



THE UNIVERSITY OF
WINNIPEG

**ACCESS: PAST, PRESENT AND FUTURE
FOR THE PRESIDENT'S TASK FORCE ON ACCESS**

December 18, 2006

Compiled by
The Office of the Vice-President (Research and Graduate Studies)



THE UNIVERSITY OF WINNIPEG

The University of Winnipeg President's Task Force on ACCESS

Overview:

One of the key priorities of The University of Winnipeg has been improving access to post secondary education beyond our historically established constituencies.

The University of Winnipeg Task Force on Access was initiated by our president, Dr. Lloyd Axworthy. The purpose of the task force is to identify barriers to post secondary education at The University of Winnipeg. It is our hope that once these barriers are identified they can be removed. Further, it is the goal of the task force to propose policy and procedural recommendations that will result in improvements to access for the most disadvantaged Manitobans. This document has been created as a tool, for the access task force to assess what The University of Winnipeg has done in the past, is doing today, and could do in the future.

This document is a preliminary inventory of various University of Winnipeg initiatives related to improving access to post secondary education. More specifically it contains a listing of existing programs, outreach initiatives related to recruitment, retention and transition as well as the opportunities for future partnerships. In addition, it contains a list of courses approved by the Senate. The content of these courses noted focuses on aspects of diversity that may have special relevance to our multiethnic community. Descriptions of various courses, programs and initiatives, as well as a list of general comments for consideration follow in the appendices.

It is our hope that this document will serve as a foundation for our future efforts to improve access to post secondary education at The University of Winnipeg.

List of Members of the President's Task Force on Access

- **Sarah Amyot**, General Coordinator, University of Winnipeg Student's Association (UWSA)
- **Lloyd Axworthy**, University of Winnipeg President and Vice Chancellor
- **Bill Ballan**, Associate Vice President (Projects and Operations), Office of Vice President (Finance and Administration)
- **Kathy Block**, Acting Dean, Division of Continuing Education
- **Kelly Brown**, Executive Director of Student Relations
- **Larry Chartrand**, Director, Aboriginal Governance
- **Kevin Chief**, Coordinator, Innovative Learning Centre
- **Craig Cooper**, Chair, Department of Classics
- **Jino Distasio**, Director, Institute of Urban Studies
- **Judy Dyck**, Director, Student Services – Awards and Financial Aid
- **Parvin Ghorayshi**, Faculty Member, Sociology
- **Sandy Kirby**, Chair, Sociology
- **Gerald Munt**, Director, Strategic and Budgetary Priorities
- **Jennifer Rattray**, Director of Strategic Initiatives
- **Nolan Reilly**, Chair, History, Faculty Coordinator, College and University Bound
- **Brian Rice**, Assistant Professor, Education
- **Colin Russell**, Registrar
- **Jim Silver**, Chair, Politics
- **Kate Sjoberg**, President, University of Winnipeg Student's Association (UWSA)
- **Lesley Thomson**, Senior Executive Officer & Advisor to the President
- **Claudia Wright**, Vice-President (Research and Graduate Studies)
- **Mary Young**, Director, Student Services - Aboriginal Student Services Centre

List of Consultations

An integral part of Access Task Force were initial consultations with the following individuals during the development of this initiative:

- **Rob Bend**, Dean of Collegiate
- **Danny Blair**, Faculty Member, Geography, Director, Climate Studies Institute, Global College
- **Kathy Block**, Acting Dean, Division of Continuing Education
- **Kelly Brown**, Executive Director of Student Relations
- **Elizabeth Challis**, Director, International Office
- **Larry Chartrand**, Director, Aboriginal Governance
- **Kevin Chief**, Coordinator, Innovative Learning Centre
- **James Christie**, Dean, Theology
- **Jino Distasio**, Director, Institute of Urban Studies
- **Judy Dyck**, Director, Student Services – Awards and Financial Aid
- **David Fitzpatrick**, Acting Dean, Arts
- **Wendy Fontaine**, Administrative Assistant, Aboriginal Governance
- **Ken Friesen**, Associate Dean, Science
- **Judith Huebner**, Faculty Member, Biology
- **Karen Hunt**, Acting University Librarian
- **Mario Jimenez**, Assistant Director, International Office
- **Roger Kingsley**, Faculty Member, Mathematics and Statistics
- **Gabor Kunstatter**, Dean, Science
- **Ken McCluskey**, Acting Dean, Education
- **Gerald Munt**, Director, Strategic and Budgetary Priorities
- **Jennifer Rattray**, Director of Strategic Initiatives
- **Barb Read**, Coordinator of PLAR and Adult Learner Services, Student Services - Academic Advising and Special Needs Services
- **Nolan Reilly**, Chair, History, Faculty Coordinator, College and University Bound
- **Colin Russell**, Registrar
- **Jim Silver**, Chair, Politics
- **Bill Wedlake**, Director, Recreation and Athletic Services
- **Geri Wensel**, Acting Director, Human Resources
- **Mary Young**, Director, Student Services - Aboriginal Student Services Centre

I. ACADEMIC CREDIT COURSES APPROVED BY SENATE

All courses are listed in numerical sequence; course descriptions follow by area of study. Courses marked by an asterisk are cross listed with another discipline.

1. ABORIGINAL AREA**University of Winnipeg courses:**

ABOR-1101/6	Introductory Cree
ABOR-1201/6	Introductory Ojibwe
AG-3100/3	International Rights of Indigenous Peoples
AG-4000/6	Aboriginal Governance Practicum Seminar
AG-4010/6	Aboriginal Governance Practicum Placement
AG-4001/3	Aboriginal Governance Practicum Research Paper One
AG-4002/3	Aboriginal Governance Practicum Research Paper Two
<u>Anthropology</u>	
ANTH-2103/3	Ethnography of Native Peoples of North America
ANTH-2118/3	Aboriginal Peoples of Arctic Canada
ANTH-2160/3/	Indigenous People & the Industrial State*
ANTH-2202/6	Archaeology of North America
ANTH-4105/6	Natives and Newcomers in Encounter: Selected Topics
<u>Conflict Resolution Studies</u>	
CRS-2221/3	Restorative Justice
CRS-2443/3	Conflict and Development Issues in Indigenous Communities*
<u>English</u>	
ENGL-2022/3	Interdisciplinary Linguistics
ENGL-3713/6	Contexts in Canadian Literature
ENGL-3714/3	Literature of Winnipeg
ENGL-3717/6	Aboriginal Literatures
<u>Geography</u>	
GEOG-3216/3	Arctic Environments
<u>History</u>	
HIST-1010/6	Aboriginal & Newcomers
HIST-1010/6	Aboriginal Peoples of the Americas
HIST-2506/3	History of the Canadian North
HIST-2509/6	History of the Native Peoples of Canada
HIST-2510/3	Aboriginal Peoples of Canada to 1815
HIST-2511/3	Aboriginal Peoples in Canada since 1815
HIST-2609/6	History of Native American Peoples of the United States, colonial period to the present
HIST-2802/3	Art in Non-Christian Religions
HIST-3525/3	History of the Métis in Canada
HIST-3527/6	History of the Algonquian Nations
HIST-3805/6	The Art of the Inuit
HIST-3858/6	Aboriginal Art History

HIST-4570/6	Native and Newcomers in Encounter: Selected Topics
<u>Philosophy</u>	
PHIL-2240/3	Aboriginal Justice Issues
<u>Politics</u>	
POL-2410/6	Human Rights and Civil Liberties
POL-3400/3	Aboriginal Politics in Canada
POL-3405/3	Aboriginal Politics in Manitoba
POL-3411/3	Aboriginal People & the Law I
POL-3415/3	Aboriginal People & the Law II
POL-4440/6	Seminar in Aboriginal Politics
<u>Religion</u>	
REL-2801/3	Aboriginal Spirituality I
REL-2802/3	Aboriginal Spirituality II
REL-2802/3	Aboriginal & Christian Encounter
REL-2803/3	Understanding Aboriginal Sacred Narrative
REL-2804/3	Global Perspectives on Aboriginal Societies, Spiritualities & the Environment
REL-2901/3	Art in Non-Christian Religions
REL-3802/3	Aboriginal Healers
REL-3803/3	Aboriginal Women's Teachings
REL-3804/3	Aboriginal Spirituality Research Methods
REL-4800/3	Topics in Aboriginal Religious Traditions
REL-4802/3	Aboriginal Healers
REL-4803/3	Aboriginal Women's Teachings
REL-4804/3	Aboriginal Spirituality Research Methods
<u>Sociology</u>	
SOC-2105/6	Race, Ethnic and Aboriginal Relations
SOC-2601/3	Aboriginal Issues in Education
SOC-3123/3	Crime, Victimization and Justice in Aboriginal Communities
SOC-4413/6	Seminar in Race and Ethnic Relations

Red River College courses:

UW Aboriginal Governance Program courses to be completed at RRC

- Aboriginal Law (502)
- Aboriginal History (205,314,404)
- Economics and Aboriginal Self-Government (506)
- Seminar on Traditional Teachings (203,402)
- Issues in Aboriginal Self-Government (507)

**Joint UW/RRC Aboriginal Language Stream
(Integrated BEd/BA or BSc Degree)**

- L96-A002 Aboriginal Writing 1
- L96-A008 Seminar on Traditional Teachings
- L96-A012 Introduction to Translation
- B22-T110 Seminar and School Experience

- L96-A201	Aboriginal Writing 2
- L96-A204	Algonquian Linguistics 2
- L96-A207	Seminar on Traditional Teachings 2
- L96-A213	Translation 2
- L96-A013	Aboriginal Language Education: Methods and Practicum 1
- L96-A201a	Aboriginal Writing 3
- L96-A204a	Algonquian Linguistics 3
- L96-A207a	Seminar on Traditional Teachings 3
- L96-A213a	Translation 3
- L96-A212	Aboriginal Language Education: Methods and Practicum II
- L96-A3XX	Curriculum, Instruction & Assessment: Aboriginal Language Education 1
- L96-A3YY	Curriculum, Instruction & Assessment: Aboriginal Language Education 2
- L96-A3TT	Topics in Aboriginal Education
- L96-A209	Aboriginal Law
- L96-A3II	Issues in Aboriginal Education

**Joint UW/RRC Aboriginal Language Stream
(After Degree Program)**

- L96-A002	Aboriginal Writing 1
- L96-A008	Seminar on Traditional Teachings
- L96-A012	Introduction to Translation
- L96-A201	Aboriginal Writing 2
- L96-A204	Algonquian Linguistics 2
- L96-A207	Seminar on Traditional Teachings 2
- L96-A213	Translation 2
- L96-A207a	Seminar on Traditional Teachings 3
- L96-A213a	Translation 3
- L96-A201a	Aboriginal Writing 3
- L96-A204a	Algonquian Linguistics 3
- L96-A3XX	Curriculum, Instruction & Assessment: Aboriginal Language Education 1
- L96-A3YY	Curriculum, Instruction & Assessment: Aboriginal Language Education 2
- L96-A013	Aboriginal Language Education: Methods and Practicum I
- L96-A212	Aboriginal Language Education: Methods and Practicum II

(For detailed description of the above courses consult RRC course calendar)

2. DIASPORA, IMMIGRANTS AND REFUGEES AREA

01-1002/3 Multi-Ethnic Cities and Peace-building (summer institute course)
CAW-1110/6 Academic Writing: Extended (ESL)

Anthropology

ANTH-1002/3 Cultural Anthropology
ANTH-2022/3 Interdisciplinary Linguistics*
ANTH-2100/3 Cultural /Social Anthropology
ANTH-2110/3 Ethnography of Mesoamerica
ANTH-2111/3 Ethnography of South America
ANTH-2113/3 Ethnography of Communication
ANTH-2115/3 Anthropology of Language
ANTH-2210/6 The Rise of Civilization/New World
ANTH-2212/3 Arctic Archaeology
ANTH-3113/3 Algonquin Ethnography
ANTH-3115/3 Cross Cultural Child Development
ANTH-3116/3 Symbolic Anthropology*
ANTH-3117/3 Ethnohistoric Methods and Theory*
ANTH-3205/3 Issues in the Rise of Old World Civilizations
ANTH-4207/3 Archaeoastronomy of the Americas

Conflict Resolution Studies

CRS-2231/3 Violence and Nonviolence
CRS-2241/3 Conflict and Culture
CRS-2251/3 Conflict in the Family 1
CRS-2252/3 Conflict and Communication
CRS-2261/3 Conflict in the Family 2
CRS-2271/3 Conflict within Groups
CRS-2421/3 Legal Systems & Alternative Dispute Resolution
CRS-3262/3 Critical Issues in Conflict Resolution
CRS-4252/3 Advanced Studies in Mediation Practice
CRS-4910/3 Conflict and the Construction of the Other

Education

EDUC-5001/3-002 Teaching and Assisting War Affected Children (for course description see Appendix A)

English

ENGL-2722/6 Postcolonial Literatures: An Introduction
ENGL-3120/6 Practicum in Literature, Literacy and Language (for course description see Appendix A)
ENGL-3180/6 The Making of Peace and War in Literature (for course description see Appendix A)
ENGL-3712/6 Canadian Regional Literature
ENGL-3713/6 Contexts in Canadian Literature
ENGL-3714/3 Literature of Winnipeg
ENGL-3715/6 Diasporic Literatures in Canada
ENGL-4730/3 Topics in Postcolonial Studies I
ENGL-4731/3 Topics in Postcolonial Studies II

History

HIST-1010/6	Canadian Immigration and Settlement
HIST-1010/6	Issues in Latin American History
HIST-1010/6	Latin American Social History
HIST-1010/6	Spanish American Political Culture
HIST-1010/6	Islamic World
HIST-1010/6	African Kingdom
HIST-2113/6	A History of Slavery
HIST-2115/3	Modern Jewish History
HIST-2116/6	Survey History of Latin America
HIST-2131/3	History of Peace and Non violence
HIST-2320/3	History of Poland and Ukraine
HIST-2323/3	Studies in German Culture I*
HIST-2324/3	Studies in German Culture II*
HIST-2325/3	Russia to 1917
HIST-2326/3	Russia since 1917
HIST-2331/3	History of Modern Germany*
HIST-2700/6	History of Africa
HIST-2701/6	A History of Asia since 1500
HIST-3115/6	The History of Spanish American Political Culture
HIST-3117/6	Columbus to Castro, a History of Cuba 1492 –Present
HIST-3118/3	South Asian Diaspora Since 1800
HIST-3130/3	History of International Migration: The German Experience
HIST-3317/3	Topics in Russian and Soviet History
HIST-3320/3	Topics in Russian Intellectual History
HIST-3543/6	Immigration to Canada
HIST-3560/3	The German-Canadian Presence in Canadian History*
HIST-3561/3	German-Canadian Identity-Historical*
HIST-3611/6	Colonial America, 1492-1783
HIST-3701/6	Modern Africa
HIST-3703/3	South Africa in the Modern World
HIST-3704/3	West Africa in the Twentieth Century
HIST-4113/6	Slavery in the Americas
HIST-4313/6	Studies in Modern French History
HIST-4317/6	Studies in Modern Russian History
HIST-4535/6	Immigration and Ethnicity in Canada and the United States*
HIST-4560/6	Topics in the German-Canadian Presence in Canadian History
HIST-4701/6	Studies in Modern African History
HIST-4702/6	Southern Africa

Mennonite Studies

MENN-1010/6	Mennonites and the Modern World
MENN-3110/3	Russia and the Mennonites
MENN-3111/3	Conflict and Mennonites
MENN-3114/3	Latin America and the Mennonites
MENN-3116/3	Mennonites and World Issues
MENN-3150/3	Mennonite Community and Development

MENN-3541/3 Mennonites in Canada

International Development Studies

IDS-2183/3 African Development Issues
IDS-2184/3 Asia/Pacific Development Issues
IDS-2185/3 Latin America/Caribbean Development
IDS-3150/3 Mennonite Community and Development*

French Language

FREN-3383/3 Pre-Independence Francophone African
FREN-3884/3 Francophone Black Feminist Literature

Religion

REL-1001/6 Religion and Identity in Contemporary Canada
REL-2405/3 Religion and Culture: Multifaith Society
REL-2601/3 Contemporary Jewish Life
REL-2703/3 Religions of India
REL-2702/3 Women in Islam
REL-2704/3 Buddhist Traditions in India and Southeast Asia
REL-2707/3 Chinese Religions
REL-2708/3 Religion in Japanese Life
REL-2709/3 Women in Asian Religions
REL-2710/3 Classical Islam
REL-2711/3 Contemporary Islam
REL-2715/3 African Religions
REL-2718/3 Buddhist Traditions in East Asia
REL-3701/3 Issues in the Interpretation of the Qur'an
REL-3707/3 Zen Buddhism
REL-3708/3 Topics in Buddhist Culture and Society
REL-3710/3 The Bible and the Qur'an
REL-4100/3 Topics in Historical Judaism, Christianity, or Islam
REL-4700/3 Topics in Asian Religions and Cultures

3. INNER CITY, URBAN COMMUNITY AREA

Applied Computer Science

ACS-1805/3 Introduction to Programming (for course description see Appendix A)

Biology

BIO-1005/6 Concepts in Science* (for course description see Appendix A)

Education

EDUC/CAW/2520/1 Tutoring Second Language Learners
EDUC-4102/3 Introduction to Teaching English as a Second Language
EDUC-4400/3 Critical Pedagogy and Student Diversity
EDUC-4401/3 Just and Effective School
EDUC-4402/3 Topics and Issues in Inner-City Education
EDUC-4403/3 Education for Multicultural Settings
EDUC-4405/3 Inner-City Teaching Practices
EDUC-4406/3 Programming for Special Needs
EDUC-4407/3 Enrichment and Talent Development

EDUC-4408/3	Issues with At-Risk Children and Youth
EDUC-4409/3	Mentoring at-Risk Youth
EDUC-4600/3	Critical Literacy for Empowerment
EDUC-5402/3	Expanding Gifted Education
EDUC-5403/3	Meeting the Needs of FAS/FAE Students
EDUC-5404/3	Reaching the ADHD Child
EDUC-5405/3	Reclaiming Troubled Children and Youth
EDUC-5406/3	Steps to Achieving Real-life Skills
EDUC-5407/3	Teaching At-Risk Readers
EDUC-5408/3	Teaching At-Risk Students in the Inner-City School
EDUC-5410/3	Understanding and Responding to Learning Disabilities
EDUC-5411/3	Youth Violence in Schools

Environmental and Urban Studies

ENV-3010/3	Urban Studies: Special Topics
ENV-3015/3	Canadian Inner Cities
ENV-3020/3	Women and Urban Environments
ENV-3025/3	Issues in Sustainable Cities
ENV-3030/3	Urban Policy Issues
ENV-3062/3	Issues in Sustainable Cities
ENV-3603/3	Winnipeg and the Environment: A Case Study Approach
ENV-3604/3	City of Winnipeg Internship

Economics

ECON-3315/3	Urban Economics
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Geography

GEOG-2414/3	The Urban Environment
GEOG-2415/3	An Introduction to Urban Development
GEOG-3010/3	Urban Studies Special Topics
GEOG-3401/3	Population Geography
GEOG-3402/3	Urbanization in the Developing World
GEOG-3413/3	Urban Revitalization: Rebuilding of Decaying Cities
GEOG-4403/3	Urban Land Use - Developmental Processes

History

HIST-1010/6	Canadian Social History: Conflict and Challenge
HIST-3544/6	The History of Winnipeg

International Development Studies

IDS-3110/3	Poverty-Focused Development
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Kinesiology

KIN-2104/3	Outdoor Recreation and Education
KIN-2203/3	Growth and Development Through Physical Activity

Sociology

SOC-1003/3	Introduction to Disability Studies I
SOC-1004/3	Introduction to Disability Studies II
SOC-2109/3	Social Policy and Social Welfare
SOC-2110/6	Social Change
SOC-2120/3	Sociology of Communities

SOC-2121/3	Population Problems
SOC-2307/3	Sociology of Youth
SOC-2308/3	Critical Social Issues
SOC-3101/6	Globalization and Social Justice: A Sociological Perspective
SOC-3104/6	Globalization and Societies in the World System
SOC-3110/6	Community Development
SOC-3113/6	Sociology of Cities and Urban Life
SOC-3125/3	Crime Victims
SOC-3201/3	Sociology of Youth Justice
SOC-4203/6	Seminar in Technology and Society
SOC-4413/6	Seminar in Race and Ethnic Relations

Politics

POL-2010/3	Politics in the Inner City
POL-2500/3	City Politics
POL-2505/3	Issues in City Politics
POL-3500/6	Globalization and City Politics
POL-3503/3	Inner City Workshop
POL-3505/6	Urban Politics Workshop
POL-3600/6	Directed Readings
POL-3605/3	Directed Readings
POL-4505/6	Politics of Urban Planning
POL-4515/6	Inner City Seminar

Urban and Inner City Studies

UIC-1000	Introduction to Urban and Inner City Studies
UIC-2000/3	Urban and Inner City CD/CED
UIC-3010/6	Urban and Inner City Practicum (3h/week placement with
UIC-3030/3	Women and the Inner City
UIC-3050/3	Immigration and the Inner City
UIC-3010/3	Inner City Economic Development

Women's Studies

WOM-2250/3	Women of Colour in Canada
WOM-2251/3	Women in Canada

University of Winnipeg Division of Continuing Education (DCE)

164760601	Introduction to University
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This course is designed for students intending to register for University degree and non-degree programs. Successful completion of this course may be considered for admission criteria in some DCE programs for students who do not meet traditional admission criteria.

For more information about this course, and the time it is offered please contact Academic Advising at (204) 786-9257.

II. THE UNIVERSITY OF WINNIPEG ACCESS:

1. ACADEMIC DEGREE PROGRAMS

University of Winnipeg Bachelor of Education ACCESS Program

The Inner City Education Access Program is an off-campus extension of The University of Winnipeg's Integrated Bachelor of Arts/Bachelor of Education Program. It is designed to provide opportunities and support to residents of Winnipeg's inner city, as well as single parents, mature students, and immigrants. Each year approximately 20-30 students are accepted into the program. This Education program is for adults who would normally not be able to enter and succeed in a university program, usually due to financial, academic, and /or social needs. For more information contact Bachelor of Education ACCESS Program, 485 Selkirk Avenue, Winnipeg, MB, R2W 2M6, (204) 790-7201.

After Degree BEd Program in Aboriginal Language Teacher Education (2-Year or 3-Year After-Degree Program)

Students who have completed a first undergraduate degree with a significant concentration in Aboriginal language courses may be eligible for transfer credits at RRC. These students may be eligible to apply for a 2-year After-Degree program. Students whose first degree does not include a concentration in Aboriginal language courses would normally be eligible for a 3-year After-Degree program. Generally, students admitted to the 2-year After-Degree program will complete 30 credit hours of course work at RRC, and 30 credit hours of course work at UW. Generally, students admitted to the 3-year After-Degree program will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

The Integrated BEd/BA or BSc Joint UW/RRC Aboriginal Language Teacher Education Program

Winnipeg Education Centre Program (WEC)

The University of Winnipeg offers a 5-year Integrated BEd/BA program for residents of the inner city who are 21 years of age or older by the start of the September session, who are representative of the inner city population, and are in need of academic, personal, and financial support in order to pursue a university degree. Coursework is delivered on site at the Winnipeg Education Centre and at The University of Winnipeg. For further information, contact Phil Baker, Department of English at (204) 790-7207 or (204) 789-1457.

Community-Based Aboriginal Teacher Education Program (CATEP)

In partnership with the Seven Oaks and the Winnipeg School Division, The University of Winnipeg offers a specialized BA/BED degree program for Aboriginal students who are working as teacher aides. Students must be employed by the Seven Oaks or the Winnipeg School Division and attend university part-time from September-April and full-time for May, June, and July. Due to the part-time nature of this program students will take 6.5 - 7 years to complete the 150 credit hours that comprise the degree. For more information contact English Department coordinator, Doris Wolf at 789-1473.

2. AWARDS AND SCHOLARSHIPS

2.1 The University of Winnipeg Awards for Aboriginal Students

a. Entrance Scholarships

Margaret E. Nix Entrance Scholarship

This scholarship is awarded annually to a female aboriginal student, resident of Manitoba, entering an undergraduate degree program at The University of Winnipeg. The Entrance Scholarship Application is prepared in late fall, and sent to all Manitoba high schools.

2006 Value: \$375

Application Deadline: March 1.

b. Entrance Bursaries

President's Student Access Awards

Bursaries of up to \$1500 will be awarded to students entering The University of Winnipeg who show academic promise and financial need, and who are from a group currently under-represented at the University. Recipients must be Canadian citizens or Permanent Residents, and they must register for full-time studies. Recipients are selected from nominations made by high school counselors or other appropriate school officials.

2006 Value: \$1000-\$1500

Application Deadline: June 30.

c. Continuing Scholarships

Enbridge Pipelines Inc. Scholarship

This scholarship is awarded to an aboriginal student who has completed at least 30 credit hours in any undergraduate degree program, and who has participated in extra-curricular activities at the University or in the community. Students with GPAs of 3.00 and higher, may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$2300

Application Deadline: August 5 (approximately).

George A. Grierson Memorial Scholarships

These scholarships are awarded annually to students of aboriginal origin, or whose families or the students themselves have immigrated to Canada within the last 20 years. Preference will be given to students who have demonstrated persistence and strength of character, especially female students. Both aboriginal students and recent immigrants are eligible for this scholarship.

2006 Value: \$2100

Application Deadline: August 5 (approximately).

Dieter Hoehne Memorial Scholarship

This scholarship is awarded, at the recommendation of the Politics Department, to an aboriginal student with the highest standing entering the second, third, or fourth year of the Politics three-year, four-year or Honours program. Notice

about this scholarship is provided in the Undergraduate Scholarship Application package sent to students in early June. Eligible candidates are encouraged to identify themselves to the Department of Politics before the end of July.

2006 Value: \$175

d. Continuing Bursaries

Debra Blair Bursary

This bursary is used to assist aboriginal women in financial need to pursue a university education. Students apply for this bursary on the Special Awards for High Need Students Application. Students may pick up the application from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$1400

Application Deadline: October 1.

Eli and Betty Gallant Memorial Bursary

This bursary is awarded to an aboriginal student in any undergraduate degree program. Students identify their eligibility for this bursary by completing The University of Winnipeg Bursary Application Form. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$550

Application Deadline: January 31

Winifred Gamble Bursary

This bursary is awarded annually to an aboriginal student who has completed First Year and is entering the Second Year of the Bachelor of Education program at the Winnipeg Education Centre. Special application forms are sent to the Winnipeg Education Centre in the fall.

2006 Value: \$500

Application Deadline: late December or early January

Ethel May Lane Memorial Bursary

This bursary is awarded to an aboriginal student majoring in either Applied Computer Science or Administrative Studies in any undergraduate degree program. Students identify their eligibility for this bursary by completing The University of Winnipeg Bursary Application Form. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$550

Application Deadline: January 31.

Manitoba Association of School Superintendents Bursary

This bursary is awarded to an aboriginal or Métis student enrolled in the Bachelor of Education program. Students identify their eligibility for this bursary by completing The University of Winnipeg Bursary Application Form. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$400

Application Deadline: January 31.

Manitoba Teachers Society Aboriginal Student Bursary

This bursary is awarded to a full-time, aboriginal student with financial need who is enrolled in the Integrated Bachelor of Education degree program. Students apply for this bursary on the Special Awards for High Need Students Application. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$2400

Application Deadline: October 1.

Ganesan Sri Ram Memorial Bursaries

This bursary is awarded annually to an aboriginal student who is in the Second Year of a degree program at the University and who does not have funding from any other source. Preference is given to a student who has reading proficiency in an aboriginal language. Students identify their eligibility for this bursary by completing The University of Winnipeg Bursary Application Form. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$400

Application Deadline: January 31.

Louis Riel Bursaries

These bursaries are awarded annually to full-time entering or returning students with financial need who are Manitoba residents of Métis status. Verification must be provided by the Louis Riel Institute confirming applicant's membership or eligibility for membership with the Manitoba Métis Federation. Students apply for this bursary on the Special Awards for High Need Students Application. They also must complete a Louis Riel Bursary Application.

2006 Value: \$1500

Application Deadline: October 1.

Saul and Claribel Simkin Bursary

This bursary is awarded to support aboriginal students pursuing a combination of studies and work experience in an undergraduate degree in Aboriginal Self-Governance, Environmental Studies (including environmental education and environmental science), Administrative Studies, or in an area of climate change within the Geography program. Recipients are selected on the basis of financial need, demonstrated leadership abilities, and demonstrated commitment to their communities.

Value: \$7000

Application Deadline: June 30.

Grace Thomson Memorial Bursary

This bursary is awarded annually to an aboriginal woman who is registered in any year of the Bachelor of Education program with the Winnipeg Education Centre. A special application form is sent to the Winnipeg Education Centre in the fall.

2006 Value: \$1000

Application Deadline: Late December or early January.

2.2 The University of Winnipeg Awards for Immigrant Students

a. Entrance Bursaries

Inez Sellgren Bursary

This bursary has been established to provide financial assistance to a single parent entering any program of study at The University of Winnipeg on a full-time basis. Selection will be based on financial need with preference given to students whose assessed financial need for government-sponsored student aid programs exceed the maximum financial aid package available from these student aid programs. Recipients of this award will be selected from the bursary assessment done in December by the Awards & Financial Aid Office for the 50 Manitoba Student Aid Program recipients who have the highest levels of financial need.

2006 Value: \$4000

b. Continuing Scholarships

Edith Lindsay Memorial Scholarship

This scholarship is intended to provide support to a female student who has completed First Year (30 credit hours), whose current program of studies includes humanities, and for whom at least seven years have elapsed between previous formal education and the resumption of studies at the University. Financial need will be taken into consideration. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$1000

Application Deadline: August 5 (approximately).

Mature-Status Student Scholarship

This scholarship is awarded to the Mature Status student with the best record of academic achievement after completing three or more courses at the University as a full-time student.

Recipients for this scholarship are determined from an evaluation report obtained from TSC by the Awards & Financial Aid Office.

2006 Value: \$200

Henry Rieff Stewart Memorial Scholarship for Adult Learners in Arts, Science, or Education

This scholarship is awarded on the basis of academic achievement and financial need to a student who has completed First Year (30 credit hours) and for whom at least seven years have elapsed between previous formal education and the resumption of studies at the University. Students apply for this scholarship on The University of Winnipeg Undergraduate Scholarship Application.

2006 Value: \$700

Application Deadline: August 5 (approximately).

UWSA Part-time Student Scholarship

This scholarship is awarded to the student who has the best academic record upon completion of the first 24 credit hours of a degree program and who has completed those courses on a part-time basis. Recipients for this scholarship are determined from an evaluation report obtained from TSC by the Awards & Financial Aid Office.

2006 Value: \$300

c. Continuing Bursaries

Ed Allen Memorial Bursary

This bursary is awarded to a student with satisfactory academic progress who has completed at least 30 credit hours and is majoring in Psychology in any degree program. Preference may be given to a student who is a single parent. Students apply for this bursary on the Special Awards for High Need Students Application. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$3650

Application Deadline: October 1.

Mature-Status Student Bursaries

These bursaries, provided by the Mature Student Centre of the University, are to be awarded to two Mature Status students who have demonstrated financial need and satisfactory academic progress. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$200

Application Deadline: January 31.

Edward McEwan Bursary for Mature Students

This bursary is provided to assist mature students in an undergraduate degree program, who have financial need. Eligibility is restricted to students for whom at least seven years have elapsed between previous formal education and the resumption of studies at the University. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$750

Application Deadline: January 31.

UWSA Margaret Laurence Bursary

This bursary is provided by The University of Winnipeg Students' Association and awarded to a continuing student with demonstrated financial need, has satisfactory academic progress, and who is a single parent. Students identify their eligibility for this bursary by completing The University of Winnipeg Bursary Application Form. Students may pick up the application form from either the Awards & Financial Aid Office or Student Central. The Bursary Application Form is prepared in the fall, and normally is available by the end of October.

2005 Value: \$500

Application Deadline: January 31

2.3 The University of Winnipeg Awards for Rural Students

a. Entrance Scholarships

Walter Leatherdale Entrance Scholarship

This scholarship has been established to cover a full-year's tuition (30 credit hours) and provide allowances for living expenses and book costs for one or more outstanding students from rural Manitoba, preferably from farming communities. The scholarship is renewable for up to three years. Students are nominated for the Leatherdale Scholarship by their high schools. The Major Entrance Scholarship Nomination material is prepared in late fall, and sent to all Manitoba high schools.

2006 Value: \$24,000 over 4 years. Two new scholarships are awarded each year.

Nomination Deadline: April 1 (approx).

Betty Anna Isfeld Entrance Scholarship

This scholarship was established in 2006 in honour of Betty Anna Isfeld. Known throughout the Interlake region, the Isfeld family proudly promotes its Icelandic heritage while valuing academic excellence. This scholarship is awarded annually to a student with the highest average, graduating from one of the three high schools in the Interlake region of Manitoba (Gimli, Riverton, Arborg). Recipient for this scholarship is determined from an evaluation report obtained from TSC by the Awards & Financial Aid Office.

2006 Value: \$2000.

b. Entrance Bursaries

President's Student Access Awards

This bursary is awarded to students entering The University of Winnipeg as full-time students, who show academic promise and financial need, and who are from a group currently under-represented at the University. Recipients must be Canadian citizens or Permanent Residents. Recipients will be selected from nominations made by high school counselors or other appropriate school officials.

2006 Value: \$1000-\$1500

Manitoba Blue Cross Travelers Bursary

One bursary of \$750 is awarded, on the basis of financial need and high overall academic standing in Grade 12, to a student from rural Manitoba who must travel more than 100 kilometers to enter a full-time program of studies at The University of Winnipeg. Student must apply for this bursary on the Entrance Scholarship Application Form. Application forms are prepared in the fall, and sent to all Manitoba high schools.

Value: \$750

Application Deadline: March 1

c. Undergraduate Scholarships

Arvilla Lightly Scholarship

This scholarship is awarded annually to a student from rural Manitoba who has completed First Year (30 credit hours) and is continuing in any year of any undergraduate degree program. Recipients are identified from among the applicants who apply for the James & Lyna McNeill General Proficiency Scholarship on the Undergraduate Scholarship Application.

2006 Value: \$575

Application Deadline: August 5 (approximately)

James E. and Lyna McNeill General Proficiency Scholarship

This scholarship is awarded to a rural student proceeding from First Year to Second Year at the University. Students apply for this scholarship on The University of Winnipeg Undergraduate Scholarship Application.

2006 Value: \$1225

Application Deadline: August 5 (approximately).

d. Continuing Bursaries

Houston Family Bursary

This bursary is awarded to a student with financial need who is from rural Manitoba. Students apply for this bursary on the Special Awards for High Need Students Application. A Special Awards for High Need Students Application is provided in the Undergraduate Scholarship Application package sent to students in early June. Other students may pick up the application form from either the Awards & Financial Aid Office or Student Central.

2006 Value: \$2600

Application Deadline: October 1.

Joe Brain Foundation Inc. Bursary

This bursary is awarded annually to a student with financial need from northern Manitoba (including Creighton, Saskatchewan) who is pursuing a (3-year) B.Sc. or B.Sc. (4-year) degree in Geography. Recipients for this bursary are identified from applicants who complete the regular University of Winnipeg Bursary Application Form.

2006 Value: \$575

Application Deadline: January 31.

2.4 External Awards

Aboriginal Spiritual Care Fund-Health Sciences Center (HSC)

The purpose of this fund is to ensure the continuation & promotion of Spiritual Care Services in institutions for Aboriginal People, through training and education. The funding is provided by Health Sciences Center through The Faculty of Theology. For more information please contact The Faculty of Theology, Dean's Confidential Secretary at (204) 786-9112.

Henry Budd College Bursary

The purpose of this fund is to ensure the continuation and promotion of Spiritual Cares Services in institutions for Aboriginal people through training and education. Aboriginal students and students, who intend to work in Aboriginal communities or with institutions with high Aboriginal populations, are encouraged to apply. For more information please contact The Faculty of Theology, Dean's Confidential Secretary, at (204) 786-9112

Business Council of Manitoba Aboriginal Education Awards

These awards are provided by the Business Council of Manitoba and are assessed and processed through the Awards & Financial Aid Office. The Awards office publicizes the availability of these awards on campus, including lunch hour presentations in the Aboriginal Student Centre. Students submit applications to the Awards & Financial Aid Office, which assesses and ranks them with respect to academic achievement, community involvement, literary ability, and financial need. Internal rankings are then sent to the Business Council, which makes the final selections. In 2006, 72 applications were submitted to Awards & Financial Aid Office; 33 students received these awards.

2006 Value: \$3000 each.

Deadline: mid-February

Great-West Life Access Awards

The Great-West Life awards were established in 2002 to provide financial and other academic and personal supports to a cohort of approximately 15 aboriginal students for up to 5 years. Students are eligible for bursaries of up to \$3000 annually. In addition, Great-West Life is committed to providing work and internship experiences for these students as they advance in their degree programs.

Value: up to \$3000 annually

Wesmen Athletic Scholarship Fund

The University of Winnipeg provides financial assistance to many of its student athletes through the Wesmen Athletic Scholarship Fund. Student Athletes may receive an award up to the value of their full tuition and compulsory fees. For more information on the Wesmen Athletic Scholarship Fund, contact Bill Wedlake, Athletic Director at (204) 786-9419 or b.wedlake@uwinnipeg.ca

3. SERVICES, PROGRAMS AND COMMUNITY INITIATIVES

Aboriginal Student Services Centre (ASSC)

The Aboriginal Student Services Centre was created with the goal of establishing bridges between students' cultural backgrounds and the culture of the university, and between their remote home communities and the home they establish in the city while pursuing their education. The Aboriginal Student Services Centre was created not only to address the issues and the needs of the Aboriginal students on campus but also to develop a stronger link with the Aboriginal community. The Centre offers various support services: individualized assistance in admission and registration; personal one-on-one academic advising (including phone service); personal advising and counseling; orientation for the Transition Year program; campus tours, school visits, career fairs; advocate for students particularly in the areas of sponsorship, appeals as well as liaison with Aboriginal organizations.

Aboriginal Student Council

The University of Winnipeg's Aboriginal Students Council (ASC) is one of the larger student groups on campus. ASC advances the aspirations and interests of Aboriginal students (First Nations, Métis, and Inuit) in their efforts to achieve common goals. It advocates increased accessibility of post-secondary education for Aboriginal Students. The ASC promotes the Aboriginal culture both on-and off-campus conducting many cultural and social events such as potlucks, held the first Wednesday of the month, and monthly "Movie Nights", held every third Friday of the month beginning at 5:30 p.m. in the Aboriginal Student Services Centre.

Centre for Distributed/Distance Learning

Distributed/Distance Learning courses are geared toward those adult learners coming back to school, beginning their studies, and those who live in a rural community. The flexible delivery methods provide learners the opportunity to successfully complete a degree. For a complete listing of courses being offered see <http://ddl.uwinnipeg.ca/>

On-site Child Care Services

Located on the University of Winnipeg campus, the University of Winnipeg Students' Association Daycare offers licensed quality childcare to UW students, faculty/staff and community members (in that order of priority). For more information call (204) 786-9898 or email d.rozos@uwinnipeg.ca

Disability Services

The mission of Disability Services at The University of Winnipeg is to facilitate and promote an accessible learning environment. Disability Services provides academic accommodations and services to students and information to the campus community. For more information email disability@uwinnipeg.ca or call (204) 786-9178.

Distance Learning

The University of Winnipeg's telecourses (televised courses) and online courses offer learning options to help students outside of the Winnipeg area meet their education goals and increase schedule flexibility for on-campus students. Other distance education courses delivered through computer-mediated communication or face-to-face, are offered to rural and northern Manitoba students through Campus Manitoba and Inter-Universities North. For more information, go to <http://ddl.uwinnipeg.ca> or contact Donna Laube at (204) 786-9851 (rural/northern students may call collect) or e-mail cddlinfo@uwinnipeg.ca.

Innovative Learning Centre

The University has drawn a team of leading educators, academic, and administrators together to develop the Innovative Learning Centre with the goal of connecting at-risk students with communities and schools to achieve academic success. The Innovative Learning Centre provides programming for inner city schools, professional development opportunities and educational resources for school teachers and principals. These programs emphasize science, the environment, and traditional indigenous knowledge. The centre is partnering with Winnipeg School Division, Winnipeg Aboriginal Sport Achievement Centre, The Aboriginal Education Directorate, Turtle Lodge Sagkeeng First Nation, Fort Whyte Centre and others to offer a range of educational programs and services including:

- **Programs:** Eco-Kids and Enviro Techs, Environmental summer camp for aboriginal and inner city children, Inner City Model School of Science.
- **Community Employment/Economic Development:** Summer employment opportunities for inner city youth, summer employment opportunities for Aboriginal students at The University of Winnipeg.
- **Professional Development:** Opportunity for The University of Winnipeg Faculty of Education students to gain experience of working with Aboriginal children and youth, workshops on the Aboriginal Perspective to schools and school divisions.
- **Resources:** Richardson College for the Environment.

For more information on the above initiatives, see attached information (Appendix C-4), or contact Kevin Chief, at (204) 789-1482 or kchief@mts.net

ECO KIDS Program

Eco-Kids is an opportunity for Aboriginal and inner city children to learn about the science and environment through experiments, field trips and hands-on activities. The program incorporates the teachings of Aboriginal culture into the school curricula so that science education is more meaningful and relevant to Aboriginal students. The program is a one year program and currently operates in Stratcona and John M. King Schools. Eco-Kids is a free program for children 10-12 years of age and runs Mondays 3:30 -5:30 p.m. from October 16 - December 4 2006 and from January 15 - March 5 2007. In the summer, the program runs Eco-Kids Summer camp.

For more information, see attached information (Appendix C-2), or contact Kevin Chief, at (204) 789-1482 or kchief@mts.net

ENVIRO Techs Program

The Enviro Techs program is designed to provide the environment and the support for at-risk high school age youth to build self-esteem, gain confidence and connect them with their schools to increase graduation rates. The program is developed for youth (age 14-17) with the emphasis on building employability skills as well as programs that may be eligible for academic credit to be put towards a high school diploma.

For more information, see attached information (Appendix C-3), or contact Kevin Chief, at (204) 789-1482 or kchief@mts.net.

Institute for Transformative, Community-Based Service Learning and Literacy

The University of Winnipeg's Global College Institute for Transformative, Community-Based Service Learning and Literacy is in the early stages of being established. Consultations are being conducted with various faculty members, staff and students to explore the possibility of a centre for community-based service learning which will support faculty in the design of courses that have activist/placement components, as well the kind of partnerships and learning experiences the University might co-facilitate with community-based language and literacy programs. For more information about the institute's developments contact Deborah Schnitzer at (204) 786-9281.

The Institute for War Affected Children

The University of Winnipeg's Global College Institute for War Affected Children is a centre for research, community outreach, and professional development activities for pre-service and practicing educators who work with children and youth who have been affected by war. This institute provides a forum for dialogue, critical reflection, and policy praxis aimed at transforming our current educational system to better meet the needs of these learners. For more information about the institute and its initiatives contact Jan Stewart, Director, Faculty of Education at ja.stewart@uwinnipeg.ca

Institute for Women's and Gender Studies

The Institute for Women's and Gender Studies offers students opportunities to work on activist and research, as well as education opportunities with community through their Honours Practicum Course. Students spend 12 weeks volunteering with an organization to learn about the practical application of feminism beyond academia. In addition, the Institute for Women's and Gender Studies has established links with the community Women's /Feminist organizations through the Feminist Speaker Series, which is in its third year. For more information contact Fiona Green, Director, Institute for Women's and Gender Studies at (204) 786-9409 or f.green@uwinnipeg.ca

Mentorship Program-The University of Winnipeg Faculty of Education

The University of Winnipeg Faculty of Education mentorship program is designed to assist inner city students in developing goals and strategies for succeeding in school and to provide practical mentoring experience for the Faculty of Education students. The program offers Education students in their 4th year a practicum placement with the inner city, refugee and immigrant high school youth. Currently, the program operates as a part of four after school community programs:

- **Wii Chiiwaakanak After School Homework Club**-Four aboriginal University students offer mentorship to inner city youth (50 hours/each); 12 students for 12 hours as a mini practicum for the course on At-Risk Youth.
- **Gordon Bell After School Program**-Six University students offer after school and Saturday tutoring and mentorship to students (grade 7 to S4) from war-affected countries.
- **Daniel Macintyre After School Program**-Six University students offer after school English as Additional Language and mentorship to students and parents (recent immigrants).
- **Summer Programs in area schools**- To run after school programs in the J.M King School as a part of the mentorship practicum placement. (in development)
- **TEC. VOC. Later Literacy Program**- Four University students offer after school mentorship to Senior 1 students from the inner city schools who are encountering great difficulty with courses due to lack of literacy.

For more information on the above initiatives contact Alan Wiebe at (204) 789-1462 or a.wiebe@uwinnipeg.ca

Let's Talk Science Program

The Let's Talk Science Program is coordinated by Beata Biernacka (Biology), Vesna Milosevic-Zdjelar (Physics), and Randy Kobes (Physics). The overall aim of this program is to improve scientific literacy of Canadian youth. University of Winnipeg undergraduate students from various science departments volunteer their time to do science workshops, hands-on activities, and presentations for school children. Volunteers make presentations either on-campus (occasionally we have visits from schools) or travel to various schools, mainly inner city. In addition, twice a week (Tuesday and Thursday, from 4-8p.m., from October to June) some of the volunteers assist inner city students with science and math homework in the Wii Chiiwaakanak Learning Centre. For more information about the program contact Beata Biernacka, program coordinator at (204) 786-9726 or b.biernacka@uwinnipeg.ca

Concepts in Science (CSI) Summer Camp

University of Winnipeg Department of Physics Faculty are assisting with organizing the "CSI" summer camp, sponsored through the Social Planning Council of Winnipeg. The program will run summer camps in 3-4 inner city schools, targeted at the elementary school level, with an aim to help children retain what they learned during the school year. The program will provide activities in the areas of math and science, and also arrange a tour of some science labs in the University. The majority of the children are aboriginal or recent immigrants. For more information contact Randy Kobes at (204) 786-9882 or r.kobes@uwinnipeg.ca

Science Related Activities at the Manitoba Children's Museum

University of Winnipeg Department of Physics, Faculty Randy Kobes, Vesna Milosevic, and Beata Biernacka established a program, funded by an NSERC Promo Science grant, for UW students to run science activities each Saturday for 3 hours, at the Manitoba

Children's Museum. This program also provides support for a visit to the Children's Museum by the CSI summer camp kids (about 150 kids). For more information contact Randy Kobes at (204) 786-9882 or r.kobes@uwinnipeg.ca

Math & Science Tutoring Centre

The University of Winnipeg's Math & Science Tutoring Centre provides one-to-one and small group tutoring in Math, Physics, Chemistry, and Statistics.

For more information go to <http://tutoringcentre.uwinnipeg.ca/mstutoring/index.shtml> or contact Andrew Bendor-Samuel, Director of the Math & Science Tutoring Centre at (204) 786-9129.

The Part Time/Mature Student Centre

The Part Time/Mature Student Centre is a quiet place for adult learners to study or relax with peers. For more information call (204) 786-9778 or drop by the UWSA administration office, 0R30 to obtain access to room 0R04 in the Bulman Student Centre.

Prior Learning Assessment Recognition (PLAR)

PLAR is an educational initiative that allows students with extensive experience in a given field to obtain credit for equivalent university - level knowledge and skills gained outside the classroom. PLAR uses valid, rigorous assessment methods and procedures which ensure that learning worthy of credit has taken place. (Appendix C.2)

For more information contact Barb Read, Coordinator of PLAR and Adult Learner Services at (204) 786-9767 or b.read@uwinnipeg.ca

The University of Winnipeg Wesmen

The University of Winnipeg Wesmen mission is to create a positive public image for The University of Winnipeg so that it will be able to attract student's support for its programs and resources. The University of Winnipeg Wesmen runs special events, programs and services for community and inner city youth. Wesmen Summer Sports Camp provides Aboriginal and neighborhood inner city children, boys and girls ages 12-17 years old, with sports activities such as volleyball and basketball (one week of each). The program runs from August 14-18 and August 21-25 from 5:00-7:00 p.m. at The University of Winnipeg Duckworth Centre. In addition, the Wesmen runs an Aboriginal Summer Camp.

For a full list of Community Events and information on WESMEN strategic planning see (Appendix C-5). For information on Summer Programs contact Christine Boyes at (204) 789-1431 or clcc@uwinnipeg.ca

Wii Chiiwaakanak Learning Center

The University of Winnipeg's Wii Chiiwaakanak Learning Centre provides Aboriginal and inner-city students and community members with access to computers, programming and other resources. Free community programs include: Homework Club, Elders Teaching Circles, Computer Basics and Computer Workshops.

- **Homework Club** -Tuesday to Friday 4-8p.m, Saturday 1-4pm. Mentorship and help with homework provided by The University of Winnipeg and Collegiate Students.
- **Elders Teaching Circles** - The program is offered continuously throughout the year on Tuesday 6-8p.m. The program has grown to 28 members and is planning to run a women's circle.
- **Computer Workshops** - Basic computer training offered in partnership with Anokiiwin Training Institute.
- **Chess Club**- Saturday 1-3p.m. with the Manitoba Chess Association and Junior Chess Club.
- **Bridges to Employment** - is a community free literacy employment program offered by the Employment Projects of Winnipeg. The program facilitated two intakes of 4 weeks each out of the Wii Chiiwaakanak Learning Centre. For more information about the program contact Annabel Schott, Director at 975-5021 or ascott@epw.ca

For more information contact Christine Boyes at (204) 789-1431 or clcc@uwinnipeg.ca

University of Winnipeg Collegiate Concurrent Status

University of Winnipeg Collegiate Concurrent Status allows those high school students who need a few more high school credits to meet the prerequisites for certain university courses. Those students who need to complete three or fewer high school credits to meet the Regular Status Admission may apply for concurrent status. They will be considered for a limited university program while completing their high school studies at The University of Winnipeg Collegiate. Concurrent status is granted for Fall, Winter and Spring terms. For more information and requirement please visit <http://www.uwinnipeg.ca/index/collegiate-index> or contact (204) 786-9221.

University Preparatory Program

The University Preparatory Program, offered through The Division of Continuing Education in the early 1990's, was a program funded by Human Resources Development Canada to prepare qualified immigrant students on Employment Insurance for university studies at The University of Winnipeg. In order to qualify for the program, students required a CANTest score of 3.5 and appropriate academic requirements (minimum high school or equivalent). The four month, full-time program included a study skills and academic English preparation, a course on multicultural issues, as well as various tutorials. For more information contact Elizabeth Challis at (204) 786-9057.

Urban and Inner City Studies

It is the direct intent of the program to draw inner-city students into the U of W via the UIC Studies program, in large part by doing outreach with community-based organizations in the inner city, making them aware of the UIC Studies program. The program will be fully offered effective the 2007-2008 Academic Year. The program will offer a three credit hour course, Introduction to Urban and Inner City Studies, at Dufferin School in the fall, and another three credit hour course, Women and the Inner City, at the North End Women's Centre on Selkirk Avenue in the winter session.

III. INSTITUTIONAL PARTNERSHIPS

1. PARTNERSHIPS WITH INNER CITY ORGANIZATIONS

Career Trek

Career Trek is a not-for-profit organization that provides innovative educational programming for young people with perceived barriers to entering post-secondary education. Operating at The University of Winnipeg, the University of Manitoba, and Red River College, the program is designed to educate students and their families about the importance of staying in school, aspiring to a post-secondary education and career options. Grade 5 and 6 participants spend five Saturdays at each campus exploring various departments, programs or faculties through hands-on, educational, age-appropriate activities. Launched in the fall of 1996, Career Trek has given this opportunity to over 2750 young people. For more information visit <http://xnet.rrc.mb.ca/careertrek/> or contact Dawn Sutherland in The University of Winnipeg Faculty of Education.

Centre for Forest Interdisciplinary Research (C-FIR)

Dr. Ed Cloutis has established an "outdoor classroom" at Laura Secord School in the Wolsely neighborhood that is designed to give children in the school (grades K-12) a facility to learn about urban forestry and sustainable forest management in an outdoor setting. This program was established in 2003 and is still operational. For more information contact Ed Cloutis, Director, Centre for Forest Interdisciplinary Research (C-FIR) at (204) 786-9386 or e.cloutis@uwinnipeg.ca

Eastman Education Centre (Steinbach)

University of Winnipeg is expanding its programs beyond the city limits to enable prospect students from rural Manitoba the opportunity to take university-level courses in person, without traveling to Winnipeg. Academic writing, Mennonite history, and War and Peace in the Middle East will be the first three University of Winnipeg courses offered at Eastman Education Centre, located in Steinbach beginning in January 2007. In addition, Science courses and an introductory course in Geography will be also offered beginning in January 2007.

EDS Canada

EDS Canada is a leading global technology services company delivering business solutions to its clients. EDS delivers a broad portfolio of information technology and business process outsourcing services to clients in the manufacturing, financial services, healthcare, communications, energy, transportation, consumer and retail industries, as well as to governments around the world. For more information visit www.eds.com.

Emerge Knowledge Design Inc.

Emerge delivers *The Youth Work Experience Initiative* as a special project to create opportunities for youth to contribute their knowledge, skills, and talents as well as develop their capacity, through work experience. The program is designed to increase their success in gaining and maintaining employment and/or pursuit of education. Sixteen dynamic individuals, including seven Aboriginal youth and nine new Canadians, have participated in this program since November 2005. For more information contact

staff at Emerge Knowledge Design Inc, 305-250 McDermot Ave, Winnipeg, Mb, R3B 0S5 at (204) 772-7239 or inquiries@emergeknowledge.com

International Centre of Winnipeg

University of Winnipeg Division of Continuing Education participates in a program called Tap-In through the International Centre of Winnipeg. Through Tap-In clients of the International Centre have access to a large variety of courses through DCE, especially in Professional Studies, IT and International Languages. The International Centre provides services for newcomers (independent immigrants, provincial nominee clients, and family class), assisting them with their settlement in Winnipeg. For more information about the Tap-In initiative contact Kathy Block, Division of Continuing Education at (204) 982-1160.

Selkirk Park and Elwick housing development

Adult Learning Center is being proposed for the Lord Selkirk park and Elwick housing development (Jim Silver is involved) in the near future; faculty of Physics may get involved with this through supplying volunteers (students or faculty) to help with math and science tutoring. For more information contact Randy Kobes at (204) 786-9882

Model Forest Inc

A Model Forest is a non-profit organization, comprised of environmentalists, industry, all levels of government, local communities, economic development groups, unions, universities, aboriginal organizations and First Nations Communities to provide a unique forum, share knowledge, combine their expertise and resources to develop innovative, region-specific approaches to sustainable forest management. A model forest acts as a giant, hands-on laboratory where innovative ideas are researched, developed, applied in practice, and monitored for their long term effect on forest ecosystems. Faculty from the Department of Environmental Studies and the Centre for Forest Interdisciplinary Research (C-FIR) are involved. For more information contact Ed Cloutis, Director, Centre for Forest Interdisciplinary Research (C-FIR) at (204) 786-9386 or e.cloutis@uwinnipeg.ca

North End Women's Center

The University of Winnipeg Urban and Inner city Studies program will offer a 3 credit hour course, Women and the Inner City, in the fall of 2007-2008 Academic Year, at the North End Women's Centre.

Patal and White Buffalo Spiritual Society

Patal Vocational Preparation Schools Ltd. was registered in 1986 under the Private Vocational Schools Act. Patal is a small school that can quickly meet the needs of students, employers and community. Patal Vocational Preparation Schools Ltd. in partnership with White Buffalo Spiritual Society offers training on reserves and communities outside of Winnipeg, (as far north as Churchill Manitoba). Since large portion of their students come from Aboriginal ancestry, life skills training in a culturally appropriate setting is a large part of both Patal and White Buffalo. For more information please visit <http://www.patalvocational.mb.ca/> or contact Patal Vocational Preparation Schools Ltd. & White Buffalo Spiritual Society on 264 Portage Avenue, Winnipeg, Mb, R3C 0B6 at (204) 944-8202 or patal2@patalvocational.mb.ca

Winnipeg Adult Education Center

Winnipeg Adult Education Center offers high school credit courses, Senior 4 (grade 12) credit courses including preparatory college and university entrance courses. The program runs two semesters from September to January and February to June. For further information about the program visit www.wsd1.org/waec/ or contact Winnipeg Adult Education Centre, 310 Vaughan Street, Winnipeg, Mb, R3T 2N8 at (204) 947-1674.

2. PARTNERSHIPS WITH ABORIGINAL ORGANIZATIONS

Anokiiwin Training Institute

The University of Winnipeg's Wii Chiiwaakanak Learning Centre in partnership with Anokiiwin Training Institute and EDS Canada provides basic computer training to Aboriginal and inner-city community members to equip them with computer literacy skills in order to achieve success in the workforce. For more information about the basic computer training program contact coordinator Christine Boyes at (204) 789-1431 or c.boyes@uwinnipeg.ca

Aboriginal Education Directorate

Provides leadership and coordination for departmental initiatives in Aboriginal education and training. This includes (1) ensuring an integrated approach to Aboriginal education and training; (2) promoting the removal of systematic barriers for Aboriginal students' success in education and training; and (3) participating in and ensuring linkages with inter-sectoral initiatives related to Aboriginal education and training. 510 Selkirk Avenue, Winnipeg, MB R2W 2M7, Phone: (204) 945-7886

Aboriginal Languages of Manitoba Association, Inc

Promotes retention of Manitoba's Aboriginal languages (Cree, Dene, Dakota, Michif, Inuktitut, Oji-Cree (Island Lake dialect), Ojibwe/Saulteaux), 119 Sutherland Avenue, Winnipeg, MB R2W 3C9, Phone: (204) 989-6392

Aboriginal Services - Red River College

Aboriginal services offered at RRC include community support and several Aboriginal Education and ACCESS model programs. For information about the programs visit <http://www.rrc.mb.ca/aboriginalservices/>

Adolescent Parent Centre (A.P.C.)

136 Cecil Street, Winnipeg, MB R3E 2Y9
Phone: (204) 775-5440

Anishinaabe Oway-Ishi

Offers a training program for Aboriginal youth using work placements and high school credit courses and is partnered with The University of Winnipeg Collegiate. For more information contact Anishinaabe Oway-Ishi, Room 317-181 Higgins Avenue, Winnipeg, MB R3B 3G1, Phone: (204) 957-7930

Centre for Aboriginal Resource Development, Inc (CAHRD)

A non-profit, registered charitable organization that provides quality education, training and employment services to the Aboriginal (Status, Non-status, Métis and Inuit) people of Winnipeg. For more information contact CAHRD, 181 Higgins Avenue, Winnipeg, MB R3B 3G1, Phone: (204) 989-7110

EAGLE Urban Transition Centre

Eagle Urban Transition Centre is a province-wide First Nation/Aboriginal service delivery agency that advances the principles of healthy independent living by providing leadership and resources to First Nation/Aboriginal people that have relocated or, are residents of the City of Winnipeg. For more information contact EAGLE Urban Transition Centre, 501-286 Smith Street, Winnipeg, MB R3C 1K4, Phone: (204) 954-3050

First Nations Disability Association of Manitoba Inc

First Nations Disability Association of Manitoba Inc. Provides peer-support, advocacy and referral services to First Nations (Treaty and Status) persons living with visible and invisible disabilities within the Province of Manitoba. For more information contact First Nations Disability Association of Manitoba Inc., 305B - 260 St Mary Avenue, Winnipeg, MB R3C 0M6, Phone: (204) 953-0310

Ka Ni Kanichihk, Inc

A registered, non-profit, community-based Aboriginal human resource services organization. Provides a comprehensive range of culturally appropriate programs and services to meet the needs of Winnipeg's rapidly expanding Aboriginal community. For more information contact Ka Ni Kanichihk, Inc., 4th Floor - 245 McDermot Avenue, Winnipeg, MB R3B 0S6, Phone: (204) 953-5820

Louis Riel Institute

Louis Riel Institute plays an important role in working to improve the quality of life for the Métis people in Manitoba. The goals of the LRI are to promote the renewal and development of Métis culture through research, material development and dissemination of cultural material, to design, develop and deliver quality of educational and cultural programs and services that are uniquely suited to the aspirations of the Métis people. For more information contact, Floor 3 -150 Henry Avenue, Winnipeg, MB R3B 0J7, Phone: (204) 984-9480

Ma Mawi Wi Chi Itata Centre, Inc

94 McGregor Street, Winnipeg, MB
R2W 4V5
Phone: (204) 925-0300

318 Anderson Avenue, Winnipeg, MB
R2W 1E5
Phone: (204) 925-0349

2nd Floor – 743 Ellice Avenue,
Winnipeg, MB R3G 0B5
Phone: (204) 925-0308

Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC)

309 Balmoral Street, Winnipeg, MB

Phone: (204) 945-7330

Manitoba First Nation Education Resource Centre

1214 Fife Street, Winnipeg, MB R2X 2N6

Phone: (204) 940-7055

Provides specialist service delivery to First Nation schools.

Manitoba Indian Cultural Education Centre

119 Sutherland Avenue, Winnipeg, MB R2W 3C9

Phone: (204) 942-0228

Neeginan Institute of Applied Technology

Neeginan is the education and training division of the Centre for Aboriginal Human Resource Development (CAHRD). The centre offers education, training, and employment programs for urban Aboriginal people including career planning, job search skills, resume and interview workshops and job listing services. University of Winnipeg, Division of Continuing Education in partnership with Neeginan offered Educational Assistant Program several times in the past. This year the program at Neeginan includes specialized courses in communication augmentation, courses in language acquisition and development, developing reading and writing skills, sign language and Braille, in addition to the regular EADP courses. For more information contact Kathy Block, Division of Continuing education at (204) 982-1160.

Nidinawe

Nidinawe offers transition programs for Aboriginal youth under 18 years of age, wishing to venture into training or academic programs. A large component of their program is the inclusion of general life skills and on-going one-on-one support. For more information contact Nidinawe at (204) 586-2588.

Partners for Careers

510 Selkirk Avenue, Winnipeg, MB R2W 2M7

Phone: (204) 945-0447

Pemmican Publications

150 Henry Avenue, Winnipeg, MB R3B 0J7

Phone: (204) 589-6346

Southern Chiefs Organization Inc.

Head Office:

1090 Dakota Drive, Dakota Tipi First
Nation, MB R1N 3B0

Phone: (204) 857-9715

Winnipeg Office:

200 – 286 Smith Street, Winnipeg, MB
R3C 1K4

Phone: (204) 946-1869

Tribal Wi-Chi-Way-Win Capital Corporation (TWCC)

203 – 400 St Mary Avenue, Winnipeg, MB R3C 4K5

Phone: (204) 943-0888

Urban Circle Training Centre, Inc

Utilizing the philosophy of the Medicine Wheel, Urban Circle is a non-profit community-based Adult Learning Centre whose objective is to provide Aboriginal people with specific training targeted to job-market demands. Urban Circle training center offers academic upgrading for a Mature Grade 12 Diploma, career and course counselling, life skills, study skills, writing skills and financial management. It also offers job preparation skills, a 6 week work placement and employment at the end of the program. For more information contact The Urban Circle, 519 Selkirk Avenue, Winnipeg, MB R2W 2M6 Phone: (204) 589-4433.

WAH-SA Gallery

302 Fort Street, Winnipeg, MB R3C 1E5

Phone: (204) 942-5121

Winnipeg Aboriginal Sports Achievement Center (WASAC)

Winnipeg Aboriginal Sport Achievement Centre works to promote the benefits of participation in sport, recreation, education and cultural activities. WASAC offers year round programming in these four areas to assist and encourage Winnipeg's Aboriginal children and youth to reach their full potential. WASAC implements the following initiatives free of charge: Learn to Swim, Mother Earth Tales and Trails, Outdoor Adventures, Bend it Like Beckham Soccer Program, SMART (Student Mentorship Aboriginal Role Model Tutorship), WASAC Summer Kids Camp, Achieve Youth Program, Mentorship at Lunch "MUNCH"

WASAC works with 3 school divisions and over 70 schools to provide programming to over 1,500 Aboriginal children and youth in the city of Winnipeg. In addition WASAC employs over 60 Aboriginal youth to run the programs. For more information visit www.wasra.ca or contact Kevin Chief at (204) 789-1482 or kchief@mts.net.

Yellowquill College

Manitoba's first Indian-controlled post-secondary institute. Some of the programs offered are: First Nation Governance, Literacy Program, Administrative Assistant Program, Aboriginal Business Certificate Program, Mature Grade 12. 340 Assiniboine Avenue, Winnipeg, MB R3C 0Y1, Phone: (204) 953-2800

IV. OPPORTUNITIES FOR FUTURE PARTNERSHIPS:

1. POSSIBLE PARTNERS

CUB program model: The University of Winnipeg could expand the model to a number of community partnerships to set up specialized programming:

- a. Work with Daniel Macintyre High School to identify students that would benefit from this program.
- b. Work with Urban Aboriginal Program
- c. Incorporate a separate language program for parents through DCE to introduce writing component for those who do not possess fluency in English.
- d. Focus on a system of advising to include specialized advisors (i.e. Aboriginal) in order to increase retention rates.

Issues at Risk Youth Course: The University of Winnipeg could create an opportunity for 240 Faculty of Education student teachers in their 3rd year to work with children on literacy in Winnipeg School Division

Royal Council of Gifted and Talented Children: Offer mentors from the Education department to provide mentorship to students 8-10 years old, utilize facilities at Wii Chiwaakanak Center.

Southeast Collegiate: The University of Winnipeg could establish a presence at the Southeast Collegiate as a strategy for recruitment into the University.

Yellowquill College: The University of Winnipeg should establish a connection between their governance program and The University of Winnipeg Aboriginal Governance Program.

Manitoba Indian Education Association: The University of Winnipeg should explore opportunities for partnerships.

Island Lake Tribal Council: The University of Winnipeg should explore opportunities for partnerships.

2. LIST OF INNER CITY COMMUNITY AGENCIES FOR CONSIDERATION

Adult Learning and Literacy - Manitoba Education, Training and Youth

Adult Learning and Literacy (ALL) provides grants to adult learning centers and part-time community-based literacy programs and ongoing support in the development and delivery of adult focused programming. For more information visit <http://www.edu.gov.mb.ca/aet/all/>

Edutech Training Centres

As the only non-profit, registered vocational school in Manitoba, this centre provides automated office and business skills training and work experience to adults to allow them to successfully compete in the clerical labour market. Programs include the Administrative Assistance Diploma and the Microsoft Office Professional/ACCPAC certificate. 609 Erin Street, Winnipeg, Manitoba R3G 2W1, Phone: (204) 786-6701, Fax: (204) 774-4027

Employment Projects of Winnipeg

This service for Canadian-born and immigrant job seekers offers pre-employment and vocational counseling for those entering, re-entering or changing careers within the workforce. For more information on the Employment Projects of Winnipeg visit www.epwinc.mb.ca, 990-167 Lombard Avenue, Winnipeg, Manitoba R3B 0V3, Phone: (204) 949-5300, Fax: (204) 944-9918 or Email: epw@epwinc.mb.ca

Services include: accessing the hidden job market, career/skill development, education and training information and referrals, employer advocacy, direct client marketing, information and referral service, job search preparation, résumé and cover letter writing, job maintenance, labour market information, self-awareness and career exploration and vocational planning. An HRDC job kiosk/job board, multi-lingual staff, a fully equipped computer lab with Internet access and a resource library are also available.

In addition, the agency sponsors the following projects that provide specialized services sensitive to the needs and requirements of Canadian and Immigrant Clients: Immigrant Women's Employment Counselling Services (IWECS), Women's Employment Counselling Service (WECS), New Options for Immigrants, Refugees and New Canadians (NO), Prior Learning and Assessment Recognition (PLAR) available for all clients and Bridges to Employment.

Journey's Adult Education Centre

The Journey's Adult Education Centre offers a literacy program, academic upgrading and GED preparation for adults 18 years and up through individualized programming. For more information contact Journey's Adult Education Centre, 315 McGee Street, Winnipeg, MB R3G 1M7 at (204) 987-2646, Fax: (204) 779-9671 or E-mail: journeys@journeys.mb.ca Web site: www.journeys.mb.ca

Social Skills Re-entry Program

The Social Skills Re-Entry Program is open to individuals ages 18 and up and provides assistance with résumé and job search skills, employer contacts, as well as other programs. For more information contact Social Skills Re-entry Program, 201-583 Ellice Avenue, Winnipeg, MB R3B 1Z7, Phone: (204) 774-1749, Fax: (204) 774-1740
E-mail: dan888@escape.ca

Taking Charge!

Provides services to help single parents on social assistance become self-sufficient. Those eligible for participation are single parents in receipt of, or eligible for, social assistance. On-site services include: career and vocational counselling, Taking Care! Child and parent development centre, computer lab-classes and tutorials, personal development workshops, peer support, Clothes Closet and job search support. Literacy/Academic Upgrading - Participants can access General Educational development (GED), basic literacy, high school credits or English as a Second Language (ESL) on-site or off-site. Customized Training - If training is unavailable in a chosen skill area, participants can pursue training specific to their needs. For more information contact Taking Charge! Inc., 319 Elgin Ave, Winnipeg, MB R3A 0K4, Phone: (204) 925-1100, Fax: (204) 925-1105 or visit their website at www.takingchareg.org

Centre for Education and Work

The CEW is focused on the development of prior learning assessment and recognition systems, while promoting the development of adult learner friendly practices in post-secondary education. The CEW coordinates projects in collaboration with workplaces, educational institutions, adult learning centers, and other partners to meet these goals. Learn more about what they do through their web site at <http://www.cewca.org/>

College Preparation for Aboriginal Students

A specialty high school level upgrading course designed to meet the needs of Aboriginal students, and prepares students for further training at Red River College. College Prep has two entry dates per year and takes anywhere from five to ten months to complete depending on grade level upon entry of the program. For more information visit <http://me.rrc.mb.ca/Catalogue/Default.asp?Link=ProgramFrame.asp?ProgCode=U6>

Education Programs - Centre for Aboriginal Human Resource Development Inc.

CAHRD's Aboriginal Community Campus offers accredited high school courses to upgrade or complete your high school diploma. The centre also has training in everything from basic literacy, reading and comprehension skills to post secondary training and university preparation. For more information visit http://www.cahrd.org/programs_education.html

Employment Solutions for Immigrant Youth

Employment Solutions for Immigrant Youth provides individual assessment and guidance that assist participants in making appropriate career choices. The program also provides linkages with community resources for additional learning and employment opportunities. During a 4 to 6 week classroom session, participants receive instruction in all aspects of job search activity and develop the skills required to access the job market. The program works to improve participant communication skills, develop positive

assertive behaviors for the work place and provide exposure to workplace culture through supervised work experience.

For more information visit <http://www.gov.mb.ca/fs/bird/PreEmploy/index.html> or contact Fatima Soares at (204) 944-8833.

Horizons Learning Centres

Offers a supportive learning environment where adults can get their high school accreditation at no cost. Horizons is affiliated with Winnipeg Technical College and has three locations in Winnipeg. For more information visit <http://www.mts.net/~halc/>

Manitoba Interfaith's Welcome Place

Provides services to welcome and settle refugee newcomers to Winnipeg. United Way supports the volunteer program, which has three components: Friendship Partners, who are volunteers helping newcomers learn more about Winnipeg while practicing their language skills; Settlement Assistants, newcomers who help the recently arrived access services; and Health Advocates, medical students who provide services for newly-arrived refugees at regularly-scheduled clinics. For more information visit www.miiic.ca

McLeod Adult Learning Centre - River East School Division

This adult learning centre offers students free upgrading, high school completion, or a Mature Student Diploma with the option of classroom or self-paced study. Both out-of-area students and students from the surrounding community are welcome. The Centre offers an ESL course as well. Registration is on a first-come basis. For more information visit <http://www.retsd-conted.com/view/RETSD/mcleod.cfm>

V. THE UNIVERSITY OF WINNIPEG TRANSITION PROGRAMS:

CUB Program Colleges University Bound Program

Established in 1993, the College and University Bound program is a unique partnership of the Seven Oaks School Division, Red River College and The University of Winnipeg for the purpose of helping students develop awareness, skills and attitudes that will allow them to enter and graduate successfully from college or university. The program is unique because it identifies students in the middle school years and supports and encourages them through the completion of their post-secondary education. The program's vision is to help students, who otherwise may not consider post-secondary education as an option after high school graduation even though they have the academic potential to do so.

For more information contact David Ansah, Program Coordinator at (204) 631-5849 ext.3265 or david.ansah@7oaks.org or Kirk Dowson, University of Winnipeg Advisor at (204) 786-9972 or k.dowson@uwinnipeg.ca

Transition Year Program

The Transition Year Program is designed to help many new students build the academic and personal coping skills that will foster post-secondary success. TYP students will take a "core" Academic Writing class together, where various academic and interpersonal skills would be developed. CAMPUS TYP students would then be able to choose their courses from a selection of 16 courses that have been pre-selected. Students will also be "clustered" in smaller groups of five to six people in these various classes. TYP students are also set up with a Mentor, who meets with them on a weekly basis to make sure that their needs and concerns are addressed. Tutors are also available to TYP students to enhance academic success. For more information on the Transition Year Program, contact Ingrid Krenn, Transition Year Program Coordinator in the Aboriginal Student Services Centre at (204) 786-9983.

APPENDIX A

COURSE DESCRIPTIONS

a) Course descriptions as referenced

Multidisciplinary Course: Concepts in Science

Beata Biernacka and Vesna Milosevic-Zdjelar have designed and instructed the general science course *Concepts in Science*. It began four years ago as an experimental course for students from the Winnipeg Education Center (WEC). The students are working toward a Bachelor of Education degree (elementary and middle years) and take Concepts in Science to fulfill their science requirement. Most students in the course reside in our inner city and a lot represent aboriginal and refugee/immigrant populations.

Introduction to Programming Course ACS-1805/3

This course is designed to provide students who were not exposed to computing in high school an opportunity to enter the program. The course will be offered for the first time in Fall 2007.

Practicum in Literature, Literacy and Language 17.3120/6

The course was initiated in 2002 in a half course version and ran again in 2004 as a full course. It is being taught as a full course in the 2006-07 academic year. This Practicum allows students to initiate and complete a volunteer work placement with Manitoban organizations, programs, projects and creative cultures that support literature, literacy and language development. Students commit at least two hours per week to the placement site. For more information ccontact Deborah Schnitzer, Department of English at (204) 786-9281 or debbieschnitzer@mts.net

Teaching War Affected Children course 15. 5001/3

Course participants have the option to complete a practicum placement through the Faculty of Education mentoring program. The students are placed to work with children affected by war in an existing community-based after school program. Current placements include: Needs Centre, International Centre, One elementary school, two high schools, and an adult learning centre.

The Making of Peace and War in Literature course 17.3180/6

Specific components of this course include a practicum placement within an existing community-based project focused on social justice and activism, involving adult and family literacy, peace work, environmental issues, and Aboriginal, immigrant and refugee rights. Students commit at least two hours per week to placement sites which include: Amnesty International, Art City, Council of Canadians (Winnipeg Chapter), Frontier College, Immigration and Refugee Community of Manitoba, Knox United Church, MCC, Manitoba-Cuba Solidarity Network, Needs Centre for War-Affected Families, Project Peacemakers, United Nations Women's Fund, Welcome Place, The Aboriginal Community Campus, The Holocaust Museum and The Manitoba Council for International Cooperation.

b) Recent Initiatives

Indigenous Science

A degree proposal has been drafted entitled, "Indigenous Knowledge, Science and the Environment". This degree would primarily be focused on environmental studies, an area of interest and relevance to the aboriginal community. The program is proposed initially as a three-year degree which could be implemented as a Thematic Major, but would perhaps ultimately be integrated with the offerings in the Environmental Studies program.

University College of the North

The University of Winnipeg has proposed collaboration with the University College of the North. This partnership will attract aboriginal students from the north to The University of Winnipeg campus.

Adjunct English as an Additional Language (EAL) Course

The department of administrative studies proposed an initiative for providing additional academic and language support for students with English as an Additional Language (EAL) in degree-credit programs. More specifically, to develop a credit –bearing adjunct EAL course to be offered in conjunction with *Introduction to Business I* (Administrative Studies), under the auspices of Arts and Science, and developed and delivered by the Languages Area of Division of Continuing Education.

APPENDIX B

ABORIGINAL EDUCATION AUTHORITIES AND SPONSORING AGENCIES

AHTAHKAKOOP CREE NATION

Ahtahkakoop Adult Education
PO Box 190, Shell Lake, SK S0J 2G0
Phone: (306) 468-2100
Toll Free: 1-800-268-6222

AMOS OKEMOW MEMORIAL EDUCATION AUTHORITY

PO Box 103, God's River, MB R0B 0N0
Phone: (204) 366-2312
Toll Free: 1-866-896-4255

APT N

339 Portage Avenue, Winnipeg, MB R3B 2C3
Phone: (204) 947-9331

BEREN LANDS FIRST NATION

PO Box 40, Brochet, MB R0B 0B0
Phone: (204) 323-2275

BERENS RIVER FIRST NATION EDUCATION AUTHORITY

Winnipeg Sub Office
2nd Floor 1271 Sargent Avenue, Winnipeg,
MB R3E 0G3
Phone: (204) 982-0690

General Delivery, Berens River, MB
R0B 0A0
Phone: (204) 382-2161

BIG GRASSY RIVER EDUCATION AUTHORITY

Box 453, Morson, ON P0W 1J0
Phone: (807) 488-5916

BIGSTONE CREE NATION EDUCATION AUTHORITY

P.O. Box 870, Wabasca, Alberta T0G 2K0

BIRDTAIL SIOUX EDUCATION AUTHORITY

PO Box 40, Beulah, MB R0M 0B0
Phone: (204) 568-4760

BROKENHEAD OJIBWAY NATION

Scanterbury, MB R0E 1W0
Phone: (204) 766-2636

BUFFALO POINT FIRST NATION

PO Box 1037, Buffalo Point, MB R0A 2W0
Phone: (204) 437-2133

CANUPAWAKPA FIRST NATION

PO Box 146, Pipestone, MB R0M 1T0
Phone: (204) 854-2959

CHEMAWAWIN EDUCATION AUTHORITY

Box 174, Easterville, MB R0C 0V0
Phone: (204) 329-2108

COWESSESS FIRST NATION

Box 40, Cowessess, SK S0G 5L0
Phone: (306) 696-3418

CROSS LAKE EDUCATION AUTHORITY

PO Box 370, Cross Lake, MB R0B 0J0
Phone: (204) 676-2917

Sub-Office

822-240 Graham Avenue, Winnipeg, MB
R3C 0J7
Phone: (204) 944-0802

DAKOTA OJIBWAY TRIBAL COUNCIL

702 Douglas Street, Brandon, MB R7A 7B2
Phone: (204) 726-5966

DAKOTA PLAINS FIRST NATION

Box 1246, Portage la Prairie, MB R1N 3B2
Phone: (204) 252-2300

DAKOTA TIPI FIRST NATION

2020 Dakota Drive, Dakota Tipi, MB
R1N 3X6
Phone: (204) 857-9855

DAUPHIN RIVER FIRST NATION

PO Box 140, Gypsumville, MB R0C 1J0
Phone: (204) 659-5268

EABAMETOONG FIRST NATION

Suite 202 – 235 N. Syndicate Avenue,
Thunder Bay, Ontario P7C 3V6
Phone: (807) 623-5943

**EBB & FLOW FIRST NATION
EDUCATION AUTHORITY**

General Delivery, Ebb & Flow, MB R0L 0R0
Phone: (204) 448-2438

**FINANCIAL ASSISTANCE FOR
NUAVUT STUDENTS (FANS)**

Department of Education
Box 390, Arviat, NU X0C 0E0
Phone: (877) 860-0680

FISHER RIVER STUDENT SERVICES

PO Box 368, Koostatak, MB R0C 1S0
Phone: (204) 645-2788

FORT NELSON FIRST NATION

RR#1 Mile 295 Alaska Highway, Fort Nelson,
BC V0C 1R0
Phone: (250) 774-7257

FOX LAKE CREE NATION

PO Box 369, Gillam, MB R0B 0LO
Phone: (204) 486-2463

FRONTIER SCHOOL DIVISON

1402 Notre Dame Avenue, Winnipeg, MB
R3E 3G5
Phone: (204) 775-9741

**FORT HOPE INDIAN RESERVATION
#64**

Fort Hope, ON P0T 1L0

Thunder Bay Branch Office

202 –135 Syndicate Avenue N, Thunder Bay,
ON P7C 3V6
Phone: (807) 623-5943

GAMBLER FIRST NATION

PO Box 250, Biscarath, MB R3J 0G0
Phone: (204) 532-2464

**GARDEN HILL EDUCATION
AUTHORITY**

453 – 331 Smith Street, Winnipeg, MB
R3J 3T7
Phone: (204) 772-8409
Toll Free: 1-888-654-8144 (Garden Hill)

**GOD'S LAKE NARROWS FIRST
NATION SCHOOL BOARD**

General Delivery, God's Lake Narrows, MB
R0B 0M0
Phone: (204) 335-2499

Sub-Office

503 -294 Portage Avenue, Winnipeg, MB
R0C 0B9
Phone: (204) 989-5385

GRAND RAPIDS FIRST NATION

Box 500, Grand Rapids, MB R0C 1E0
Phone: (204) 639-2485

**HISHKOONIKUN EDUCATION
AUTHORITY**

430 Riverside Road, PO Box 227,
Kashechewan, On P0L 1S0
Phone: (705) 275-1029

**HOLLOW WATER SCHOOL
COMMITTEE**

General Delivery, Wanipigow, MB R0E 2E0
Phone: (204) 363-7278

**INTERLAKE RESERVES TRIBAL
COUNCIL, INC**

General Delivery, Fairford, MB R0C 0X0
Phone: (204) 659-4465

Winnipeg Sub Office

500 - 286 Smith Street, Winnipeg, MB
R3C 1K4
Phone: (204) 956-7413

**ISKATCHWIZAAGEGAN NO. 39
INDEPENDENT FIRST NATION**

Kejick Post Office, Shoal Lake, ON P0X 1E0
Phone: (807) 733-2565

ISLAND LAKE TRIBAL COUNCIL

4th Floor -338 Broadway Avenue, Winnipeg,
MB R3C 0T2
Phone: (204) 943-3300

**KEESECKEEWENIN EDUCATION
AUTHORITY**

PO Box 250, Elphinstone, MB R0J 0N0
Phone: (204) 625-2028

KEEWATIN TRIBAL COUNCIL

Sub Office

319-260 St Mary Avenue, Winnipeg, MB
R3C 0M6
Phone: (204) 949-4016

102 - 83 Churchill Drive, Thompson, MB
R8N 0L6
Phone: (204) 677-2341

KINISTIN SAULTEAUX NATION

Box 2590, Tisdale, SK S0E 1T0
Phone: 1-866-272-8188

**KINONJEOSHTEGON FIRST
NATION**

Box 359, Hodgson, MB R0C 1N0
Phone: (204) 394-2429

LAC LA CROIX FIRST NATION

Neguaquon Lake I.R. 25D, PO Box 640, Fort
Frances, ON P9A 3M9
Phone: (807) 485-2413

**LAKE MANITOBA FIRST NATION
EDUCATION AUTHORITY**

PO Box 300, Vogar, MB R0C 3C0
Phone: (204) 768-2728

**LITTLE BLACK RIVER FIRST
NATION**

General Delivery, O'Hanley, MB R0E 1K0
Phone: (204) 367-8298

LONG PLAIN FIRST NATION

Post Secondary Department
Box 430, Portage La Prairie, MB
Phone: (204) 239-7149
Phone: 1-866-239-6240

**MANITOBA FIRST NATIONS
EDUCATION RESOURCE CENTRE,
INC**

1151 Sherwin Road, Winnipeg, MB R3H 0V1
Phone: 1-877-247-7020

**MIEA (MANITOBA INDIAN
EDUCATION ASSOCIATION INC)**

305-352 Donald Street, Winnipeg, MB
R3B 2H8
Phone: (204) 947-0421

MANITOBA METIS FEDERATION

Interlake

PO Box 160, St. Laurent, MB R0C 2S0
Phone: (204) 646-4091

Winnipeg

410 McGregor Street, Winnipeg, MB R2W
4X5 Phone: (204) 947-9287

Southeast Region

PO Box 13, Grand Marais, MB R0E 0T0
Phone: (204) 754-3112

Southwest Region

656 - 6TH Street, Brandon, MB R7A 3P1
Phone: (204) 725-7520

MARCEL COLOMB FIRST NATION

Box 1150, Lynn Lake, MB R0B 0W0
Phone: (204) 356-2439

MATHIAS COLOMB FIRST NATION

Box 318, Pukatawagan, MB R0B 1G0
Phone: (204) 553-2130

M'CHIGEENG FIRST NATION

Education Department
PO Box 296, M'Chigeeng, ON P0P 1G0
Phone: (705) 377-5611

MIMINAAK ONIGAMING SCHOOL

Box 339, Nestor Falls, ON P0X 1K0
Phone: (807) 484-2510

MIGISI SAHGAIGAN SCHOOL BOARD

Eagle Lake First Nation
Box 1005, Migisi Sahgaigan, ON P0V 3H0
Phone: (807) 755-5350

MISKOOSEEPI EDUCATION AUTHORITY

General Delivery, Bloodvein, MB R0C 0J0
Phone: (204) 395-2012

MISTAWASIS FIRST NATION

PO Box 250, Leask, SK S0J 1M0
Phone: (306) 466-4800

MOSAKAHIKEN CREE NATION

General Delivery, Moose Lake, MB R0B 0Y0
Phone: (204) 678-2237

NAOTKAMEGWANNING

General Delivery, Pawtik, ON P0X 1L0
Phone: (807) 226-5710

NELSON HOUSE EDUCATION AUTHORITY

General Delivery, Nelson House, MB R0B 1A0
Phone: (204) 484-2095

NISHNAWBE-GAMIK FRIENDSHIP CENTRE INC

PO Box 1299, 52 King Street, Sioux Lookout, ON P8T 1B8
Phone: (807) 737-1903

NORTHWEST ANGLE #33

PO Box 1490, Kenora, ON P9N 3X7
Phone: (807) 548-8835

NORTHERN NISHNAWBE EDUCATION COUNCIL

PO Box 1419, 21 King Street, Sioux Lookout, ON P8T 1B9
Phone: (807) 737-2002
Toll Free: 1-800-465-3626

NORTHLANDS DENE EDUCATION AUTHORITY

General Delivery, Lac Brochet, MB R0B 2E0
Phone: (204) 337-2278

NORWAY HOUSE CREE NATION

Education, Training, & Culture Division
Box 250, Norway House, MB R0B 1B0
Phone: 1-888-573-6267

Winnipeg Sub Office

404 – 333 Maryland Street, Winnipeg, MB R3G 1M1
Phone: (204) 779-0980

O-CHI-CHAK-KO-SIPI FIRST NATION

General Delivery, Crane River, MB R0L 0M0
Phone: (204) 732-2490

OCHIICHAGWE'BABIGO'INING OJIBWAY NATION

RR#1 Dallas Road, Kenora, ON P9N 3W7
Phone: (807) 548-5876

OPASKWAYAK EDUCATIONAL AUTHORITY

PO Box 10370, Opaskwayak, MB R0B 2J0
Phone: (204) 623-7431

OXFORD HOUSE FIRST NATION EDUCATION AUTHORITY

General Delivery, Oxford House, MB R0B 1C0
Phone: (204) 538-2051

PAUINGASSI FIRST NATION

Box 31, Pauingassi, MB R0B 2G0
Phone: (204) 397-2076

PEGUIS EDUCATION AUTHORITY

PO Box 190, Peguis, MB R0C 3J0
Phone: (204) 645-2648

Post Secondary Department

300 – 286 Smith Street, Winnipeg, MB R3C 1K4
Phone: (204) 942-1260

PETER BALLANTYNE CREE NATION

Post Secondary Student Support Program,
Opawikoscikan Reserve #201
2300 – 10th Avenue West, PO Box 2320,
Prince Albert, SK S6V 6Z1
Phone: (306) 953-4409

PINAYMOOTANG FIRST NATION

General Delivery, Fairford, MB R0C 0X0
Phone: (204) 659-2045

**PINE CREEK FIRST NATION
EDUCATION COUNCIL**

Box 160, Camperville, MB R0L 0J0
Phone: (204) 524-2478

POPLAR RIVER FIRST NATION

PO Neginan, Poplar River, MB R0B 0Z0
Phone: (204) 244-2482

**PUKATAWAGON EDUCATION
AUTHORITY**

PO Box 318, Pukatawagon, MB R0B 1G0
Phone: (204) 553-2130

**RED SUCKER LAKE EDUCATION
AUTHORITY**

General Delivery, Red Sucker Lake, MB
R0H 1H0
Phone: (204) 469-5039

ROLLING RIVER FIRST NATION

PO Box 145, Erickson, MB R0J 0P0
Phone: (204) 636-2211

**ROSEAU RIVER ANISHINAABE
FIRST NATION**

Ginew School
Box 10, Ginew, MB R0A 2R0
Phone: (204) 427-2490

**SAGKEENG EDUCATION
AUTHORITY**

Box 1610, Pine Falls, MB R0E 1M0
Phone: (204) 367-2287

SALT RIVER FIRST NATION #195

PO Box 960, Fort Smith, NWT X0E 0P0
Phone: (867) 872-2986

**SANDY BAY EDUCATION
AUTHORITY**

PO Box 319, Marius, MB R0H 0T0
Phone: (204) 843-2431

**SAPOTAWEYAK EDUCATION
AUTHORITY**

General Delivery, Pelican Rapids, MB
R0L 1L0
Phone: (204) 587-2115

**SAYISI DENE EDUCATION
AUTHORITY**

General Delivery, Tadoule Lake, MB
R0B 2C0
Phone: (204) 684-2087

**SHAMATTAWA EDUCATION
AUTHORITY**

General Delivery, Shamattawa, MB R0B 1K0
Phone: (204) 565-2320

SIKSIKA NATION

Post Secondary Student Support Program
PO Box 1250, Siksika, Aboriginal Academic
Advisor, T0J 3W0
Phone: (403) 734-5363

**SIOUX VALLEY EDUCATION
AUTHORITY**

Box 99, Griswold, MB R0M 0S0
Phone: (204) 855-2663

SKOWNAN FIRST NATION

PO Box 106, Skownan, MB R0L 1Y0
Phone: (204) 628-3373

SOUTHEAST STUDENT SERVICES

300 – 208 Edmonton Street, Winnipeg, MB
R3C 1R7
Phone: (204) 953-2120

SOUTHEAST EDUCATION CENTRE

1301 Lee Blvd, Winnipeg, MB R3T 5W8
Phone: (204) 261-3551

SQUAMISH NATION EDUCATION

PO Box 86131, North Vancouver, BC
V7L 4J5
Phone: (604) 980-4553

**ST THERESA POINT FIRST NATION
EDUCATION AUTHORITY**

Box 520, St Theresa Point, MB R0B 1J0
Phone: (204) 462-2131

Winnipeg Office

305-338 Broadway Avenue, Winnipeg, MB
R3C 0T2
Phone: (204) 987-2690

SWAMPY CREE TRIBAL COUNCIL

Sub-Office

910 – 294 Portage Avenue, Winnipeg, MB
R3C 0B9
Phone: (204) 989-4800

**SWAN LAKE EDUCATION
AUTHORITY**

Box 145, Swan Lake, MB R0G 2S0
Phone: (204) 836-2332

**TATASKWEYAK CREE NATION
EDUCATION AUTHORITY**

General Delivery, Split Lake, MB R0B 1P0
Phone: (204) 342-2148

**WABASEEMOONG FIRST NATION
EDUCATION AUTHORITY**

General Delivery, Whitedog, ON P0X 1P0
Phone: (807) 927-2152

WALPOLE ISLAND FIRST NATION

Post Secondary Education Program
RR #3, Wallaceburg, ON N8A 4K9
Phone: (519) 627-8596

WAR LAKE FIRST NATION

General Delivery, Ilford, MB R0B 0S0
Phone: (204) 288-4315

**WASAGAMACK EDUCATION
AUTHORITY**

PO Box 55, Wasagamack, MB R0B 1Z0
Phone: (204) 457-2225

Winnipeg Office

304 – 338 Broadway Avenue, Winnipeg, MB
R3C 0T2
Phone: (204) 943-0183

WAYWAYSEECAPPO FIRST NATION

PO Box 9, Waywayseecappo, MB R0J 1S0
Phone: (204) 859-2879

WEST REGION TRIBAL COUNCIL

21 – 4TH Street, Dauphin, MB
Phone: (204) 638-8225

**WHITESAND FIRST NATION
EDUCATION**

Unit 301 – 28 South Cumberland Street,
Thunder Bay, ON P7B 2T2
Phone: (807) 582-2810

**WUSKWI SIPIHK EDUCATION
AUTHORITY**

PO Box 307, Birch River, MB R0L 1Z0
Phone: (204) 236-4783

**YORK FACTORY EDUCATION
AUTHORITY**

General Delivery, York Landing, MB
R0B 2B0
Phone: (204) 341-2180

APPENDIX C

INITIATIVES

Appendix C.1: Summary of Points about Prospective DCE Students Related to the UofW Task Force

This past year, Ipsos Reid undertook a study on behalf of The University of Winnipeg, The University of Manitoba and Red River College Divisions of Continuing Education. The study focused on the characteristics, needs and interests of prospective continuing education students.

The results of the syndicated study were reported in May, 2006. The information in the report is based on a “random sample online survey of 515 potential continuing education students in Winnipeg and 228 in the rest of Manitoba” (p. viii). The information below is taken from the report and may be particularly relevant to the U of W Task Force on Access.

The Ipsos Reid research shows that prospective U of W DCE students are more likely than prospective students for other continuing education units to be between the ages of 18 and 34 and to be female.

Income

Prospective DCE students are disproportionately in lower income households

- 32% have an annual household income of less than \$40,000,
- 25% have an annual household income of \$40,000 to \$60,000,
- 19% have an annual household income of \$60,000 to \$80,000,
- 10% have an annual household income of \$80,000 to \$100,000, and
- 15% have an annual household income of \$100,000 or more. (p. 4)
-

Barriers to Taking DCE Courses

Cost is the reason most frequently cited by prospective DCE students for not taking DCE courses. Cost is cited as a very important barrier by 53% or a moderately important barrier by 32% of prospective students. Time is also cited as a barrier.

Other barriers that were cited by prospective DCE students include

- too much effort (42%)
- fear of failing (30%)
- lack of childcare (27%)
- not knowing application process (26%)

Childcare

19% of women overall find lack of childcare to be a very important barrier

- 54% of women age 25 to 34,
- 24% of women age 35 to 44,
- 19% of those with no post-secondary education,
- 15% of those with an annual household income of less than \$40,000, and (p. 13)

Source: Recruiting Continuing Education Students in Winnipeg. An Ipsos Reid Syndicated Study. Final Report prepared for the University of Winnipeg, May 2006.

Appendix C.2: The University of Winnipeg Prior Learning Assessment and Recognition (PLAR) Policies and Procedures

POLICIES/PROCEDURES FOR CHALLENGE FOR CREDIT

The University Senate approved the following PLAR policies and procedures in September 1999.

1. The purpose of Challenge for Credit is to provide an alternate mechanism by which students can gain credit for courses approved by Senate.
2. Challenge for Credit in Arts and Science is only available to students who have been admitted to the University of Winnipeg.
3. Credit gained through Challenge for Credit mechanisms cannot be used to satisfy specified University of Winnipeg Residence Requirements.
4. Students will receive a “Standing” in courses for which credit is obtained through Challenge for Credit.
5. Credits obtained through Challenge for Credit mechanisms will be identified on the student’s history and transcript. A record will be kept on the student’s history, but not the official transcript, of failed attempts to Challenge for Credit.
6. Students normally may not challenge a course in Arts and Science if they have previously registered in that course or its equivalent at the University of Winnipeg or another university.
7. Permission to Challenge a course for credit must be obtained from the department/program.
8. An assessment will be performed only for students who have satisfactorily demonstrated to the department/program through pre-assessment evaluation and advising that they have learning sufficient to justify the challenge.
9. The department/program will determine the modes of assessment (e.g., challenge exam, interview, portfolio, skills demonstration, etc.) appropriate for the course being challenged.
10. The fees in the Faculty of Arts and Science will initially be set at half the course fee.
11. If a student does not succeed at a Challenge, he/she can, with sufficient evidence, challenge the specific course one further time after a minimum of six months.

Note 1:

Regulations 2, 3, 6, 7, 8, 9, and 10 are the same as, or similar to, current regulations for Challenge Exams and generally reflect policies at the majority of Canadian universities examined.

Regulations 4, 5, and 11 do not currently exist but reflect policies similar to those at most of the Canadian universities examined.

Note 2:

The fees in Continuing Education will be based on assessment services provided but will never exceed the cost of enrolling in the course.

CONDITIONS OF ELIGIBILITY

1. To apply for Challenge for Credit, a student must be admitted to the appropriate faculty/division of the University of Winnipeg.
2. The student must present (to the department/program) evidence of prior learning.
3. The student will be required to complete appropriate orientation and advising as determined by the university and department/program.
4. The student may be required to complete appropriate preparation training (e.g., for portfolio development).
5. Students must have approval of an appropriate assessment “team” (department chair, appropriate faculty) to proceed with a challenge.

RESTRICTIONS ON CHALLENGING FOR CREDIT

1. Students will be granted “Standing” in the course rather than a letter grade.
2. Course credit accumulated by challenge will not meet the UW residency requirements.
3. The official transcript will continue to indicate when credit is gained by challenge (of any type).
4. Students may apply a maximum of 30 credit hours toward a degree through Challenge for Credit.
5. Departments/programs may determine the number of challenge credits that may be used toward the major.
6. Students can only challenge courses delivered by the University of Winnipeg (i.e., only courses which appear in Section B of the UW Calendar or the UW Timetable can be used toward a degree; only courses offered by Continuing Education can be used toward a Continuing Education diploma or certificate). Unallocated credit will not normally be assigned.
7. If a student does not receive credit after challenging a course, a note to this effect will be entered on the student’s history but will not be entered on the official transcript.
8. If a student does not receive credit after completing the assessment process, one further attempt can be made to challenge for credit after a minimum of six months, provided additional learning can be demonstrated. The course instructor may inform the student of areas where learning is inadequate and may be able to recommend ways to acquire or demonstrate that learning.
9. A student will receive credit only if the work meets the standard expected of students who successfully complete the course with a grade of “C” or better.

Additional PLAR Information Sources:

Recognition for Learning Website: <http://recognitionforlearning.ca/index.php>

University of Winnipeg is an organizational member of:

Canadian Association of Prior Learning Assessment (CAPLA) <http://www.capla.ca>

Manitoba Prior Learning Assessment Network (MPLAN) (website being revised)

Appendix C-3: The University of Winnipeg Innovative Learning Centre

Overview

The City of Winnipeg and the Province of Manitoba are characterized by a large and growing Aboriginal population that is and will be looking to enter the job market. This can be Manitoba's comparative advantage – but it is also a challenge. A growing number of today's jobs are linked to the knowledge base associated with science and technology. Science education is a critical factor, but it is an area where Manitoba's Aboriginal community is severely under-represented. At the same time this is being recognized, leaders in the Aboriginal community are identifying the need for scientific capacity that can be applied to environmental and management issues in rural and remote communities as well as in Canada's inner cities. An entire sector of the economy will be closed to Aboriginal young people, and their contributions to the field of science and technology will be lost, if two issues are not addressed: First Nations, Métis, and Inuit students must become aware and interested in the field of science and they must graduate from high school.

Currently the school system is failing Aboriginal children and youth. A survey by the Social Planning Council of Winnipeg indicates that 50.3 per cent of Aboriginal youth in Winnipeg drop out of school, compared to 19.5 per cent for non-Aboriginals. These statistics are supported by data from Statistics Canada and were reinforced as recently as July 2006 in the *Aboriginal Peoples and Postsecondary Education in Canada* report by the Caledon Institute of Social Policy. The University of Winnipeg is responding to this crisis by establishing an Innovative Learning Centre.

The Innovative Learning Centre is a targeted, comprehensive, and holistic approach founded on the Seven Sacred Teachings that encompasses programming based in inner city schools, professional development opportunities and educational resources for school teachers and principals, research opportunities for University of Winnipeg faculty and students, and an ambitious Model School of Science for inner city children and youth located within the new Richardson College for the Environment and associated with the University's renowned Collegiate high school. The Model School will provide Winnipeg's least advantaged students with enriched learning opportunities in a state-of-the-art sustainable facility with labs, classrooms, and a greenhouse where organic vegetables and herbs can provide curriculum, nutrition, and community economic development opportunities. Adding to this integrated ecological education will be a community garden designed by the students where the natural world can be explored, prairie ecosystems demonstrated, and sacred indigenous plants studied and understood.

The Team

The University has drawn a team of leading educators, academics, and administrators together to develop the Innovative Learning Centre. The core team is composed of Dr. Dawn Sutherland, Canada Research Chair in Indigenous Science Education; Rob Bend, Dean of The University of Winnipeg Collegiate; Dr. Ken Friesen, Associate Dean of the Faculty of Science; Dr. Randy Kobes, Chair of the Department of Physics; Dr. Ken McCluskey, Dean of the Faculty of Education; Dr. Brian Rice, a Mohawk member of the Faculty of Education; Dr. Mary Young, Anishnabe Director of the Aboriginal Student Services Centre; Dr. Frieda Hart, Cree member of the Faculty of Education; and Jennifer Rattray, Director of Strategic Initiatives with the President's Office and member of the Peepeekisis First Nation.

The University has recruited and hired Kevin Chief to develop and implement programming for the Innovative Learning Centre. Mr. Chief is a graduate of The University of Winnipeg and an active member of Winnipeg's Aboriginal community who has a proven track record of success within the school system and throughout Winnipeg's inner city. He has worked extensively within the public school system and the non-profit sector for a number of years. The emphasis of his work has been

to create and implement programs, initiatives, and opportunities for children/youth/students to develop their potential, increase academic achievement, and inspire a desire to learn. Mr. Chief has developed a shared vision in which children, youth and families connect with communities and schools to achieve academic success.

Kevin Chief – *selected biography*

- Aboriginal consultant with River East Transcona School Division (2002 – 2006)
- Executive Director of The Winnipeg Aboriginal Sport Achievement Centre
- Board Director of the Aboriginal Council of Winnipeg and Neeginan Development Corporation
- Member of the Centre for Aboriginal Human Resource Development's Proposal Selection Committee
- President of the Metis Cultural Centre of Winnipeg
- Volunteer/Advisor with Manitoba Human Rights Commission
- Graduated in 1998 from The University of Winnipeg with a B.A. in Criminal Justice
- Five year member of the WESMEN basketball team
- Two Time First Team Great Canadian Athletic Conference All-Star (GPAC)
- Three time All Manitoba Team for Manitoba High School Athletic Association
- Winner of a 1994 Aboriginal Youth Achievement Award

Seven Sacred Teachings

The Innovative Learning Centre and its programming are founded on the Seven Sacred Teachings: courage, wisdom, love, truth, humility, honesty, and respect. The Centre is partnering with the Winnipeg School Division, Winnipeg Aboriginal Sport Achievement Centre, The Aboriginal Education Directorate, Turtle Lodge Sagkeeng First Nation, Fort Whyte Centre and others to offer a range of educational programs and services including:



Programs

- School-based programs such as Eco-Kids and Enviro Techs
- Environmental summer camp for Aboriginal and inner city children
- Inner City Model School of Science

Community Employment/Economic Development

- Summer employment opportunities for inner city youth
- Summer employment opportunities for Aboriginal students at The University of Winnipeg

Professional Development

- Workshops on the Aboriginal Perspective to schools and school divisions
- Provide future teachers in the Faculty of Education with the experience of working with Aboriginal children and youth

Resources

- Richardson College for the Environment and surrounding green space, greenhouse, and gardens will be available to schools throughout the province
- Print materials developed for use across Canada including books, charts, and diagrams that support student learning and indigenous science perspective
- Resource guides which can be used by teachers across Canada to complement and enrich science and environmental learning for students

Research

- Opportunity for the Faculty of Education and public school system to use “teaching hospital model” to innovate curriculum and improve educational outcomes for Aboriginal and inner city students which can be implemented nationally
- Statistics and analysis to define and refine impact and educational outcomes

Phase 1

Statistics show that children and youth who come from backgrounds of poverty are not participating in school-based activities. The philosophy of the Innovative Learning Centre is grounded in connecting at-risk students to their school community and their academic potential. This begins with extending the school day and providing Aboriginal children and youth with an opportunity to participate in activities where they can experience success within their school environment. By ‘building belonging’ these students then have the confidence and self-esteem to begin to participate in mainstream activities, further solidifying the relationship to school and increasing the chance of graduation. In today’s complex world, and in preparing for tomorrow’s certainly more complex one, Canada and its economy can scarcely afford such a tragic waste of talent capital and human potential.

The Innovative Learning Centre is working with Winnipeg School Division to target at-risk children and youth identified by WSD schools. The Centre has begun with strategic school activities and programming designed to build that critical sense of belonging that poverty takes away. Phase 1 programs emphasize science, the environment, and traditional Indigenous knowledge, and include **Eco-Kids- Adventures In Environmental Science** (age 10 – 12) and **Enviro Techs – Understanding The World In Which We Live** (age 14 – 17). (Please see Appendices C.2 and C. 3 for specific program information.)

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Appendix C-4: Eco-Kids Adventures in Environmental Science

The University of Winnipeg's Innovative Learning Centre is pleased to announce **Eco-Kids!** It is an exciting opportunity for Aboriginal and inner city children to explore the relationship between culture, science, and the environment. The program will focus on how nature and science are viewed through the Aboriginal perspective and how Aboriginal teachings promote sustainability and respect for the environment.

The **Eco-Kids!** participants will learn about the environment, ecosystems, weather changes, and much, much more. Through experiments, field trips, hands-on activities and guest speakers, the children will examine the world around them and learn what they can do to help their community and environment.

The University of Winnipeg seeks to work collaboratively with school divisions and the grassroots community to promote the concept of 'A Shared Vision' in which children, youth, and families connect with community to achieve academic success. 'A Shared Vision' of having a culturally sensitive environment in which to learn develop and grow and 'A Shared Vision' of a Better Tomorrow. The emphasis of **Eco-Kids!** will be on creating opportunities for children to develop their potential, increase academic achievement, and inspire a desire to learn more about science and how science is relevant to their lives.

The University of Winnipeg will ensure that all participants in the **Eco-Kids!** Program have the necessary tools (clothing, nutritional meals, supplies, equipment and quality instructors) required for active participation. These tools remove the barriers that hinder participation and will have an immediate impact on the children's quality of life, helping them realize their full potential.

OBJECTIVES

The following are key objectives which the **Eco-Kids!** initiative will aspire to accomplish:

- Build self-esteem, confidence, and belonging.
- Connect children with their schools to increase graduation rates.
- Engage the community at large in a new strategic initiative that will create opportunities for capacity building in the inner city, cultural enrichment, and the sharing of resources.
- Assist in making science learning relevant and interesting by implementing an activity-based learning model.
- Incorporate the teachings of Aboriginal culture into the school curricula so that science education is more meaningful, interesting, and relevant for Aboriginal students.
- Provide an opportunity for exposure to activities and experiences that will promote a deeper understanding of the teachings of traditional indigenous science and how important the teachings will be to future developments in science and technology.

Program Details:

The Eco-Kids Program will be delivered as an after school program in the identified school(s) with between 25 and 60 children. Eco-Kids will be implemented in the fall and continue to run through the winter and spring and will lead into our first Summer Eco-Kids Camp. The philosophy of the Eco-Kids Program is grounded in connecting participants to their school community and their academic potential. This begins with extending the school day and providing program participants with an opportunity to participate in activities where they can experience success within their school and a university environment. Ages of Participants: 10 – 14 years of age, Coordinator: Kevin Chief

Instructors: James Zebrasky and Kim Plenert

Fall Program Schedule:

Week 1 - Introduction and Ice Breakers

Week 2 - Bison Days Field Trip (Fort Whyte Centre)

Learn about the days when bison ran the prairies and how Aboriginal people used each part of the bison as food, clothing, tools and more! The students will learn how past Aboriginal people connected with the prairie ecosystem and have the opportunity to see live bison.

Week 3 - Food Chain – Eat or Be Eaten!

The students will learn about food chains and the important role they play within an ecosystem. Through interactive games the students will see how the chain works. Students will also learn how environmental factors influence the food chain and the implications these factors have on our quality of life.

Week 4 - Plants and People Field Trip (Oak Hammock Marsh)

Students will discover some of the fascinating uses of marsh and prairie plants and their special importance to Aboriginal people. Students will develop an understanding of how interconnected they are with plant life and the natural world.

Week 5 - Plant Ecology (Oak Hammock Marsh)

Plant roots aren't just for animals, we eat them too! Students will learn how seeds are made, and how they travel. They will also get the chance to plant their own seeds to take home, and watch them grow.

Week 6 - Tree Freezies – Learning and Snacking

Fruit, nuts and roots are all good food that come from trees and plants. In this session students will discuss all the foods they eat that come from a healthy natural world and will have the chance to make tree freezies.

Week 7- Save the Trees

In Paper Making Session 1, students will make recycled paper of their own and learn why recycling is so important. Students will gain an appreciation of what is involved in making paper and what can be done to reduce the negative effects of pollution and deforestation.

Week 8 - Save the Trees

In Paper Making Session 2, students will see the finished product and create holiday cards with their paper. Students will continue to be exposed to what is involved in making paper and how they can help to reduce and recycle.

Winter Program Schedule:

Week 1 - Introductions and Ice Breakers

Week 2 - Green Kids Performance

Green Kids Theatre Group will perform for the students and teach them why excess packaging has such a negative effect on the environment and what they can do to help. Students will have an opportunity to be entertained while also being informed about the important role they can play in contributing to the reduction of excessive packaging.

Week 3 - Community Garden

Building on what the students learned about seeds and plants, the group will plan and plant seeds for a future community garden. Students will gain an appreciation of how community gardens can contribute to people living within the area. They will develop a sense of generosity toward their community and gain a feeling of being able to contribute.

Week 4 - Adapt or Die (Fort Whyte Centre)

Mother Nature has its own version of "Survivor"; but when you lose, you get kicked out of existence rather than off the island! Learn how both physical and behavioral adaptations allow animals and plants to survive. Become wolves and foxes and test your predatory skills. Apply what you've learned and create your own critter, fit for survival.

Week 5 - Endangered Species (Assiniboine Park Zoo)

Students will visit the Assiniboine Park Zoo to learn about endangered species, why they become endangered and what we can do to stop it. A tour of the endangered species at the zoo will let the students see first hand the animals that are at risk of extinction. Students will gain a better understanding of how the conditions of our environment affect animal health.

Week 6 - Weathering the Climate (Fort Whyte Centre)

Sun! Water! This dynamic duo is the engine that drives the weather machine. Observe their effect on our planet using both Fort Whyte's computerized weather station and manual instruments. Investigate how and why the climate is changing and brainstorm about actions you can take to reduce greenhouse gas emissions. Finish the program with an active game of Emission Impossible.

Week 7 - Edible Aquifer

Pollution! Our groundwater can become polluted by pesticides and landfills which means we can no longer use it as drinking water. Students will learn how groundwater is stored in aquifers and how it can become polluted. The students will get a great example of how an aquifer works as they create their own edible aquifer!

As the Eco-Kids Program develops and schools, teachers and community become more involved, the project activities may be modified to take advantage of new opportunities and innovative ideas. In addition to the Fall/Winter Program Schedule, the Eco Leaders with program participants will play an active role in school classrooms, university initiatives, and community events.

Spring Celebration and Planning for our Community Garden

March, April, May—Community Garden

Building on the students' ideas for a community garden, a plan will be undertaken to find a suitable location, name, and managing strategy within the University's future Campus Green space development. The students will be actively involved in all stages of the community garden, including organizing, planting, maintaining, and harvesting.

Mother Earth Medicines- (Sagkeeng First Nation)

The Earth where we live provides us with everything we need to survive, including natural ways for healing. This workshop will be held at the Turtle Lodge on the Sagkeeng First Nation. There will be teachings on the different plants, roots, and trees that have healing properties, what they are used for, and where they can be found. There will be teachings on the fundamental connection that First Nations and Métis people have with the land. This workshop will also provide participants with the knowledge of how to plant, maintain and harvest some of the sacred plants within the University's Community Garden.

Program Evaluation

At the conclusion of this initiative, an evaluation of the program will be conducted to determine the effectiveness and outcomes of the program. Surveys will be conducted with parents, students, teachers, community members, and supporters that will be used to improve and increase the impact the program has on student academic achievement and school engagement.

Curriculum Connections

Exploring the world of science and the environment in authentic ways will naturally provide a purposeful context for student learning. Science and the environment will become more familiar to the participants and they will be exposed to science curriculum content in a very real, fun, and relevant manner.

Many connections to provincial curricula can be made, particularly in science and social studies. Other subject areas such as English/Language Arts, Math, Physical Education, and Health will also be incorporated into activities in an authentic way. Students will have an opportunity to experience in-depth learning that develops higher level thinking skills such as analysis, comparisons, and synthesis. **Eco-Kids!** will compliment current Manitoba Education Citizenship and Youth curriculum and add a dimension to student learning that would not otherwise be possible. The program incorporates a multi-modality approach to learning about science and the environment. It is the hope that student participants will develop a desire to continue their academic exploration and involvement in science and the environment in the future.

Appendix C-5: Enviro Techs Understanding The World In Which We Live

BACKGROUND

The ENVIRO TECHS program will provide the environment and support for youths to use education as a springboard for maximizing their potential. The ENVIRO TECHS program will target at-risk youth identified by Winnipeg school divisions, combating the staggering dropout rate especially among First Nations and Metis students. A survey by the Social Planning Council of Winnipeg indicates that 50.3 per cent of Aboriginal youth in the city drop out of school, compared to 19.5 per cent for non-Aboriginals. In today's complex world, and in preparing for tomorrow's certainly more complex one, Canada can scarcely afford such waste of talent capital and human potential.

The ENVIRO TECHS program will awaken dormant potential. Programming will begin with strategic school activities designed to build self-esteem, self-respect, and the critical 'sense of belonging'. This foundation, or grounding, will enable the students to begin to succeed in school with a focus on science and the environment. This is an identified need in the Aboriginal and inner city communities, as inner city schools often do not have the facilities to be able to offer and encourage interest in the sciences and the environment, and the Aboriginal community has identified a need for leaders who can combine western scientific knowledge with traditional indigenous knowledge.

OBJECTIVES

The following are key objectives that the **Enviro Techs** initiative will aspire to accomplish:

- Build self-esteem, confidence, and belonging.
- Connect youth with their schools to increase the chance of graduation.
- Educate youth to protect the world in which we live.
- Encouraging youth to explore careers relating to the environment.
- Engage the community at large in a new strategic initiative that will create opportunities for capacity building in the inner city, cultural enrichment, and the sharing of resources.
- Assist in making science learning relevant and interesting by implementing an activity- based learning model.
- Incorporate Aboriginal teachings into school curricula so that education is more meaningful, interesting, and relevant for Aboriginal students.
- Provide an opportunity for exposure to activities and experiences that will promote a deeper understanding of traditional indigenous teachings and how important the teachings will be to future developments in science and technology.

PROGRAMMING

The ENVIRO TECHS program has been developed for youth (age 14-17) and will focus on programs that may be eligible for academic credits toward a high school diploma. This program will be delivered in three phases:

Skill Building:

Students will be trained in Creative Problem Solving and other techniques that will promote academic and personal success by building a personal repertoire or "tool box" of problem-solving strategies for more reasoned educational, career, and life decisions. Students will be introduced to traditional Aboriginal teachings on the importance of balance within the environment. Individual growth plans will be mapped out to identify and work toward personal goals. Time will also be dedicated to building knowledge and practical ways in which students can work with younger children to promote an interest in science and the environment.

Applying the Skills:

The second stage will focus on how to apply these skills in a practical sense, either working directly with the younger Eco-Kids students or completing community service projects that fill specific needs within the community. Students will experience hands on opportunities to put their skills to use both in the field and in the classroom.

Summer Employment Initiative:

The third stage will be to facilitate employment for youth in the role of student mentor / summer science camp leader. In this way, youth will begin to develop experiences that will build their resume and work experience as well as encourage close connections with school. Students who participate will develop their sense of mastery and independence by learning skills, applying the skills in real experiences, and self-evaluating their effort and participation.

Enviro Techs Project Components	Period	# Of participants
Higher Learning After School Program 3:30 - 6:00	January - March 2007	Twenty
Enviro Tech Connections/Practical Experience 3:30 - 6:00	April - June 2007	Twenty
Career/Employment Initiative Full time hours during summer break	July - August 2007	Twenty
Post Graduates Liaisons and Supports	September 2007	TBA

TOPICS FOR EXPLORATION INCLUDE:

- Tall Grass Prairie Ecosystems
- Water Quality and Management
- Low Impact Landscaping
- Community Gardens
- Traditional Indigenous Science
- Seven Sacred Teachings
- Environmental Stewardship
- Environmental Chemistry
- Wilderness First Aid
- Tree Planting
- Nature Preserves
- Recycling in Schools

PROGRAM SCHEDULE**Week 1**

Introductions and an overview of the program. This first session will be a meet and greet with the students and instructors.

Week 2

*Building of the Eco Team...*the second session will focus on fun and friends and the environment. Through interactive games the students will learn more about each other as well as issues involving

the environment, sustainable development, pollution and natural resources, and will develop a sense of group belonging and a sense of a common purpose in trying to understand the world in which we live.

Week 3

Time to tackle the problem. Problem Solving and Decision Making. This session will examine how to deal with difficult situations and how to make decisions that result in positive life choices.

Week 4

Expanding imagination, curiosity, and creative thinking... SURVIVAL SKILLS: it's not about our five senses, it's about life skills that see some people succeed while others stay on the sidelines. This workshop will cover interpersonal skills and conflict resolution strategies.

Week 5

*Wilderness First Aid...*the student will have the chance to learn the basics about first aid and how to survive in the wilderness. Students will have an opportunity to learn some traditional Aboriginal methods for surviving in the wilderness.

Week 6

Life-size learning! The students will head to the IMAX theatre to watch a movie on the dynamics of eco-systems. Students will learn how the environment affects their own health and wellbeing.

Week 7

*Our Ecological Footprint...*this presentation will open the students' eyes to our rates of consumption and waste disposal. At the end of the presentation the students will have the chance to discuss what they can do to make a difference. The presentation will be lead by a volunteer from Resource Conservation Manitoba.

Week 8

What will our footprint look like? The students will brainstorm ideas of what they can do differently to improve their school and community. The students will work together to make a list of things they would like to do to promote sustainable living and environmental responsibility.

Week 9

Our students become scientists! The students will have the opportunity to participate in hands-on research through the Fort Whyte Field Research Project. Focusing on the area of weather and climate change, the students will engage in measuring weather conditions, investigating the impacts of climate change and will look at their own greenhouse gas emissions.

Week 10

This week the students will expand on their group project and put together an action plan to see their project to fruition. The students will also incorporate a mentorship piece to the project that will have them sharing their ideas and knowledge with elementary school students.

Week 11

*Living on the prairies...*Students will learn about life on the prairies and how to begin prairie restoration. Students will learn about the traditional lives of the First Nations and Métis people who made the prairies their home. Special attention will be paid to sustainability, succession, and preservation.

Week 12

My favourite collection! Students will begin a drive to collect recyclable and reusable items including

used movies, cell phones, cd's, computer disks, eyeglasses, etc. The students will also meet with elementary school students to discuss recyclables and to help them set up their own collection drive.

Week 13

Composting...natural recycling. This week a guest presenter will teach the students all they need to know about composting and how waste turns into fertilizer. The students will look into how to make their own composters at home.

Week 14

*Learning more about the Aboriginal connection...*the students will venture to the Turtle Lodge on Sagkeeng First Nation to learn about the connection Aboriginal people have with the land, how certain plants grow and the significance that is attached to them. The field trip will be a day long outing that provides the students with a wonderful opportunity to learn more about their culture and history.

Week 15

The Seven Sacred Teachings will be the basis for this session. The students will learn about the Seven Sacred Teachings of the Ojibwe and see how those teachings connect to the life we live, how we treat the land, and the ways in which we can give back. This session will be the basis for a presentation that the students will share with the elementary school students in the Eco-Kids Program.

Week 16

Grab your umbrella! The students will take a closer look at the water systems in and around Manitoba. A discussion will also take place to explore the different ways we can preserve water in our homes and schools.

Week 17

Pollution! The students will learn how water is stored in aquifers and how it can become polluted. This session will be a follow up to Week 16. The students will learn even more as they create their own edible aquifer!

Week 18

Community Clean-Up! The students will organize a community clean up for their school just as the snow is starting to melt. Students from all grade levels will participate in order to clean up the area around their school.

Spring Celebration and Planning for our Community Garden

Community Garden...An exciting plan will be undertaken in collaboration with the elementary students from Eco-Kids and The University of Winnipeg to design and plant a community garden in front of Wesley Hall. The students will be actively involved in all stages of the community garden, including organizing, planting, maintaining, and harvesting.

As the Enviro Techs Program develops and schools, teachers and community become more involved, the project activities may be modified to take advantage of new opportunities and innovative ideas. In addition to the Program Schedule, the Enviro Techs will play an active role in school classrooms, University initiatives and community events.

Program Evaluation

At the conclusion of this initiative, an evaluation of the program will be conducted to determine the effectiveness and outcomes of the program. Data will be analyzed and surveys will be conducted with parents, students, teachers, community members and supporters that will be used to improve and increase the impact the program has on student academic achievement and school engagement.

Curriculum Connections

In cooperation with The University of Winnipeg Collegiate, a plan for a School Initiated Credit or Student Initiated Project for Enviro Techs will be developed and written. Students who participate in this program will have a variety of opportunities to learn more about topics they are studying in school through this enriched learning experience. Participants will experience elements of many different provincial curricula including Science, Biology, Chemistry, Physics, Health, English, and Social Studies. Students will have an opportunity to combine the knowledge they learn in the classroom with the practical, experiential knowledge they gain in the program. Students will be better able to achieve curriculum outcomes in higher level science courses as well as having the beginnings of a network of science and environmental resources and people to access for future studies. Program staff will keep teachers informed as to how the program compliments the curriculum and ways in which they may be able to use the program to support student learning.

**Appendix C-6: The University of Winnipeg
Recreation and Athletic Services Department
Wesmen Game Plan 2006-2007**

Stage One Strategic Planning

Vision

The University of Winnipeg Wesmen are recognized and respected as the most competitive athletic program in Canada. By its programs and actions, it is seen as an organization that:

- promotes athletics as an integral component of the university academic experience
- works to ensure a quality academic and athletic experience for student athletes
- believes in the ethical delivery of university sport programs
- sets high standards of performance
- contributes actively to sport development in Canada
- manages resources professionally
- provides affordable family entertainment
- contributes actively in the overall university's recruiting strategy
- assists in enhancing overall campus health, wellness and life
- markets and promotes the complete program skillfully and in efficient and effective manner
- offers equal opportunities for all student-athletes

Values and Principles:

We are guided by those values and principles that are common to all educational institutions. These include a proactive approach to equality, equity and accessibility and the pursuit of excellence.

Athlete Centered:

- the athletes will be involved in the overall development of their programs
- the athlete will also be involved in the evaluation of their programs through program evaluation administered by the athletic director.
- each program emphasizes the total development of the student athlete both in academics and athletics.
- athletes will be encouraged to pursue excellence in their sport.

Coach Driven:

- each coach will be supported in their efforts to become better qualified through coaching development programs.
- coaches will be encouraged to initiate partnerships with their sport partners in the community.
- coaches will ensure that they make a safe environment available for their athletes.
- coaches will provide leadership within the community for their respective sport.

Drug Free:

- the university athletic programs are committed to the pursuit of excellence without tolerating the use of banned substances as harmful methods.

- the university will give each student athlete an annual drug education program to emphasize the importance of drug free sport.

Fair and Equitable Opportunities:

- the university is committed to equal opportunity for both student athletes and coaches, regardless of race, sexual orientation, and culture.
- the university will continue to strive toward equal athletic opportunities for both men and women.
- our competitions will be bounded by tradition, regulation, integrity and a commitment to fair play.

Mission Statement

Our mission is to create a positive public image for the University of Winnipeg so that it will be able to attract students, support for its programs and resources.

We do that by making decisions that enable us:

1. **To Attract and Maintain Quality Staff:**
Quality characteristics include integrity, intensity and competence in their specific program area. Staff includes coaches, athletic therapists, office assistants, administrators, managers, facility attendants, contract employees and event assistants.
2. **To Recruit and Support Quality Student Athletes:**
These student athletes need to be capable of successfully competing at a national level as measured by the Canadian Interuniversity Sport (CIS) “top 10” rankings.
3. **To Create Awareness:**
To market our programs in order to achieve a high level of public recognition of the quality of our product, to make other aware that we are here and to increase numbers watching and participating.
4. **Resource Management**
To manage present resources responsibly and to generate further financial, capital and human resources. Includes building strong relationships with suppliers and sport partners through the sharing of resources to meet common goals.

Keys to Success

1. **Quality Educational and Athletic Experience:**
To provide programs of excellence that provide quality training, scholarship and competitive experiences at the highest level possible by creating an environment which provides for the achievement of the academic and athletic potential of participants.
2. **Integrity and Fair Play:**
To demonstrate behaviour which reflects the spirit of the rules, respect for the opponents, honesty and focus on principled behaviour rather than random action.
3. **Equity and Equality of Experience:**
To assure the needs of program participants are addressed through the decision making processes, progressive action, program development and organizational structure. To demonstrate to and initiate with sport partners examples and actions and promote in measurable ways the benefits of equity and equality.
4. **Professional Development:**
To assure that employees are provided with opportunity and resources necessary to improve performance.
5. **Focused:**
To assure that resources are committed towards programs and activities that will support our mission.

6. Accountability:

To assure that all service providers are aware of essential functions, performance standards are clear and they are provided with opportunity to improve with support for development activities.

Goals

1. We will be the most consistent and competitive university athletic program in the country.
2. We will increase Duckworth Centre attendance and facility use by providing a safe, secure, entertaining and affordable experience for the community we serve.
3. We will support our overall athletic program expansion through self-generated revenues.
4. We will maintain and improve the facilities of the Duckworth Centre that are available to the University of Winnipeg and the community.
5. We will ensure that a knowledgeable, committed and well-trained staff is available to assist us in meeting our goals.

Stage Two Taking Stock

S.W.O.T.

Strengths

1. Facility – condition and location
2. Full-time coaching – 4 highly respected coaches
3. Concentrated program – 2 sports, 4 teams
4. Sponsors – 29 corporate sponsors
5. Tradition and reputation – 19 National Championships
6. Autonomy – report to Vice President – Students
7. Quality of staffing – all are excellent team players
8. Location – easy access from all parts of the city
9. Community Ties – support all levels of school and community sport
10. Entertainment Package – excellent family entertainment

Weaknesses

1. Area's reputation
2. Parking/security concerns
3. Space pressures from the university
4. Lack of student support – commuter campus
5. Staffing levels
6. Media attention
7. Size of fitness center

Opportunities

1. Rising enrolment could mean better fan support
2. A Wellness Centre to tie in multiple users
3. Female change room smaller than male
4. New Foundation may provide new resources of capital
5. Gender and equity rules support our programs
6. Backlash against pro sports provides opportunity to expand fan base
7. Already at highest level of women's athletics provides recruiting advantage – act as role models
8. Web-opportunity to become own publicist
 - Bookings
 - Summer Camps

9. Weak competitors in local market provides opportunity to become community team

Threats

1. Rising enrolment adds to space pressures
2. University of Manitoba is a major competitor in recruiting
3. Must generate over 60% of budget
4. Continuation of MSBI program
5. Area's reputation
6. Increasing travel costs

Stage Three Development Plans

Athlete Development

- No other post secondary institution in Canada has had the success in achieving its mission and goals than The University of Winnipeg has demonstrated over the past 20 years.
- Our past planning has resulted in one of the best athletic facilities in Canada that is shared with other Sport partners.
- All staff are directly involved in specific sport governance at a national and provincial level.
- We have one of the highest graduation rates for student athletes in North America, the large majority of whom are from the Province of Manitoba. We combine excellence on and off the field.
- Our facility has one of the highest "outside" user rates in Canada, the majority of which is by Provincial Sport Bodies.
- We operate the largest basketball and volleyball camps in Winnipeg, our annual clinics are the best attended in the Province and we operate tournaments for Junior High school, Junior Varsity, and Varsity High School athletes. This year we continue to offer a 16 team and an 8 team community based youth tournaments to our support programming.
- We provide other development opportunities for teams, coaches and athletes through additional programs such as seminars, three on three tournaments, "spring" leagues and we operate four club programs for athletes under 18 years of age.
- Strategy is directed by mission and implementation by values. We will continue to develop our programs and support the integration of sport partnerships where is possible to meet the needs of both partners.
- Goals are outlined in four points of mission statement and would include:
 - **Improved Partnerships:** The recognition of the need to be proactive, in order to maintain excellence and grow, makes it an appropriate time to build current relationships and to initiate "win-win" relationships where we try to see others point of view and cooperate in achieving results acceptable to all partner and participants.
 - **Increased Resource Sharing:** We need to reduce cultural insularity. We need to not only continue our current support levels for all of sport but to continue to build upon it.
 - **National Achievement:** We need to maintain our current successful programs. We must demonstrate quality and performance.
 - **Demonstrate Professionalism:** As paid sport professionals, we need to expand our support to all phases of sport delivery.
 - **Increase Public Awareness:** Need to continue the focus on attracting attention to the value and contribution of University Sport.
 - **Increase Revenue:** We must have the ability, with support of partners, to generate funds beyond the base grant.
- Increased competition for the sport entertainment dollar; more and more young families are seeing Wesmen sport as an excellent sport entertainment option.

We wish to maintain and improve on our current partnerships with Provincial Sport Governing bodies, and community sport and recreational associations. We work with our external partners to meet one and others needs and create a package that integrates resources so we can assist each other in providing a positive sport and recreational model. These groups currently include;

- | | |
|---|---|
| ▪ Aboriginal Sport groups | ▪ Hockey |
| ▪ Athletics | ▪ Karate |
| ▪ Athletic Therapists | ▪ Marathon |
| ▪ Badminton | ▪ National Coaching Certification Program |
| ▪ Basketball | ▪ Racquet ball |
| ▪ Baton Twirling | ▪ Ringette |
| ▪ Boxing | ▪ Softball |
| ▪ Winnipeg Parks and Recreation Associations | ▪ Squash |
| ▪ Canadian and Manitoba Certified Athletic Therapists Association | ▪ Table Tennis |
| ▪ Coaches Associations (Provincial and National) | ▪ Tae Kwon-Do |
| ▪ Community Clubs | ▪ Team Handball |
| ▪ Elementary and Junior Schools | ▪ Volleyball |
| ▪ Gymnastics | ▪ Wheelchair |
| ▪ High School Athletic Association | ▪ Wrestling |
| ▪ Non-profits | ▪ YMCA |
- (Aboriginal Youth, Boys and Girls Club of Winnipeg, Boy Scouts of Canada, Big Sisters, Big Brothers, Classic Car Clubs, Downtown Winnipeg Biz, Emergency Services Manitoba, Girl Guides of Canada, Variety Club, Winnipeg Selects, Winnipeg Minor Basketball Assoc., Winnipeg Minor Volleyball Assoc., YM-YWCA)

In addition, we wish to maintain our positive sponsorship agreements with automobile dealers, athletic shoe and clothing manufactures, equipment manufactures, financial institutions, etc.

Internally we need to maintain good relations with our internal suppliers in maintenance, cleaning, printing, accounting, registrars, food services, security, human resources, enrollment management, harassment officer, student associations, alumni and development office.

We will continue to look to establish programs independently, and jointly with Sport Partners that will assist in the delivery of developmental opportunities for young athletes in our Province.

Our goal is to provide predominantly educational based services to all of those who participate in sport and physical activity in our community. Through a combination of professional and supervised student practicum, athletes, coaches, parents, and various clubs and teams can have access to a variety of services including:

- **Athletic Therapy:** Injury Management, Pre-game Warm-ups, Safety Surveys
- **Exercise Physiology:** Fitness Testing, Training Program Evaluation & Design
- **Sport Psychology Consulting:** Using Mental Skills (e.g. Imagery, Self-talk.), Mental Preparation Strategies
- **Skill Analysis and Coaching Development:** Analyzing Skill Efficiency, Coaching Effectiveness Workshops
- **Program Evaluation:** Program Effectiveness Consultations, Administrative Workshops
- **Nutritional Counseling:** Nutritional Workshops

- **Workshops and Presentations:** Providing educational presentations and workshops for the community is an important service that the Centre for Sport Development will provide. Topics for presentations and workshops will include (but not limited to):
 - Effective Sport Parenting
 - Drug Use In Sport
 - Considerations Regarding The Coaching Of Our Youth
 - Injuries In Sport: Prevention and Effective Rehabilitation Strategies
 - Performance Enhancement Workshops through a cooperative arrangement with the Sport Medicine Council

Stage Four Organizational Development Plan

Organizational Structure

Current listing of Recreation and Athletic staff

Marketing

The University of Winnipeg Recreation and Athletics departments marketing and promotion will focus on

- **providing young families with affordable entertainment**
- High school athletes who can perform at a high level.
- Sport Partners who have similar goals and are willing to combine resources to assist in the development of athletes.
- Media who have the ability to create a greater public awareness of our programs and benefits.
- University of Winnipeg students to provide them with low cost fitness and recreational opportunities.
- Internal suppliers who provide support for the program.
- Sponsors who we can help to increase their sales.
- Friends and alumni who will support our athletic scholarship fund raising.

Market Needs

We are in a position to provide quality services to athletes, (elite, developmental and recreational). We have the physical, financial and human resources to provide a service that others do not have resources or commitment to engage in. Our size allows us to focus on a few priorities and do them well.

Market Trends

Reallocation of limited resource funding for sport is continuing. The critical component of this change will be the effective integration of resources of different sport partners and the willingness of partners to enter into "win-win" organizational arrangements. We are able to contribute significantly to the development of Manitoba athletes, coaches and officials.

Scholarship dollars student athletes will be eligible to receive will continue to increase. Key to success will be the ability to generate funds necessary to support, at or above, the level of our competitors.

Sport medicine will increase in importance as a necessary component to athletic achievement. We have the resources already in place to meet this need.

Economic impact will be major criteria for financial support. Our ability to host first class competitions will support the attraction of major sporting events.

Equality and equity for women in sport is an issue that some are only just beginning to address. Our program is a model for those who recognize this need. We are now one of the few University programs in Canada that offer more athletic team opportunities for women than for male student athletes. This more accurately reflects the gender ration of our student body.

Marketing initiatives for the upcoming year include but are not limited to

- full media advertising of programs and events
- special discounted pricing packages for target market groups
- off campus special event presence
- branded clothing and promotional items
- working with the “friends of the Wesmen” i.e. not for profit groups
- full Wesmen event entertainment package
- corporate sponsor game nights

Sport Manitoba funding support Recognition

Recognition of Sport Manitoba’s funding support is provided both through regular season acknowledgement (below) and special recognition as a sponsor of the CIS Women’s Basketball Championships

- year round facility signage package
- logo and/or advertisements used in all print materials including posters, tickets, programs and brochures
- Presentation of funding at designated home game (Duckworth Challenge) by CEO Jeff Hnatiuk
- Awards banquet recognition
- Complimentary season and Wesmen Classic tickets

Finance

The financial plan depends on important assumptions. From the beginning, we recognize that all of our major partners’ contributions to our revenue base is critical, but not a factor we can influence easily. We are aware of the potential of this reality and have contingency options to deal with the problem if it should occur. League structure and student athlete scholarship have major influence on resources that must be attracted in order to remain competitive and meet are mission.

Some of the more important underlying assumptions are:

- We assume a strong economy, without major recession, but do not anticipate major increase in funding from government funding at any sources.
- We assume, of course, that there are no unforeseen changes in internal funding and the University will continue to support our athletic, recreational and facility programming support.
- We support the concept of two, and three, division alignments in Western Canadian Interuniversity competitions. This should decrease operational costs. However increased air and bus travel costs and conference expansion may negate this re-alignment.

APPENDIX D

GENERAL COMENTS

Some General Comments from The University of Winnipeg Community

- Financial assistance programs which are targeted too narrowly can be counter productive in several ways: It can be quite difficult to find the students who satisfy multiple, restrictive criteria. Furthermore, those students who happen to satisfy criteria may have financial need that is less than students who do not satisfy the criteria (when one uses consistent, uniform measures in carrying out the financial needs assessment).
- The best financial aid programs are those with minimal restrictions other than “financial need” and some basic academic expectations (such as “satisfactory academic progress”). Given that we know about “targeted groups” (e.g. aboriginal students, recent immigrants, single parents, inner city residents), students from these groups will comprise a substantial portion of aid recipients. However, other students who have equal “need” will not be excluded.
- The University of Winnipeg should continue to offer courses in non-traditional time slots and at non-traditional times of the year and expand such course offerings.
- The University of Winnipeg might consider conducting what amounts to a course content analysis that would identify particular courses that might have a particular appeal to a given population of students.
- The University of Winnipeg and its Departments should continue to make contact and connections to local schools as part of practicum aspects of courses in order to engage potential students from a given population.
- Given the number of off-campus groups who come to the campus to take part in various events, consider re-institution an initiative that was done during the spring of 2006. Faculty members were recruited to attend on-campus event to bring greetings and welcoming remarks at the opening ceremonies and invite potential students identified as a target population to consider study at the University.
- Consider expanding the College and University Bound program to draw target populations from other schools and areas.
- Continue Outreach programs that have faculty speak in local schools to provide a message that the University of Winnipeg is an accessible institution.
- Consider a recruitment trip to target areas of the province to increase awareness of the opportunities for study at The University of Winnipeg.
- Replicate the strategies employed by the Aboriginal Governance and the Urban and Inner Cities Program that have individuals go out into the community to draw attention to opportunities for study at the University.
- Consider offering more off-campus courses in the community where potential students reside.

- Coordinate the activities of various sub-committees on campus looking at ways to attract students.
- Identify potential partners in the community that have links to possible target populations.
- Use current student as recruiters and mentors for new students.
- Consider instituting the mini-university model that The University of Manitoba has successfully used to draw young students to campus during the summer and other holiday periods.
- Expand Campus Manitoba community sites.
- Expand the Eastman Education Centre (Steinbach) initiative.
- Expand the Mini Enrichment Program.
- The Aboriginal Governance program is well situated and connected to an important target population.
- Anthropology's field work program in the community might make contact with local populations near sites where "digs" are taking place.
- Conflict Resolution Studies might consider making contact with Social Justice groups in the high schools of Manitoba.
- Criminal Justice Studies students might be recruited to make presentations in the schools regarding career opportunities.
- The Children's Literature CRC in English might explore opportunities to reach out to communities where target populations are located, by having readings in schools.
- The Oral History program has an opportunity to make contact with target populations through their research in the community.
- Kinesiology and Applied Health offers practicum courses that might lead to increased interaction with target populations. Kinesiology and Applied Health also has an instructor mentor who works with Aboriginal student to assist with their progress in courses. This might be expanded to other departments.
- Politics through the Urban and Inner Studies program has plans for an outreach program to contact potential students in the community where they reside and offer courses in the community.
- Psychology offers courses in the north and in local schools that might also appeal to potential students. This program might be expanded if resources are in place.
- Strengthen ties with the University of the North.

- The Department of Theater and Film might consider offering workshops in local schools to encourage target populations to study in this area at the University.
- Finally, the recent partnership between the Department of Recreation and Athletics and Rossbrook House, an inner city youth program may be a fruitful opportunity to maintain long term relationships for potential students.
- Ensure that, as a result of any increased recruitment of target populations, there should be concurrent supports put in place to ensure the success of such students at the University of Winnipeg.
- UW needs to establish cohesive overall ACCESS policy or programming
- Need to create a position (ex. community liaison officer) responsible for the overall coordination of Access admission, recruitment and community outreach activities.
- Create an intermediate course in Cree and Ojibway, to allow students to continue language studies beyond the existing introductory courses.
- Explore establishing relationships with institutions that have transitional programs (preparatory programs for those who dropped out of high school) that lead to entrance into the University. (ex. Trade programs that lead to university)
- Establish a better transition for international students.
- Create more timetable options to accommodate the needs of adult learners, offer more courses in the evening and online core courses.
- Need to address entrance issues-make it convenient for people to come to UW, eliminate fear.
- Need to address the issue of childcare for after hour's programs.