:

SECTION E – ADDITIONAL COURSE DETAILS

Laboratory / Tutorial / Field Trip Requirement:

Laboratory: N/A  Tutorial: N/A  Field trip: N/A

[Indicate laboratory / tutorial / field trip requirement in course description]

Topics Courses:

No  This is a topics course

No  This course can be completed as a topics course multiple times under different titles
   If "yes", note in course description.

Written English and Mathematics Requirements, Recommended Introductory Course List for U1:

Attach Request for Statement of Support Form(s) and responses received.

No  Course satisfies W requirement.
No  Course satisfies M requirement.
No  Accepted for Recommended Introductory Course List (RIC List, formerly U1 course list)

SECTION F – RESULTING CHANGES TO COURSES / PROGRAM(S)

See the Guidelines for instructions on how to complete this section of the form.

Yes - Program(s)  This course introduction leads to changes in other courses/programs in your unit. If “Yes - Program(s)”, a Program Modification Form(s) is required.

No  This course introduction leads to changes in courses/programs in other academic units.
   If “yes”, a Request for Statement of Support Form(s) is required.

List courses/programs that are affected, including courses/programs in other departments/faculties/colleges/schools.

Psychology Single Advanced Major Cooperative Option
SECTION G – STATEMENT OF ADDITIONAL COSTS, WORKLOAD, AND/OR SUPPLIES
See the Guidelines for instructions on how to complete this section of the form. Indicate where not applicable.
See appendices 2 and 3 on resource implications.

SECTION H – PREREQUISITE, COREQUISITE, PRE- OR COREQUISITE, & MUTUALLY EXCLUSIVE COURSES (Information required for Aurora INB)
List all prerequisite, corequisite, prerequisite/corequisite, and mutually exclusive courses, including all applicable previous courses numbers (both Aurora and IMS course numbers). See definitions in the Guidelines.

Prerequisites: (MUST be taken before)
Indicate as a letter grade where a minimum grade for a prerequisite course, examination, or equivalency test is required. A minimum grade of "C" is assumed. A different minimum grade must be stated. Indicate where concurrency is allowed.
Prerequisite: written consent of the Arts Cooperative Option Coordinator and the Faculty of Arts.

Pre- or Corequisites (MUST be taken either before or at the same time.)

Corequisites (MUST be taken at the same time and not be a spanned course):

Equivalent courses (Courses that could be used in place of, and are the same number of credit hours):

Mutually exclusive courses (May NOT be held with):

SECTION I – SUPPORTING DOCUMENTATION
See the Guidelines for information on required supporting documentation.

N/A Course outline (required)
N/A Library statement (normally required)
N/A Request for Statement of Support Form(s) and statements of support
Attached Program Modification Form(s) – included with faculty/college/school submission to SCCC

SECTION J – SIGNATURES

Department Approval: Heidi Marx
Heidi Marx

<table>
<thead>
<tr>
<th>Type Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Faculty/College/School Approval:

<table>
<thead>
<tr>
<th>Type Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
DATE: September 12, 2017
TO: J. Taylor, Dean, Faculty of Arts
FROM: J. Leboe-McGowan, Chair, Faculty of Arts Academic Regulations Policy Committee (ARPC)
SUBJECT: ARPC Proposal for Faculty Executive to Consider – Sprachdiplom II

PREAMBLE

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

At its meeting of August 8, 2017, the Committee discussed the following matter:

**ARPC recommends offering first year German transfer credit (GRMN 1120 – 6 hours) to incoming students who have completed the Sprachdiplom II language proficiency diploma (level B2-C1) prior to entering the University of Manitoba.**

Background:

- **Definition and Administration:**
  - Sprachdiplom is the term for language proficiency diplomas that are administered and conferred by the German Central Agency for Schools Abroad which is an office of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. This Standing Conference is the oldest conference of ministers in Germany and plays a significant role as an instrument for the coordination and development of education, both in Germany and abroad. This consortium of ministers is responsible for all levels of schooling, including higher education, research and cultural affairs and in this capacity, formulates internal and external joint interests. At this time, Sprachdiplom is offered in 70 countries around the world with about 70,000 students each year globally sitting the exams. In total, there are 4 different examinations and 4 different certificates attainable for students who attend a German bilingual school in Canada. However, except for native German speakers, there are only two levels applicable to high school students with at least 4 years of formal German instruction said students would be able to apply so they may enter into a second year German language course in our program. These two levels are:
    - **Deutsches Sprachdiplom (DSD) I** – This examination/certificate corresponds to the level B1 of the CEFR. In order to meet the language proficiency requirements for entering preparatory college programs in Germany, the student has to demonstrate B1 competence level in all four competencies (reading comprehension, listening comprehension, written communication and oral communication). This level can be done any time between grades 10 and
12. However, if a student reaches at least the level A2 in all four competencies, but not B1 in all of them, he/she will receive the **DSD A2** certificate. This certificate corresponds to the **level A2** of the CEFR. This level is equivalent to our Intermediate German course GRMN 2100.

- **Deutsches Sprachdiplom (DSD) II** – This examination/certificate corresponds to the **level B2/C1** of the CEFR and proves that the holder of this diploma meets the language proficiency requirements for entrance into post-secondary education programs in Germany; the student has to demonstrate at least B2 level in all four competencies. *This is the level we would like to see accepted as equivalent to the AP so schools have the option of offering one or the other, even though the level far exceeds the competencies a UM student will have after finishing GRMN 1120.*
  
  - Students do not have to complete DSD I in order to sit the exam for DSD II. Students will have had between 800 and 1200 contact hours (à 45 minutes) of formal German instruction before being admitted to sit the exam for DSD II. This means the program is rigorous and equivalent to both the AP examination and general IB programs, although there is no IB program in Manitoba that offers German at this time.

- DSD II is offered at River East Collegiate, at Westgate Mennonite Collegiate and at MGLE-German School, the latter being a program supported and recognized by both Manitoba Education and the German Central Agency for Schools Abroad. This Saturday German language school makes access to the exams available to students from various high schools throughout Manitoba.

- Over the past 10 years, between 25 and 40 students have sat the exam each year, of which about 65-75% succeed in receiving a diploma.

- Students with a DSD II diploma in hand can use it to apply for university entrance in Germany, it is internationally recognized so they may use it to prove a very high language proficiency to educational facilities and employers anywhere. When UM students apply for one of the prestigious DAAD scholarships to study in Germany they have to ask for a language certificate from the instructor. The first question on the form asks whether the applicant has a DSD I or II. Having one of the diplomas, especially DSD II, gives them a better chance in the selection process because it eases the adaptation to university life in Germany.

- The diploma itself states the level achieved in each of four (4) proficiency areas (reading, listening, writing and speaking proficiencies), i.e. for DSD II it will state a minimum of B2 for each area, a maximum of C1. The grading scale that can be applied to all students who have completed the program could reflect an A (4.0) for any B2 area and an A+ (4.5) for any C1 achieved in an area. This seems fair, especially in light of the DSD II being much more difficult than the AP exam.

- Students sit the exam for DSD II in December and receive their results by mid-April. Their diploma (in German together with the certified English language copy) usually arrives from Germany by early July, so they may then provide the UM Evaluations Office with the diploma for their application.

- If the UM Evaluations Office requires another official letter, the German Language Advisor who oversees the German Central Agency for Schools Abroad for Western Canada is willing to provide such letter for each diploma holder in Manitoba.
• Since credit would be applied to the record on a voluntary basis, this proposal would ask the UM Evaluations Office to develop a form for students to complete and attach to their documentation should they wish to include their DSD II as equivalent to GRMN 1120 on their transcript.

• This proposal seeks to allow students who successfully completed Sprachdiplom II from 2016 on to receive the equivalent to GRMN 1120 for 6 hours at UM.

• This proposal recommends that students cannot apply credit for more than one of: AP, IB, or DSD II. However, it is recommended that any student who has completed more than one of the aforementioned programs may choose which of them they would prefer to apply for credit.

Observations:

• An instructor (Karin James) in the Department of German and Slavic Studies is an official examiner for the oral examination component of both levels of Sprachdiplom and certified by the German Central Agency for Schools Abroad as such. In this capacity, she is regularly involved with the schools offering these examinations and this access to students in various German language programs offers an indirect “recruiting aspect” to the UM in general and the Department of German and Slavic Studies in particular. The department has a vibrant exchange program with universities in Germany and since an official language proficiency diploma adds a great deal of value to students’ application, it is of mutual benefit to both the students and the UM if said diploma will attract the students to a UM program. Advanced Placement tests offer the opportunity of university credit, however, they are not applicable as proof of proficiency in any other form.

• Schools with German language programs are more likely to offer Sprachdiplom than AP for German and students with a credit in one specific area are much more inclined to enroll in courses where they already have a credit. Therefore, the Department of German and Slavic Studies will benefit, and in turn, the University of Manitoba.

• Since languages are an immeasurable asset to any program, it will be a great benefit to the University of Manitoba to give a transfer credit for Sprachdiplom, attracting students to all programs. UM would also be the first university in Canada to do so and would therefore become a model for other universities to follow suit.

Recommendation:

Students who have completed the Sprachdiplom II language proficiency diploma will be granted GRMN 1120 upon admission to the University of Manitoba – if they are eligible, and they so choose.

*****************************************************

I ask that this report be transmitted to the meeting of Arts Executive on Tuesday September 19, 2017. I will be happy to present the report at this meeting upon your invitation.
May 16, 2017

To: Rob Hoppa, Acting Dean, Faculty of Arts
From: Brenda Austin-Smith, Head, Department of English, Film, and Theatre

Subject: DEPARTMENT NAME CHANGE

At our regularly scheduled meeting of Department Council on September 30, 2016, members voted in favour of a motion to change our department name from the Department of English, Film, and Theatre, to English, Theatre, Film & Media. The new name reflects the teaching we already do and the courses we have offered for over twenty years, in all three programs of the department, from the 2000 through to the 7000-level (we first offered our graduate course in Media, in 1994).

Courses we have offered with a media component include the following:

ENGL Literature, Communication, and Media (1994)
THTR Introduction to Cultural Studies, Media/Film Studies (1999)
FILM Television: The New Millenium (2002)
ENGL Soaps and Talk Shows (2002)
ENGL Media and Nation (2003)
FILM Film and Other Media (2007)
ENGL Media and Memory (2009; 2010; 2014)
FILM Special Topics: Mad Men and American Popular Culture (2012)
FILM The Comic Book Film (2011)
FILM Writing for Television (2012)
ENGL Digital Culture and New Media (2012)
FILM Television Narrative: Breaking Bad (2013)
FILM Special Topics: Video Games and Theory (2010; 2012)
ENGL Literature in the Digital Age (2014)
FILM Film and Photography (2015)
FILM Surveillance, Privacy, Anonymity: Cinema and Media After Snowden (2016)
FILM Panels and Frames: Comic Books on Film (2017)

No administrative changes will accompany this change in name. If possible, we would like the name change to take effect for Summer Session 2018.
Date:       June 2, 2017

To:         Dr. Robert Hoppa, Acting Dean, Faculty of Arts

From:       Andrew Woolford, Head, Sociology Department

Re:         Request for Departmental Name Change

At the April 21, 2017 meeting of Sociology’s Department Council, the following motion was put forward and approved:

Motion: We apply to change the name “Department of Sociology” to the “Department of Sociology and Criminology”

Moved by:   Advisory Council
Second:     L. Wilkinson
Opposed:    1
Abstentions: 0

CARRIED.

In all, twenty voting members of Department Council voted in favour of the motion. We request approval from the Dean of Arts to implement this name change. Please note that this does not involve a change in name for either of our programs (Sociology and Criminology). It is merely intended to make the Criminology program more visible within our departmental name, such as on our website and in the University Calendar.
Report to Faculty Council

10 September 2017

Greg Smith (Associate Dean, Graduate, Space, Curriculum, Internationalization)

Graduate

BFARs
At the CPAC meeting this August, a number of units put forward proposed BFAR guidelines for their graduate programs. Other units indicated that they would be using only the BFARs spelled out by FGS. While the latter tack may seem appropriate, it is still necessary for each unit to have a discussion about whether the FGS general terms—which do not address all requirements of individual programs—are indeed sufficient to meet the Senate mandate that such requirements be established for each graduate program.

Readings Courses for Graduate Students
The Vice-Provost (Graduate Education) & Dean (Faculty of Graduate Studies) has asked graduate teaching units to review the rules regarding reading courses for students in graduate programs. In general, readings courses should be used as an exception as they remove students from existing graduate courses and from the collegial experience of graduate curricula. They are also an extra teaching burden for faculty, and are not accounted as part of the normal teaching load.

At the behest of FGS, I again remind Heads and Graduate Program Chairs, that it is imperative that students who are granted a graduate level readings course be provided with an independent, graduate level syllabus appropriate for their particular level of study, even if part of the overall experience involves attendance and/or participation in senior undergraduate lecture courses or seminars. Readings courses for which the content and evaluation methods are deemed not to be at the graduate level may not be used for credit toward a degree program. It is incumbent upon department heads and graduate program chairs to be well aware of their own supplemental regulations on alternate course requirements in their degree programs.

Program Reviews
Political Studies’ MPA program review is in its beginning stages.

Curriculum/CPAC

August 2017 Meeting
CPAC met in August to consider proposals from Arts units. All proposals that were recommended to the Arts Executive Committee have now been approved and forwarded to Senate 4Cs for consideration. This includes the proposal to establish an Arts-based Cooperative program option for students in four year degree programs. The Department of Psychology is proposing to pilot this option via its Advanced Major program beginning in Fall of 2018. If approved by Senate, other units will be encouraged to consider revisions to their for your programs to accommodate the coop learning option.

January 2018 CPAC meeting Paperwork submissions: 15 November Deadline
The January CPAC meeting will consider minor changes to the calendar, including new or deleted
courses, minor prerequisite changes to courses, and any changes to graduate programs, courses or supplementary regulations, or introduction of BFARs.

Units are reminded to ensure that they have followed up on notifications for support sent to them concerning changes in other units and have solicited support letters from other units who may be affected by changes you are proposing. The addition, substitution or elimination of courses by other units (including the Université de St. Boniface) may have consequences for your own courses or programs, requiring modifications to course lists or to your own course descriptions. Please treat requests for support for course or program changes as possible action items for your own courses and programs as well.

Aurora & Waitlists
This academic marks third academic term in which the Aurora waitlist function was applied to undergraduate courses across the University. Students seeking admission to full courses are directed to place their name on the waitlist and await an email notification if and when a spot becomes available. The system seems to be working, as long as students monitor their email accounts and Faculties monitor their reserve requests. Please advise me of any unusual consequences you notice from the implementation of this policy.

Space Issues

Classrooms
Upgrades to classrooms and student spaces in Tier, Isbister and the Fletcher Argue 100 Theatre are now complete. Please send any feedback on the new spaces, technology and so on. The 3 reading rooms on the 200 level of Fletcher Argue are now fully open for student study space. The rooms were renovated with funds from the Arts Endowment Fund and from the Faculty of Arts.

Regarding classroom furniture layout, I have had some queries about the configuration of furniture in classrooms. Instructors who wish to move furniture in classrooms to suit their teaching needs are free to do so. Please return the furniture to way it was found at the end of your class. Custodial staff have been informed that the furniture may be moved and they ask only that we take care to avoid scuffing floors but lifting rather than dragging furniture. As a courtesy, you may wish to encourage instructors to remain in the class until the next instructor arrives and see if moving the furniture is indeed necessary.

Arts Course Bulletin Boards
The course bulletin boards in the 100 Fletcher corridor and the 200 level of University College seem to have attracted considerable attention over the spring and summer. We would be interested to hear of any feedback from students who were drawn to courses because of the advertising. Marcus will be soliciting Winter term course ideas for a ‘refresh’ of the board in late September/early October with new Winter term courses. Again we are especially keen to support advertising classes with historically low enrollment. Please consider which courses you might like to see highlighted in this way, in advance of a request from Marcus.
Internationalization

**Erasmus Mobility Funding**
The University of Manitoba has been successful in obtaining Erasmus+ funding for a graduate student in an Arts-based Humanities or Social Science discipline to attend the Central European University, Hungary for a period of 3 to 5 months.

Interested graduate students are encouraged to apply for the spot. The application form and more details may be found on the International Centre website: [http://umanitoba.ca/research/international_centre/funding.html](http://umanitoba.ca/research/international_centre/funding.html)

**Application deadline: 2 October 2017**

The next deadline for requesting our inclusion in a European partner’s application for Erasmus+ funds for 2018/19 is February 2018. Anna Polonyi from the International Office suggests that such applications have a better shot if there is already existing faculty collaboration.

A workshop explaining the various EU Funding opportunities is scheduled for 24 October, 2:00-3:00 pm in the Cross Common Room, St John’s College (Room 118). Please RSVP with your contact information to Niki.Biebrick@umanitoba.ca.

An Erasmus+ Funding Proposal Workshop is scheduled for 3 November, 2017 in the Institute for the Humanities Boardroom, (409 Tier). From 1:30-2:30. Please RSVP with your contact information to Niki.Biebrick@umanitoba.ca.

Funding from DAAD Canada is also available for a number of opportunities for collaborative research in or with Germany.

**Potential Student Exchange Partners**
I am working on a new Student Exchange Agreement and potential partnership with Birmingham University (UK). They are keen to accept our students and send students to us. If you have any contacts at Birmingham who might like to pursue other collaborative ideas, please let me know.

Gdansk University in Poland has also indicated an interest in accepting students for exchange and hosting our travel study program. Please let me know if you have any contacts at Gdansk who would like pursue further collaboration. They do teach a number of courses in English which makes student exchange a possibility, especially as they seek to add English-language courses in the future.

**Other Committee Service**
My portfolio finds me on a wide range of committees across the university, from space to food to funding and awards to curriculum. For your information, here is a list other committees I serve on as the Dean’s Representative, or as the Faculty of Arts Representative:

- Senate Committee on Course and Curriculum Change (Committee Chair)
- Senate Committee on Awards
- International Advisory Committee
- Instructional Space Management Advisory Committee
- Campus-Wide Food Service Committee
International Centre Student Exchange Selection Committee
FGS Programs and Guidelines Committee
Local Area Safety and Health Committee (Co-Chair)
Faculty of Arts Local Discipline Committee (Chair)
Faculty of Arts Policy Committee
Equity Diversity and Human Rights Committee (Co-Chair)
Arthur V. Mauro Centre for Peace & Conflict Studies, Graduate Program & Admission Committees

I can provide oral updates on my work on any of these Committees. If you have an issue you would like brought to any of these committees, please contact me anytime.
Associate Dean (undergraduate) Report
Steven Lecce
September 13, 2017

I was on Administrative leave from July 1, 2016 to July 1, 2017, when I resumed my duties as Associate Dean (undergraduate) for the Faculty of Arts. Since resuming my portfolio, my assignments have been as follows:

Department of Economics

I am currently Acting Head for the Department of Economics. The Department’s administrative structure was modified last year to accommodate and reflect the methodological pluralism to which the Faculty of Arts is committed. To that end, on August 16, 2017, the Faculty submitted a proposal to CPAC to establish two distinct but complementary undergraduate streams—Economics and Econometrics; and Economics and Society. The proposal passed at CPAC and Arts Executive Committee unanimously.

Academic Integrity

Since July 1, 2017, I have chaired 19 disciplinary hearings. Bolstering academic integrity continues to dominate the ADU portfolio and, as a Faculty, we need to think creatively about how newly emerging technologies (translation software/search engines) should alter how we conceive of categories like 'inappropriate collaboration' and/or 'personation'. I plan on raising such issues with the various university-wide committees currently engaged in refining integrity policy.

U1 Transit Discussions

The University is beginning to rethink current transit rules from U1 to the various faculties. We have been invited to participate in these discussions, which will continue throughout this year.

TA-Grader Marker Workshop

On September 5, 2017, I hosted a workshop for incoming Teaching Assistants and Grader Markers. Panels included discussions on: employee rights and responsibilities; working with international students and multilingual learners; university policies and procedures; and, finally, working effectively with your instructors. The workshop was well attended and feedback was generally very positive.

New Student Orientation
On September 6, 2017, the Faculty hosted a New Student Orientation where I defended the mission and value of a liberal arts education.
DISCIPLINARY HEARINGS
Since the last Faculty Council meeting in April, I have chaired 34 disciplinary hearings, attended two meetings of the Local Discipline Committee to explain four of my disciplinary rulings, and participated in 2 other disciplinary hearings involving Arts students enrolled in courses offered by the I. H. Asper School of Business.

ARTS ACADEMIC REGULATIONS APPEALS COMMITTEE (ARAC)
I chaired a meeting of ARAC on April 4th to consider a student’s appeal of degree requirements.

SENATE COMMITTEE ON ADMISSIONS (SCADM)
The key agenda item that occupied members of the committee across several meetings was the admission requirements for the proposed new Doctor of Pharmacy program. The committee passed these requirements in March. The committee also considered proposals to revise admissions requirements for programs in the Faculty of Agriculture & Food Sciences and the Faculty of Agriculture.

INTERDISCIPLINARY HEALTH PROGRAM (IHP) ADVISORY COUNCIL
As a member of this council, I have been reviewing proposals to revise the existing interdisciplinary health programs into three concentrations: Family Health, Health Promotion and Education, and Health Policy, Planning, and Evaluation. These new concentration proposals were to be considered for approval by IHP Council on June 6, 2017. These proposals were then to be submitted to the Rady Faculty of Health Sciences Executive Committee for approval in late June. If approved by the Faculty of Health Sciences, the new concentrations and their structure were to be sent to the Senate Committee on Curriculum and Course Changes as a precursor to final approval by the Senate this term. This advisory council will receive an update about the status of the IHP proposals early in the Fall Term.

MANAGING INCIVILITY WORKSHOP
On April 13th, I spent most of the day attending talks and a workshop on Managing Civility and Incivility and Promoting Effective Collegial Participation.

UNIVERSITY MANAGEMENT COURSE
From May 8-12, I attended an intensive course on university management in Sydney, BC. The course was developed by the University of Manitoba’s Centre for Higher Education Research and Development (CHERD) and covered a range of administrative issues, such as budgeting, conflict resolution, leadership, negotiation, and human rights/accommodation.

HIGH SCHOOL DUAL-CREDIT
On May 18th, I met with Erin Stone, Director of Admissions, and Cassandra Davidson from the Vice-Provost (Integrated Planning/Academic Programming) to discuss enhancing oversight of procedures aimed at allowing students to complete courses for university credit within high schools, and completion of university-level credit prior to their high school graduation, either by completing U of M distance courses or by challenging a course by writing the final exam. Often, these procedures for obtaining early credit for university courses also enable students to obtain credit for courses at the high school level. There appears to be an interest in the expansion of these opportunities by the Provincial Government and by the public school system, stimulating a growing need for proper oversight over course content and assessment of students’ qualifications to receive university credit. In the future, both Departments and the Arts Dean’s Office are likely to be asked to review high school course offerings that will be used
for university-level credit and to formally approve procedures that will enable high school students to obtain university credit prior to their official admission to the U of M.

GUIDELINES REGARDING VIOLATIONS OF ACADEMIC INTEGRITY
The Associate Deans Undergraduate committee is presently considering a draft document aimed at providing clear definitions for the various categories of academic integrity violations and establishing guidelines for the standardization of penalties for these violations across faculties.

MEDICAL NOTES WORKING GROUP
I am a member of a Medical Notes Working Group that has proposed eliminating the requirement for students to obtain medical documentation in order to secure deferrals for missed exams and extensions for missed assignment deadlines. Students’ requirement to secure medical documentation in order to receive accommodations for missed exams or late submission of assignments is a burden on the healthcare system. The alternative under consideration is to have students sign a letter declaring their reason for being unable to attend an exam at the scheduled time. One variant of the plan requires the student to sign the declaration in the presence of a Commissioner of Oaths. Starting this September, the Faculty of Nursing will be conducting a pilot study to determine the feasibility of replacing the current requirement to submit medical documentation with signing a declaration in the presence of a Commissioner of Oaths.

FUTURE ITEMS FOR THE ARTS ACADEMIC REGULATIONS POLICY (AARP) COMMITTEE

1. There is growing concern about the legitimacy of online exams that are often a feature of courses offered through Distance and Online Education. Growing discrepancies have been observed between students’ performance on invigilated final exams in these courses and their performance on online mid-term tests, raising the suspicion that students may be having others write their online tests for them. We have recently become aware of at least two instances in which this form of academic dishonesty has occurred. Our plan is to address this concern by asking the AARP Committee to consider whether it would be advantageous to limit the percentage of students’ final grade that derives from students’ performance on non-invigilated, online exams. We are also investigating the feasibility of requiring virtual invigilation of online examinations that contribute a significant percentage to students’ final grade.

2. In administering the scheduling of off-campus final exams for distance courses, Extended Education has opted to allow students to write their exam any time during the final exam period, regardless as to when the Registrar has scheduled the on campus final exam for the same course. Since the off campus and on campus version of the final exam for distance courses are typically identical, Extended Education’s policy has raised concerns about exam security. For example, a student may have written a final exam, off campus, several days prior to students writing the exam on campus. This scenario carries the risk that those writing the exam on campus might acquire advance knowledge of the content of the exam from those who wrote off campus. Our plan is to have the AARP Committee consider whether we should impose the rule that off campus final exams must be written within some narrow window around the time of the day and time of on campus exam.

3. There has been concern raised about the Faculty’s requirement that the course instructor must grade 50% of subjective components of evaluation in a course. This policy restricts efforts to control the workload of instructors by providing them with more grader/marker support and limits the opportunity for graduate students to gain experience marking and providing feedback on students’ assignments. By the time of my preparation of this report, a proposal to revise this rule passed the AARP committee, with some noteworthy causes for concern raised by committee members.
Report to Department Heads and Faculty Council, March 30 to September 11th, 2017
Heidi Marx, Acting Associate Dean
AD Undergraduate Studies: March 30 – July 1st
AD Research: July 1st – Present
I am also participating in some of the activities and duties of the AD Graduate Studies as I will be in that portfolio starting January 1st when Greg Smith goes on leave

DISCIPLINARY HEARINGS, LDC (Local Discipline Committee), UDC (University Discipline Committee)

From March 30th to the present, I chaired six disciplinary hearings. I also participated in one discipline case of an Arts Student in Asper, one LDC and one UDC meeting.

Please note that it is the Head’s responsibility to report all allegations of dishonesty to the Dean’s Office. The integrity of our degrees depends on academic honesty. Please process first cases of plagiarism and forward all other cases to our office.

TENURE COMMITTEE MEETINGS:
This month, I have chaired two tenure meetings.

COMMITTEES – STANDING AND AD HOC

Academic Integrity Advisory Committee Faculty Working Group:
Meeting: May 18th, 2017
This meeting was devoted to planning a conference for university staff and faculty involved in academic integrity committees within Manitoba. The aim is to get together to share best practices and challenges. The goal is to make this an annual event but have it circulate around post-secondary institutions in Manitoba.

Conference: June 2, 2017 at the UM, hosted in part by CATL. The conference was well-attended and helpful.

Associate Dean Undergraduate Committee:
Meeting: April 4th, 2017
- Presentation: First Year Experience and Transit Students (Randy Roller, Executive Director, Office of Institutional Analysis)
- Updates from the Academic Integrity Committee (Brandy Usick and Jerome Crankston): topics discussed were committee membership and terms of reference, undergraduate academic integrity tutorial project, and common disciplinary outcomes
Meeting: June 5th, 2017
- Presentation by Neil Marnoch on the Review of the Academic Schedule

Teaching Excellence Committee:
Meeting: June 5th, 2017
The committee met to decide teaching awards in the Faculty of Arts. The outcome of the meeting was sent in an email to the arts all list on July 10th, 2017.

**Interdisciplinary Health Program Council:**
Meeting: April 12th, 2017
The committee met to discuss and approve the Health Studies proposal to 4Cs

**Outstanding Professor Award Committee:**
Meeting: June 23rd, 2017
The committee met to discuss and decide upon this year’s awardee. Professor Jessica Cameron, Department of Psychology has won the award this year.

**Associate Dean Research Activities:**
- July 17- August 4th, 2017: Reviewed applications for the Canada 150 Chair Nominations

**Arts Graduate Awards: (from Rob Hoppa)**
- We have finalized the UMGFs – 1 MA and 6 PhD
- We also awarded the inaugural Pollard Awards to 1 PhD (4 years) and 2 MAs (year 1); these are awarded to the top ranked UMGF holders, and the MA are guaranteed their UMGF in year 2 of their program.
- Also we were able to award several Arts Graduate Awards to UMGF eligible applicants. All remaining applicants on the UMGF lists were combined and ranked by GPA and department rank, and we were able to make 9 offers to eligible students for 1 year of funding at $10,000 (MA) or $12,000 (PhD)

**Faculty Executive Ad Hoc Indigenous Content Committee: the recommendations will be ready to submit to Faculty Council at the December meeting**

**SPECIAL EVENTS AND ACTIVITIES NOT RELATED TO STANDING COMMITTEES**
- Arts Co-operative Education Stream: Starting late in spring, I worked with Greg Smith and Greg Sobie to put together a proposal for CPAC and the Academic Regulations Policy Committee in Arts to start a Co-op stream. The proposal passed at both committee meetings and at Faculty Council Executive (September 1st, 2017). Please see attached agenda materials.
- April 4th, 2017: Attended Outstanding Professor Talk by Jorge Nallim
- April 11, 2017: Rhodes Committee Student Information Meeting
- April 13th, 2017: Attended morning and afternoon talks and workshops on civility and promoting effective collegial governance
- May 4th, 2017: Attended the Indigenous Leadership Lunch
- May 19th, 2017: Met with the new ASBC president and attended the Arts ambassadors’ wrap up lunch
- May 30th, 2017: Met with Marci McKenzie and Rod Lastra regarding changes to the CACE program that may affect our BAIS program
- June 3rd, 2017: Presented at Arts Head Start
- June 12th, 2017: Attended a lunch for the Associates of the Asper School of Business held at the Fort Garry Hotel, speaker was Carolyn A. Wilkins, Senior Deputy Governor of the Bank of Canada
- June 14th, 2017: Attended the unveiling of the Vaclav Havel bust
- June 28th, 2017: Attended the Isbister Legacy Tea at the President’s house
- July 12th, 2017: Attended the reception for New Academic Staff
- August 21st, 2017: Reviewed final exam grades for Arts courses in the ICM with Greg Smith
- August 28th, 2017: Met with Jeff Adams and Susan Gottheil to discuss U1 transit and direct admissions issues