

IMPORTANT NOTES

Updated May 14, 2024

New to the University

1. Additional Measures for English Language Requirement

Senate has approved the use of the UKVI (United Kingdom Visas and Immigration) version of the IELTS (International English Language Test System) as a measure students can present to fulfill the University's English Language Proficiency. In addition, the Admissions Office has included two online versions of existing tests, the IELTS Online test, and the TOEFL (Test of English as a Foreign Language) Home Edition.

2. Criminal Justice Master's Stream Name Change

The "Professional/Course-Based" stream in the Master of Arts in Criminal Justice is being changed to the "Course and Knowledge Synthesis Project" stream.

ACADEMIC TERMS - The University of Winnipeg offers courses in three terms. The Fall and Winter terms each have 12 weeks of classes and 2 weeks of evaluation. A full course (6 credit hours) is normally taught over two terms and a half course (3 credit hours) over one term. However, a course may also be taught in a condensed or expanded time frame. The Spring term has 8 weeks of class and there is a Summer session during the months of July and August.

FIPPA and PHIA - *The Freedom of Information and Protection of Privacy Act* (FIPPA) and *The Personal Health Information Act* (PHIA) both apply to The University of Winnipeg. The Vice-Presidents of the University have responsibility for the implementation and oversight of all matters related to both pieces of legislation. Should any of the university's policies conflict with FIPPA or PHIA, the provisions of FIPPA or PHIA shall prevail unless otherwise expressly provided for at law.

LOSS OF SERVICE - No liability shall be incurred by The University of Winnipeg for loss or damage suffered or incurred by any student or third party as a result of delays in or termination of services, courses or classes by reason of: acts of God, fire, floods, weather, riots, wars, strikes, lock-outs, damage to University property, financial conditions, or other happenings or occurrences beyond the reasonable control of the University.

NATIONAL DAY OF ACTION AND REMEMBRANCE OF VIOLENCE AGAINST WOMEN - In recognition of the "National Day of Action and Remembrance of Violence Against Women," The University of Winnipeg Senate passed a motion that on December 6: there be academic amnesty for assignments, papers, participation marks, and attendance marks for that date; that no tests or exams be held after 3:30 p.m. on that date; and that classes operate on a normal schedule on that date.

RELIGIOUS HOLIDAYS- Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work or examinations without penalty. On the recommendation of The Senate, a list of religious holidays is included below.

Religious Event	Religion	2024-25 DATES
Shavuot	Jewish	June 11-13, 2024
Eid al-Adha	Muslim	June 16, 2024
Day of Ashura	Muslim	July 16, 2024
Asalha Puja Day	Buddhist	July 26, 2024
Obon	Buddhist	August 13, 2024
Krishna Janmashtami	Hindu	August 26, 2024
Mawlid al-Nabi	Muslim	September 15-16, 2024
Rosh Hashanah	Jewish	October 2-4, 2024
Navaratri	Hindu	October 3-12, 2024
Yom Kippur	Jewish	October 11-12, 2024
Diwali	Hindu	Oct. 31-Nov. 1, 2024
Guru Nanak Dev Sahib Birthday	Sikh	November 15, 2024
Christmas	Christian	December 25, 2024
Hanukkah	Jewish	Dec. 25, 2024-Jan. 2, 2025
Chinese New Year	Buddhist	January 29, 2025
Magha Puja	Buddhist	February 12, 2025
Ramadan	Muslim	March 1-30, 2025
Laylat al-Qadr	Muslim	March 27, 2025
Eid al Fitr	Muslim	March 30-31, 2025
Passover	Jewish	April 12-20, 2025
Baisakhi (Vaisakhi)	Sikh	April 14, 2025
Good Friday	Christian	April 18, 2025
Easter	Christian	April 20, 2025

Easter Monday	Christian	April 21, 2025
Visakha Puja	Buddhist	May 12, 2025
Shavuot	Jewish	June 1-3, 2025
Eid al-Adha	Muslim	June 6-7, 2025
Day of Ashura	Muslim	July 6, 2025
Asalha Puja Day	Buddhist	July 10, 2025
Obon	Buddhist	August 13, 2025

<http://www.calendarz.com> and other sites. **Note:** some of the projected dates are subject to change as they follow lunar cycles.

SMOKING - The University of Winnipeg is a non-smoking environment.

IMPORTANT NOTICE AND DISCLAIMERS

The information in the 2024-2025 University Graduate Studies Academic Calendar, posted on the University's website, is considered the final and accurate authority on all academic matters. If there are differences between any published documents and the posted Calendar, the posted Calendar will be considered the authority.

The contents of this Calendar reflect the intentions of the University at the time of posting, with respect to the matters it contains. THE UNIVERSITY EXPRESSLY RESERVES THE RIGHT TO DEVIATE FROM WHAT APPEARS IN THE CALENDAR, including content, format, and scheduling, in whole or in part, and including, without limiting the generality of this disclaimer, the right to revise the content of, and to cancel, defer, reschedule or suspend, in whole or in part, the scheduling of particular periods of instruction, courses, or programs, and the academic program of the University, and to alter, accelerate or defer fees and charges, and to do any or all of the above either in order to serve what the University considers to be the best interests of the academic or student community or of the University itself, or because of any circumstance or occurrence, whether occurring by or through the wilful act or negligence of the University, or otherwise and whether or not beyond the reasonable or other control of the University, and as a result of circumstances or occurrences including financial resources, natural catastrophe or disaster, public health directives, or other government directives pertaining to COVID-19, the health, safety and well-being of the employees or students of the University, labour disagreements or disputes, slow-downs, work-stoppages, and strikes. In particular, the COVID-19 pandemic may necessitate a revision of the format of course offerings such that courses are offered in whole or in part on an alternate delivery model to in-person classes. THE UNIVERSITY DOES NOT ACCEPT, AND EXPRESSLY DISCLAIMS, ANY OR ALL RESPONSIBILITY OR LIABILITY to any person, persons or group, for any loss, injury, damages or adverse effect, either direct or indirect, consequential or otherwise, arising out of any one or more of such deviations. The University disclaims liability to any person who may suffer loss as a result of reliance upon any information contained in this Calendar.

THE LANGUAGE USED IN UNIVERSITY POLICIES AND PROCEDURES DOES NOT CREATE A CONTRACT BETWEEN THE STUDENT AND THE UNIVERSITY AND THEREFORE DOES NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CONTENT OF ALL POLICIES AND PROCEDURES IN WHOLE OR IN PART.

THE RESPONSIBLE OFFICE/ DESIGNATE NOTED IN EACH POLICY HAS THE AUTHORITY TO INTERPRET THAT POLICY. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH CREATE ANY CONTRACT BETWEEN THE UNIVERSITY AND THE STUDENT.

THIS DISCLAIMER APPLIES TO ALL INDIVIDUAL POLICIES LISTED ON THE UNIVERSITY WEBSITE:

<https://www.uwinnipeg.ca/policies/index.html>

Each and every of the subsequent provisions contained in this Calendar, and the relationship, both legal and otherwise, between the University, and its students, is expressly subject to and governed by the above provisions.

The Office of the Registrar will assist students with any questions or problems which might arise concerning the interpretation of academic regulations. It is, however, the responsibility of students to see that their academic programs meet the University's regulations in all respects.

**GRADUATE STUDIES DATES FOR THE 2024-25
ACADEMIC YEAR –Sept. 27, 2024**

June 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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- June 1 Deadline for In-Course Awards, Scholarships and Bursaries (Spring-Summer Term)
- June 1 Deadline for Opportunity Fund Bursaries & General Bursary (Spring-Summer Term)
- June 1 Deadline for the President's Scholarship for World Leaders (PSWL)
- June 3 LECTURES END for all courses scheduled in the first 4 weeks of the 2024 Spring-Summer Term which begin on May 6, 2024.
- June 3 Victoria Day make up day for 4 and 8 week classes which begin on May 6, 2024.
- June 4 No Classes for courses in the 1st 4 week and 8 week term which begin on May 6, 2024
- June 5 No classes for courses in the 8 week term which begin on May 6, 2024 and end on July 4, 2024 of the 2024 Spring-Summer Term.
- June 5 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams, or the submission of papers or projects for all courses scheduled in the first 4 weeks of the 2024 Spring-Summer Term which end on June 4, 2024.
- June 5 FINAL DATE to withdraw without academic penalty from courses in the first 6 week term which begin on May 6, 2024 and end on June 17, 2024 of the 2024 Spring-Summer Term.
- June 6 LECTURES RESUME for all courses in the 8 week term which begin on May 6, 2024 and end on July 4, 2024 of the 2024 Spring-Summer Term.
- June 6 LECTURES BEGIN for all courses scheduled in the second 4 weeks of the 2024 Spring-Summer Term.
- June 13-14 Annual Spring Convocation for conferring of degrees.
- June 17 LECTURES END for all courses scheduled in the first 6 weeks of the 2024 Spring-Summer Term which begin on May 6, 2024.
- June 17 Victoria Day make up day for 6 & 12 week classes which begin on May 6, 2024.
- June 18 No classes for courses in the 1st 6 week and 12 week terms beginning on May 6, 2024.

June 19 FINAL DATE to withdraw without academic penalty from courses in the 8 week term which begin on May 6, 2024 and end on July 4, 2024 of the 2024 Spring-Summer Term.

June 19-20 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams, or the submission of papers or projects for all courses scheduled in the first 6 weeks of the 2024 Spring-Summer Term which end on Jun 17, 2024.

June 19-20 No classes for courses in the 12 week term which begin on May 6, 2024 and end on August 2, 2024 of the 2024 Spring-Summer Term.

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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July 1 Canada Day: University closed.

July 1 Deadline to apply for UW Graduate Programs beginning January (Winter term) 2025 (not including Joint Master's Programs).

July 3 LECTURES END for the second 4 week classes which begin on June 6, 2024 and 8 week classes which begin on May 6, 2024.

July 2 – Aug 31 Registration commences for the 2024-2025 Fall, Fall/Winter and Winter Terms for all programs.

July 2 – Jan2/25 Registration commences for the 2025 Winter Term for all programs.

July 4 Canada Day make up day for second 4 week classes which begin on June 6, 2024 and 8 week classes which begin on May 6, 2024.

July 5 No Classes for courses in the second 4 week classes which begin on June 6, 2024 and 8 week classes which begin on May 6, 2024.

July 8 - 9 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams or the submission of papers or projects for all courses in the second 4 week classes which begin on June 6, 2024 and 8 week classes which begin on May 6, 2024 in the Spring-Summer 2024 Term.

July 8 LECTURES BEGIN for the Summer Session.

July 12 FINAL DATE to withdraw without academic penalty from courses which begin on May 6, 2024 and end on August 2, 2024 of the 2024 Spring-Summer Term.

July 23 FINAL DATE to withdraw without academic penalty from courses in the second 6 week term which begin on June 21, 2024 and end on August 2, 2024 of the 2024 Spring-Summer Term.

August 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Aug 1 FINAL DATE for Master in Management (MIM) FIRST year students (September intake), to pay their first installment (Spring-Summer fees). Refunds will only be issued if dropped/withdrawn from this Program on or prior to the 1st day of the August intensives.
- Aug 1 FINAL DATE for receipt of the applications for graduation from candidates who expect to graduate in October 2024.
- Aug 1 LECTURES END for the second 6 week classes which begin on June 21, 2024 and 12 week classes which begin on May 6, 2024 except for courses which have classes in lieu of Canada Day.
- Aug 2 Canada Day make up day for the second 6 week classes which begin on June 21, 2024 and 12 week classes which begin on May 6, 2024.
- Aug 5 Terry Fox Day: University closed.
- Aug 6 No Classes for course in the second 6 week session which begin on June 21, 2024 and 12 week classes which begin on May 6, 2024.
- Aug 7 FINAL DATE to withdraw without academic penalty from courses in the Summer Session.
- Aug 7-8 The Spring-Summer Term Evaluation period for all final items of work for the second 6 week term and the 12 week term which can include scheduled tests, exams or the submission of papers or projects.
- Aug 16 LECTURES END for the Summer Session classes which begin on July 8, 2024 except for courses which have classes in lieu of Terry Fox Day.
- Aug 17 FINAL DATE to submit approved Continuance Term forms to the Registrar's Office for the upcoming 2024 Fall Term.

September 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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15	16	17	18	19	20	21
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Sep 1-18 Period when 2024-2025 Fall and Fall/Winter Term course registration, course adds/drops and section changes occur. Subsequent changes will be permitted only under the most exceptional circumstances and only when authorized by the Registrar's Office. Registration in all courses will be subject to space availability. Any courses dropped after this period and/or program-based students withdrawing from their program after this date will not be subject to refund.

Sep 2 Labour Day: University closed.

Sep 3 LECTURES BEGIN for Undergraduate and Graduate Studies Fall Term.

Sep 19 FINAL DATE to pay fees without a late payment fee being charged for all courses which begin in the 2024 Fall and Fall/Winter Terms. Refunds will only be issued for courses (and/or programs) dropped/withdrawn on or prior to September 18, 2024.

Sep 30 Truth and Reconciliation Day: University Closed

October 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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Oct 1 Deadline for In-Course Awards, Scholarships and Bursaries (Fall term).

Oct 13 - 19 Mid-term reading week. No classes, except Education students taking 4000 level certification courses are required to attend class and practicum during this period. Please consult your course outline for more information.

Oct 14 Thanksgiving Day: University closed.

Oct 18 Annual Fall Convocation for the conferring of degrees.

November 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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Nov 1 FINAL DATE for receipt of applications for graduation from candidates who expect to graduate in February 2025.

- Nov 1 Application period begins for UW Graduate Programs starting in September (Fall term) 2025 and Master in Management program starting August (Spring/Summer term) 2025. (Apply to UManitoba for Joint Master's Programs.)
- Nov 11 Remembrance Day: University closed.
- Nov 13 FINAL DATE to withdraw without academic penalty from courses which begin in September and end in December of the 2024 Fall Term.

December 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Dec 1 Deadline for the Tri-agency Canada Graduate Student -Master's Awards (CGS M)
- Dec 1 Peace and Conflict Joint Masters Program application deadline.
- Dec 2 LECTURES END for the 2024 Fall Term except for those which have make up classes as indicated below.
- Dec 3 Make up classes will be held on this day on a Monday schedule.
- Dec 4 Make up classes will be held on this day on a Monday schedule.
- Dec 6 National Day of Action and Remembrance of Violence Against Women
- Dec 7-20 The Fall Term evaluation period for final items of work for this term which can include scheduled tests, exams, or the submission of papers or projects.
- Dec 15 Public Administration Joint Program application deadline for program beginning September 2025**
- Dec 17 FINAL DATE to submit approved Continuance Term forms to the Registrar's Office for the upcoming 2025 Winter Term.
- Dec 23 University closed from Dec 23, 2024 through January 1, 2025.

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Jan 2 University opens.

- Jan 6 LECTURES BEGIN for Undergraduate and Graduate Studies Winter term.
- Jan 3 - 17 Period when 2025 Winter Term course registration, course adds/drops and section changes occur. Subsequent changes will be permitted only under the most exceptional circumstances and only when authorized by the Registrar's Office. Registration in all courses will be subject to space availability. Any courses dropped after this period and/or program-based students withdrawing from their program after this date will not be subject to refund.
- Jan 15 History and Religion Joint Master's Program Application Deadline for programs beginning September 2025.
- Jan 22 FINAL DATE to pay all fees for the 2025 Winter Term without a late payment fee being charged. Refunds will only be issued for courses (and/or programs) dropped/withdrawn on or prior to January 17, 2025.
- Jan 23 Tentative date for the release of official grades from the 2024 Fall Term

February 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Feb 1 DEADLINE for Applications for UW Graduate Programs starting September (Fall term) 2025 and Master in Management program starting August (Spring-Summer term) 2025. (Apply to UManitoba for Joint Master's Programs.)
- Feb 1 FINAL DATE for receipt of applications for graduation from candidates who expect to graduate in June 2025.
- Feb 1 Deadline for In-Course Awards, Scholarships and Bursaries (Winter Term).
- Feb 1 Deadline for Opportunity Fund Bursaries & General Bursary (Winter Term).
- Feb 3 - Apr 1 Registration for MFT Spring-Summer Term courses.
- Feb 7 Annual Winter in-Absentia Convocation for conferring of degrees.
- Feb 14 FINAL DATE to withdraw without academic penalty from courses which begin in September 2024 and end in April 2025 of the 2024-2025 Fall and Winter Term.
- Feb 16-22** Winter Term Reading Week. No classes.
- Feb 17 Louis Riel Day: University closed.

March 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Mar 3 Registration commences for the 2025 Spring-Summer Term (ALL programs excluding MFT); no end date as courses run over various months over various dates therefore "end date" to register is on a course by course basis and students are advised to contact the Registrar's Office.
- Mar 1 Deadline for Entrance Awards for Incoming Students (2025 Fall Term).
- Mar 14 FINAL DATE to withdraw without academic penalty from courses which begin in January 2025 and end in April 2025 of the 2025 Winter Term.
- Mar 15 Deadline for The University of Winnipeg Graduate Student Scholarship (UWGSS) and The President's Distinguished Graduate Student Scholarship (PDGSS)

April 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- Apr 1 FIRST WEEK OF LECTURES for the 2025 Spring-Summer Term (depending on courses registered).
- Apr 2-10 Course change period for MFT program for the 2025 Spring-Summer Term.
- Apr 4 LECTURES END for the 2025 Winter Term except for which have make up classes as indicated below.
- Apr 9-23 The Winter Term evaluation period for final items of work for this term which can include scheduled tests, exams, or the submission of papers or projects.
- Apr 10 FINAL DATE to pay all fees without late payment fees being charged for the MFT 2025 Spring-Summer Term (course-based students).
- Apr 15 Deadline for 2024-2025 Convocation Awards nomination
- Apr 17 FINAL DATE to submit approved Continuance Term forms to the Registrar's Office for the upcoming 2025 Spring-Summer Term.
- Apr 18 Good Friday: University closed.

May 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- May 15 FINAL DATE to pay fees without late payment fee being charged in the 2025 Spring-Summer Term (including Continuance Terms and MFT program-based students; excluding MFT and Theology course-based programs). Any program-based students withdrawing from their program after this date will not be subject to refund.
- May 15 Tentative date for the release of official grades from the 2025 Fall/Winter and Winter Terms.
- May 19 Victoria Day: University closed.
- May 26 FINAL DATE to withdraw without academic penalty from courses which begin on May 5 2025 and end on June 2, 2025 of the 2025 Spring-Summer Term.

June 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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22	23	24	25	26	27	28
29	30					

- June 1 Deadline for In-Course Awards, Scholarships and Bursaries (Spring-Summer Term)
- June 1 Deadline for Opportunity Fund Bursaries & General Bursary (Spring-Summer Term)
- June 1 Deadline for the President's Scholarship for World Leaders
- June 2 LECTURES END for all courses scheduled in the first 4 weeks of the 2025 Spring-Summer Term which begin on May 5, 2025.
- June 2 Victoria Day make up day for 4 and 8 week classes which begin on May 5, 2025.
- June 3 No Classes for courses in the 1st 4 week and 8 week term which begin on May 5, 2025
- June 4 No classes for courses in the 8 week term which begin on May 5, 2025 and end on July 3, 2025 of the 2025 Spring-Summer Term.
- June 4 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams, or the submission of papers or projects for all courses scheduled in the first 4 weeks of the 2025 Spring-Summer Term which end on June 2, 2025.

- June 4 FINAL DATE to withdraw without academic penalty from courses in the first 6 week term which begin on May 5, 2025 and end on June 16, 2025 of the 2025 Spring-Summer Term.
- June 5 LECTURES RESUME for all courses in the 8 week term which begin on May 5, 2025 and end on July 4, 2025 of the 2025 Spring-Summer Term.
- June 5 LECTURES BEGIN for all courses scheduled in the second 4 weeks of the 2025 Spring-Summer Term.
- June 12-13 Annual Spring Convocation for conferring of degrees.
- June 16 LECTURES END for all courses scheduled in the first 6 weeks of the 2025 Spring-Summer Term which begin on May 5, 2025.
- June 17 Victoria Day make up day for 6 & 12 week classes which begin on May 5, 2025.
- June 17 No classes for courses in the 1st 6 week and 12 week terms beginning on May 5, 2025.
- June 18 FINAL DATE to withdraw without academic penalty from courses in the 8 week term which begin on May 5, 2025 and end on July 4, 2025 of the 2025 Spring-Summer Term.
- June 18-19 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams, or the submission of papers or projects for all courses scheduled in the first 6 weeks of the 2025 Spring-Summer Term which end on Jun 17, 2025.
- June 18-19 No classes for courses in the 12 week term which begin on May 5, 2025 and end on August 2, 2025 of the 2025 Spring-Summer Term.
- June 20 LECTURES BEGIN for all courses scheduled in the second 6 weeks of the 2025 Spring-Summer Term.
- June 20 LECTURES RESUME for all courses in the 12 week term which begin on May 5, 2025 and end on August 2, 2025 of the 2025 Spring-Summer Term.
- June 25 FINAL DATE to withdraw without academic penalty from courses in the second 4 week term which begin on June 5, 2025 and end on July 3, 2025 of the 2025 Spring-Summer Term.

July 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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- July 1 Canada Day: University closed.
- July 1 Deadline to apply for UW Graduate Programs beginning January (Winter term) 2026 (not including Joint Master's Programs).

- July 2 – Aug 31 Registration commences for the 2025-2026 Fall, Fall/Winter and Winter Terms for all programs.
- July 2 – Jan/26 (TBD) Registration commences for the 2026 Winter Term for all programs.
- July 2 LECTURES END for the second 4 week classes which begin on June 5, 2025 and 8 week classes which begin on May 5, 2025.
- July 3 Canada Day make up day for second 4 week classes which begin on June 5, 2025 and 8 week classes which begin on May 5, 2025.
- July 4 No Classes for courses in the second 4 week classes which begin on June 5, 2025 and 8 week classes which begin on May 5, 2025.
- July 7-8 The Spring-Summer Term evaluation period for final items of work which can include scheduled tests, exams or the submission of papers or projects for all courses in the second 4 week classes which begin on June 5, 2025 and 8 week classes which begin on May 5, 2025 in the Spring-Summer 2025 Term.
- July 7 LECTURES BEGIN for the Summer Session.
- July 11 FINAL DATE to withdraw without academic penalty from courses which begin on May 5, 2025 and end on August 1, 2025 of the 2025 Spring-Summer Term.
- July 22 FINAL DATE to withdraw without academic penalty from courses in the second 6 week term which begin on June 20, 2025 and end on August 1, 2025 of the 2025 Spring-Summer Term.
- July 31 LECTURES END for the second 6 week classes which begin on June 20, 2025 and 12 week classes which begin on May 5, 2025 except for courses which have classes in lieu of Canada Day.

August 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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24	25	26	27	28	29	30
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- Aug 1 FINAL DATE for Master in Management (MIM) FIRST year students (September intake), to pay their first installment (Spring-Summer). Refunds will only be issued if dropped/withdrawn from this Program on or prior to the 1st day of the August intensives.
- Aug 1 FINAL DATE for receipt of the applications for graduation from candidates who expect to graduate in October 2025.
- Aug 1 Canada Day make up day for the second 6 week classes which begin on June 20, 2025 and 12 week classes which begin on May 5, 2025.

- Aug 4 Terry Fox Day: University closed.
- Aug 5 No Classes for course in the second 6 week session which begin on June 20, 2025 and 12 week classes which begin on May 5, 2025.
- Aug 6 FINAL DATE to withdraw without academic penalty from courses in the Summer Session.
- Aug 6-7 The Spring-Summer Term Evaluation period for all final items of work for the second 6 week term and the 12 week term which can include scheduled tests, exams or the submission of papers or projects.
- Aug 15 LECTURES END for the Summer Session classes which begin on July 8, 2025 except for courses which have classes in lieu of Terry Fox Day.
- Aug 17 FINAL DATE to submit approved Continuance Term forms to the Registrar's Office for the upcoming 2025 Fall Term.
- Aug 18 Classes held on this day are in place of classes on Monday, August 5, 2025 and will be scheduled in accordance with a Monday schedule.
- Aug 19 No Classes for courses in the Summer Session
- Aug 20 The Summer Session evaluation period for final items of work which can include scheduled tests, exams, or the submission of papers or projects.

September 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
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7	8	9	10	11	12	13
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28	29	30				

Sep 1 Labour Day: University closed.

Sep 2 Lectures begin for the 2025 Fall Term

Sep 30 Truth and Reconciliation Day: University Closed

October 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
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Oct 13 Thanksgiving Day: University closed.

Oct 17 Annual Fall Convocation for the conferring of degrees.

GRADUATE STUDIES GLOSSARY

Updated April 18, 2024

-A/B-

Academic Calendar: This annual publication provides key information for students on many aspects of their studies at The University of Winnipeg, including general regulations, degree requirements, grading policies, and course descriptions. Starting in 2015, the University began to produce two separate documents: a Graduate Academic Calendar and an Undergraduate Academic Calendar. Both documents can be found on the University's website. <https://www.uwinnipeg.ca/academics/calendar/index.html>

Academic Misconduct: This refers to dishonest student behaviours that subvert academic standards. Examples include, but are not limited to, plagiarism, cheating, improper research/academic practices, obstruction of the academic activities of another, impersonation, falsification or unauthorized modification of an academic record, and aiding and abetting academic misconduct. See *Regulations and Policies* in the Calendar.

Admission: The process of applying to and providing the necessary documentation to enrol in a degree credit program at The University of Winnipeg. See *Admission Policies and Procedures* in the Calendar.

Alumni: Graduates of University degree programs and PACE (Professional, Applied and Continuing Education) certificate and diploma programs are collectively called alumni. Upon graduation, these students automatically become members of the Alumni Association. Students who have successfully completed 30 credit hours of degree-credit courses may apply for Associate Membership.

Appeal: An avenue of recourse available to students who wish to seek redress for what they deem to be an unfair decision of a faculty member or the University administration, or to obtain exemption from a policy or regulation. Appeal procedures are outlined in *Regulations and Policies* in the Calendar. Examples include deferred exams, incomplete term work and grade appeals.

Audit: An audit student is someone who has paid a reduced fee and has been granted permission by the instructor and department to sit in on a course. An audit student may not participate in the class, except by invitation of the instructor, and is not entitled to write tests or exams, to have work graded, or to receive course credit.

-C-

Catalog Year: The year of the Academic Calendar containing the requirements a student must complete to earn a degree. Because degree requirements may change over time, a student may elect to change the catalog year to utilize requirements from newer or older calendars that fit best with their academic record. Students may not select a catalog year from years prior to the year of their admission to The University of Winnipeg.

Challenge for Credit: A method through which a student may, with appropriate evidence and documentation, be able to obtain credit based on an assessment of their informal and non-formal learning. Prior Learning Assessment and Recognition (PLAR) or 'challenge for credit' procedures are outlined in the *Regulations and Policies* section of the Academic Calendar. For more information, contact Adult Learner Services.

Chair: The head of an academic department.

Collegiate: The division of the University which offers a Grades 9 – 12 high school program.

Contact Hours: This term refers to the total number of hours of instruction for a specific course. This number includes weekly lectures, labs, and tutorials, as well as any other scheduled requirements.

Continuing Student Status: In Graduate Studies, this term, also called "continuance" status, refers to students who do not complete their degree within the allotted number of terms appropriate to their full-time or part-time designation and who pay the corresponding fees for maintaining this status.

Convocation: The ceremony at which degrees are conferred upon students, after which they are called graduates or alumni.

Coordinator: The head of an interdisciplinary program or department unit.

Corequisite: A specific course or requirement which must be undertaken at the same time as a prescribed course, if it has not already been completed.

Credit Hours: The "weight" of a course reflecting the amount of class time. Most courses are valued at **6 credit hours** (three lecture hours per week for TWO terms) or **3 credit hours** (three lecture hours per week for ONE term). The number of credit hours is noted in brackets after the course number. Example: PSYC-1000(6) Introductory Psychology is worth 6 credit hours. A student must successfully complete a specified total number of credit hours as part of meeting degree requirements. For example: 90 credit hours must be completed for a three-year BA. A student must also successfully complete a specific number of credit hours in the Major subject. See *Degree and Major Requirements* as well as *Areas of Study* in the Academic Calendar.

Cross-listed: A course which is cross-listed by two academic departments (e.g. MATH and STATS; HIST and CLAS; ECON and BUS) relates in content and perspective to both disciplines. As such, it may be offered under either department's course number. A

cross-listed course may be used to partially meet the Major requirements of either department, regardless of the course number at the time the course was successfully completed. There are a few courses cross-listed by three departments.

-D-

Dean: The administrative head of an academic unit at the University.

Deferred Exam Appeal: The opportunity granted to a student by the Senate Appeals Committee or an academic department to write a final exam or final test at an alternate time from the scheduled date. Appeal procedures are outlined in *Regulations and Policies* of the Academic Calendar.

Discipline: A branch of knowledge or learning.

Drop/Withdrawal: A student may choose to drop, or withdraw voluntarily from any course, up to and including the designated voluntary withdrawal deadline for that course. (See "Course Drop Information" and "Course Withdrawal Schedule" on the website for details.) The University may withdraw a student involuntarily from a course due to non-payment of fees, unacceptable classroom behaviour, or other issues.

-E-

Elective: A course not prescribed by the requirements of a program, but acceptable within that program and chosen by the student with the approval of their Graduate Program Advisor.

Exchange Students: Students coming to The University of Winnipeg from another university under the auspices of a specific collaboration agreement between the two universities.

Experiential Learning: Uses direct experience and reflection on that experience as a means of learning. It includes activities such as co-ops, practica, internships, fieldwork, service learning and Prior Learning Assessment and Recognition (PLAR).

Experimental Courses: New courses offered by departments on a trial basis to gauge interest in particular topics. In the Academic Calendar, descriptions of experimental courses are included at the end of each department's section.

-F-

Faculty Members: The teaching and research staff of the University.

Faculty: A Faculty is a division of the University. The University of Winnipeg has the Faculties of Arts, Business and Economics, Education, Graduate Studies, Kinesiology, and Science.

Fee Payment Schedule: This term refers to the schedule of fee payment dates and deadlines for students. The dates are set by Financial Services and are not negotiable.

FIPPA: The acronym for the Freedom of Information and Protection of Privacy Act of the Government of Manitoba.

Formal Learning: occurs within an educational institution, in the presence of a knowledge expert with an established curriculum to be completed within a specified time toward a credential, such as: courses completed at universities, colleges, and extended and continuing education departments.

Full-Time Student: In Graduate Studies, full-time students are students who: 1) are pursuing their studies as a full-time occupation; 2) identify themselves as a full-time student; and 3) plan to complete the program within the designated number of terms permitted for full-time students and do not exceed these limits. In a one-year Master's program, full-time students are permitted three (3) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis. In a two-year Master's program, full-time students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis. *Note: Individual programs may have their own policies which prescribe a shorter period of time (fewer number of terms) within which full-time students must complete their program of study.

-G-

Grade Point: The numerical value given to an alphabetical letter grade used in the assessment of academic performance.

Grade Point Average: A numerical index of performance, the Grade Point Average or GPA is calculated by dividing the number of weighted grade points achieved by the number of credit hours successfully completed. A cumulative GPA is based on all course attempts for which grades were received. The graduation GPA is based only on those courses which are presented for graduation (e.g., the best 90 credit hours for a 3-year degree that satisfy degree requirements, excluding failed courses, and using the best grade in any course that was repeated).

Graduate Program: A program of studies that leads a student to a Master or Doctoral degree.

Graduate Program Advisor: Every graduate student must have an advisor who is a faculty member at The University of Winnipeg. The Graduate Program Advisor is the primary contact for a graduate student and the person responsible for guiding a graduate student through their studies at The University of Winnipeg. A Graduate Program Advisor may, and often will, serve also as a

student's Graduate Thesis Supervisor. The Graduate Program Advisor shall: 1) assist students with planning a program of study; 2) ensure that students are aware of all general regulations, policies and guidelines, program requirements, and degree regulations of the graduate department and the Faculty of Graduate Studies; 3) attend all supervisory committee meetings as well as student thesis, clinical, or technical practicum examinations in accordance with University of Winnipeg Graduate Studies regulations; and 4) prepare an annual report of the progress of the graduate student.

Graduate Program Committee (GPC): The Graduate Program Committee oversees each University of Winnipeg Graduate Program. The Graduate Program Committee is responsible for: 1) curricular development and implementation; 2) overseeing program delivery; 3) making recommendations for admission of students to the Dean of Graduate Studies; 4) overseeing the supervision of all graduate students enrolled in their program and monitoring their progress; 5) monitoring examinations and theses; 6) other duties as assigned by the Dean of Graduate Studies or the Department Chair. Where possible, the GPC shall use the existing procedures and committees of the departments in its work, with the final approval of all matters concerning the development and delivery of graduate studies in a unit resting with the GPC. The GPC, through its Chair, reports to the Dean of Graduate Studies on all matters related directly to graduate studies. The GPC, through its Chair, reports to the Chair of the Department on matters that concern the Department.

Graduate Program Committee Chair: The Graduate Program Committee Chair is the chief liaison with the Faculty of Graduate Studies and the official representative of each graduate program to its graduate students. The Graduate Program Committee Chair shall report to the Dean of Graduate Studies regarding all matters related directly to graduate programming. In matters that concern the department or unit offering a graduate program, the Graduate Program Committee Chair reports to the Chair or Director and follows the regular procedures and policies of the administrative unit. The Graduate Program Committee Chair shall: 1) provide leadership to the Graduate Program Committee; 2) be a member of the Graduate Studies Committee (or appoint a designate); 3) ensure that the graduate program is operating according to the policies and procedures set out by the Faculty of Graduate Studies and its department's supplementary regulations; 4) take on other duties as assigned by the Dean of Graduate Studies, the Graduate Studies Committee, or the Graduate Program Committee; and 5) attend, if requested, meetings of his or her faculty council (as per Senate Standing rules).

Graduate Student: A graduate student is a student accepted in a University of Winnipeg graduate program or accepted as a visiting student in a graduate course(s) at The University of Winnipeg. Graduate students are expected to read all relevant documents and the Graduate Studies Calendar to become familiar with all regulations and deadlines relating to their programs and the Faculty of Graduate Studies. Graduate students are responsible for their own programs and must ensure that they submit appropriate forms to their graduate department, appropriate university administrative unit, and the Faculty of Graduate Studies for signature and processing, that their registration is accurate and does not lapse, and that they pay all the fees required by the deadline dates.

Graduate Thesis Supervisor: The Graduate Thesis Supervisor shall: 1) be directly responsible for supervising and providing guidance on all aspects of a student's thesis, practicum, or research program; 2) stay informed of the student's progress and prepare an annual report summarizing progress in research, clinical, or technical activities; 3) ensure that scientific research is conducted in a way that is effective and safe; 4) review and evaluate student theses and major research papers in draft and final form; and 5) in accordance with the University of Winnipeg Graduate Studies regulations, attend all supervisory committee meetings as well as student thesis, clinical, or technical practicum examinations.

Graduation: The process whereby students, having completed all the requirements in a prescribed course of study, are awarded the degree(s) earned, after which they are called graduates or alumni. A student must apply, in advance, for graduation – see *Regulations and Policies* of the Academic Calendar.

-H/I/J/K/L-

Humanities: Refers to the study of ideas about human culture and its expression through art forms and systems of thought. Disciplines designated as Humanities at The University of Winnipeg include Aboriginal Languages, Classics, East Asian Languages and Cultures, English, French Studies, German Studies, History, Italian Studies, Philosophy, Religion and Culture, Spanish Studies, Theatre and Film, and Women's and Gender Studies.

Incomplete Term Work Appeal: This term refers to the opportunity, granted to a student by the Senate Appeals Committee or an academic department, to complete items of term work after the end of the evaluation period for a course. Appeals procedures are outlined in *Regulations and Policies* of the Calendar.

Informal Learning: occurs anywhere, anytime and with anyone. It is how individuals manage their everyday lives, such as: dealing with emerging health issues, rearing children, conducting household renovations, volunteering in the community, hobbies and managing projects at work.

Joint Discipline Committee (JDC): The Joint Discipline Committee of each Joint Master's Program shall take on duties and responsibilities as outlined in the Governing Documents of the Joint Master's Programs. The Joint Discipline Committee shall have reporting responsibility as outlined in the Governing Documents of the Joint Master's Programs which includes being under the joint jurisdiction of both universities and the responsibility to work in cooperation with hosting departments at both universities, the Joint Senate Committee, the Dean of the Faculty of Graduate Studies at the University of Manitoba, and the Dean of the Faculty of Graduate Studies at The University of Winnipeg.

Joint Master's Program Chair OR Associate Chair: The Joint Master's Program Chair or Associate Chair, whichever is a University of Winnipeg faculty member, acts as the chief liaison with the Faculty of Graduate Studies. The Joint Master's Program Chair or Associate Chair shall take on duties and responsibilities as outlined in the Governing Documents of the Joint Master's Programs. The Joint Master's Program Chair or Associate Chair shall have reporting responsibility as outlined in the Governing Documents of the Joint Master's Programs, which includes being under the joint jurisdiction of both universities and the responsibility to work in cooperation with the Joint Discipline Committee, the hosting departments at both universities, the Joint

Senate Committee, the Dean of the Faculty of Graduate Studies at the University of Manitoba, and the Dean of the Faculty of Graduate Studies at The University of Winnipeg. The Joint Master's Program Chair or Associate Chair shall be a member of the Graduate Studies Committee (UW) and the Joint Senate Committee for Joint Master's Programs (UM/UW).

-M/N/O-

Non-Academic Misconduct: Students have a responsibility to act in a fair and reasonable manner in their interactions with their peers, faculty, staff, and administration and in their use of university property. Examples of Non-Academic Misconduct include threats, using abusive language, violence, and disruptive behaviour. See *Regulations and Policies* in the Academic Calendar.

Non-Formal Learning: is any educational activity that has clear learning objectives but usually takes place outside of an educational institution or does not lead to credentials: conferences, seminars and workshops through the workplace, training for volunteers, and community programs.

Occasional students: Students who are qualified to enrol in graduate courses but do not wish to enrol in a full program.

-P/Q-

Part-Time Student: In Graduate Studies, part-time students are students who: 1) do not meet the requirements for full-time status; and 2) plan to complete the program within the designated number of terms permitted for part-time students and do not exceed these limits. In a one-year Master's program, part-time students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis. In a two-year Master's program, part-time students are permitted twelve (12) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis. Note: Individual programs may have their own policies which prescribe a shorter period of time (fewer number of terms) within which part-time students must complete their program of study.

PHIA: The acronym for the Personal Health Information Act of the Government of Manitoba.

Plagiarism: This is a form of academic dishonesty where an individual presents work of another person, in whole or in part, as their own. Here "work" includes, but is not limited to, essays, oral presentations, lab reports, art and performance compositions, diagrams, computer reports or software, and research results. Plagiarism also includes submitting the same work for evaluation to more than one course without the consent of each instructor to do so. See Student Discipline under *Regulations and Policies* of the Academic Calendar.

PLAR: The acronym for Prior Learning Assessment and Recognition. See definition below.

Post-Secondary Education: is an optional final stage of formal learning that occurs after secondary education.

Practicum: A course of study based on the practical application of theory to field work or research.

Prerequisite: The preliminary requirement which must be met before a course can be taken.

Prerequisite Waiver: Written permission from the instructor and/or Department for a student to register in a course without the stated prerequisite.

Prior Learning Assessment and Recognition: an educational initiative that provides learners with opportunities to identify, demonstrate, and gain recognition for what they already know and can do. It allows learners to obtain credit for university-level knowledge and skills gained through informal and non-formal learning and/or other educational programs ineligible for transfer. Procedures for PLAR are outlined in the section *Regulations and Policies* of the Academic Calendar. Contact Adult Learner Services for more information.

Professional, Applied and Continuing Education (PACE): Formerly known as the Division of Continuing Education, PACE offers non-degree credit courses and certificate/diploma programs in areas such as Information Technology, Public Relations, Human Resources, Educational Assistant Training, Languages, and Management. For more information, see PACE on the University's website.

-R-

Recognition of Prior Learning (RPL) provides learners with welcomed opportunities to identify, demonstrate, and gain recognition for what they already know and can do. There are four main areas under RPT: Mature Access, Transfer Credit, PLAR-Challenge for Credit Process, and Military Training and Service.

Registration: The process of officially enrolling in courses for a particular term(s).

Requisites: Requirements that must be met in order to take a course and receive credit for it. They may include prerequisites (courses that should be completed beforehand) and/or corequisites (courses to be taken concurrently, including labs).

Research Ethics: All members of the University community who conduct research or teaching activities in which human or vertebrate animal subjects are used must have the approval of the appropriate Research Ethics Committee prior to data gathering.

Residence Requirement: The total number of credit hours that must be taken at The University of Winnipeg in order to qualify for a degree from the University.

-S-

Science: The disciplines that are devoted to the systematic observation of and experimentation with the material and functions of the natural or physical world. Disciplines designated as Natural or Physical Sciences at The University of Winnipeg include Biology, Chemistry, Geography (Physical), Physics. Mathematics and Statistics are usually included among the Science disciplines although they deal with abstract numerical relationships rather than with the natural or physical world.

Section: The University of Winnipeg may offer the same course multiple times per term. To specify the class, a three-digit section number is assigned and can be found in the Timetable or WebAdvisor.

Social Science: The scientific study of society and social relationships and behaviour. Disciplines designated as Social Sciences at The University of Winnipeg include Anthropology, Economics, Geography (Human and Regional), Political Science, Psychology, and Sociology.

Student Planning: A web-based self-service system that allows a student to plan courses towards a degree at The University of Winnipeg, and to register for courses in the upcoming terms. Students access this tool through WebAdvisor.

-T-

Taxation Receipts: The T2202A tax form (Tuition and Education Deduction Form) is available to you online through your WebAdvisor account at the end of February. T2202A forms are *not* mailed to students. Students must go online to retrieve and print their own forms. <https://www.uwinnipeg.ca/fees/tax-form-2202a.html>

Term: A designated period in the academic year during which courses are offered. Typically, **Fall Term** runs from September to December and **Winter Term** runs from January to April. **Fall-Winter Term** covers the entire period, from September to April. **Spring-Summer Term** spans from May to August, with courses starting on different dates throughout this time period.

Thesis Examining Committee: The Thesis Examining Committee shall consist of the student's Advisor, Supervisor, and at least two other examiners, one of whom must be external to the student's graduate department or program. All persons on a Thesis Examining Committee must be members of the Faculty of Graduate Studies at The University of Winnipeg unless expressly approved by the Dean of Graduate Studies. The Dean of Graduate Studies, or designate, shall chair the committee but takes no part in the final decision. The Thesis Examining Committee shall be responsible for examining and reporting on the student's thesis. The final decision shall be based both on the content of the thesis and the candidate's ability to defend it.

Timetable: The list of courses which are offered during a particular term or terms.

Timetabling: The act of selecting and scheduling courses from the Timetable.

Transcript: The official document prepared by the Student Records Office of each student's complete academic history.

-U/V/W-

Undergraduate: A student registered in a program of studies which leads to a Bachelor's degree.

Visiting Graduate Fellows (VGF): Graduate students who are registered in graduate programs elsewhere in Canada or abroad, but who wish to work with one or more faculty members at The University of Winnipeg for a period of a few months up to a year, during which time they would conduct research and/or attend graduate courses.

Visiting Students: Students who are registered in a graduate degree program at another post-secondary institution in Canada or outside of Canada and would like to take courses at The University of Winnipeg for transfer credit back to their "home" institution.

WebAdvisor: The University's online registration system. Anyone can go to the University's website and click on WebAdvisor to search and read about course offerings for an upcoming term. Admitted students with an ID and password can also use this system for other functions, such as to register for courses, review their student history/transcript/financial statement, and access final grades.

Withdrawal/Drop: A student may choose to drop, or withdraw voluntarily from any course, up to and including the designated voluntary withdrawal deadline for that course. (See "Course Drop Information" and "Course Withdrawal Schedule" on the Graduate Studies website for details.) The University may withdraw a student involuntarily from a course due to non-payment of fees, unacceptable classroom behaviour, or other issues.

GRADUATE STUDIES

THE UNIVERSITY

June 9, 2024

1. Degrees Offered

- Graduate Degrees
- Undergraduate Degrees

2. Mission Statement

- Mission
- Guiding Principles

1. Degrees Offered

a. Graduate Degrees

The University confers the following graduate degrees:

University of Winnipeg Master's Programs:

Master of Science in Applied Computer Science and Society	MSc
Master of Arts in Applied Economics	MA
Master of Science in Bioscience, Technology and Public Policy	MSc
Master of Arts in Criminal Justice	MA
Master of Arts in Cultural Studies	MA
Master of Arts in Environmental and Social Change	MA
Master of Environment in Environmental and Social Change	MEnv
Master of Science in Environmental and Social Change	MSc
Master's in Developmental Practice: Indigenous Development	MDP
Master of Arts in Indigenous Governance	MA
Master of Marriage and Family Therapy	MMFT
Master in Management: Technology, Innovation and Operations	MiM
*Master of Arts in Theology	MA
*Master of Arts in Spiritual Disciplines and Ministry Practices	MA
*Master of Divinity	MDiv
*Master of Sacred Theology	STM

*No new students are being accepted into these Theology programs. For further information, please see "The United Centre for Theological Studies" on the University's website.

Joint Master's Programs with the University of Manitoba:

Master of Arts in History	MA
Master of Arts in Religion	MA
Master of Public Administration	MPA
Master of Arts in Peace and Conflict Studies	MA

b. Undergraduate Degrees

The University confers the following undergraduate degrees in the Faculties of Arts, Science, Education, Business and Economics, and The Gupta Faculty of Kinesiology and Applied Health:

Bachelor of Arts	BA (90 credit hours)
Bachelor of Arts (4-Year)	BA (4-Yr) (120 credit hours)
Bachelor of Arts (Honours)	BA (Hons) (120 credit hours)
Bachelor of Science	BSc (90 credit hours)
Bachelor of Science (4-Year)	BSc(4-Yr) (120 credit hours)
Bachelor of Science (Honours)	BSc(Hons) (120 credit hours)
Bachelor of Education	BEd/BA (150 credit hours)

(Integrated with BA)	
Bachelor of Education	BEd/BSc (150 credit hours)
(Integrated with BSc)	
Bachelor of Education	BEd/BPHE (150 credit hours)
(Integrated with BPHE)	
*Bachelor of Theology	BTh
Bachelor of Business Administration	BBA (90 credit hours)
Bachelor of Business Administration(4-Year)	BBA (4-Yr) (120 credit hours)
Bachelor of Physical and Health Education (3-Year)	BPHE (90 credit hours)
Bachelor of Kinesiology (4-Year)	BKin (120 credit hours)
Bachelor of Kinesiology(Honours)	BKin(Hon)(120 credit hours)

*No new students are being accepted into this Theology program.

2. Mission Statement

a. Mission

The University of Winnipeg is committed to excellence in post-secondary education through undergraduate and selected graduate programs, rooted in the liberal arts and culminating in degrees such as those in Arts, Business Administration, Science, Education, Kinesiology, and Theology. In pursuit of our mission, we are guided by the knowledge that our primary responsibility is to our students, to whom we strive to offer a community which appreciates, fosters, and promotes values of human dignity, equality, non-discrimination and appreciation of diversity. We view both accessibility and excellence as important goals, and will endeavour to make the University as accessible as we can while maintaining high standards of quality in our academic programs. In the practice of scholarly enquiry through both teaching and research, we provide students with breadth and depth of knowledge, the skills to communicate effectively and to make informed decisions, an understanding of the ethical problems facing our society, and an appreciation of the full range of human, aesthetic, and environmental values. The University of Winnipeg values academic freedom, self-governance and community service.

b. Guiding Principles

The following abilities are central to a sound liberal arts and science education: the ability to express oneself clearly and to read and listen critically; the ability to think logically and analyze quantitatively and qualitatively; the ability to relate the methods of the natural and social sciences to our natural and social environment; the ability to make informed and discriminating ethical and other value judgements; and the ability to interpret persons, things, events and circumstances from multiple philosophical, historical, cultural, and scholarly perspectives. An undergraduate liberal arts and science education enhances professional programs and provides a basis for life-long learning.

In keeping with the traditions of our founding colleges, The University of Winnipeg is concerned with developing our students' intellectual capacities, and their sense of self-worth

and of responsibility to the community. We seek to increase their awareness of important moral issues, to develop and foster their concern for the welfare of others, and to enrich their understanding of the interdependence of all aspects of life in the modern world. This may be achieved through the application of multi-disciplinary approaches to the study of important issues wherever possible.

The unique character of The University of Winnipeg derives from the fact that we are a medium-sized university with a primary focus on liberal education. This enables us to offer considerable breadth and depth in our programs while maintaining reasonable class sizes and enhanced interaction among students and between students, faculty and staff. It is an important part of our mission to preserve and, wherever possible, to enhance this character through carefully planned academic development and attention to the needs of our students, both full and part-time. The University will continue to seek improvements in its physical facilities and amenities, including ways in which the University can have a positive impact on the broader environment. These actions will require increased attention to matters of funding, through continued advocacy before the provincial government and the public on the University's financial needs, and through efforts to raise funds from the private sector in support of programs, facilities and scholarships.

In the true spirit of the nature of universities, The University of Winnipeg has an important role in the creation of new knowledge and the exploration of new ideas. Through support of the research and other scholarly activities of faculty members, including participation in graduate studies both within the institution and in collaboration with other universities, the University ensures that teaching and learning keep pace with the ever-changing state of knowledge. Further, we are committed to providing our undergraduates with opportunities to participate in, and contribute to, these activities at a relatively early stage in their academic development.

Through the Faculty of Graduate Studies, The University of Winnipeg will work in partnership with other colleges and universities and with various denominations and religious traditions to provide certificate and graduate programs in Theology.

Our commitment to excellence is extended to include secondary education through The Collegiate, and to life-long learning through Professional, Applied and Continuing Education (PACE).

As essential components of the University tradition, the values placed on equality and diversity, academic freedom, self governance and community service, provide the environment whereby a community of scholars, students, and faculty may have the freedom to examine ideas responsibly, and to participate in the academic operations of the institution through processes which reflect a balance between democracy, efficiency, innovation, and accountability. Our mission and role in society requires that we foster an exemplary employment environment and adopt policies and measures which foster an atmosphere free from racism, sexism, and all other forms of stereotyping, harassment, and discrimination. The University of Winnipeg values the contributions of all staff members to our academic enterprise, and will endeavour to provide a healthy work environment, improved career opportunities, and job satisfaction.

The University of Winnipeg strives to pay particular attention to ways in which institutional resources – human, cultural, athletic, and recreational – can improve the quality of life in the broader community. This includes cooperation with business, industry, government, and community groups, and actions which ensure that the public is well-informed about the University and has ample opportunities to communicate with it.

The University of Winnipeg recognizes that our most valuable community resource is our alumni. We are committed to maintaining our ties with our graduates through open communication, through increased involvement of our alumni in

the activities of the University and the Alumni Association, and by providing opportunities for further education.

Up-to-date information on

- **Registration**
- **Fees**
- **Awards and Financial Aid**

can be found in the Graduate Studies section of the University's website at
www.uwinnipeg.ca

ADMISSION PROCEDURES AND POLICIES

June 4, 2024

1. Admission Requirements

- Minimum Entry Requirements
- Program-Specific Requirements

- Proof of Citizenship
- Confidential Letters of Recommendation
- Transcripts of Post-Secondary Education

- Falsified Documents
- Retention of Documents

2. Application Process

- Application Fees
- Required Documentation:
 - Proof of English Proficiency
 - Plan of Study
 - Curriculum Vitae or Other Achievements

3. Application Due Dates

4. Acceptance to Graduate Studies

The University welcomes applications from Canadian and International students. All students must apply for and be granted admission to The University of Winnipeg's Graduate Studies. Faculty of Graduate Studies acceptance is required before students register in courses. Admission to graduate programs is competitive and meeting the minimum requirements does not guarantee admission.

Note: Joint Master's Programs have admissions protocols and procedures which are compatible with, but not identical to, the policies and procedures which follow.

Students seeking admission to Graduate Studies at The University of Winnipeg shall fill out the online application and upload supporting documentation: [Online](#) application

When the application files are complete, they will be forwarded to the appropriate Graduate Program Committee (GPC) for review and evaluation. The Graduate Program Committees shall forward their recommendations to the Office of the Dean of Graduate Studies. Official letters of acceptance or rejection shall be issued to the applicants by the Dean of Graduate Studies.

The Office of the Dean of Graduate Studies has sole authority to admit students, and all offers of admission are made by the Dean of Graduate Studies. Correspondence with a faculty member, department or school does not constitute approval for admission. All offers of admission are valid for the terms of entry indicated in the offer.

1. ADMISSION REQUIREMENTS

a. Minimum Entry Requirements: Applicants should have a 4-Year degree from a recognized post-secondary institution and an overall GPA of 3.0 in order to be considered for admission to Graduate Studies.

b. Program-Specific Requirements: Prospective students are advised to consult the websites and printed material distributed by the program to which they wish to apply to ensure that they are aware of current information about procedures, requirements, and curriculum.

In some programs, students may be considered for admission to the master's program upon successful completion of a University of Winnipeg designed Qualifying Year, which consists of a set of upper-level undergraduate courses.

2. APPLICATION PROCESS

Students are encouraged to apply online for admission as early as possible. Once students are offered admission, they generally begin their program of study in September. In some programs, students may also begin in January, May, or August. There are limits to the number of students that can be accommodated.

Note: For applicants applying to more than one program, each application requires a separate online application, fee and supporting documents.

All relevant information (including all reference to previous post-secondary education), supporting documentation, and the non-refundable application fee must be submitted with the application.

- Applicants will be notified as soon as possible after the deadline for applications has passed if they have not met the admission requirements.

a. Application Fee

Each time an applicant applies to the University for admission or readmission, an application fee is required. This fee, non-refundable and not applicable to tuition fees, must accompany the application for admission.

The University of Winnipeg application fees for Canadian citizens and permanent residents, and for International students applied by Student Services are subject to change. Please consult the website of the University for [current applicable fees](#).

b. Document Requirements for All Applicants

Note: Replaceable documents submitted with an application become the property of the University and will not be returned. Irreplaceable documents (i.e., documents that cannot be replaced if lost or damaged) will be returned to the applicant if this is requested in writing at the time of the application. The following supporting official documents must be submitted before any application will be considered:

- Proof of English Language Proficiency

All applicants whose first language is not English must demonstrate that they are proficient in the use of the English language, by successfully completing one of the following English Language Assessment tests: TOEFL, IELTS, CAEL, Duolingo, Cambridge Assessment English, PTE, AEPUC, or Level 5 of University of Winnipeg Academic English Program. The test must have been taken within two years of the date a completed application is filed and official test scores must be forwarded directly to the Graduate Studies Admissions Office from the testing agency. For initial assessment purposes only, copies of test scores (uploaded to your application) are acceptable and preferred. Please consult individual programs for information on the level of scores required for application. Some programs

require a higher score. More information and a list of English-exempt countries may be found here: [English Language Requirements | Future Student | The University of Winnipeg \(uwinnipeg.ca\)](#)

- Plan of Study/Statement of Interest/Letter of Intent/Research Proposal

All programs require a supplementary narrative statement. Please consult with the program factsheet for program-specific requirements. Students are invited to describe how their proposed course of study relates to their future plans

- Curriculum Vitae or Other Achievements

Applicants are invited to submit a curriculum vitae and/or statement of Other Achievements which demonstrates accomplishments and experience beyond those recorded in academic transcripts. This document may include information about an exceptional commitment to a particular field of study, relevant employment history, extra-curricular activities, demonstrated ability to overcome adversity, or social, political or charitable interests. Please consult the factsheet of the program to which you are applying.

- Proof of Citizenship

The citizenship status of the applicant in Canada must be listed on the application form. Applicants who are Permanent Residents of Canada must include or attach a copy of their documentation. International applicants will need to secure a Study Permit that must be submitted to the Registrar at the time of registration. [Graduate Student Registration and Orientation Guide | Graduate Studies | The University of Winnipeg \(uwinnipeg.ca\)](#).

- Confidential Letters of Recommendation

Applicants must supply a minimum of two (2) letters of recommendation and reference forms from individuals who have taught or supervised them in an area relevant to their application. In the case of the MMFT program, three (3) letters must be supplied. Letters of recommendation and reference forms should be submitted via the on-line application system.

Letters of recommendation are collected under the Freedom of Information and Protection of Privacy Act (FIPPA) and the Universities Act. They are required to evaluate applicants for admission to a graduate program, and for scholarship and other funding purposes. Letters of recommendation are treated as confidential and will be used only by individuals and committees who evaluate applicants.

- Transcripts of Post-Secondary Education

Applicants must arrange to have one (1) official transcript sent directly to The University of Winnipeg from each of the post-secondary institutions they have attended. If a final transcript does not show that a completed degree has been conferred, an official/notarized copy of the diploma is also required. These documents must arrive in sealed, endorsed envelopes issued by the home institution(s) or be received via official electronic delivery from the issuing institution(s) in order to be considered official.

For initial assessment purposes, copies of unofficial transcripts (uploaded to your application) are acceptable. Official transcripts will be required if you are recommended for admission.

Note: Transcripts in languages other than English and French should include a certified English (literal) translation submitted in a sealed envelope with the official stamp and signature of the translator or notary across the seal.

c. Falsified Documents

Applicants to The University of Winnipeg's Graduate Studies programs confirm that all statements made and all documentation submitted in support of their applications are authentic, true, complete, and valid by submitting the on-line application form.

Misrepresentation, falsification of documents, or the withholding of requested information with respect to the application may result in the cancellation of a student's acceptance and registration or dismissal from the University.

The Graduate Studies Admission and Student Tracking Officer may return transcripts, degree certificates, and reference letters to the original issuer for verification. The Dean of Graduate Studies may rescind a letter of admission or require that a student withdraw if it is determined that the student has submitted falsified documents in support of their application for admission. Applicants who have submitted falsified records to The University of Winnipeg or to another university will not be considered for admission at any time in the future. The University of Winnipeg shares the names of applicants who submit falsified documentation with the Association of Registrars of the Universities and Colleges of Canada (ARUCC), and Canada Immigration (the latter in the event the student requires/required a Study Permit to enter Canada).

d. Retention of Documents

Documents submitted by students who are accepted to Graduate Studies but who do not register, as well as the documents supplied to support their application for admission, will be retained for one year from the date of acceptance. After this time period, the application form, transcripts and other materials related to the application will be destroyed. Irreplaceable documents (i.e., documents that cannot be replaced if lost or damaged) will be returned to the applicant if this is requested in writing at the time of application.

3. APPLICATION DUE DATES

The application and all required documentation must be received by the Graduate Studies Admission and Student Tracking Officer by the following dates in order for the student to be considered for program funding. Consideration of applications received after the posted due dates shall be at the discretion of the appropriate Graduate Program Committee Chair.

<u>Application Due Date</u>	<u>Starting Term (Month)</u>
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February 1	Fall (September)
July 1	Winter (January)

The Faculty of Graduate Studies Office will not send letters of admission after these dates:

- Fall term: May 1 (international students), July 15 (domestic students)
- Winter term: September 1 (international students), Nov 15 (domestic students)

4. ACCEPTANCE TO GRADUATE STUDIES

Graduate Student: A graduate student is a student accepted into a University of Winnipeg graduate program, or accepted as a visiting student in a graduate course(s) at The University of Winnipeg. Graduate students are expected to read all relevant documents and the Graduate Studies Calendar in order to become familiar with all regulations and deadlines relating to their programs and the Faculty of

Graduate Studies. Graduate students are responsible for their progress through their programs and must ensure that they submit appropriate forms to their graduate program, relevant university administrative unit, and the Faculty of Graduate Studies for signature and processing, that their registration is accurate and does not lapse, and that they pay all the fees required by the deadline dates.

Official notification of acceptance is sent out as soon as possible after the application has been evaluated. Students must register for the term indicated as their starting term in the letter of acceptance. Students who wish to change the starting date for their program of study must notify and receive approval from the Faculty of Graduate Studies to do so. A student who seeks admission after being previously admitted and having withdrawn before classes begin must complete a new application.

Admission Categories

A student admitted to the University will receive one of the following student categories:

Full-time: Full-time students are students who: 1) are pursuing their studies as a full-time occupation; 2) identify themselves as a full-time student; and 3) plan to complete the program within the designated number of terms permitted for full-time students and do not exceed these limits. In a one-year graduate program, students are permitted three (3) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis. In a two-year graduate program, students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis. In a three-year graduate program, students are permitted nine (9) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis.

Students who hold apprenticeship positions (e.g., Teaching Assistantships or Research Assistantships) will not be required by supervisors to work more than an average of 10 hours per week in any academic term.

Part-time: Part-time students are students who: 1) do not meet the requirements for full-time status; and 2) plan to complete the program within the designated number of terms permitted for part-time students and do not exceed these limits. In a one-year graduate program, students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis. In a two-year graduate program, students are permitted twelve (12) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis. In a three-year graduate program, students are permitted eighteen (18) terms to complete all degree requirements, plus one (1) additional term if they are writing a thesis.

For more information, see Normal Patterns of Completion tables found in section VII of The Faculty of Graduate Studies Policies and Guidelines under Graduate Degree Time Limits.

Conditional Admission: Conditional admission will be considered for academically qualified, degree-seeking students, who have not met the minimum ELP requirement for admission to a graduate program, but are otherwise qualified for admission to a graduate program. Conditional admission allows students to apply for a study permit and to begin their studies in the University's English Language Program only. Concurrent registration in the English

Language Program and a graduate program is not permissible. Upon successful completion of the highest level of the certificate program (Academic Level 5), the student will proceed directly into the graduate degree program in the next intake for the graduate program to which they have been conditionally admitted.

To be considered for conditional English language proficiency admission, the applicant must meet the following criteria:

- Have academic qualifications that satisfy the requirement of the graduate-level program to which they seek to be admitted;
- Have a score of at least 61 in TOEFL iBT with minimum scores of Reading 15, Listening 15, Writing 14, and for IELTS a minimum of 5.5 overall;
- Be recommended for conditional English language proficiency admission by the relevant Graduate Program Committee.

Continuing: Continuing students are students who do not complete their degree within the allotted number of terms appropriate to their full-time or part-time designation and who pay the corresponding fees for maintaining this status. All students must be continuously registered in order to retain their email accounts and access to the library and laboratories. Failure to maintain continuance status may result in a student being designated inactive or involuntarily withdrawn. See Section 6 for more information.

Qualifying Year: The Qualifying Year status is intended for students who hold a first degree but require additional (core or prerequisite) courses to meet the entry requirements of a particular graduate program. Qualifying Year status will be recommended by the appropriate Graduate Program Committee (GPC) and programs of study will be designed specifically for individual students.

Admission under the Qualifying Year status does not guarantee future admission to a graduate program. Upon successful completion of the Qualifying Year courses, students must apply for admission to Graduate Studies through the regular admission process. The application fee is waived for students re-applying after completion of a Qualifying Year. The Qualifying Year status is not available in every graduate program. Students are advised to direct questions about the availability of this status to the Graduate Program Committee Chair of the program to which they are seeking entry.

Qualifying Year Admission Process:

Students do not apply directly for a Qualifying Year; rather the Qualifying Year status is assigned to applicants to address gaps in their admission eligibility. This status will be considered by a Graduate Program Committee if a student demonstrates potential and is close to qualifying for a graduate program. Qualifying Year students will normally have the equivalent of a 4-Year degree from a recognized post-secondary institution and an overall GPA of at least 3.0/4.5. In some cases, the additional courses assigned for a Qualifying Year may qualify a student with a three-year degree for a four-year degree, which is a requirement for most graduate programs.

A Graduate Program Committee recommends an applicant for Qualifying Year status. If the GPC recommendation is approved by the Dean of Graduate Studies, the Faculty of Graduate Studies will send a letter to the student explaining that they are not admissible to the graduate program, but are accepted under Qualifying Year status. The Qualifying Year is customized for each student based on the gaps in the

applicant's undergraduate degree. The undergraduate courses assigned to be taken by the Qualifying Year student could be from one particular department or discipline or from a variety of departments. To be eligible for the graduate program of their choice, Qualifying Year students must complete the courses prescribed for them with a minimum GPA of 3.0/4.5 (B) and a minimum grade of C in each course. Specific GPCs may identify further requirements, including higher grade requirements, for admission to their program. At the end of the Qualifying Year the student will be required to re-apply for entry in the Master's program, at which time the Graduate Program Committee will reassess the student's eligibility for admission. Successful completion of a Qualifying Year does not guarantee acceptance into a graduate program.

Occasional Students: Some graduate programs admit Occasional Students, i.e., those who are qualified to enrol in graduate courses but do not wish to seek a graduate degree. While this category includes alumni of Graduate Studies at The University of Winnipeg, alumni applicants are asked to contact the Faculty of Graduate Studies for information on application procedures for the program in which they would like to take additional courses.

Students applying for admission to a graduate course must follow the regular administrative process for application to Graduate Studies. Graduate programs will determine the maximum number of credit hours in which an occasional student can register for credit or audit.

Visiting Students: Visiting students are students who are registered in a graduate degree program at another post-secondary institution in Canada or outside of Canada and who are taking courses at The University of Winnipeg for transfer credit back to their "home" institution.

Exchange Students: Exchange students are students coming to The University of Winnipeg from another university under the auspices of a specific collaboration agreement between the two universities. The period of the exchange depends on the terms of the agreement and on the availability of space in classes.

Visiting Graduate Fellow: Visiting graduate fellows are students registered in graduate programs elsewhere in Canada or abroad who wish to work with one or more faculty members at The University of Winnipeg for a period of a few months to a year. During this time they would attend graduate courses and/or conduct research. Students who are applying to the Visiting Graduate Fellow program should be well advanced in their graduate programs and be ready to function independently in The University of Winnipeg's environment.

Visiting Graduate Fellows are expected to deliver a presentation on their research to the campus community at least once during the course of their tenure on campus. Students interested in this designation should contact the graduate program directly. Graduate programs wishing to designate a graduate student as a Visiting Graduate Fellow should consult with the Faculty of Graduate Studies.

GRADUATE STUDIES
REGULATIONS & POLICIES

June 5, 2024

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1. Information and Advice

As expressed in its guiding principles, The University of Winnipeg is committed to fostering an environment in which "a community of scholars - students and faculty - may have the freedom to examine ideas responsibly, and to participate in the academic operations of the institution through processes which reflect a balance between democracy, efficiency, innovation and accountability." To this end, the governing bodies of the University have developed various regulations, policies, and procedures to guide the activities of this community. Many of these regulations and policies are described or cited in this section. Advice and further information can be obtained from your Advisor. Each policy statement mentions an individual or department to contact for advice and further information.

2. Regulations Pertaining to Registration

a. Master's Degree Time Limits

Unless specifically allowed within a graduate program's regulations, the maximum time to complete all requirements for a one-year Master's degree is 3 years or 9 terms and the maximum time to complete all requirements for a two-year Master's degree is 5 years or 15 terms and the maximum time to complete a three-year graduate degree is 7 years or 21 terms. After this time has expired, students not yet fulfilling graduation requirements shall be required to withdraw from their graduate studies program at The University of Winnipeg unless they appeal for and are granted an extension of time limits.

Only in the most exceptional circumstances shall an extension beyond the Master's degree time limits, as specified above, be granted. To appeal for an extension students shall submit a written request to their Graduate Program Committee one full term prior to the degree time limit. The request shall be supported by relevant documentation and a recommendation from the student's Graduate Program Advisor. This documentation, along with a recommendation from the appropriate GPC, shall be submitted to the Graduate Studies Committee for approval.

Students are expected to maintain continuous registration from admission through to graduation. Students who are unable to maintain continuous registration must request approval for a Leave of Absence. If a student does not register for one term (or 2 terms in the case of Marriage and Family Therapy Program), they will be deemed inactive and ineligible to enrol in subsequent courses. Students will be notified of their change in status. Inactive students must contact their Graduate Program Committee Chair requesting to be re-activated and become eligible to enrol.

Failure to register does not mean that fees are not incurred. As students are expected to be continuously registered, tuition fees will be incurred unless a Leave of Absence is approved.

Students who do not register for more than three terms will be involuntarily withdrawn from their programs. Students who have been withdrawn must apply for re-admission through the Faculty of Graduate Studies. Re-admission is not guaranteed. An application fee will be charged.

b. Definition of Full-time / Part-time/Continuing Students

Students will be registered in one of the following categories:

Full-time: Full-time students are students who:

1) are pursuing their studies as a full-time occupation;

2) identify themselves as a full-time student; and
3) plan to complete the program within the designated number of terms permitted for full-time students and do not exceed these limits.

In a one-year Master's program, students are permitted three (3) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis.

In a two-year Master's program, students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis.

*Note: Individual programs may have their own policies which prescribe a shorter period of time (fewer number of terms) within which full-time students must complete their program of study.

Table 1: Full-Time Students: Normal Pattern of Terms for Completion of a Master's Program

Status	Length of program	Thesis or course based	Number of terms allowed for completion (before continuing fees are applied)
FT	1 YEAR	Course	3
FT	1 YEAR	Thesis	4
FT	2 YEAR	Course	6
FT	2 YEAR	Thesis	7
FT	3 YEAR	Course	9
FT	3 YEAR	Thesis	10

Part-time: Part-time students are students who:

1) do not meet the requirements for full-time status; and
2) plan to complete the program within the designated number of terms permitted for part-time students and do not exceed these limits.

In a one-year Master's program, students are permitted six (6) terms to complete all degree requirements, plus one (1) additional term if they are doing a thesis.

In a two-year Master's program, students are permitted twelve (12) terms to complete all degree requirements, plus

one (1) additional term if they are defending a thesis or practicum report. Note: Individual programs may have their own policies which prescribe a shorter period of time (fewer number of terms) within which part-time students must complete their program of study.

Table 2: Part-Time Students: Normal Pattern of Terms for Completion of a Master's Program

Status	Length of program	Thesis or course based	Number of terms allowed for completion (before continuing fees are applied)
PT	1 YEAR	Course	6
PT	1 YEAR	Thesis	7
PT	2 YEAR	Course	12
PT	2 YEAR	Thesis	13
PT	3 YEAR	Course	18
PT	3 YEAR	Thesis	19

Continuing: Continuing students are students who do not complete their degree within the allotted number of terms appropriate to their full-time or part-time designation and who pay the corresponding fees for maintaining this status.

c. Qualifying Year and Occasional Students

Qualifying Year: The Qualifying Year status is intended for students who hold a first degree but require additional (core or prerequisite) courses to meet the entry requirements of a particular graduate program department.

The Qualifying Year of studies:

- shall be designed specifically for individual students by the appropriate Graduate Program Committee
-

Note: Admission to a Qualifying Year program does not guarantee future admission to a Master's program. Upon successful completion of the Qualifying Year, students may then re-apply for admission to Graduate Studies through the regular admission process.

Occasional: Some programs admit occasional students, i.e., those who are qualified to enrol in graduate courses but do not wish to enrol in a full program. Students applying for admission to a graduate course must follow the regular administrative process for application to Graduate Studies. Programs will determine the maximum number of credit hours in which an occasional student can register for credit or audit.

d. Letters of Permission / Registration for Courses at Other Post-secondary Institutions for Transfer of Credit

Letters of Permission are The University of Winnipeg's mechanism for allowing students to take courses at other recognized colleges or universities for transfer of credit to their Master's degree program. Students must apply through the Faculty of Graduate Studies for a Letter of Permission.

- To be eligible for a Letter of Permission a student must be currently registered in a graduate studies program at The University of Winnipeg as a full-time, part-time or continuing student.
- All requests for a letter of permission require advance approval from the Graduate Program Committee Chair and must be accompanied by a letter of support from the student's Advisor, or via a completed transfer agreement (e.g. The Western Dean's Agreement) form and then submitted to the Faculty of Graduate Studies.
- Letters of Permission shall be obtained prior to a student's registering for courses at another university. Applications should be submitted as early as possible.
- It is the student's responsibility to ensure that an official transcript is forwarded to the Coordinator, Student Records (Graduate Studies) indicating the final grades attained in all courses taken on a Letter of Permission.

Note: Courses taken on a Letter of Permission cannot be used to fulfill The University of Winnipeg's Faculty of Graduate Studies residence requirement. A maximum of 6 credit hours of transfer credit may be granted at the graduate level.

e. Student Health Plans

- **UWSA Student Extended Health, Dental and Vision Plan**
 - Domestic students in Graduate Studies are *not* automatically part of the UWSA Health Plan, but they may choose to "opt in." This can be done by filling out the "opt change form" available on the UWSA website and submitting it by the specified deadline.
 - International students in Graduate Studies are automatically enrolled in the UWSA Health Plan, as well as another health insurance plan, depending on the length of their study permit. For details, see the "International Students" section below.
 - The UWSA Student Health, Dental and Vision Plan is a supplemental plan that helps pay for situations not covered under Manitoba Health. i.e. prescription drugs, dental work, vision benefits and ambulance service. The plan does NOT cover doctor visits, lab costs, or hospital costs
 - All students in the plan can extend their UWSA health coverage to their spouse and/or dependents.

See www.theuwsa.ca/healthplan for details of the plan, including fees and deadlines.

International Students: Manitoba Blue Cross (Basic and Extended)

Graduate international students studying at UWinnipeg for longer than 6 months are automatically enrolled in the Manitoba International Student Health Plan (MISHP), which provides students with basic and emergency medical

coverage within Canada. Enrolment is mandatory, and will guarantee that you have health coverage immediately upon arrival in Manitoba. Students can only opt out of this insurance plan if they have valid Manitoba Health (Provincial Health) coverage, there are no exemptions based on your current location/residence.

For more information, see: www.mishp.ca

Guard.me More health insurance plan (Basic)

Visiting or exchange student studying at the university for a short duration (typically one or two terms), will be enrolled in guard.me health insurance. This coverage encompasses both basic/emergency and extended health insurance, providing hospital, emergency, ambulance, and private nursing services. For comprehensive details on coverage, please reach out to International Student Services or visit <https://www.uwinnipeg.ca/iss/information-for-all-students/health-insurance.html>.

International Students: UWSA Green Shield health insurance plan (extended)

All international students are required to purchase extended health coverage through The University of Winnipeg Student Association, offered by Green Shield. This plan covers prescription drugs, vision, dental, ambulance, and repatriation of the deceased. For a full listing of coverage details, please contact UWSA Health Plan Office or visit <http://theuwsa.ca/healthplan/>. This coverage is mandatory of all international students, regardless of whether they hold any other insurance coverage.

The University assumes no liability for any failure by the student to maintain adequate medical, hospital, vision or dental insurance, nor is the University responsible for any costs not covered by the student's personal insurance plan(s).

f. U-Pass

An initiative of the UWSA, the U-Pass is a universal bus pass program in which students pay a fee at the beginning of each term and receive a bus pass that is valid for the Fall and Winter term (September- April). Students can choose to purchase a post-secondary semester pass for the Fall or Winter term at Winnipeg Transit retail locations (like 7-11 and Shoppers Drug Mart). Students that are eligible can opt-out via the form available on the website. Accessibility students with reduced course load can opt-in for the U-Pass. The form is available online.

For more information, please visit <http://theuwsa.ca/u-pass/>.

g. Student Number

A Student Number will be assigned to each student upon application to Graduate Studies.

- The student number is used on student files in the Admissions and Student Records Offices, on official documents, and on all statements of examination results issued by the University.
- The student number should be quoted in all contacts with University offices.

h. Identification (ID) Card

Every graduate student is eligible to receive an identification (ID) card upon registration.

Student ID cards are available from Student Central during the July-August registration period and throughout the academic year. Proof of registration or the fee receipt is the authorization needed to obtain an ID card. A fee will be charged to replace a lost card.

Presentation of the ID card is necessary when conducting transactions in the Admissions and Student Records Offices. Students may be required to show the ID card before taking exams. The ID card is necessary to check books out of the Library and to use Athletic Facilities.

Students who completely withdraw from all courses for the term must return the ID card to the Coordinator, Student Records (Graduate Studies).

Students who register in the Spring term immediately subsequent to the Winter term may continue to use the ID card in that term. Students registering for the Spring term, who were not registered in the previous Winter term, are required to obtain a new ID card. Students registering for the Spring term, who were registered in the previous Fall/Winter term but completely withdrew, may reclaim their ID Card at the circulation desk in the Library.

3. Registration

Graduate students must initially register in the term specified in their letter of acceptance. Any student not registering within one term of acceptance will be required to re-apply for admission. Admission may be deferred, with approval from the Graduate Program Committee, prior to the commencement of term, for up to one year following acceptance. If approval has not been granted prior to the program start date, students may be required to re-apply to the program.

a. Approval of Student Status

All graduate students must have their student status approved by the Graduate Program Committee Chair prior to declaring "full time" or "part time" status on their registration form or on the Registration System.

b. Program of Study

All students must have their program of study approved by their Graduate Program Advisor prior to registering.

c. Change in Program of Study

Graduate students are not allowed to withdraw from courses without written permission from their Graduate Program Committee Chair on recommendation from their Graduate Program Advisor and Supervisory Committee approving the change(s) to the program of study.

Withdrawals will be recorded on the internal academic record by a code of D (dropped). Course withdrawals do not appear on the student's official transcript.

d. Re-Registration

Any student whose program of study extends over more than one year must re-register for September of each succeeding year of his/her program until a degree is obtained.

e. Registration Fees*

Registration is not complete until the student has paid the prescribed fees or arrangements have been made with the Financial Services Office in writing prior to the fee payment deadline dates.

***Note: Fees are subject to change. Please refer to the website for current fees. For additional fee payment information, visit the Faculty of Graduate Studies website: <http://www.uwinnipeg.ca/graduate-studies/fees/fee-payments.html>**

4. Classroom Regulations

The following section describes the rights and responsibilities of students with regard to attending lectures and completing course work. For information about grading and minimum performance levels, see *Grading*.

a. Attendance

Students are expected to be regular in their attendance at lectures and in the completion of work required in each course. Poor attendance may result in loss of term marks. Absence may be excused by instructors on the grounds of illness, disability, or challenging personal circumstances that are beyond the student's control. In the case of illness or challenging personal circumstances, the instructor may require a medical certificate or other evidence if several classes are missed. In the case of disability, the instructor may engage with Accessibility Services to discuss accommodations for students. Only registered students, those providing disability-related support, and guests with prior permission of the instructor are permitted to attend classes.

b. Course Outlines

At the beginning of each course, students will receive a course outline. The outline, approved by the Department Review Committee or equivalent, should include, but not be limited to:

- An indication of the topics to be covered;
- An indication that all topics listed on the outline may not be covered;
- An indication of equipment authorized for use in exams (e.g., calculators);
- A list of all items of work on which the grade of the class is based and indication of the weight of each individual item of work;
- Clear assessment criteria if marks will be given for participation and/or attendance;
- A clear indication of when the items of work need to be administered and/or submitted, and specific penalties, if any, for late submission of work;
- Guidelines specifying a numerical (percentage) range for letter grades assigned to individual items of work and the course final grade;
- A note that final grades will be approved by the Department Review Committee or equivalent and may be subject to change;
- The voluntary withdrawal date, without academic penalty;
- The date of the last test/examination or the last item of work such as an essay or project in the class;
- Reference to the appropriate items in sections of the Calendar dealing with Senate information on appeals, withdrawal dates, and academic misconduct such as plagiarism and cheating;
- A reading list or other indication of the amount of reading expected in the class;
- A statement indicating whether or not it is a requirement that work submitted for evaluation be either typed or text processed;
- A statement indicating whether or not students will be asked for photo-identification when writing a test or examination;
- Reference to the availability of Accessibility Services.

c. Completing Course Work

Students are expected to complete the work required in each course. Such work may include, but is not limited to, term papers, project reports, presentations, mid-term and other tests, and final examinations. In some situations, students who have not completed the required work by the end of the term may appeal for an extension or deferred exam. See *Senate Appeals*.

d. Course Withdrawal/Drop

A student may choose to drop or withdraw voluntarily from any course, up to and including the designated voluntary withdrawal deadline for that course. (See "Course Drop Information" and "Course Withdrawal Schedule" on the website for details.) The University may withdraw a student involuntarily from a course due to unacceptable classroom behaviour or other issues. In such case, no credit is awarded for the course, and the student is not entitled to any evaluation of coursework that was not yet evaluated prior to the date of withdrawal.

e. Format of Submitted Work

Instructors may require that work submitted for evaluation be either typed or word-processed. This requirement must be stated in the course outline.

f. Identification at Tests and Examinations

Students must have ID available upon request when writing tests and examinations.

Students who are unable to present identification may complete the test or examination, but must produce identification within one working day. The test or examination is not graded until identification is assured.

g. Entry to and Exit from Final Examinations

Late students may not enter a final examination once the first 30 minutes of the examination time have elapsed. They should contact their instructor regarding the possibility of rescheduling or deferring the exam. Students may not leave a final examination until the first 30 minutes of the examination time have elapsed.

h. Posting of Grades

Instructors may choose to post grades for individual items of work. When final grades are posted after the end of the course, students should be aware that such grades have not yet been approved by the department, and may be subject to change.

5. Grading

This section describes the grading system and the calculation of grade point averages (GPA). Grades obtained by students in their program of studies are governed by the following Senate regulations.

a. Final Grades

Final grades are determined by a combination of:

- the weight or value of grades on work completed during the course, as prescribed in the course outline, including the final examination grade;
- evaluation of class participation, seminar presentation, and discussion.

To receive credit, students must obtain a grade of A+, A, A-, B+, B, C+, C, D, or S (Standing). Note: A grade of "Standing" indicates successful completion of a pass/fail course, or completion of courses taken at international universities or colleges. Total credit hours earned in "Standing" courses are counted towards the degree but are not included in the GPA calculation. Students receive no credit for a failing grade (F). This grading system applies to all Undergraduate courses and to Graduate courses.

All final grades are issued by Student Records, upon approval by Departments and Programs, on behalf of The University of Winnipeg Senate.

b. Notification of Grades

During the term, instructors must return or show evaluated term work to students with any comments and the assigned grade within a reasonable time period following the completion of an assignment.

After the term is completed, grades assigned to all term work must be available to students no later than 10 working days following the date designated for a final examination in a course. Students are responsible for getting the grades for individual assignments from the instructor or the Department when course work, including the final examination, is graded after the close of classes.

Instructors may return or keep final examinations for a period of one year. Students who have filed an appeal against the final grade have the right to see the final examination. Official final grades are made available to students through the Registrar.

c. Repeating Courses

Unless otherwise noted in the course description, a given course may be used only once for credit toward major or degree requirements. The Graduate Program Committee, with notice to the Dean of Graduate Studies, may permit students to compensate for deficiencies in grades by repeating a course or taking an equivalent substitute course only once for each course, to a maximum of 6 credit hours of course work. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the grade point average. All course attempts, with the grade achieved, will appear on the transcript. Core (i.e. required) courses must be retaken to achieve a B (3.0).

Note: A course title and/or description may be updated from one year to the next, but if the course number stays the same, this indicates that it is essentially the same course and cannot be repeated for additional credit, unless explicitly noted in the course description. When registering, please check course numbers carefully to avoid taking the same course twice.

d. Calculating the Grade Point Average (GPA)

Final grades in each course are reported in letter grades to get the grade point average, or GPA. The following table indicates the relationship between letter grades and grade points.

Grade Point System for Graduate Students

Subjective evaluation	Letter grade	Grade points earned		Weighted grade points	
		6 credit hours	3 credit hours	6 credit hours	3 credit hours
Excellent	A+	4.5	2.25	27	13.5
	A	4.25	2.125	25.5	12.75
	A-	4	2	24	12
Good	B+	3.5	1.75	21	10.5
	B	3	1.5	18	9
Unsatisfactory	C+	2.5	1.25	15	7.5
Unsatisfactory	C	2	1	12	6
Unsatisfactory	D	1	0.5	6	3
Failure	F	0	0	0	0

There are two types of grade point averages (GPA), degree GPA and cumulative GPA.

Note: The University of Winnipeg does not have a standardized numerical grade conversion scale for each letter grade it awards.

e. Degree GPA (Graduation GPA)

The degree GPA is calculated on credit hours used for a degree. It is calculated by dividing the weighted grade points by the number of credit hours passed. The number of

credit hours in "Standing" courses are used towards a degree but are not included in the GPA calculation. If courses have been repeated, the higher of the two grades is used.

f. Cumulative GPA

The cumulative GPA is currently calculated on all credit hours attempted. It is calculated by dividing the weighted grade points by the total number of credit hours passed and credit hours failed. The number of hours in "Standing" courses are not included in this calculation. In the case of a repeated course with passing grades on both attempts, there was a change in policy in Spring 2009. If one or both attempts were prior to Spring 2009, both grades and the number of credit hours in both courses will be included in the calculation. If both attempts were in Spring 2009 or after, only the better grade will be included in the GPA calculation. This policy on repeat attempts does NOT apply if one of the attempts is an F. In that case, both the F and the passing grade are included in the cumulative GPA calculation. All course attempts, with the grade achieved, appear on the transcript.

6. Transcript of Academic Record

A student's record is confidential and as such transcripts are issued only at the request of the student. Upon written request of the student, an official transcript of the student's academic record can be produced by Student Records. All transcript requests must be accompanied by payment and a Transcript Request Form (see *Transcripts* on the website or visit Student Central). Transcripts will normally be issued within five (5) working days after the written request has been received by Student Records. However, during peak periods this process could take seven to ten (7 - 10) working days. Transcripts showing Fall Term grades are available at the end of January, Fall/Winter and Winter Term grades at the end of May, Spring Session grades at the end of July, and Summer Session grades at the end of August.

Transcripts will not be issued until all financial obligations to the University and any "Holds" which have been placed on the student's record, including Library, Admissions, and Awards and Financial Aid, have been cleared.

Students who require proof of degree completion prior to convocation can request a letter from the Convocation/Academic Program Officer in Student Records.

7. Recognition of Prior Learning (RPL)

Prior Learning Assessment and Recognition (PLAR) is a method by which students may, with appropriate evidence and documentation, at the time of application for admission, be exempted from completing specific course requirements in their Master's degree program based on their having acquired the relevant knowledge through previous experience and academic qualifications. Course exemptions do not reduce the total credits required for the Master's degree. In such cases, the Graduate Program Committee Chair will substitute more appropriate courses equivalent in weight to the courses exempted from the student's program.

Note: PLAR for Admission. Students may be admitted to Graduate Studies on the basis of PLAR assessment in lieu of regular entrance requirements. This assessment will be conducted by the Dean of Graduate Studies Office in consultation with the Academic Department or Program and the Coordinator of PLAR.

Course Challenge and Prior Learning Assessment
Students registered in the Master of Marriage and Family Therapy Program (MMFT) or the Joint UW/UM Master's

Programs are eligible to apply for course challenge or prior learning assessment, and receive either credit or exemption. A course challenge is generally based on having taken a similar Master's level course elsewhere. A prior learning assessment is based on having acquired relevant knowledge through work and life experience. The maximum credit that can be claimed through course challenge or prior learning assessment is 12 credit hours towards the Master's degree.

8. Academic Standing and Status Evaluation

a. Minimum Academic Standing and Performance Requirements

Students are expected to maintain a minimum degree grade point average (GPA) of 3.0, and to achieve 3.0 in all core courses in order to continue in, and graduate from, their program of graduate studies. Students who receive one course grade of C+ or lower normally will be placed on probationary status. A second grade of C+ or lower will require withdrawal according to the regulations set out in "Involuntary Withdrawal for Academic Reasons." Students who receive one course grade of C or lower normally are required to withdraw according to the regulations set out in "Involuntary Withdrawal for Academic Reasons."

The performance of all graduate students will be reviewed at least once a year. The student's Graduate Program Advisor will submit to the Graduate Program Committee a minimum of one annual, evidence-based progress report no later than August 30 to evaluate the student's academic performance and progress. Copies of the progress reports for all students will be forwarded to the Dean of Graduate Studies by the Graduate Program Committee Chair.

b. Compensating for deficiencies in grades:

The GPC, with notice to the Dean, may permit students to compensate for deficiencies in grades by repeating a course or taking an equivalent substitute course only once for each course to a maximum of 6 credit hours of course work. Students must first obtain approval from their Graduate Program Advisor and the GPC (see section on Grading). If a course is repeated or replaced, the highest grade obtained will be used in the determination of the grade point average. All course attempts, with the grade achieved, will appear on the transcript. Core (i.e. required) courses must be retaken to achieve at least a B (3.0) standard.

Students who maintain an overall GPA of 3.0 may appeal to the GPC for permission not to retake an elective course in which they have achieved a C+ standing. If the GPC agrees, it must forward its recommendation not to apply probationary status, together with a rationale for its recommendation, to the Dean of Graduate Studies.

Students will be advised in writing of their probationary status by the Faculty of Graduate Studies. Probationary status means that further substandard grades, failure to maintain a 3.0 average, or failure to repeat a course and obtain an acceptable grade will result in Involuntary Withdrawal. While on probation, students are expected to maintain a high level of scholarly performance and demonstrate sufficient progress during the course of research, thesis work, or an internship. Once a GPA of B or higher is achieved, probationary status will be lifted by the Faculty of Graduate Studies.

In exceptional circumstances, the GPC may appeal to the Dean of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.

c. Change in Student Status: When students desire to change their status from part-time to full-time (or vice versa) the maximum time remaining to complete degree

requirements will be adjusted by the appropriate Graduate Program Committee concerned according to the number of terms already completed. If appropriate, remaining tuition fees will be calculated with consideration of the fees previously paid and number of terms already completed.

d. Discontinuation of Relationship between Student and Supervisor:

It is expected that thesis supervisors and graduate students will maintain professional and courteous relationships. If a conflict should arise between a graduate student and their thesis supervisor, they shall discuss the matter and attempt to reach a resolution. If the student and supervisor cannot reach a resolution, the parties (either or both) shall refer the matter sequentially to the following persons. At each stage, the person to whom the matter has been referred shall work with the student and advisor in an attempt to restore the relationship, or refer the matter to the next person on the list.

1. The Chair of the student's Graduate Program Committee;
2. The Chair of the supervisor's department;
3. The Dean or Director overseeing the supervisor's department;
4. The Dean of Graduate Studies.

Students can also seek support from their program advisor (if different from their thesis supervisor). If it is determined by the Dean of Graduate Studies that the working relationship between student and supervisor cannot continue for any reason, then reasonable and appropriate efforts will be made to resolve the situation in accordance with University policies and the academic needs and rights of both parties. These efforts may result in:

- transferring supervision of the student to another supervisor;
- transfer of the student into a non-thesis (course-based) stream (if available) within their program;
- withdrawal of the student from the program.

It is the responsibility of the student's graduate program and the supervisor's department to attempt to arrange an alternate thesis supervisor if this is appropriate and necessary. Departments that have difficulty finding an alternate thesis supervisor shall consult with the Dean of Graduate Studies. If a thesis supervisor cannot be secured within one term, the student shall be withdrawn from the program.

Each situation is unique and calls for listening, compassion, and a clear understanding of the rights and responsibilities of all parties. All parties are advised to keep written records of disputes and the steps taken to resolve them.

Departments may have their own procedures for supervision of non-thesis projects.

Fair treatment of the student:

Students should be involved in decisions that affect their well-being and academic success.

Students should have the opportunity to have their point of view heard during the process of resolving the conflict.

e. Awards, Bursaries and Scholarships

The University of Winnipeg is committed to assisting students with their direct education costs and recognizing academic excellence.

We offer diverse financial assistance opportunities for full-time students.

All of the scholarship and financial assistance opportunities available at the University are listed online:
<http://www.uwinnipeg.ca/graduate-studies/scholarships-and-awards/index.html>

Below are some of the general awards graduate students may receive:

President's Distinguished Graduate Student Scholarship

The President's Distinguished Graduate Student Scholarship is designed to assist graduate students with the direct costs of their education and is based on student academic achievement and research potential. This scholarship will be awarded to current and incoming students in University of Winnipeg graduate programs. Eligibility criteria: All full-time graduate students within regular time to completion, excluding students in Joint Master's Programs and students on thesis-writing or continuance terms. Candidates must have a minimum GPA of 3.75 in the last 60 credit hours of study.

The University of Winnipeg Graduate Studies Scholarship (UWGSS)

General Terms: For full-time and part-time graduate students, in recognition of academic excellence and of contributions to community service. Students must demonstrate superior intellectual ability and academic accomplishment. Students must also indicate their community service.

Eligibility criteria: Full- and part-time students within regular time to completion, excluding students in Joint Master's Programs and students on thesis-writing or continuance terms. Candidates must have a minimum GPA of 3.75 in the last 60 credit hours of study.

The Graduate Student of Highest Distinction Award will be given at the Spring Convocation.

Eligibility criteria for this award: The student achieves superior academic distinction with a GPA (cumulative) of 4.26 or higher for all the course work of their graduate degree; AND meets at least one of the following criteria:

- completes with distinction, in-depth and comprehensive project(s) within their academic area of interest (e.g. thesis, research paper, documentary film, exhibition)
- completes work with distinction under the supervision of their graduate advisor and/or graduate committee
- surmounts major obstacles in pursuit of their educational goals.

Overall, students of greatest distinction (summa cum laude, with highest praise) will have demonstrated their exceptional capabilities throughout their studies.

f. Leave of Absence:

Students may be granted an approved Leave of Absence for personal, health, lack of course availability, or other reasons which temporarily prevent continuation in the graduate program as a full-time, part-time, or continuing student.

During a leave of absence approved by the Graduate Studies Committee, students will not be required to register or pay fees. The time away on an approved leave of absence is not counted toward the residency requirement nor is it counted towards the time required to complete the degree program. The Leave of Absence is normally granted up to a maximum of one year. A leave will not be granted to a student whose registration is not current. Students who apply for a leave of absence after the dates for course

withdrawal has passed will have to appeal to the Senate Student Appeals Committee for retroactive withdrawal from courses.

Leave of absence requests require the following steps:

1. a student will submit a copy of the Request for a Leave of Absence Form along with any required supporting documentation to the departmental Graduate Program Committee along with a copy to their Graduate Program Advisor.
2. the student's Graduate Program Advisor shall review the request, make a recommendation, and forward it to the departmental GPC. The recommendation shall provide an explanation of the reason for the leave, outline the student's progress in the program, and the time anticipated for completion of all requirements; and,
3. after review, the departmental GPC shall provide a final recommendation and forward the leave request along with relevant documentation to the Graduate Studies Committee for decision.

In case of parental/adoption leave, should a student wish to apply for a Leave of Absence of one year or less, it will normally be granted. A leave must commence no later than the date of delivery or the date on which the child comes into the actual care and custody of the student.

Parental/adoption leave must be taken in one consecutive period: the student should submit to the Graduate Program Committee an application in writing for parental/adoption leave at least four (4) weeks before the day specified in the application as the day on which the student intends to commence the leave.

During the approved leave period students may not undertake any research or academic work in fulfillment of degree requirements. A record of the decision will be given to the student, with a copy to the Graduate Program Advisor.

g. Residence Requirement:

Students are required to complete a minimum of 8 months (two terms) of study and 60% of their course work at The University of Winnipeg in order to meet the University's Graduate Studies Residence Requirement. The minimum term may consist of two terms full-time (FT) or four terms part-time (PT) for the one-year Master's degree program and four terms FT or 8 terms PT for the two-year Master's program.

9. Student Discipline

a. Academic Misconduct

POLICY

Purpose:

In order to promote academic integrity, fairness, and an atmosphere of collegiality at the University, this Policy sets out the principles and procedures governing academic misconduct committed by students. The intent of this Policy is to ensure that students do not commit acts of academic misconduct.

Scope:

This Policy applies to all students enrolled at the University, including, but not limited to, those in undergraduate certificate, diploma and/or degree programs, graduate certificate, diploma and/or degree programs; and Professional Applied and Continuing Education (PACE) certificate or diploma programs.

Responsibility:

The Vice-President Academic, on behalf of The Senate of the University, is responsible for the development, administration, and review of this policy.

Definitions:**i) Plagiarism**

Plagiarism is a form of academic dishonesty in which students present published or unpublished work (written, digital, or other) of another person or persons, or one's own prior work, in its entirety or in part, as their own original work.

While scholarship quite properly rests upon examining and referring to the thoughts and writings of others, when excerpts are used in any work submitted for evaluation, the sources must be acknowledged, using an accepted format for the discipline.

Work of another person can include, but is not limited to, essays, literary compositions and phrasing, oral presentations, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports or software, and material derived from sources such as CD ROMs, DVDs, the Internet, and/or other digital sources.

Acts of plagiarism may include, but are not limited to, one or more of the following:

- not giving recognition to the author for phrases, sentences, thoughts, code, or arguments incorporated in written work, software or other digital sources, which can take the form of incomplete footnotes, endnotes, references and/or bibliographies; not using quotation marks or referencing appropriately when quoting directly; submitting, in whole or in part, someone else's work as one's own;
- not referencing appropriately, when quoting indirectly, to indicate the source of the ideas and work of another;
- submitting the same work for evaluation to more than one course, without the consent of each instructor to do so;
- two or more students submitting identical or virtually identical work for evaluation when the work was intended to be completed individually.

ii) Cheating

Cheating is an attempt to gain an improper advantage in an academic evaluation (e.g., examinations, tests, or assignments).

Acts of cheating may include, but are not limited to, one or more of the following:

- copying another person's answer;
- communicating with others at a test/exam with the purpose of obtaining, exchanging, or imparting information being tested;
- consulting unauthorized sources to obtain assistance, including, but not limited to, written, digital, and/or other aids not approved by the instructor;
- obtaining a copy of an examination or test, or examination or test questions before they are officially available;
- purchasing exams, essays or other assignments, in whole or in part, and submitting these works for evaluation as one's own.

iii) Improper Research/Academic Practices

Engaging in dishonest research practices is academic misconduct, including, but not limited to, one or more of the following:

- fabricating or falsifying investigative results and reporting those as valid;
- taking or using other people's research results without permission and/or acknowledgment;
- misrepresenting research results or methods through selective omission or manipulation of research design, data or citations;
- referring to resources known not to exist or the listing of others who have not contributed to the work;

- contravening the University's Policy and Procedures on Integrity in Research and Scholarship as that Policy relates to students.

iv) Obstruction of the Academic Activities of Another

It is academic misconduct to interfere with the scholarly/academic activities of another for malicious interference or in order to gain unfair academic advantage.

v) Impersonation

It is academic misconduct to impersonate someone or to allow oneself to be impersonated, in writing, digitally, or in person in class, in a test or examination, in connection with any type of course assignment or requirement, or in connection with any other University requirement. Both the impersonator and the person impersonated may be accused of academic misconduct.

vi) Falsification or Unauthorized Modification of an Academic Record

It is academic misconduct to falsify, fabricate, or in any other way modify an examination/test, transcript, grade, letter of recommendation, permission form, admission form, continuance form or other academic document, including, but not limited to, one or more of the following:

- making false claims or statements;
- submitting false information (e.g., false medical or other such certificate);
- altering official documents or records (e.g., transcripts);
- omitting information (e.g., failing to divulge facts about previous attendance at another postsecondary educational institution on an admissions application or continuance form).

vii) Aiding and Abetting Academic Misconduct

Knowingly aiding and abetting anyone in an act of academic misconduct shall itself be considered academic misconduct, including, but not limited to, one or more of the following:

- writing or providing an essay or other assignment in whole or in part for another student to submit as their own;
- offering for sale, or facilitating the sale of, exams, essays, or other assignments, in whole or in part, with the awareness that these works would be submitted for evaluation;
- profiting or benefiting from the results of impersonation.

Principles:

The University has a responsibility to set standards of student conduct that promote and maintain an environment in which academic integrity is understood and valued, and serves as the basis for student learning.

The purpose of defining academic misconduct is not to be punitive, but rather to encourage appropriate student conduct and, when necessary, to identify and regulate student academic misconduct that infringes on the culture of academic integrity upon which the University is built.

Students shall not commit acts of academic misconduct.

Academic misconduct shall include any of the following:

- Plagiarism
- Cheating
- Improper Research/Academic Practices
- Obstruction of the Academic Activities of Another
- Impersonation
- Falsification or Unauthorized Modification of an Academic Record
- Aiding and Abetting Academic Misconduct

A student alleged to have committed an act of academic misconduct has a right to be accompanied by another person for any personal attendance before University officials and/or committees pursuant to this Policy.

Any student found to have committed an act of academic misconduct may be penalized.

The procedures for determining if a student has committed an act of academic misconduct shall be fair and conducted in accordance with the rules of natural justice.

Review:

This policy shall be reviewed in conjunction with the Procedures review at least once every five years.

PROCEDURES:

Purpose:

To implement the Academic Misconduct Policy, the procedures outlined in this document shall be followed.

Responsibility:

The Vice President Academic, on behalf of The Senate of the University, is responsible for the development, administration and review of these procedures.

Definitions:

- The terms "head" and "chair" refer to the person responsible for the management and administration of a program and/or department.
- Time Period: In these Procedures, days are specified as either calendar or working days. In either event, calculation of days does not include days on which the University is: closed for statutory holidays or closed due to flooding, power outages, security threats, or other such extraordinary occurrences, or otherwise shown as closed in the University Academic Calendar, in which case the calculation of the number of days will be extended by the number of days the university was closed.
- Additionally, all Definitions in the Academic Misconduct Policy are incorporated into these Procedures and shall apply as fully as if they had been set out verbatim herein.

Principles:

1. A student alleged to have committed an act of academic misconduct has a right to be accompanied by another person for any personal attendance before University officials and/or committees pursuant to this Policy. The accompanying person may provide support by supplementing the student's presentation to:
 - raise specifics of the case as previously discussed between that person and the student;
 - raise procedural matters if correct procedures have not been followed;
 - assist in overcoming barriers the student may be experiencing including language comprehension issues or discomfort presenting;
 - deliver a closing statement.
2. Every effort shall be made to ensure that confidentiality is maintained by the University at every point in the process up to the final determination. Additionally, every effort shall be made to ensure that anonymity is maintained in all case summaries and reporting except that the University shall be free to report or disclose a finding of academic misconduct on any official University records including a transcript or in response to a question by other academic institutions.
3. No person who was previously involved with the consideration of allegations of academic misconduct may be involved as a voting committee member in later stages related to that same incident.
4. At the onset of any level of the process, a student alleged to have committed an act of academic misconduct shall be notified that they may raise an objection concerning conflict

of interest or bias at the outset. If the student fails to do so, they are deemed to have waived any objection.

5. Where an objection concerning conflict of interest or bias has been raised, the student may appeal a dismissal of a conflict or bias objection to the Senate Academic Standards and Misconduct Committee, which shall determine if the conflict or bias objection has merit, and, if so, the entire process shall be repeated, so as to remedy the conflict or bias.

6. Archival files pertaining to academic misconduct shall be maintained by the Dean/Associate Dean of Arts who is Chair of the Senate Academic Standards and Misconduct Committee.

Process:

The stages of an academic misconduct allegation are as follows:

LEVEL I: Instructor level - where allegation occurs within a course or where an allegation arises in respect of conduct other than within a course.

1. Allegations arising within a course:

Where circumstances indicate academic misconduct may have occurred within a course, within 2 working days of suspecting academic misconduct has occurred, the Instructor shall notify the student via their official University of Winnipeg student email address about their concern of academic misconduct. The student will be given an opportunity to meet with the Instructor within 5 working days of that notification. Within the following 5 working days, the Instructor shall either grade the materials or commence the Academic Misconduct Procedures by informing the person responsible (Department Chair, Coordinator, Department Review Committee (DRC), or Academic Review Committee (ARC) Chair) for that faculty, department or division, in the form of a written report, which shall, at a minimum, include the following:

- a) the date on which the alleged misconduct occurred;
- b) a statement and detailed description of the alleged misconduct;
- c) any documentary or other evidence that supports the allegation of misconduct;
- d) a record of any communication with student(s) involved in the alleged misconduct.

Grading guidelines for Instructors:

The Instructor, or other person responsible for student academic matters, shall not assess a penalty for an alleged act of academic misconduct, for example, by giving a failing grade for a course solely on the basis of alleged academic misconduct occurring in the completion of a discrete element of the course (e.g., presentation, essay, test, or examination). If evidence of academic misconduct is discovered, the Instructor, after initiating the Procedures under this Policy, shall delay grading the item in question, pending the outcome of the Academic Misconduct Procedures, and inform the student of the reason for the delay.

Where academic misconduct is suspected during an exam, the Instructor shall -

- not suspend the exam process;
- not suspend the exam for the student or the student(s) concerned;
- allow the student(s) to continue to completion;
- collect all available allegedly offending materials at the time they are discovered or otherwise record the circumstances, including by electronic or photographic means;
- note concerns on the submitted exam, including refusal on the part of the student to cooperate; and

-at the time exam is received, communicate the concern to the student(s) and notify the student(s) they will be invited to meet with the Instructor within 5 working days.

If a course has ended in which academic misconduct has been alleged, and final grades must be submitted, the Instructor shall submit final grades for the course, without entering a grade for the student in question, and notify Student Records, with a copy to the faculty, department or divisional designate (for example, DRC/ARC Chair, Department Chair, or Director), that this grade is pending and will be submitted upon completion of the Academic Misconduct Procedures.

2. Allegations arising other than within a course:

If allegations of academic misconduct arise other than within a course (e.g., transcript forgery, false documentation), the head shall provide a written report of the allegations, directly to the Chair of the Senate Academic Standards and Misconduct Committee, including the same information required from an Instructor as outlined above. The Chair shall give written notice of the allegations to the student and refer the reported allegations to the Senate Academic Standards and Misconduct Committee in writing.

LEVEL II: The Faculty, Department or Division

Within 2 working days of receiving the Instructor's report under Level I, the person responsible (Department Chair, Coordinator, Department Review Committee (DRC) or the Chair of the Academic Review Committee (ARC)) for that faculty, department or division, in the form of a written report, shall notify the student in writing via their official University of Winnipeg student email address and by certified letter of the allegation of misconduct. Such notice shall include the Instructor's written report of the alleged misconduct and notification of the student's opportunity to be heard, in writing and in person, within 10 calendar days of receiving the notice. The Instructor and the Chair of the Senate Academic Misconduct Committee shall be provided with a copy of the notice sent to the student.

At the expiry of:

- a) 10 calendar days (if no representation in writing is received or the student has not appeared in person to be heard) or
- b) 5 working days after receiving the student's representation in writing or the student having appeared in person, the faculty, department or divisional designate as may be appropriate shall:

i) review all available and relevant information and documents (which may include meeting with the student),

ii) make a recommendation to the Senate Academic Standards and Misconduct Committee as to whether or not an act of academic misconduct has been committed, and recommend an appropriate penalty.

The student and the Instructor will not be informed of this recommendation at this point of the process.

Within 2 working days of making its recommendation, the faculty, department, or divisional designate shall forward the complete record of the process to the Chair of the Senate Academic Standards and Misconduct Committee, which record shall include the following documents:

- a report of the process to that point, reasons for the recommendation, and the recommended penalty, if applicable;
- the Instructor's file;

- a record of any communication with and by the student in question; and
- any further relevant materials, including course outline and any departmental policy regarding academic misconduct.

LEVEL III: The Senate Academic Misconduct Committee

The Chair of the Senate Academic Standards and Misconduct Committee upon receipt of the written report of the faculty, department or divisional designate, or upon receipt of allegations of misconduct arising other than within a course, shall notify the student in writing of:

-the recommendation of Level II and of their right to appeal the recommendation, or

-where allegations of misconduct arising other than within a course have been received, the student's right to respond to the allegations.

The student shall have 10 calendar days from receipt of such notice to appeal the recommendation or respond to the allegations by making a submission in writing and/or to request in writing to appear before the Committee. Any such submission by a student must be received within the 10 calendar day period.

Committee Process

Within 10 calendar days of receiving the notice of recommendation from the Level II committee, the student can:

- make a written submission to the Committee,
- request to appear before the Committee, or
- offer no response.

Once these ten days have passed, the Committee shall reject, confirm, or modify the recommendation of Level II.

Where the student has made a timely request in writing for an appearance before the Committee, an appearance and hearing shall be scheduled. The Committee shall have access to all relevant materials. The record at Level III shall include the following:

- all materials forwarded from Levels I and II;
- any new information relevant to the case and not presented at Level I or II;
- all Committee communications written or transcribed from the personal appearance before the Committee;;
- the notes of all Committee meetings.

Notification of Decision

The Committee shall, within 2 working days of making a decision, inform the student and the Instructor of its decision and reasons in writing, through the DRC/ARC.

Appeals

The student has the right to appeal the ruling of the Senate Academic Standards and Misconduct Committee to the Senate Academic Misconduct Appeals Committee. The Senate Academic Misconduct Appeals Committee will make a decision within 10 calendar days and that decision shall be final. In such cases, the Senate Academic Misconduct Appeals Committee shall grant or deny the appeal, based on the record at Level III.

LEVEL IV: The Senate Academic Misconduct Appeals Committee

A student may appeal a finding of academic misconduct and/or a disciplinary penalty to the Senate Academic Misconduct Appeals Committee. The student must file an appeal in writing with the Chair of the Academic Misconduct Appeals Committee within 10 calendar days of receipt of notice of the Level III decision. The appeal must state specifically:

- the decision being appealed;
- the reasons for the appeal;

- the general nature of any new evidence, if any;
- the remedy being sought.

The Senate Academic Misconduct Appeals Committee, upon timely receipt of a written appeal by a student found to have committed academic misconduct, shall, within 2 working days, notify the Instructor and the appropriate person or committee or the faculty, department or division (for example, the DRC/ARC) of the appeal.

Notification of Decision

Upon receipt of the written appeal, the Chair of the Senate Academic Misconduct Appeals Committee will notify the student in writing of their right to present further relevant information in writing to the Senate Academic Misconduct Appeals Committee, of their right to appear in person before the Committee, and of their right to be accompanied by another person during such an appearance before the Committee.

The student has 10 calendar days from receipt of such notice to present further relevant information and/or request a hearing.

Committee Process

After the 10 calendar days have elapsed, the Senate Academic Misconduct Appeals Committee shall meet. The Senate Academic Misconduct Appeals Committee shall determine its own procedures and may receive information from the student and other relevant persons in a manner they deem appropriate. The Senate Academic Misconduct Appeals Committee may request an interview with the student and/or with anyone who has information relevant to the matter.

In cases where the Committee receives a written request from a student for a hearing, the Committee shall schedule a hearing. At such a hearing, the student may be accompanied by another person.

In cases where the student does not request a hearing, the Committee may decide the matter based on the written material and other available evidence and information.

The Senate Academic Misconduct Appeals Committee will have access to all relevant material:

- all material forwarded from levels I, II and III;
- a summary report of the case, decisions and reasons for them;
- all Senate Academic Misconduct Appeals Committee communications, written or transcribed from an oral interview;
- the minutes of all relevant Senate Academic Misconduct Appeals Committee meetings;
- any new information relevant to the case and not presented at Level I, II or III;
- the confidential Dean's Office file relevant to the case;
- a summary report of the case, decisions, and reasons for the recommendation.

After considering available and relevant information and evidence, the Senate Academic Misconduct Appeals Committee may:

- uphold a finding of academic misconduct;
- revise a finding of academic misconduct;
- confirm a penalty;
- assess a different penalty; or
- dismiss the finding of academic misconduct.

Notification of Decision

The Senate Academic Misconduct Appeals Committee shall, within 2 working days, provide written notice of its decision

and its reasons to the student and the Instructor through the appropriate DRC/ARC, as well as the Senate Academic Standards and Misconduct Committee.

Academic Misconduct Files

Level I: There is no permanent file kept. All documents are submitted to Level II.

Level II: There is no permanent file kept. All documents are submitted to Level III.

Level III: After resolution by the Senate Academic Standards and Misconduct Committee, a confidential file of each case is kept for a period of no longer than two years in the office of the Dean who is Chair of the Committee.

This file contains the following information:

- all material forwarded from Levels I and II;
- a summary report of the case, processes used in level III, decisions and reasons for them;
- all Senate Academic Standards and Misconduct Committee communications concerning the case;
- any new information relevant to the case and not presented at Level I, II or III;
- a summary report of the case, decisions and reasons for the recommendation;
- meeting notes of the meetings of the Committee.

Level IV: : A confidential file is kept by the Office of the Dean of Arts, who is Chair of the Senate Academic Standards and Misconduct Committee. The file contains all documentation considered during the Senate Academic Misconduct appeals process, and shall be kept for no more than two years after resolution

A confidential archival file recording all cases occurring during an academic year is kept for no longer than seven years.

This file contains the following information:

- the index of names, dates and kinds of misconduct
- penalties, and dismissals of all misconduct cases;
- a summary of each misconduct case.

When academic misconduct has been found NOT to have occurred -

- the actual records of the case shall be destroyed;
- case summaries may be kept for the seven-year period.

Case Summaries

The summary of each case shall include a brief outline of the case, any disciplinary action taken, and the reasons for the action. In all cases, the summary shall be written in such a way as to ensure complete confidentiality and anonymity for the student.

Access to Archival Discipline Files

Only the Academic Standards and Misconduct Committee and the Vice-President Academic have the right to access the archival files and only on a need-to-know basis.

Student Records and Notations of Disciplinary Action

The Chair of the Academic Standards and Misconduct Committee will notify the Records Office of all disciplinary actions taken; this includes penalties assessed, subsequent appeals, and the appeals outcomes. If the penalty involves suspension or expulsion from the University, the Chair of Academic Standards and Misconduct Committee will inform the Records Office of the need for this to appear on the student's record, how long it should remain on the record, and the conditions for removing it from the record.

The Records Office may be asked by the Chair of Academic Standards and Misconduct Committee to withhold the issuance of transcripts or statement of grades for the student disciplined, pending the expiry of the appeal or exhaustion of the appeal process.

The student's official file in the Records Office should contain only the final decisions of penalty, should the student be found guilty of academic misconduct. Where the student has been found guilty, this record will be removed upon the student's graduation. In a case where the final decision is a finding that no academic misconduct occurred, thus overturning a previous penalty, all material pertaining to the case will be destroyed.

Notations on Student History/Record

If the penalty is a lowered or failing grade for a specific item of work or for a course in its entirety, there is no notation placed on the student history and transcript. The history and transcript will reflect the grade as though it were an earned grade.

If the penalty is suspension from the University, a notation is placed on both the Student History and the official transcript. The notation is removed two years after termination of suspension.

If the penalty is expulsion from the University, the notation remains permanently on both the Student History and the official transcript. This notation may only be removed upon successful petition to The Senate Academic Standards and Misconduct Appeals Committee.

Academic Misconduct and the University Community

Evaluation and Annual Report to the University Community

An annual report shall be presented to Senate by the Chair of the Academic Misconduct Committee. The report shall be presented in such a way as to maintain confidentiality and anonymity. It will chronicle the number of cases, the faculties, departments, divisions, and units and, where feasible, the courses in which they occurred, the types of misconduct, and the kinds of penalties assessed. This report will be based on information received from levels II, III, and IV. This report will also be published so that members of the University community shall be kept informed of the nature and disposition of cases dealt with under this Policy. In addition, should the evaluation reveal a pattern of academic misconduct that is identifiable with respect to the factors evaluated, the Senate Academic Standards and Misconduct Committee may recommend to Senate changes in policy, preventative actions and/or any matters, as appropriate.

Responsibility of Members of the Academic Community

All members of the University community have the responsibility to ensure that students are familiar with generally accepted standards and requirements of academic honesty.

However, ignorance of these standards will not preclude the imposition of penalties for academic misconduct.

Review:

These procedures shall be reviewed in conjunction with the Policy review at least once every five years.

b. Non-Academic Misconduct

POLICY

Purpose:

The purpose of this Policy is to:

- outline expectations regarding how Students conduct themselves in a manner that is consistent with the values and educational objectives of the University; and
- define the manner in which the University will respond to any allegations of Student Non-Academic Misconduct.

Legal Authority:

The Freedom of Information and Protection of Privacy Act (FIPPA)

The Personal Health Information Act (PHIA)

The University of Winnipeg Act

Scope:

This Policy applies to the Non-Academic Misconduct of Students or Student groups while on University premises, or to any Non-Academic Misconduct that takes place off-campus, or through other forms of communication including, but not limited to, social media, digital communication, written communication, or telephone, if the incident has a substantial link to the University.

This Policy continues to apply to a Student who withdraws from the University or who takes a leave of absence, if the Student was registered, enrolled, or participating in a course or program at the time that the Non-Academic Misconduct is alleged to have occurred.

Any individual can submit an allegation of Non-Academic Misconduct regardless of whether they are a member of the UW Community if that allegation has a substantial link to the University and if the Respondent is a Student of the University.

If any incident(s) occurs on campus between visitors to the University campus who are not otherwise considered part of the UW Community, or involving a former member of the UW Community, the University may investigate the incident to identify any risks that can be addressed to mitigate future incidents, to review any security response, or to revoke access or bar entry to the visitor(s) or former UW Community member involved in the incident.

This Policy is designed to be used in coordination with other University policies. If the incident violates more than one policy the decision on which policy or procedures to follow will be that of the Registrar in consultation with the Human Rights and Diversity Officer and the Complainant.

An alleged breach by a Student of the Respectful Working and Learning Environment Policy or the Acceptable Use of Information Technology Policy is considered Non-Academic Misconduct and shall follow the Student Non-Academic Misconduct Procedures. Incidents that breach the Sexual Violence Prevention Policy shall follow the Sexual Violence Prevention Procedures if the Respondent is a Student.

Definitions:

Administrator: Anyone who has sufficient authority to take or ensure the taking of remedial action including Deans, Directors, Executive Directors, the Registrar, Provost, Deputy Provost, Vice-Presidents, Associate Vice-Presidents, and the President. In the case of a Student the Administrator shall in most cases be the Registrar.

Complainant: When a Report is made alleging a violation of this Policy the person filing the Complaint is referred to as the Complainant.

Complaint: A Complaint is the result of a Report by the Complainant

Disclosure: When a person tells a UW Community member that they have experienced or witnessed Non-Academic Misconduct. A Disclosure is not a Report (see definition of Report, below). A Disclosure may be made for the purpose of support, accommodation, or seeking out information.

Investigator: An individual designated by the University to investigate a Complaint.

Non-Academic Misconduct: Conduct that has, or might reasonably be seen to have, an adverse effect on the integrity or proper functioning of the University, or the health, safety, rights, or property of the University or UW Community members. Examples include but are not limited to:

- theft, damage, or destruction of property;
- unauthorized entry or presence on University property;
- fraud or impersonation;
- disruptive or dangerous behaviours to the UW Community;
- unlawful use of alcohol or drugs; or
- other activities that result in criminal charges, conviction, a court judgment, or a decision by the Ombudsman under the Human Rights Code.

Report: A Complaint made by a Complainant concerning an incident of Non-Academic Misconduct.

Respondent: When a Report is made under this Policy the person against whom the allegations are made is referred to as the Respondent.

Student(s): Refers to any individual

- engaged in academic work at the University leading to the recording or issue of a mark, grade, or statement of performance for that work by an appropriate authority in the University or another institution;
- registered, or auditing, as a participant in any course or program of study offered by or through an academic unit or division of the University; or
- entitled to a valid University student card who is between sessions but is entitled because of Student status to use University facilities.

University: Refers to the University of Winnipeg as defined by the University of Winnipeg Act

UW Community: Refers to Students, employees, anyone holding a University appointment, post-doctoral fellows, visiting scholars, contractors, volunteers, members of the Board of Regents and Senate, and anyone who resides on University property.

Principles:

The University is committed to a safe and healthy learning, living, and working environment for the entire UW Community. As such each Student is responsible for their personal conduct as it affects the UW Community. Students who are on University property or participating in University activities are expected to act in accordance with this Policy, act lawfully, and respect the rights, privileges, and safety of others.

Any individual who engages with this Policy can expect the University to:

- treat them with fairness, dignity, and respect;
- have this Policy and any relevant policy explained to them in plain language;

- provide a fair, transparent, and unbiased process; and
- keep their information confidential except in rare instances when disclosure is required by law or for the working of this Policy.

Prohibited Conduct

All acts of Non-Academic Misconduct are prohibited under this Policy.

Retaliation of any kind is prohibited. This includes retaliation against any member of the UW Community who Reports or is witness to an incident of Non-Academic Misconduct, or who is otherwise involved in the investigation and resolution of the incident.

Vexatious or malicious claims are Non-Academic Misconduct and may result in discipline under this Policy. This does not include Complaints that were made in good faith that were ultimately found to be without merit.

Students who knowingly aid or abet another person in the commission of any infraction of this Policy also commit Non-Academic Misconduct and will be subject to disciplinary action under this Policy.

Informal and Alternative Resolution

The University recognizes that many incidents can be resolved informally without submitting a Complaint requesting investigation. When possible, resolution of incidents through informal means of conciliation, education, or mediation are to be encouraged.

The University recognizes that not all people and cultures resolve disputes or incidents by the same means. When possible and desired by both parties, the informal resolution process shall create reasonable opportunities for culturally relevant means of resolution, and to use other supports to guide such a process.

Interim Measures

The University may impose interim measures, before an investigation is concluded, where immediate action is required to protect the UW Community or the Complainant or Respondent's health and safety, or to maintain the orderly functioning and discharge of the University's mandate. Interim measures do not by nature of their imposition presuppose the outcome of any investigation.

Privacy

In accordance with provincial legislation, the University's Privacy Policy sets strict requirements on the collection, use and sharing of personal information ("PI"). These are intended to preserve confidentiality and protect individuals from undue intrusion and similar harms. However, privacy is not absolute, and exceptions to privacy may apply in limited and specific circumstances.

In the context of University policies, such requirements include:

- collecting the least amount of PI reasonably necessary to accomplish Policy objectives;
- using and sharing the least amount of PI necessary to accomplish Policy objectives;
- providing PI to only those who "need to know" the information to accomplish Policy objectives;
- not using or sharing PI for other purposes without the consent of the affected individual(s), unless an exception to consent applies; and
- taking measures to protect PI from risks such as unauthorized access, use and sharing.

For additional information regarding privacy, visit www.uwinnipeg.ca/privacy.

PROCEDURES: The purpose of these Procedures is to outline the specific actions that will be undertaken by the University to implement the Non-Academic Misconduct Policy.

Disclosures

At times Disclosures of Non-Academic Misconduct may be made without a Complaint, to UW Community members for the purpose of finding support or accommodation. Any UW Community member who receives a Disclosure should refer the person who makes the Disclosure to the Policy and Procedures.

The UW Community member receiving the Disclosure is advised to treat the information in confidence. However, in serious cases, the UW Community member receiving the Disclosure may wish to make a formal Report to the University if the person providing the Disclosure is unwilling to do so. UW Community members are encouraged to first seek advice from the HRDO, Registrar, or Privacy Officer regarding the legal and policy implications of such action.

If the person receiving the Disclosure believes the safety of the individual disclosing is at risk, the UW Community member receiving the Disclosure should discuss with the individual possibilities for addressing their safety including contacting police or Campus Security.

In the event that a Disclosure is made to Campus Security then Campus Security is required to inform the Registrar.

In order to maintain statistical information (on an anonymous basis), and to assist the UW Community member who receives a Disclosure, any individual who receives a Disclosure shall contact the Registrar to provide a general overview of the Disclosure.

In addition, the UW Community member receiving the Disclosure is encouraged to advise the individual disclosing of any on-campus supports (i.e. counselling), as well as the possibilities for accommodation.

Making a Report

If an individual chooses to make a formal Report to the University that individual shall contact the Registrar by phone, email, or by setting up a meeting with the Registrar. When a Complaint is made, the individual making the Complaint is referred to as the Complainant.

If the Complainant does not feel comfortable speaking to the Registrar they may speak to the Human Rights and Diversity Officer who shall Report the incident to the Registrar on their behalf.

Reports shall include the name and contact information of the person making the Report. Reports shall also include as much information about the incident(s) as the Complainant can provide, including:

- a description of what happened;
- information about the identity and contact information of those involved or witness to the incident(s) if known; and
- the time(s), date(s), and location(s) of the incident(s).

If the Complainant declines to provide such information or participate in the procedures associated with the Policy, the University may choose not to proceed further with the Report unless it determines there to be exceptional circumstances in which case the University may choose to act as the Complainant.

Upon receipt of a Report the Registrar will:

- address any immediate safety needs of the Complainant; and
- set up a meeting with the Complainant to explain in plain language all relevant elements of the Policy and Procedures.

If there are immediate concerns for safety and security the Registrar may request that University Security Services revoke access or bar entry of any person onto University premises.

The Complainant or Respondent has the right to be accompanied by a support person (e.g. UWSA representative, family member, friend) in any meeting related to the workings of these Procedures.

Preliminary Assessment

Based on the information available from the Complainant's Report, the Registrar will determine whether the Report:

- has sufficient information to move forward;
- whether the Complaint is trivial in nature;
- whether the Complaint is timely or whether an extension of time for the Complaint is warranted;
- whether the matter is within the jurisdiction of the University; and
- whether the Complaint establishes a prima facie case of Non-Academic Misconduct under the policy.

If the Registrar determines it is not appropriate to proceed further with the Complaint based on 3.1, the Complainant will be notified and no further action will be taken. If the Registrar determines that the matter is more appropriate to proceed under another University policy or process, they will notify the Complainant and defer the matter to the appropriate Administrator.

If the Report satisfies the parameters above, the Registrar will:

- if necessary, implement interim measures;
- notify the Respondent as per section below on notification;
- if appropriate, approach the Complainant and Respondent, on the possibility of alternative resolution, or
- if alternative resolution is not appropriate or possible, initiate an investigation.

The Registrar may redact information in response to health or safety concerns, although this may impact proceedings under this Policy.

Where a Report was made but a Complainant is unable or unwilling to proceed, the University may proceed with an investigation and for purposes of any proceedings arising therefrom assume the status of Complainant.

Notification to the Respondent

If a Report is made the Registrar will notify the Respondent of the Complaint against them, along with detail of the Complaint, and shall explain in plain language to the Respondent all relevant elements of the Policy and Procedures. The Respondent shall also be provided with an opportunity to respond to any Complaint, and this response shall be considered in any decision making arising from the Complaint.

The Registrar may determine that the Complaint is resolvable by contacting the Respondent, informing them of the incident, that their conduct has caused offence or harm,

is unwelcome and not to be repeated. If the Respondent has acknowledged the incident and agreed to alter their behaviour or conduct so as not to cause the offence or harm complained of, and where the Registrar is satisfied that by the agreement, the Complainant will be notified and matter will be treated as resolved. The Registrar shall maintain a record of such resolution and may monitor the Respondent's conduct to determine compliance. If the Respondent is not compliant, the Procedures will be reinitiated with the breached agreement being considered along with the initial Complaint. No record shall be maintained in the Complainant or Respondent's student record.

Interim Measures

The Registrar shall determine whether interim measures are required, based on their preliminary assessment of factors such as risk of safety, retaliation, and accommodation needs of either the Respondent or Complainant. Consequences for violating interim measures will be clearly communicated to the Respondent and Complainant at the time they are applied.

As part of the remedy or sanction process it may be determined that certain interim measures may continue or become permanent.

Alternative Resolution

In some circumstances, the Registrar may determine that alternative resolution is the best course of action to resolve the matter before an investigation is commenced or completed. The Complainant or Respondent may request alternative resolution rather than an investigation. If the Respondent or Complainant desires alternative resolution (i.e. facilitated mediation, a written apology, and restorative justice) they must first notify the Registrar who will follow up with the other party to determine their willingness to participate in an alternative resolution process. For it to be a meaningful process, participants must engage voluntarily and remain free from reprisal.

If the Complainant and Respondent are able to reach a resolution, a written record of the resolution will be prepared by the Registrar to be signed by both parties. A copy of the signed written resolution will be provided to the Complainant and Respondent, and may be provided to relevant University Administrators if it is required to implement the terms of resolution.

In limited, less serious cases (e.g. minor classroom disputes), a University Official may be able to facilitate an informal/alternative resolution process themselves. If any formal remedy or sanction is required they shall notify the Registrar.

A failure to comply with the terms of an alternative resolution disposition may result in the commencement or resumption of an investigation and such other sanctions or remedies as are determined under the Policy to be appropriate.

Determining an Investigation

If the matter an alternative resolution process is not viable or successful, the Registrar may recommend to the Chief Human Resources Officer (herein referred to as the "CHRO") that an investigation take place.

The Registrar may choose not to recommend an investigation where:

- there is either insufficient information to proceed with an investigation;
- the Complainant requests no investigation be commenced and the University does not assume the position of Complainant;

- the Complaint has already been resolved by another process such as informal or alternative resolution;
- the Registrar determines that the Complaint should be in abeyance pending the resolution of another process in order to protect the integrity of that process or because it is a more appropriate process in the circumstances (including but not limited to a criminal investigation); or
- the Complaint is determined to be inconsistent with the intent of the policy.

If the Registrar determines that an investigation will not take place for the reasons listed in section 7.2 the reasons will be provided in writing to the Complainant and Respondent, and the process will be considered complete.

If the alternative resolution process is not viable, and if an investigation is necessary, the Registrar shall recommend to the CHRO that an investigation be commenced.

If the CHRO accepts the recommendation of the Registrar the CHRO will take the following steps:

- designate an Investigator to conduct the investigation;
- provide the Investigator with all relevant documents;
- notify the Complainant and the Respondent of the investigation and their obligations of privacy as set out in the Policy and Procedure.

The Complainant and Respondent may be accompanied by a support person through the workings of the Policy and Procedures. The support person may supplement the Student's presentation to:

- raise specifics of the case as previously discussed between that person and the Student;
- raise procedural matters if correct procedures have not been followed;
- assist in overcoming barriers the Student may be experiencing including language comprehension issues or discomfort presenting;
- deliver a closing statement.

Conducting the Investigation

After reviewing the Report, the written response, and any relevant documentation, the Investigator shall contact the Complainant and the Respondent to arrange separate interview times. At the time of initial contact, the Investigator will explain to all parties the investigation process, their duty to make their findings on a balance of probabilities, and their role as Investigator.

The Investigator will conduct interviews with the Complainant and the Respondent separately and may need to meet with each party more than one time during the course of the investigation. The Complainant and Respondent shall have the opportunity to provide the Investigator with information, documents, names of witnesses, and other submissions or evidence that they believe are relevant to the Complaint. The Investigator may request and shall be provided with any evidence they deem relevant to the investigation. The Investigator shall interview relevant witnesses and review documentary or other evidence obtained.

The Investigator shall ensure that both the Complainant and Respondent have had a full opportunity to review and respond to all material aspects of the allegations, and the evidence upon which the Investigator will rely.

The Complainant or Respondent may still request alternative resolution of the Complaint before the final investigation

report is sent to the Registrar. Such requests will be considered and decided upon by the Registrar.

Investigation Report

Upon conclusion of the investigation, the Investigator shall prepare an investigation report based on the guidelines provided by the Registrar. The investigation report shall contain:

- a summary of the Complaint and the response;
- relevant legal authority(ies) and issue(s);
- a summary of the documentary and other evidence provided and relied upon;
- a summary of interview evidence from the parties and witnesses; and
- an analysis setting out the findings of fact, and a finding as to whether the policy has been breached on a balance of probabilities.

Remedy/Sanction

A summary of the investigation report including the Investigator's decision as to whether there is a breach of this policy and a copy of the Complaint and the response shall be sent to the Registrar and the CHRO. Prior to making decision about sanctions, the Respondent shall be provided with an opportunity to meet with the Registrar (or appropriate Administrator) and the CHRO.

Upon reviewing and considering the investigation report and the Investigator's decision as to whether there is a breach of this Policy, and the Respondent's response to the decision (if any), the Registrar in consultation with the CHRO shall determine the appropriate resolution, remedy, or sanction.

The Registrar (or appropriate Administrator) shall ensure the resolution, remedy or sanction is implemented and a copy of the determination shall be kept with the Registrar.

The Registrar may impose any remedy or sanction they determine to be appropriate on a principle of progressive discipline up to, and including, expulsion from the University.

Students whose sanctions include some form of financial restitution will be given the opportunity to arrange payment to the University. Failure to pay within the designated time as prescribed in a Student's sanction(s) will result in the outstanding debt being added to the Student's University account. Failure to fulfill the obligations under any sanction will result in an additional \$50 fine for every sanction not complied with by the designated deadline, and the obligations under the sanctions must still be completed. Failure to comply will itself be deemed Non-Academic Misconduct and the Registrar accordingly may increase the sanctions imposed on the Student at the Registrar's discretion.

When a suspension (permanent or time-limited) is imposed the Registrar shall inform the Dean of the respondent's faculty and the Vice-President, Academic.

Appeal Process

A Respondent may appeal the decision that there has been Non-Academic Misconduct.

To appeal the decision the Respondent shall contact the Registrar to request an appeal within 15 working days of the original decision. The Respondent shall set out the reasons for the appeal, in writing.

Where a decision is appealed, the Complainant (or Registrar) shall be notified and permitted to file a written submission in response to the written appeal of the Respondent within 7 working days of receiving a copy of the Respondent's written appeal.

The appeal will be determined by a four-person appeal committee formed by the Registrar. The composition of the appeal committee shall include:

- the Provost and Vice-President Academic, or delegate;
- Deputy Provost and Associate Vice-President Academic;
- an excluded senior manager responsible for Student Services; and
- One full-time Student holding no position within either the University residence system or the UWSA. If the appeal is being heard from an undergraduate Student, the undergraduate Student member of the panel shall sit as part of the panel. If the appeal is being heard from a graduate Student, the graduate Student member of the panel shall sit as part of the panel.

Upon the request of the Respondent, the Registrar may suspend imposition of the discipline pending the conclusion of the appeal. Where such request is granted, interim measures may be implemented or maintained through the appeal process.

The appeal is a pure appeal on the record, not a re-hearing of the evidence. The appeal committee may permit new evidence to be filed or in exceptional circumstances, to be heard, where such evidence was not reasonably available during the investigation. Where new evidence is permitted on behalf of one party, the other party shall be permitted a reasonable opportunity to respond

The appeal committee shall make their determination based on the following:

- whether there was a substantial procedural or legal error in the application of the policy;
- whether there is new evidence that could not have reasonably been presented earlier, and would have materially affected the decision as to breach and/or sanction;
- whether the decision as to breach is consistent with the evidence; or
- whether the remedy or sanction is reasonable in the circumstances.

In deciding the appeal, the appeal committee shall review the investigation file, the investigation report (in particular, the Investigator's findings), the reasons for appeal provided by the appellant and any response by the other party(ies), and (if applicable) the remedies or sanctions imposed.

The appeal body shall make a determination on a basis of majority vote and will communicate their reasons for decision in writing to the Registrar (or appropriate Administrator), normally within 15 working days of having received all written statements in the appeal by the Respondent and/or the Complainant. The Registrar (or appropriate Administrator) remains responsible for the implementation of any remedy or sanction arising from the decision of the appeal committee. If consensus is not reached by the appeal body, the original decision is upheld.

A decision of the appeal body is final.

Maintenance of Statistics and Records

All records related to the workings of this policy, regardless of format or medium (e.g., paper records, emails, voice messages, and all electronic records), which contain personal information are protected under FIPPA or PHIA.

Records created under this Policy and Procedures will be retained by the Registrar for five years after the Respondent's last date of registration. After five years, the records will be securely destroyed or deleted.

In implementing this policy, only the fewest number of copies reasonably necessary of any record containing personal information shall be maintained. Unnecessary copies should be destroyed.

Privacy

Complainants, Respondents, and witnesses are free to speak about their own experiences. However, individuals are not permitted to share information learned solely from the investigation or subsequent decision-making process which they did not know beforehand unless consented to by the other party, and any such sharing without consent shall itself be Non-Academic Misconduct.

Privacy may be impacted and therefore limited as a result of other proceedings such as grievances filed under collective bargaining agreements or legal actions that have been commenced.

Where a decision is made that the Policy has been breached, the Complainant will be informed of the decision and that appropriate discipline has been imposed on the Respondent. The Complainant will not be informed of the specifics of such discipline unless there is a safety risk to the Complainant and knowing is paramount for their on-going safety or, in limited cases, to support other sanctions such as no contact orders. The discipline imposed on Respondents is their personal information under FIPPA, and only the Respondent may decide to release it to the Complainant. A decision regarding discipline, including any applicable sanctions, will be provided to the Respondent in full.

Conflict of Interest

In the event that any decision maker or participant in the investigation process is in a conflict of interest in regard to the incident in question or regarding any party to the incident (including a witness), they must declare the conflict and recuse themselves from any decision making or a position of influence over the outcome of a particular matter, in accordance with the University's Conflict of Interest Policy.

For more information on this policy, contact the Registrar at 204-786-9337.

10. Senate Appeals

a. Information

Students have a right of appeal. All appeals must be in writing. Decisions are made by the appropriate body and are based on the information and supporting documentation provided in writing by the student.

All students wishing to appeal must consult their Graduate Program Advisor to discuss their situation, for information on appeal procedures, and to obtain the appropriate appeal form as required. This section outlines the procedures established to deal with the types of appeals indicated.

b. Admission

Applicants who wish to be admitted to the University without satisfying normal admission criteria may submit an Admission Appeal to the Registrar. Applicants should see the Registrar or the Graduate Admissions Officer for information about such appeals. This appeal will be heard by the Senate Appeals Committee.

c. Credit and Audit Status in Courses

Students who wish to change their status in a course from credit to audit or from audit to credit after the course change period has passed must submit a written appeal to the Senate Appeals Committee giving the reasons the change is being requested and written approval for the change from both the instructor of the course and the chair of the department.

There is a fee adjustment for the late change from audit to credit. There is no fee adjustment for the late change from credit to audit.

d. Exam Scheduling

Students who have three final exams which begin and end within a 24-hour period may have one of the exams deferred. The deadline for submission of such request to the Senate Appeals Committee will be no later than ten (10) working days prior to the beginning of the evaluation period.

e. Deferred Exams and Incomplete Term Work

A student may appeal for incomplete term work or a deferred final test or exam when medical, compassionate or other circumstances beyond the student's control create situations in which it is impossible, or causes undue hardship, for the student to write the final test or exam as scheduled, or to complete an item of work by the end of the evaluation period of the course.

Procedures

Students must first consult the instructor of the course. Students who cannot write a final exam as scheduled are expected to contact their instructor immediately on (or before) the day of the exam. Departmental policy may permit the instructor to reschedule an exam or final test, or to accept late term work if the proposed completion date falls before the limit for that term. Students must then meet with their Graduate Program Advisor and/or Graduate Program Chair (if applicable) to obtain an appeal form and the completed appeal form, with the student's statement and instructor comments, is returned to their Graduate Program Advisor and/or Graduate Program Chair no later than the deadline for submission of grades in the course.

If departmental policy does not permit this resolution, or the instructor denies the request, or the work cannot be completed within the time limit for the term, or the deadline for submission of grades has passed, the student must appeal to the Senate Appeals Committee by obtaining an appeal form from their Graduate Program Advisor and/or Graduate Program Chair.

Deadlines to Appeal

For a deferred exam, students must contact their instructor immediately, and must normally appeal no later than five working days after the scheduled examination date.

For incomplete term work, students must normally appeal no later than the end of the evaluation period.

Deadlines for Completing Work or Exams

Examinations deferred by the Senate Appeals Committee will normally be scheduled during a special examination period.

Incomplete term work must be submitted within a time period determined by the department or the instructor, or by the Senate Appeals Committee in consultation with the instructor (see table next page).

Term	Exam or Final Test by	Term Work by
Courses ending in December (Fall Term)	February 15	April 1
Courses ending in April (Winter and Fall/Winter Terms)	June 15	August 1
Courses in Spring Term	September 15	October 1

f. Re-admission to a Graduate Program

Students required to withdraw involuntarily from a graduate program for academic or non-academic reasons shall not be granted re-admission to Graduate Studies for a period of one year. After that period, the student may apply to the Faculty of Graduate Studies provided that they meet the entrance requirements and presents compelling evidence that a more successful outcome is likely. The Office of the Dean of Graduate Studies and the appropriate Graduate Program Committee concerned shall consider the student's file and withdrawal records when evaluating an application for re-admission, regardless of whether the student is seeking re-admission into the same graduate program. A student shall not be eligible for re-admission into the Faculty of Graduate Studies if they have involuntarily withdrawn more than once.

When a student is re-admitted to a graduate program, they must adhere to the current program requirements as existing in the term in which they are re-admitted. Re-admittance into the program must be for no less than one academic year. Any new financial offers will be decided upon re-admission, and will be at the discretion of the Graduate Program Committee. Any previous courses taken in the graduate program will be re-assessed. Normally courses taken five or more years previously will not be considered for credit toward the requirements for graduation.

g. Voluntary Withdrawal

Students wishing to withdraw voluntarily from their graduate program must submit a written request to the relevant Graduate Program Committee, copying their request to their Graduate Program Advisor, stating that they wish to withdraw from their graduate program. Once the request for voluntary withdrawal is approved, the GPC will forward a completed "Voluntary Withdrawal from Graduate Program" form to the Dean of Graduate Studies stating that the student is withdrawing from the program and the effective date of withdrawal.

When the withdrawal is approved, the internal academic record will show the date of withdrawal and a code of "D" beside all courses dropped. The student cannot attend any courses or use any university resources as of the requested effective date of withdrawal.

If a student exits a program (e.g., stops attending classes, ceases work on their thesis) without submitting a written request as above, the withdrawal is not approved, the student will remain registered in all courses, and a final grade and /or standing will be assigned at the end of the term or session. A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Withdrawal from the Faculty of Graduate Studies constitutes withdrawal from The University of Winnipeg.

h. Involuntary Withdrawal

Involuntary Withdrawal for Academic Reasons

Students who do not meet the "Minimum Academic Standing & Performance Requirements" will be required to withdraw from their graduate program and from The University of Winnipeg. If the student's Graduate Program Advisor, in consultation with the Supervisory Committee, deems that the student is not maintaining the standards outlined in the "Minimum Academic Standing & Performance Requirements," he/she must a) inform the student in writing of unsatisfactory academic progress; b) allow the student to have the opportunity to discuss the matter with the Graduate Program Advisor, the Supervisory Committee, and the Graduate Program Committee Chair, and c) make a recommendation for withdrawal to the Dean of Graduate Studies. Normally such a recommendation should be made within 10 business days of the final grade submission. Both the internal and external academic record of such a student will indicate "Required to Withdraw." In extraordinary circumstances, students may appeal in writing for reinstatement to the Senate Student Appeals Committee.

Involuntary Withdrawal for Non-Academic Reasons

Graduate Policies on Involuntary Withdrawal for Non-Academic Reasons follow the University policies. In order to accomplish its stated mission, the University must be a community in which there is freedom to learn, to teach, to create and to engage in research without fear of retaliation or intimidation, and without threat to person or property. Students have a responsibility to act in a fair and reasonable manner in their interactions with their peers, faculty, staff, and administration and in their use of campus property. The intent of this policy is to encourage appropriate student conduct and to identify and regulate student non-academic misconduct which infringes on the above-mentioned freedoms and thereby jeopardizes the essential values of our academic community: mutual respect, dignity, and civility.

i. Tuition Fee Refunds

The following scenarios outline the proposed fee consequences of the timing of a student withdrawing from a program (either voluntarily or involuntarily) in a program year.

- 1) If a student voluntarily withdraws from a program or is involuntarily withdrawn from a program by the end of the course change period for the first term of attendance in that program year, 100% of fees will be reversed for that term and for the second and third terms for the program year.
- 2) If a student voluntarily withdraws from a program or is involuntarily withdrawn from a program between the end of the course change period for the first term of attendance and the end of the course change period for the second term of attendance in that program year, no fees will be reversed for the first term, and 100% of the fees will be reversed for the second and third terms for the program year.
- 3) If a student voluntarily withdraws from a program or is involuntarily withdrawn from a program between the end of the course change period for the second term of attendance and the end of the course change period for the third term of attendance in that program year, no fees will be reversed for

the first term or second term, and 100% of the fees will be reversed for the third term for the program year.

4) If a student voluntarily withdraws from a program or is involuntarily withdrawn from a program after the end of the course change period for the third term of attendance in that program year, no fees will be reversed for the program year.

j. Waiver of Graduation Requirements

Students may appeal for a waiver of specific requirements in a degree program if there are compelling extenuating circumstances. Students should consult the Graduate Program Advisor and/or Graduate Program Chair regarding this type of appeal.

k. Further Appeal

A student who has reason to believe that all pertinent information was not available when the written appeal was first considered may connect with the Chair of the Senate Appeals Committee. Consideration of the new information provided will be reviewed by the Chair. This must be done within 10 days of the original denial notification.

11. Grade Appeals

a. Grades on an Individual Item of Work

An individual item of work includes any single piece of work in a class, including the final test or examination. Appeals of grades on individual items of work are heard by the Graduate Program Committee, which rules on appeals made to the Program. Normally the Program is the highest body of appeal against grades on individual items of work.

Grounds for an Appeal

To make an appeal, a student must have cause to believe that a grade assigned on an individual item of work was unjust.

Procedures

The student should first discuss the matter with the instructor. If, after discussion with the instructor, the student has reason to believe an injustice has been done, the student may then write an appeal to the Chair of the Graduate Program Committee. Students are encouraged to meet with their Graduate Program Advisor and/or Graduate Program Chair before they write the appeal.

For individual items of term work graded during classes, students must discuss the matter with the instructor within seven working days after notification of the grade. The written appeal to the Chair of the GPC must be submitted within two working days after the discussion with the instructor.

For final items of term work graded after the end of classes, or for final term tests or examinations, students must have submitted their written appeal to the Chair of the GPC within six weeks after the last day of exams for the term in which the course is offered.

All appeals submitted to the Chair of the Graduate Program Committee should include:

- a copy of the work which is the subject of the appeal;
- grounds for the appeal;
- a summary of the conversation with the instructor.

Students should expect that the disputed grade will be reviewed in a context other than the one that generated the original grade. Either the Committee or the Program Chair notifies the student in writing of the result of the appeal. The instructor will be fully informed of the student's submission.

b. Final Grades

The final grade is the official final grade that appears on the student's statement of marks from the Registrar. Appeals of final grades are heard by the Graduate Program Committee, which rules on appeals made to the Department. Normally the Program is the highest body of appeal against final grades.

Grounds for Appeal

There are only three grounds for appeal against a final grade.

- The assessment of the final grade was made without considering all individual items of work completed and submitted.
- The final grade does not appear to correspond to the grades awarded to the individual items of course work, indicating an error in calculation in developing the final grade.
- The overall assessment of the final grade is demonstrably unjust.

A processing fee is charged. It is refunded if the appeal is successful. (See *Fees* on the University website).

Procedures

Students have up to six weeks after the official notification of final grades from the Registrar to submit an appeal. Students are encouraged to meet with their Graduate Program Advisor and/or Graduate Program Chair before they write the appeal.

The appeal should include:

- a copy of all course work which is the subject of the appeal;
- grounds for the appeal;
- any other relevant documentation.

The written appeal is submitted to the Registrar who sends the appeal to the Graduate Program Committee. The Registrar notifies the student in writing of the result of the appeal. The instructor is fully informed of the appeal.

c. Further Appeal

A student who has reason to believe and can demonstrate that the Departmental Review Committee did not give the appeal a fair hearing may appeal the Committee's decision on procedural grounds in writing to the Senate Appeals Committee through the Registrar.

12. University Policies

The University has a number of policies in place that are of importance to all members of the University community. The following policies are of particular importance to students:

a. Respectful Working and Learning Environment Policy & Procedures

Freedom from discrimination and harassment are fundamental rights of all members of the University community. The University of Winnipeg prohibits any form of discrimination or harassment in conjunction with University-related activities, whether on or off campus.

For more information on this policy, please contact Human Rights and Conflict Management Advisor at (431) 668-5354, or the Human Rights and Diversity Officer at (204) 988-7508 or visit the website:

<https://www.uwinnipeg.ca/policies/docs/policies/respectful-working-and-learning-environment-policy.pdf>

b. Service Animals on Campus Policy & Procedures

In compliance with The Accessibility for Manitobans Act, this policy details the rights and responsibilities in regard to persons with disabilities who require the assistance of a service animal while working, studying and/or visiting the campus.

For more information on this policy, please contact the Human Rights and Diversity Officer at (204) 988-7508 or visit the University's website:

<https://www.uwinnipeg.ca/policies/docs/policies/service-animals-policy.pdf>

<https://www.uwinnipeg.ca/policies/docs/procedures/service-animals-on-campus-procedures.pdf>

c. Sexual Violence Prevention Policy & Procedures

The University of Winnipeg prohibits all forms of sexual violence, whether physical or psychological in nature.

The University offers supports, accommodations, and a reporting process for students who have experienced sexual violence.

For supports and accommodations, please contact the Sexual Violence & Human Rights Advisor and member of the UW Sexual Violence Response Team, by phone or text at (204) 230-6660 or email at svrt@uwinnipeg.ca. For more information about the policy or to file a report with the University, contact the Human Rights and Diversity Officer at or (204) 988-7508 or visit the website:

www.uwinnipeg.ca/askfirst.

Another resource is REES (Respect, Educate, Empower Survivors), an online reporting platform for sexual violence on campus. It allows members of the campus community to create a record of the incident and provides multiple reporting options that include anonymous report, connect to my campus, and report to police. REES also provides information about campus and community-based resources. Learn more at www.reescommunity.ca.

d. Responsible Conduct of Research and Scholarship Policy

The purpose of this policy is to promote and advance a high standard of integrity in research and scholarship. This policy has been established to address public concerns about responsibility and accountability in research and scholarship. It outlines procedures for promoting integrity among researchers and scholars and for investigating allegations of misconduct in research and scholarship. The policy applies to all members of the University community.

Copies of the policy are available through the Office of Institutional Analysis, and can also be found on the University's website at:

<https://www.uwinnipeg.ca/policies/docs/policies/responsible-conduct-of-research-and-scholarship-policy.pdf>

e. Policies on Research and Experimental Ethics

These documents contain University policies regarding the ethical conduct of research, experimentation and teaching exercises. Research or teaching exercises involving human participants or vertebrate animals cannot be undertaken by faculty, staff or students without the approval of the appropriate University committee or committees.

These policies are available through the Office of the Vice-President, Research and Innovation, and can also be found on the University's website at:

<https://www.uwinnipeg.ca/research/ethics/index.html>

f. Library Policies

The following Library policies should be noted:

Copyright and Fair Dealing Policy:

The University of Winnipeg and its Library follow the *Copyright Act*, and the University's Copyright Policy and Fair Dealing guidelines. The Library's Copyright Office provides copyright information via its website, answers questions related to copyright and obtains copyright clearances or

permissions when required. Please see

<https://copyright.uwinnipeg.ca/basics/copyright-policy.html>

Borrowing Policy:

The purpose of this policy is to establish service and user responsibility guidelines for the lending of library materials and applies to all faculty, students, staff, alumni and Special Borrowers. Please see: <https://library.uwinnipeg.ca/use-the-library/borrow-renew-request.html>

g. Acceptable Use of Information Technology Policy

The purpose of this policy is to clearly establish rules and regulations outlining the usage of computers, computing and network resources and the facilities in which they reside at The University of Winnipeg. This policy pertains to all employees, students and authorized external parties (the "University community") who have been granted access to use the University of Winnipeg computer and networking facilities and resources.

The policy may be found at:

<https://www.uwinnipeg.ca/policies/docs/policies/acceptable-use-of-information-technology-policy.pdf>

h. Student Financial Appeal Policy

The University of Winnipeg's Student Financial Appeal Policy describes the specific circumstances and situations in which a student may be eligible for a tuition and fee refund upon appeal. It also outlines the financial appeal process which a student must follow and provides grounds for granting such an appeal. Grounds for financial appeal include significant medical issues for the student; compassionate issues including death of an immediate family member; and other significant circumstances beyond the student's control which prevent them from being able to complete their courses.

For details, please see:

<https://www.uwinnipeg.ca/policies/docs/policies/student-financial-appeal-policy.pdf>

For more information, contact Academic and Career Services at 204.786.9257.

13. Graduation

Convocations are held three times yearly, in the Spring, Winter and Fall. The Spring and Fall Convocations have ceremonies and the Winter Convocation degrees will be conferred In Absentia (no ceremony). Students must apply for graduation by February 1 for Spring Convocation, by August 1 for Fall Convocation and by November 1 for Winter Convocation. Those graduating at the Winter Convocation may attend the Spring Convocation ceremony.

a. Application to Graduate

Students who complete the requirements for one of the University's degrees through the April series of examinations, and have applied for graduation by the preceding February 1, shall be admitted to the appropriate degree at that year's Spring Convocation. Students who complete the requirements for one of the University's degrees through the Spring term series of examinations, and have applied for graduation by the preceding August 1, shall be admitted to the appropriate degree at that year's Fall Convocation. Students who complete the requirements for one of the University's degrees through the December series of examinations, and have applied for graduation by the preceding November 1, shall be admitted to the appropriate degree at the following year's Winter Convocation.

Applications for graduation are made online through students' WebAdvisor accounts.

Further details regarding the convocation ceremony will be forwarded by the Student Records Office to graduands who have been approved by the Senate of the University. Information about graduation may be obtained from the website, Student Central or the Convocation/Academic Program Officer.

b. Academic Dress

The correct dress for graduates of the University is described below.

Bachelors and Masters

- a mortarboard of black material with a black tassel
- a gown of black material and the appropriate shape specified by the North American Intercollegiate Code
- a hood of the colour and shape specified by the North American Intercollegiate Code

Honorary Doctors

- a round brimmed cap of red velvet
- a gown of red material and of the appropriate shape specified by the North American Intercollegiate Code
- a hood of the full Cambridge shape in white material, lined in the University colours showing a white chevron on a red field

Note: A fee is charged for academic dress rental. (See *Fee Information* on the website). The fee amount and other details will be included in the information sent to the graduand approximately six weeks prior to the Convocation.

For more information, see the
Graduate Studies document found
here:
[Policies and Guidelines | Graduate
Studies | The University of Winnipeg
\(uwinnipeg.ca\)](#)

GRADUATE STUDIES

AREAS OF STUDY

June 1, 2024

1. Degrees/Programs Offered in Graduate Studies

2. History of the Master's Programs

3. Program Descriptions (separate sections):

- Master of Science in Applied Computer Science and Society (ACS)
- Master of Arts in Applied Economics (ECON)
- Master of Science in Bioscience, Technology and Public Policy (BIOL)
- Master of Arts in Criminal Justice (CJ)
- Master of Arts in Cultural Studies (ENGL)
- Master's in Development Practice (MDP)
- Masters in Environmental and Social Change (MESC)
- Master of Arts in History (HIST/HIST)
- Master of Arts in Indigenous Governance (IG)
- Master of Marriage and Family Therapy (MFT)
- Master in Management (MiM)
- Master of Arts in Peace & Conflict Studies (PACS)
- Master of Public Administration (POL/POLS)
- Master of Arts in Religion (REL/RLGN)

1. Degrees/Programs Offered

University of Winnipeg Master's Programs:

Master of Science in Applied Computer Science and Society	MSc
Master of Arts in Applied Economics	MA
Master of Science in Bioscience, Technology and Public Policy	MSc
Master of Arts in Criminal Justice	MA
Master of Arts in Cultural Studies: Texts and Cultures/Curatorial Practices	MA
Master's in Development Practice	MDP
Master of Arts in Environmental and Social Change	MA
Master of Science in Environmental and Social Change	MSc
Master of Environment in Environmental and Social Change	MEnv
Master of Arts in Indigenous Governance	MA
Master of Marriage and Family Therapy	MMFT
Master in Management	MiM
*Master of Arts in Theology	MA
*Master of Arts in Spiritual Disciplines and Ministry Practices	MA
*Master of Divinity	MDiv
*Master of Sacred Theology	STM

Joint Master's Programs:

Master of Arts in History	MA
Master of Arts in Religion	MA
Master of Arts in Peace & Conflict Studies	MA
Master of Public Administration	MPA

For further information on graduate programming at The University of Winnipeg, please visit: <http://www.uwinnipeg.ca/graduate-studies/graduate-programs/index.html>

***Please note:** Applications for admission to the Master of Theology and Sacred Theology, Master of Arts in Spiritual

Disciplines and Ministry Practices, and Master of Divinity programs are suspended. For further information, please visit: <https://www.uwinnipeg.ca/theology/>

For information about entrance requirements, application process and student classifications for the **Master of Marriage and Family Therapy** program, please visit: <http://www.aurorafamilytherapy.com/>

2. History of the Master's Programs

• Joint Master's Programs: Beginning July 1, 1976, The University of Winnipeg and the University of Manitoba established three joint master's programs in the disciplines of History, English (subsequently suspended) and Religion. On September 1, 1977, the Master of Public Affairs was added and changed in 1989 to Master of Public Administration. This program uses the resources of the Politics Departments at The University of Winnipeg and at the University of Manitoba. The resources of both universities are thus made available for graduate work in these disciplines. Subject to the regulations and policies of the individual programs, students enrolling in a Joint Master's Program enjoy at both universities all the rights and privileges normally accorded to graduate students. Two months before their expected date of graduation students must declare in writing the university from which they wish to attend convocation. All JMP graduates receive a joint parchment specifying the names of both universities. As part of the agreement establishing these Joint Master's Programs, it was arranged that administrative aspects, e.g., admission, registration, etc. would be handled by the the Faculty of Graduate Studies at the University of Manitoba.

• Four graduate degrees in theological studies have been offered through United College/The University of Winnipeg: Master of Sacred Theology (launched 1966),

Master of Divinity (launched 1970), Master of Arts in Theology (launched 1998), Master of Arts in Spiritual Disciplines and Ministry Practices (launched 2008).

- The Master of Marriage and Family Therapy (MMFT) program granted its first degrees in 1992. This program is an applied degree earned by students who get the majority of their clinical training through the Aurora Family Therapy Centre, a clinic on campus specializing in couple and family therapy.
- Beginning in July, 2007, four new graduate programs were approved for the University of Winnipeg: Master of Arts in Indigenous Governance, Master of Science in Applied Computer Science and Society, Master of Science in Bioscience, Technology and Public Policy, and a Master of Arts in Cultural Studies. The first three of these programs accepted their first students in September 2008 and the last one did the same in September 2009.
- In May 2010 The John D. and Catherine T. MacArthur Foundation announced it had awarded UWinnipeg a highly competitive international grant of \$800,000 USD that went towards establishing a unique and specialized Master's in Development Practice (MDP) with a focus on Indigenous Development. UWinnipeg is the only university with this focus within the MDP network. This graduate program began in August 2011. Fall 2010 also implemented the name change from the MA in Aboriginal Governance program to the MA in Indigenous Governance.
- In Fall 2010, an additional Joint Master's Program (JMP) was launched in Peace and Conflict Studies, based out of The University of Winnipeg's Global College and the University of Manitoba's Mauro Centre.
- September 2011 saw the launch of a second stream in the Cultural Studies program, a specialization on Curatorial Practices. September 2012 saw the launch of the MA in Environmental, Resource and Development Economics program (ERDE) and the change of the Indigenous Governance program from a one-year to a two-year degree.
- In 2017-2018, two new graduate programs were approved: Master of Arts in Criminal Justice, and Master in Management in Innovation, Technology and Operations.
- In 2020, the Master of Arts in Environmental, Resource and Development Economics program (ERDE) was expanded into the Master of Arts in Applied Economics.
- In 2021, the Masters program in Environmental and Social Change was launched. The program offers three degrees: MA, MSc, and MEnv.

MASTER OF SCIENCE APPLIED COMPUTER SCIENCE AND SOCIETY (ACS)

May 10, 2024

Graduate Program Chair: S. Ramanna; **Professors:** Y. Chen, S. Liao, C. Henry; **Associate Professors:** S. Camorlinga; **Assistant Professors:** M. Adedayo, Y. Al Mtawa, M. Beck, C. Valderrama; Administrative Supervisor of Grad Students: Connie Arnhold

DEGREES/PROGRAMS OFFERED M.Sc.

The department offers a Master's program at the graduate level in **Applied Computer Science and Society** with a focus on issues of technology and ethical/human/social aspects of computing. We offer courses in three core clusters that represent frontiers of the discipline. These are: i) *Information Representation*, ii) *Search and Management*, *Intelligent Systems*, and iii) *Systems Development*.

AREAS OF RESEARCH

The research interests of our faculty include: advanced research computing, algorithms and complexity, autonomous networks, cloud computing, computational intelligence, computer vision, cybersecurity, data analysis, data warehousing, digital forensics, granular computing, health informatics, image processing, internet of things, machine learning, networks, parallel processing, pattern recognition, rough sets, security and privacy, smart systems, software engineering, web and document databases, and wireless sensor networks. Information about specific research topics can be found on the faculty web pages.

[https:// www.acs.uwinnipeg.ca](https://www.acs.uwinnipeg.ca)

We offer both thesis-based and course programs. Our thesis-based program is designed to provide an excellent basis for a PhD in computer science or other related fields. Our graduates in the course-based program are well-qualified for employment in industry, the public-sector, and academia.

REQUIREMENTS FOR AN MSc IN APPLIED COMPUTER SCIENCE AND SOCIETY (Thesis-Based)

ADMISSION REQUIREMENT

Students may be admitted to the thesis-based Master's program if they hold an Honours or 4-year Bachelor of Science degree in Applied Computer Science, Computer Science and/or Engineering, Mathematics or equivalent and if they present a suitable selection of courses. A student must have a supervisor selection prior to admission.

- Minimum entry requirement: overall GPA of 3.0.
- English requirement: A minimum TOEFL score of 550 (paper-based), 213 (computer-based), 80 (Internet-based) or International English Language Testing System **IELTS** (6.5) is needed. The test should have been taken within two years of the date a completed application is filed.

Students can also be admitted to the Master's program upon successful completion of a University of Winnipeg designed pre-Master's program which consists of a set of upper-level undergraduate courses. Please contact the Department for details.

APPLICATION DEADLINES

The Department allows students to begin their program in September or January. The application deadline for a September start date is February 1st, and the deadline for January start date is July 1st. Students can apply online at

<http://www.uwinnipeg.ca/index/grad-studies-programs>

PROGRAM REQUIREMENTS

Students are required to take a **minimum of 12 credit hours** of GACS-7xxx/3 courses, plus GACS-7500 Graduate Thesis. Students are required to write a thesis and successfully defend their thesis in an open oral defense in the presence of a thesis committee. Students must select their courses in consultation with their thesis supervisor.

SECOND LANGUAGE REQUIREMENT: None

EXPECTED TIME TO GRADUATE: 2 years

MAXIMUM TIME REQUIRED TO GRADUATE: 5 years

REQUIRED COURSES

- Minimum **12 credits** from the Applied Computer Science Graduate courses
- **GACS-7500 GRADUATE THESIS**

REQUIREMENTS FOR AN MSc IN APPLIED COMPUTER SCIENCE AND SOCIETY (Course-Based)

ADMISSION REQUIREMENT

Students may be admitted to the course-based Master's program if they hold an Honours or 4-year Bachelor of Science degree in Applied Computer Science, Computer Science and/or Engineering, Mathematics or equivalent and if they present a suitable selection of courses.

- Minimum entry requirement: overall GPA of 3.0 in all computing, mathematics and statistics courses.
- English requirement: A minimum TOEFL score of 550 (paper-based), 213 (computer-based), 80 (Internet-based) or International English Language Testing System **IELTS** (6.5) is needed.
The test should have been taken within two years of the date a completed application is filed.

APPLICATION DEADLINES

The Department allows students to begin their program in September or January. The application deadline for a September start date is February 1st, and the deadline for January start date is July 1st. Students can apply online at <http://www.uwinnipeg.ca/index/grad-studies-programs>

PROGRAM REQUIREMENTS

Students are required to take

- a minimum of 21 credit hours of GACS-7xxx/3 courses (excluding GACS-7500 thesis course)
- a minimum of 9 credit hours of GACS-4xxx/3 courses

SECOND LANGUAGE REQUIREMENT: None

EXPECTED TIME TO GRADUATE: 2 years

MAXIMUM TIME REQUIRED TO GRADUATE: 5 years

SWITCHING from Course-based Program to Thesis-based Program:

Students may switch from *course-based to thesis-based at any time during the program* provided a thesis supervisor is willing to accept them. The department is not responsible for finding thesis supervisors.

SWITCHING from Thesis-based to Course-based Program:

Students may switch from *thesis-based to course-based program after the first term* from the date of registration. A switch can be made only with the written approval of their thesis Supervisor and the Graduate Program Committee Chair.

Applied Computer Science Department Courses

Information Representation, Search and Management Cluster:

- **GACS-7101/3** ADVANCED DATA STRUCTURES AND ALGORITHMS
- **GACS-7102/3** WEB AND DOCUMENT DATABASES
- **GACS-7103/3** SEMANTIC WEB
- **GACS-7104/3** THEORY AND PRACTICE OF SECURITY AND PRIVACY
- **GACS-7105/3** OPERATIONS RESEARCH IN COMPUTER SCIENCE

Intelligent Systems Cluster:

- **GACS-7201/3** BIOMETRICS
- **GACS-7202/3** GRANULAR COMPUTING: FOUNDATIONS AND APPLICATIONS
- **GACS-7203/3** PATTERN RECOGNITION
- **GACS-7204/3** MULTIMEDIA COMPUTING AND APPLICATIONS
- **GACS-7205/3** DIGITAL IMAGE PROCESSING
- **GACS-7206/3** ADVANCED MACHINE LEARNING

Systems Development Cluster:

- **GACS-7301/3** IMPLEMENTATION AND IMPACT OF PEER-TO-PEER SYSTEMS
- **GACS-7302/3** GLOBAL SOFTWARE PROJECT MANAGEMENT
- **GACS-7303/3** ADVANCED TOPICS IN SOFTWARE DESIGN AND ARCHITECTURE
- **GACS-7304/3** COMPUTER SYSTEMS FOR SOCIETY
- **GACS-7305/3** GRADUATE PROJECT
- **GACS-7306/3** APPLIED PARALLEL PROGRAMMING
- **GACS-7307/3** ADVANCED CONCEPTS IN CLOUD COMPUTING

Topics: - **GACS-7401/3** CURRENT TOPICS IN COMPUTING

Thesis: - **GACS-7500** GRADUATE THESIS

Course-Based 4xxx/3 Courses:

- **GACS-4306/3** APPLIED PARALLEL PROGRAMMING

- **GACS-4902/3** ADVANCED DATABASE SYSTEMS
- **GACS-4904/3** DATA WAREHOUSING
- **GACS-4906/3** CONCEPTUAL MODELLING
- **GACS-4953/3** INTRODUCTION TO MACHINE LEARNING
- **GACS-4954/3** INTRODUCTION TO DRISTRIBUTED SYSTEMS

MASTER OF ARTS APPLIED ECONOMICS (ECON)

April 24, 2024

Graduate Program Committee Chair: S. Dodds ; **Professors:** S. Baksi, P. Cyrenne, H. Grant, M. O’Gorman, M. Pandey, A. Ray Chaudhuri; **Associate Professors:** L. Clair, S. Dodds, J. Townsend, J. Zhou, ; **Assistant Professor:** Y. Wang; **Instructor:** D. Ng

DEGREES/PROGRAMS OFFERED: MA

The Master of Arts in Applied Economics (MAE) provides an opportunity for students to acquire competency in economic analysis, and to apply this knowledge either to the sub-fields of environmental and development economics, or to the analysis of contemporary economic policy. This program draws on the core strengths of the Department of Economics in the areas of environmental/development economics and a wide range of applied economics fields. This program will train highly-qualified students to master the use of modern analytical tools and to apply them to issues of regulation, health care, environmental policy, natural resource extraction, housing, poverty, labour issues and finance. This degree will prepare students for either further graduate studies or for employment in the public or private sector.

Graduates of the MAE program will study advanced microeconomics and macroeconomics, and will learn rigorous quantitative methods of analysis. Students also have the option of completing a research project as part of their degree program, and can introduce an interdisciplinary aspect into their studies by taking complementary elective courses from elsewhere in the University. Further information on the MAE program may be found at www.uwinnipeg.ca/MAE

REQUIREMENTS FOR AN MA IN APPLIED ECONOMICS

ADMISSION REQUIREMENT

Students must hold, or reasonably expect to hold by the time of entry into the program, an Honours Bachelor’s degree. The minimum acceptable CGPA (Cumulative Grade Point Average) is 3.0 out of a possible 4.5, equivalent to “B” on a letter grade scale. The Department of Economics will assess degrees earned outside Canada to determine their equivalency.

An Honours BA in Economics with a strong quantitative background is the normal prerequisite for admission to the MA program. Applicants with high standing in another undergraduate discipline may also be eligible for admission, provided that they have adequate preparation in Economics. Applicants without sufficient background in Economics may be admitted to a Qualifying Year of the program.

The Graduate Record Examination (General Test) is recommended for students who do not have an undergraduate or graduate degree from a Canadian university.

Information on the University of Winnipeg’s English Language Proficiency requirements can be found here:
<http://www.uwinnipeg.ca/future-student/international/lang-req.html>

APPLICATION DEADLINE AND PROCEDURE

The deadline for applications is February 1st. The online application may be found at:
<https://oa2.uwinnipeg.ca/OnlineAdmissions/Account/Login?ReturnUrl=%2fOnlineAdmissions>

PROGRAM REQUIREMENTS

Students must complete a total of 24 credit hours to graduate from the program. All students must complete the 5 Core courses listed below (for 12 credit hours total). There are then two possible streams, the first focusing on the sub-fields of environmental/natural resource economics and development economics, and the second focusing on a range of applied fields such as health economics, finance, regulation, etc., both requiring an additional 6 credit hours. Students then complete 6 credit hours of electives either from the Economics department (listed below), or from other departments across the university. These elective courses include a research project (GECON-7000) or a practicum (GECON-7002).

1. Environmental, Resource and Development Economics (ERDE) stream: Contemporary social and environmental concerns have focused attention on the sustainability of economic growth strategies pursued by different countries. The ERDE stream develops students’ expertise in this area, allowing students to apply their skills in economic analysis to problems affecting low-income communities, resource use and the environment.

2. Policy Analysis (PA) stream – This stream provides the opportunity for students to apply their skills in economic analysis to a wide range of applied economics fields. Governments and the private sector are increasingly seeking economists with quantitative skills and the ability to apply those skills across a wide range of policy issues, from labour policy to finance. The PA stream develops students’ expertise in cost-benefit analysis, public finance and policy analysis.

Upon entry into the program, students will meet with the Graduate Program Committee Chair who will guide them in choosing their course of study. Questions regarding program requirements may be sent to: econgrad@uwinnipeg.ca

SECOND LANGUAGE REQUIREMENT: None

EXPECTED TIME TO GRADUATE: 1 year

MAXIMUM TIME REQUIRED TO GRADUATE: 3 years

COURSE LISTINGS

Core courses:

- **GECON-7200/0** MATH REVIEW FOR MAE STUDENTS
- **GECON-7102/3** MICROECONOMICS
- **GECON-7103/3** MACROECONOMICS
- **GECON-7201/3** APPLIED ECONOMETRICS
- **GECON-7003/3** COST-BENEFIT ANALYSIS AND VALUATION TECHNIQUES

Required ERDE stream courses:

- **GECON-7305/3** DEVELOPMENT ECONOMICS
- **GECON-7315/3** ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Required PA stream courses:

- Two of:
 - **GECON-7303/3** TOPICS IN APPLIED ECONOMICS
 - **GECON-7313/3** TOPICS IN INDUSTRIAL ORGANIZATION AND COMPETITION POLICY
 - **GECON-7314/3** TOPICS IN PUBLIC ECONOMICS
 - **GECON-7316/3** TOPICS IN REGULATION AND PUBLIC ENTERPRISES
- May include a maximum of one of:
 - **GPOL-7341/3** AN INDIGENOUS APPROACH TO PROGRAM EVALUATION
 - **GPOL-7385/3** SPECIAL TOPICS IN PUBLIC ADMINISTRATION
 - **GPOL-7505/3** POLITICS OF URBAN DEVELOPMENT

Electives:

- **GECON-7000/3** RESEARCH PROJECT
- **GECON-7001/3** SPECIAL STUDIES IN ENVIRONMENTAL, RESOURCE AND DEVELOPMENT ECONOMICS
- **GECON-7002/3** MAE PRACTICUM
- **GECON-7203/3** TOPICS IN MATHEMATICAL ECONOMICS
- **GECON-7305/3** DEVELOPMENT ECONOMICS
- **GECON-7307/3** TOPICS IN MACROECONOMICS
- **GECON-7310/3** TOPICS IN INTERNATIONAL ECONOMICS
- **GECON-7313/3** TOPICS IN INDUSTRIAL ORGANIZATION AND COMPETITION POLICY
- **GECON-7315/3** ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
- **GECON-7321/3** TOPICS IN THE HISTORY OF ECONOMIC THOUGHT
- **GECON-7800/3** INVESTMENT THEORY AND APPLICATIONS
- **GECON-7801/3** OPTIONS, FUTURES AND DERIVATIVES

MASTER OF SCIENCE BIOSCIENCE, TECHNOLOGY & PUBLIC POLICY (BIOL)

May 2024

Chair: Professor Craig Willis

Science and technology are tools that can improve the human condition but the rapid pace of change also brings unforeseen consequences and challenges. Science and technology cannot develop within a social vacuum. The objective of this program is to train students in advanced methods of Bioscience, and to place this body of knowledge in the broader context of modern society.

All areas of Biology are changing with technological advances. Our program provides students with a skill set that prepares them to work in both academia and industry at an advanced level in every area of biology including health research, genetics and genomics, molecular biology, evolution, physiology, natural resource management and conservation, environmental science, animal behaviour, cellular biology and others.

The program's specific objectives are to:

1. Provide students with breadth and depth of knowledge in their field of bioscience while providing the skills to communicate effectively and to make informed decisions and recommendations.
2. Provide an understanding of the ethical problems facing our society, and an appreciation of the full range of human, aesthetic and environmental values.
3. Train students in science and ethics, science and public policy and science in the context of global relations.

Admission (Deadline February 1)

Applicants for admission to the program must hold a recognized 4-Year Bachelor of Science or equivalent with a minimum overall GPA of 3.0 (70%) and no grade less than C+ in the last two years of full-time university study.

Further inquiries should be directed to the [Bioscience Graduate Program Chair](#). Applications are available online at the Faculty of Graduate Studies website. Before applying, prospective students should contact and secure a research supervisor from the Department of Biology or a supervisor from another department conducting research relevant to Bioscience. For example, faculty members from Chemistry, Physics, Environmental Studies and Science, Kinesiology and Applied Health, and Geography have all supervised students in the program.

REQUIREMENTS FOR AN MSc IN BIOSCIENCE, TECHNOLOGY & PUBLIC POLICY

Students are enrolled in the Masters program for a minimum of two years and take a minimum of 12 credit hours of courses. A major research project culminating in a Master of Science thesis must be completed and successfully defended to graduate from the program. As a condition of admission, each MSc student must have a supervisor who is a member of the Faculty of Graduate Studies at the University of Winnipeg and belongs to a relevant Department at the University of Winnipeg (see above) or is an adjunct professor in the Dept. of Biology at The University of Winnipeg. The supervisor provides direction to the student on the program of study, directs research, and supervises thesis work. The student must also have a thesis committee including the supervisor and at least two other faculty members to help guide and review thesis research. Course work includes three elements: core Bioscience courses; courses in BioScience & Technology and courses that place science in the broader context of society. Students are required to obtain a minimum average GPA of 3.0 and no grade less than B in all required coursework.

Courses:

Students must complete a combination of required courses (and elective courses if required). Supervisors may assign more than the minimum 12 credit hours for a student degree program. With the exception of Seminars in Biology, and at the discretion of the Bioscience Graduate Program Chair, students are allowed to substitute up to 3 credit hours with a course taken from a different Institution.

Required:

- GBIO 7101 Seminars in Biology (3 credits, continuing throughout registration period)
- GBIO 7111 Thesis course (continuing throughout registration period)
- GBIO 7103 Bioscience and Policy (3 credits)

Electives:

Minimum 3 credits from Core Bioscience Curriculum

- GBIO 7402 Current Topics in Ecology (3 credits)
- GBIO 7304 Current Topics in Genetics & Genomics (3 credits)
- GBIO 7100 Directed Studies in Life Sciences (3 credits)

Minimum 3 credits from Bioscience & Technology Curriculum

- GBIO 7201 Molecular Biotechnology (3 credits)
- GBIO 7202 Geographic Information Analysis (G.I.A.) (3 credits)
- GBIO 7102 Directed Studies in Biosciences and Technology (3 credits)

- GBIO 7104 Analysis of Biological Data (3 credits)
- GBIO 7204 Bioinformatics Biotechnology (3 credits)

Other Bioscience and Policy Curriculum courses that might be of interest

- MULTI 7219 Summer Institute - Infectious Diseases Policy (3 credits)
- ENV/GBIO 4617/7617 Ecology and management of species at risk (3 credits)
- GBIO-7614 (3) Critical Environmental Issues

MASTER OF ARTS CRIMINAL JUSTICE (CJ)

Updated April 23, 2024

Criminal Justice Graduate Program Chair: Associate Professor: M. Bertrand; Professors: S. Kohm, K. Walby, M. Weinrath; Associate Professors: B. Dobchuk-Land, K. Gorkoff, K. Maier; Assistant Professors: M. Cassiano, A. Tepperman; Instructors: A. Curran, S. Heath.

INTRODUCTION

Criminal Justice is an interdisciplinary field that examines police, courts, corrections, victims, and youth justice. Criminal Justice at the University of Winnipeg focuses on multiple aspects of the justice system, exploring social responses to crime and policies designed to ameliorate its effects. Organizations are relying more and more on research-based decision-making and policy development. Modern and progressive police forces, legal agencies, and correctional organizations are increasingly recruiting individuals with education in related areas such as criminal justice. Thus, whether your intention is for the MA to be your terminal degree or to go on to a PhD, such knowledge and skills are becoming more and more important.

Our 24-month program provides opportunities for advanced training in theory, methods and research. The program may be completed on a part-time or full-time basis and students may pursue a Course and Knowledge Synthesis Project-based or a Course and Thesis-based program of study. Because of its flexibility and options for practical and applied studies, the Master of Arts in Criminal Justice will appeal to both traditional students seeking to pursue advanced studies in the social sciences and/or go on to PhD programs, as well as in-service professionals.

Objectives

Students will gain:

- a) a strong understanding of contemporary criminal justice theories;
- b) a strong grasp of research methodology, study design and application;
- c) knowledge of critical and historical perspectives on the criminal justice system, its agents and its strengths and limitations in responding to the socially disadvantaged.

Admission (Application Deadline February 1)

How to Apply:

1. Complete the on-line application form available at:
<https://www.uwinnipeg.ca/graduate-studies/future-students/online-application-form.html>
2. Provide official/notarized transcripts of academic work completed to date, sent directly from the issuing institution. If the transcript does not show that a completed degree has been conferred, an official/notarized copy of your diploma or a letter indicating the expected date of graduation is also required prior to September.
3. You will need to provide the email addresses of two individuals most familiar with your academic work and relevant experience who can provide references towards your ability to succeed in graduate school. Referees' emails should be university or other work- or institution-based email addresses.
4. Within the application, you will be asked to provide a narrative statement, proposal for a Knowledge Synthesis Project or Thesis, and a description of any other achievements, each of which needs to be 1800 characters or less. You will also be asked to identify your desired faculty supervisor.
5. If applicable, attach your curriculum vitae. Pertinent listings include scholarships, awards, grants, and other distinctions; conference papers, other presentations, and publications; and volunteer and community service.
6. Include a writing sample written in English. This will preferably be your Honours thesis, but if not completed at the time of application or if you did not do a thesis, it should be a final paper from a recent course with the instructor's comments visible on the essay. The committee will also consider supplementary materials.
7. Applicants for whom English is an additional language should include an official copy of TOEFL, IELTS, or Duolingo scores.

Application Deadline:

Application packages will be on hold until ALL required documents are received. The application deadline is **February 1** for all applicants. All application materials must be received by this deadline in order to receive consideration for admission in September of a given year and to be considered for funding. Late applications will not normally be considered for admission, but if they are, financial assistance cannot be guaranteed for late applicants. The normal date to begin the program is September. Information on awards and how to apply is outlined at: <https://www.uwinnipeg.ca/graduate-studies/> **Look to the left and click on “Funding” under Graduate Studies Links.**

English requirement for applicants for whom English is an additional language:

A minimum TOEFL score of 600 (paper-based), 250 (computer-based), or 100 (internet-based), with a score of at least 22 on the writing and speaking component; or an IELTS score of 7.5, or a Duolingo score of 125. Please note that the TOEFL requirement is higher for the MA in Criminal Justice than the general requirement for Graduate Studies at the University of Winnipeg.

The test should have been taken within a year of the date on which a completed application is filed.

ADMISSION REQUIREMENTS

To qualify for admission to the Master of Arts in Criminal Justice, students will preferably hold a recognized Honours degree in Criminal Justice or Criminology with a minimum overall GPA of 3.0 or higher. Students with a four-year social science degree, strong backgrounds in theory and methods and a minimum GPA of 3.0 or higher will also be considered.

Students without a strong background in criminology or criminal justice may be asked to take additional courses at the third- and/or fourth-year level or complete a qualifying year.

Individuals with five or more years of experience at the line level (police officer, probation officer) in the justice field may be given credit for CJ-3800/6 field placement, although this will only be put towards qualifying year courses. There may be other professional experiences that can be considered.

Further inquiries should be directed towards Graduate Program Chair Dr. Michelle Bertrand at m.bertrand@uwinnipeg.ca or 204-988-7503.

REQUIREMENTS FOR AN MA IN CRIMINAL JUSTICE

Options

MA Courses and Thesis

MA Courses and Knowledge Synthesis Project (KSP)

Length	Expected
Full time	24 months
Part Time	48 months

Credit Hours 27

It is the objective of the Criminal Justice Master's degree program to equip graduates to think and write critically, and to conduct empirical or legal research. The Criminal Justice Master's program anticipates students taking one of two streams to accomplish this.

In the Courses and Knowledge Synthesis Project-based stream, students will complete 27 credit hours: 4 required courses (12 credit hours), 4 elective courses (12 credit hours), and the Knowledge Synthesis Project (3 credit hours).

In the Courses and Thesis-based stream, students will complete 27 credit hours: 4 required courses (12 credit hours), 2 elective courses (6 credit hours), and the Thesis (9 credit hours).

Electives for either stream may be taken from CJ electives, approved courses from the MPA or Indigenous Governance graduate programs, and/or through the Western Deans agreement.

Differences between the two streams pertain to their breadth and scope. Thesis stream students are required to propose and execute an original and elaborate research study and provide an extensive written manuscript. KSP students will complete a project that synthesizes an existing body of knowledge based on specific methodologies (e.g., scoping review, systematic review, meta-analysis). More details can be found on the Criminal Justice website under the Graduate Program section: <https://www.uwinnipeg.ca/criminal-justice/graduate-program-and-courses/index.html>

Both streams require students to have a faculty supervisor. For either the Thesis or KSP, the faculty supervisor must be a member of the Criminal Justice Department. The supervisor will provide direction to the student on the program of study, direct research, and supervise the KSP or Thesis.

Students are expected to obtain a minimum grade of B (grade point of 3.0) in all courses presented for graduation.

REQUIREMENTS – COURSE AND KNOWLEDGE SYNTHESIS PROJECT BASED OPTION

27 Credits

Required (15 hours)

GCJ 7101/3 Conceptualizing Criminal Justice
GCJ 7117/3 Research Design
GCJ 7130/3 Constitutional Issues in Criminal Law
GCJ 7140/3 Criminal Justice Policy
GCJ 7801/3 Knowledge Synthesis Project

Electives (12 hours; note that not all electives are offered each year)

**GCJ 7102/3 Advances in Qualitative and Visual Methods*
**GCJ 7105/3 Youth & the Criminal Justice System*
**GCJ 7116/3 Program & Policy Evaluation*
**GCJ 7300/3 Critical Criminal Justice Theory*
**GCJ 7400/3 Selected Topics*
GCJ 7401/3 Directed Readings
**GCJ 7500 Colonialism and Criminal Justice in Canada*
**GCJ 7654 Interdisciplinary Perspectives on Preventing Wrongful Convictions*

*May not be repeated if taken at the 4000 level.

REQUIREMENTS – THESIS BASED OPTION

27 Credits

Required (21 hours)

GCJ 7101/3 Conceptualizing Criminal Justice
GCJ 7117/3 Research Design
GCJ 7130/3 Constitutional Issues in Criminal Law
GCJ 7140/3 Criminal Justice Policy
GCJ 7900/9 Thesis

Electives (6 hours; note that not all electives are offered each year)

**GCJ 7102/3 Advances in Qualitative and Visual Methods*
**GCJ 7105/3 Youth & the Criminal Justice System*
**GCJ 7116/3 Program & Policy Evaluation*
**GCJ 7300/3 Critical Criminal Justice Theory*
**GCJ 7400/3 Selected Topics*
GCJ 7401/3 Directed Readings
**GCJ 7500 Colonialism and Criminal Justice in Canada*
**GCJ 7654 Interdisciplinary Perspectives on Preventing Wrongful Convictions*

*May not be repeated if taken at the 4000 level.

Select courses from the Master's of Public Administration and Indigenous Governance may also serve as electives:

Indigenous Governance

GIS-7021(6) Pathways to Indigenous Wisdom
GIS-7022(6) Indigenous Research Methodologies and Ethics
GIS-7024(3) Biocultural Diversity Conservation: Balancing Scientific and Indigenous Knowledge Practices.
GIS-7026(3) Community Food Security: Indigenous and International Perspectives.
GIS-7028(6) Human and Indigenous Rights in Latin America

Public Administration

GPOL 7385(3) Special Topics in Public Administration

Students interested in taking electives through the Western Deans Agreement should contact the CJ Graduate Program Chair.

MASTER OF ARTS CULTURAL STUDIES

April 3, 2024

Graduate Program Committee Chair: Professor **P. Ives** (Political Science); Co-chair, Curatorial Studies: Professor S. Keshavjee (History); Professors: J. Barter (Religion and Culture), A. Failler (Women's and Gender Studies), P. Greenhill (Women's and Gender Studies), P. Ives (Political Science), Z. Izydorczyk (English), C. Labrecque (History), P. Melville (English), M. Reimer (English), C. Rifkind (English), L. Rodriguez (Modern Languages), J. Thiessen (History), J. H. Wills (English); Associate Professors: C. A. Anyaduba (English), A. Balint (French Studies), A. Burke (English), B. Christopher (English), B. Cornellier (English), P. DePasquale (English), M. Dyce (Geography), M. Flisfeder (Rhetoric, Writing, and Communications), M. Gibbs (Classics), J. Hannan (Rhetoric, Writing, and Communications), S. MacKinnon (Urban and Inner-City Studies), C. Manfredi (English), C. Mattes (History), H. Milne (English), J. Nagam (History), J. Pelletier (Anthropology), S. Pool (English), K. Ready (English), M. Roksandic (Anthropology), S. Ruprai (Women's and Gender Studies), H. Snell (English), C. Tosenberger (English), D. Wolf (English); Assistant Professors: J. Arnold (Conflict Resolution Studies), I. Adeniyi (English), K. Sinanan (English); Instructor: S. Borys.

INTRODUCTION

Cultural Studies is a field of research that moves across traditional disciplines in the humanities and social sciences to understand culture and the arts as part of social, economic, and political environments. Central to the field of Cultural Studies are the questions of what constitutes a text, how some texts, visual images, and cultural artefacts come to be valued over others, and how questions of value relate to the distribution of power and authority.

The MA in Cultural Studies is a degree with two approved specializations: 1) Texts and Cultures, and 2) Curatorial Practices.

Application Deadline:

Application packages will be on hold until ALL required documents are received. The application deadline is **February 1** for all applicants. The start date for the program is in September. For current information on scholarships, please visit the Department and Graduate Studies websites.

How to Apply:

1. Complete the on-line application form available at <https://oa2.uwinnipeg.ca/OnlineAdmissions/Account/Login?ReturnUrl=%2fOnlineAdmissions>
2. Provide official/notarized transcripts of academic work completed to date, sent directly from the issuing institution. If the transcript does not show that a completed degree has been conferred, an official/notarized copy of your diploma or a letter indicating the expected date of graduation is also required.
3. Supply two confidential letters of recommendation from individuals most familiar with your academic work and relevant experience. Letters should be signed and sealed if they are submitted by the student as part of an application package.
4. Attach a statement of interest of 500 words, which includes a brief description of your undergraduate training, your reasons for applying to this program and to the specialization you've selected, and your areas of research interest.
5. If applicable, attach an academic résumé. Pertinent listings include scholarships, awards, grants, and other distinctions; conference papers, other presentations, and publications; and volunteer and community service.
6. Include a writing sample, preferably an essay, written in English, from a recent course with the instructor's comments visible on the essay. The committee will also consider supplementary materials.
7. Applicants for whom English is an additional language should include an official copy of TOEFL, IELTS, or Duolingo scores.

TEXTS AND CULTURES

Specialization Advisor: Peter Ives

This course-based MA program is intended to give students an excellent grounding in cultural, literary, textual, and visual studies. It is also ideal preparation for students interested in pursuing further graduate work at the PhD level in English and Cultural Studies (among other related fields), as well as for those interested in pursuing careers in secondary-school teaching, publishing, management, marketing, and other careers in communications and cultural industries, where MA degrees are increasingly valued. Information about specific faculty research interests can be found on faculty members' home departmental websites.

REQUIREMENTS FOR AN MA IN CULTURAL STUDIES: TEXTS AND CULTURES

ADMISSION REQUIREMENT

Applicants should have an Honours or Four-Year BA in English, a joint Honours or Four-Year BA in English and another subject, or an Honours or Four-Year BA in a field that provides the applicant with preparation in cultural, literary, textual, and/or visual studies. (Degrees we will consider include Honours or Four-Year BAs in Anthropology, Art History, History, Politics, Rhetoric and Communication, Sociology, and Women's and Gender Studies.) Other degrees and/or experience also will be considered on a case-by-case basis. A minimum number of courses in textual studies (the equivalent of 30 credit hours of study at the Honours level or 48 credit hours of study at other postsecondary levels) is required of all students, to be completed either before entry into the program or during a qualifying period.

DEPARTMENTAL ADMISSION REQUIREMENTS

4-Year Undergraduate degree

Minimum Entry requirement:

Overall GPA of 3.0

A GPA of 3.5 in the major subject

English requirement for applicants for whom English is an additional language:

A minimum TOEFL score of 600 (paper-based), 250 (computer-based), or 100 (internet-based), with a score of at least 22 on the writing and speaking component; or an IELTS score of 7.5; or a Duolingo score of 125. Please note that the TOEFL and Duolingo requirement is higher for the MA in Cultural Studies: Texts and Cultures than the general requirement for Graduate Studies at the University of Winnipeg.

The test should have been taken within a year of the date on which a completed application is filed.

PROGRAM REQUIREMENTS

Full-time students may complete this program of study over a twelve-month period. Students also may be enrolled in the program on a part-time basis, normally completing the program requirements in two years. All students take 24 credit hours of course work, including the required courses in Research Methods and Practices (3 credit hours) and Concepts in Cultural Studies (3 credits).

MINIMUM COURSE AND GRADUATION REQUIREMENTS

A minimum of 24 credit hours of course work is mandatory. Students should arrange their specific distribution of courses in consultation with the Graduate Program Advisor assigned to them or the Graduate Program Committee Chair.

Students are required to obtain a minimum grade of B (grade point of 3.0) in all courses presented for graduation.

Expected Time to Graduate: 12 months for full-time students; 24 months for part-time students

Maximum Time to Graduate: 3 years

CURATORIAL PRACTICES

Specialization Advisor: Serena Keshavjee

This course-based MA is intended to give students an excellent foundation in both the academic and professional aspects of gallery and museum work. The mixture of theoretical and practical courses in the Curatorial Practices specialization, which includes courses from the Texts and Cultures specialization, will introduce students to critical issues in the study of visual cultures. Students study historical and contemporary curatorial principles in a seminar format as well as engaging in a hands-on Practicum course with individual placements in partnered art institutions, such as the Winnipeg Art Gallery, Plug In ICA, and the Buhler Gallery at St Boniface Hospital. Graduates of the Curatorial Practices specialization will be prepared for employment in visual arts institutions as curators, art historians, critical writers, gallery educators; in the field of communications; and in archival and museum institutions. They may also go on to pursue further doctoral studies in Art History. The specialized courses in Curatorial Practices are open to all students in Cultural Studies

REQUIREMENTS FOR AN MA IN CULTURAL STUDIES: CURATORIAL PRACTICES

ADMISSION REQUIREMENT

Applicants should have an Honours or Four-Year BA in Art History, a joint Honours or Four-Year BA in Art History and another subject, or an Honours or Four-Year BA in a field that provides the applicant with preparation in cultural, literary, textual, and/or visual studies. (Degrees we will consider include Honours or Four-Year BAs in English, Anthropology, History, Fine Arts, Politics, Rhetoric and Communication, Sociology, and Women's and Gender Studies). Other degrees and/or experience also will be considered on a case-by-case basis. A minimum number of courses in visual studies (the equivalent of 30 credit hours of study at the Honours level or 48 credit hours of study at other postsecondary levels) is required of all students, to be completed either before entry into the program or during a qualifying period.

PROGRAM REQUIREMENTS

Full-time students may complete this program of study over a twelve-month period. Students also may be enrolled in the program on a part-time basis, normally completing the program requirements in two years. All students take 24 credit hours of course work, including the required course in Research Methods and Practices (3 credit hours) and the required course in Practicum in Curatorial Studies (6 credit hours).

MINIMUM COURSE AND GRADUATION REQUIREMENTS

A minimum of 24 credit hours of course work is mandatory. Students should arrange their specific distribution of courses in consultation with the Graduate Program Advisor assigned to them or the Curatorial Practices Advisor.

Students are required to obtain a minimum grade of B (grade point of 3.0) in all courses presented for graduation.

Expected Time to Graduate: 12 months for full-time students; 24 months for part-time students

Maximum Time to Graduate: 3 years

MASTER'S IN DEVELOPMENT PRACTICE (MDP)

Apr. 17, 2024

Coordinator: Tamara Dionne Stout

Career Counselor: Jennifer Ledoux

General Contact Information

Telephone: 204-258-2998

Website: <http://www.uwinnipeg.ca/index/mdp-home>

Email: mdp@uwinnipeg.ca

Guided by an understanding of Indigenous principles, experience, knowledge, and rights, **The University of Winnipeg's Master's in Development Practice: Indigenous Development (MDP)** provides you with the range of skills, knowledge, and understanding required to effectively practice sustainable development. Culture, identity, and the right to self-determination infuse the comprehensive curriculum that includes environmental and social sciences, and health, economic, and management disciplines. The 24-month program is eminently practical and experiential learning is prevalent throughout. With two 3-month field placements, students have the opportunity to put their learning into practice, gain important applied experience, and establish important connections with organizations engaged in Indigenous development around the world. MDP graduates are trained integrators, sought after by employers in the public, private, and not-for-profit sectors.

MDP students join a prestigious global network linked together by the MDP Secretariat. By centring Indigenous knowledge and experiences in its curriculum for sustainable development, UWinnipeg's MDP is unique among the more than 35 institutions on 6 continents who offer an MDP.

Students choosing the MDP in Indigenous Development should consider the following points:

1. The 2-Year MDP is designed to serve students with a professional interest in Indigenous development, in Canada and abroad.
2. The program requirements are set in part by the network of MDP programs world-wide with the additional emphasis on Indigenous development unique to the University of Winnipeg program.
3. Students complete two field placements of 3 months' duration, generally during spring/ summer terms. Students are supported financially during placement with MDP field placement bursaries.
4. Students have 6 credit-hours of electives and the possibility of pursuing independent primary research via the MDP Major Research Paper stream.
5. It is possible to complete the MDP on a part-time basis.

Faculty

The MDP is an inter-disciplinary program situated within Global College. Faculty include professional development practitioners, traditional knowledge keepers and regular academic faculty from a range of departments across campus including: Anthropology, Business, Economics, Environmental Sciences/Studies, Conflict Resolution, Human Rights, Indigenous Studies, International Development Studies, Geography, Religion and Culture, and Sociology.

DEGREE PROGRAM

Program Features

- 54 credit-hours total;
- For-credit, mandatory Program Orientation;
- 42 credit hours of required core courses;
- 6 credit-hours of electives;
- 6 credit-hours total for two Field Placements: in Canada and/or abroad;
- Option to pursue a major research project;
- Cohort model.

NOTE: Mandatory program orientation begins in August, prior to the start of classes.

Required Courses

GDP-7700(1.5)	Orientation to Master's in Development Practice
GDP-7707(3)	Indigenous Economic Development
GDP-7709(6)	Indigenous Thought and Worldviews: Sustainable Understandings
GDP-7714(3)	Canadian Field Placement in Development Practice
GDP-7721(3)	Strategic Planning and Project Management
GDP-7722(3)	Indigenous Research Methods
GDP-7750(3)/GEOG-4450	Managing for Environmental Sustainability

GDP-7780/GDP-7785(3)	Seminar in Development Practice (Year 1 & 2)
GDP-7716/GIS-7023(3)	Indigenous Peoples, Globalization and Development
GDP-7704(3)	Health and Sustainable Development
GDP-7715(3)	International Field Placement in Development Practice
GDP- 7717/ GIS-7020(3)	Indigenous Self-Determination and Self-Government
GDP-7723(3)	Quantitative Research Methods
GDP- 7724/ GPOL-7341(3)	Indigenous Approaches to Program Evaluation: Theory and Practice
GDP- 7794(4.5)	Indigenous Development in Practice: Capstone

ELECTIVES:

Option 1: Course work only. 6 credit-hours of courses chosen from a list of approved MDP electives. Other electives may be approved by the MDP Director.

OR

Option 2: Major Research Project GDP-7793(6) with faculty supervision. Prior permission is required from the Director of MDP and requires a confirmed faculty supervisor.

NOTE: MDP electives (GDP course numbers) are not all offered annually. For more details, please contact the Program Coordinator.

ADMISSION REQUIREMENTS

Admission is open to university graduates holding a relevant, recognized 4-Year General or Honours Bachelor degree with a cumulative grade point average of 3.0 or better in the last 60 credit hours of coursework. Students holding a 3-year undergraduate degree may be admitted to the Master's program upon successful completion of a University of Winnipeg designed pre-Master's program which consists of a set of upper-level undergraduate courses. It is considered an asset to have a second language.

A relevant degree may include but is not restricted to the following: Aboriginal/Indigenous/Native Governance or Studies, Business or Public Administration, Conflict/Dispute Resolution, International/Development Studies, Economics, Gender/Women's Studies, History, Law, Philosophy, Politics, Religious Studies, Sociology, Geography, Medicine, and Agriculture.

In addition to meeting the criteria for entrance to Graduate School, student admission is based upon:

- experience and/or research achievement in the broad field of development practice,
- some familiarity with Indigenous cultures and understanding of issues relating to Indigenous development,
- applied research design and project planning and management, and
- some familiarity with policy design and implementation.

HOW TO APPLY

1. Complete the online application form: <https://oa2.uwinnipeg.ca/OnlineAdmissions/Account/Login?ReturnUrl=%2fOnlineAdmissions>

2. In addition to the completed application form, the following must also be included with the application:

- a) Transcripts are required from ALL recognized, post-secondary institutions attended, whether or not a degree has been awarded. For initial assessment purposes only, copies of unofficial transcripts (uploaded to your application) are acceptable and preferred. Official transcripts will only be required if you are recommended for admission. All official transcripts are to be sent directly from the post-secondary institutions. If the final transcript does not show that a completed degree has been conferred, an official/notarized copy of your diploma is also required.
- b) Supply two letters of recommendation and reference forms from individuals familiar with your academic work.
- c) Provide English language requirement (where applicable). Official test scores must be forwarded directly to the Graduate Studies Admissions Office from the testing agency. For initial assessment purposes only, copies of test scores (uploaded to your application) are acceptable and preferred.
- d) Supply an academic writing sample 3,000-4500 words in length. This may include a paper written during a previous degree program or a document from your professional work experience. Submissions must be properly academically referenced.
- e) Letter of Intent: In 500 words or less, concisely state the rationale for your interest in this program. Clearly indicate your motivation for learning about Indigenous development in particular.
- f) Other supporting documents include: scanned copies of name change (if applicable), CV/ resumé and proof of permanent residency (if applicable).

- g) Official documents should be sent to the Graduate Studies Admissions Office, The University of Winnipeg, 515 Portage Avenue, Winnipeg, MB Canada R3B 2E9.

Start date for the program is Fall, generally the last week of August.

Deadline to submit a complete application package, including all supporting documents is February 1.

Contact Us:

Tamara Dionne Stout, Coordinator

P: 1.204.258.2998

E: ta.stout@uwinnipeg.ca or mdp@uwinnipeg.ca

W: <https://www.uwinnipeg.ca/mdp/index.html>

Graduate Studies Admissions Office

P: 204.786.9309

E: gradstudies@uwinnipeg.ca

MASTERS IN ENVIRONMENTAL AND SOCIAL CHANGE (MESC)

April 2024

Graduate Program Committee Chair: J. Maillet

Professors: D. Blair, E. Cloutis, A. Diduck, J. Distasio, P. Fitzpatrick D. Kumaragamage, J. Tardif, R. Westwood;

Associate Professors: R. Bullock, N. Casson, M. Dyce, S. Indraratne C. Storie, J. Storie, G. Sylvestre, M. Vachon

Assistant Professors: J-P. Desforges

Adjunct Professors: I. Mauro; M. Morrison

DEGREES/PROGRAMS OFFERED

Master of Science (MSc)

Master of Environment (MEnv)

Master of Arts (MA)

The Master of Environmental and Social Change (MESC) is an interdisciplinary program focusing on training related to human roles in the environment. It offers a unique graduate training experience, blending applied analytical techniques, critical thinking, and best practices for sustainable ecosystems, policies and societies. Students specialize in and work at the nexus of three related fields: human geography, environmental sciences, and environmental studies, where they develop customized knowledge, skills, and professional abilities needed to address complex human-environmental issues. Designed for options, the program offers (1) specialized training opportunities that build problem-focussed and disciplinary knowledge and research skills, (2) interdisciplinary curriculum to develop common contextual knowledge and professional competencies that are essential for addressing current and future complex problem settings, and (3) a cohesive scholarly community that encourages students to work together and provides access to diverse faculty and areas of specialization. Research in this program includes asking fundamental questions about human-environmental linkages and dynamics, as well as applied work designed to solve existing local, regional and global problems.

Admission Requirement

Students must hold, or reasonably expect to hold by September, an undergraduate degree suited to their desired credential (MA, MEnv, MSc) with a minimum Cumulative Grade Point Average of 3.0 out of a possible 4.0. Examples of relevant undergraduate degrees may include Environmental Sciences or Studies; Geography; Planning; History; Natural Resource Management; or Indigenous Studies, or a degree from a related field)

English Requirement (if applicant's first language is not English): Minimum TOEFL score 550 (paper-based), 213 (computer-based), 86 (internet-based) or IELTS score 6.5. The test should have been taken within two years of the date a completed application is filed. For more information, please read: <https://www.uwinnipeg.ca/future-student/docs/English-language-requirements-policy.pdf>

REQUIREMENTS FOR AN M.SC. IN ENVIRONMENTAL AND SOCIAL CHANGE

Students enrol in the MESC program for a minimum of two years and take a minimum of 12 credit hours of courses. A major research project culminating in a thesis must be completed and successfully defended to graduate from the program. As a condition of admission, each student must have a supervisor who is a member of the Faculty of Graduate Studies at the University of Winnipeg and a member of Environmental Studies and Sciences, Geography, or a related department as approved on a case by case-by-basis by the MESC Graduate Program Committee. Adjunct professors in the Environmental Studies and Sciences or Geography at the University of Winnipeg who are also eligible members of the Faculty of Graduate Studies may supervise with approval from the GPC. The supervisor provides direction to the student on the program of study, directs research, and supervises thesis work. The student must also have a thesis committee, which is comprised of the thesis supervisor and normally two other faculty members to help guide and review thesis research.

Course work includes two elements: required course work in Interdisciplinary Research Foundations and Interdisciplinary Seminars in Environmental and Social Change, plus elective courses chosen from MESC natural science courses. With permission from the GPC Chair, students may also bring forward alternative natural science courses offered through other UW programs. Students are required to obtain a minimum average GPA of 3.0 and no grade less than B in all required coursework.

Courses:

Students must complete a minimum combination of required courses and elective courses. In exceptional circumstances, the Graduate Program Committee and thesis supervisor may assign more than the minimum 12 credit hours for a student's degree program, normally at the time of program admission.

Required:

- GESC 7101 - Graduate Thesis (no credits, continuing throughout registration period)
- GESC 7102 - Interdisciplinary Seminars in Environmental and Social Change (3 credits)
- GESC 7103 - Interdisciplinary Research Foundations (3 credits)

Electives:

MSc students are required to complete 6 elective credits in natural science courses.

Minimum of 3 credits from the Core MESC Courses List

- GESC 7611 - Environmental Science & Physical Geography: Approaches & Methods
- GESC 7621 - Topics in Environmental Science & Physical Geography

Minimum of 3 additional credits from the Extended MESC Courses List (or equivalent)

- GESC 7611 - Environmental Science & Physical Geography: Approaches & Methods
- GESC 7612 – Geographic Information Analysis
- GESC 7621 - Topics in Environmental Science & Physical Geography
- GESC 7631 – Directed Studies in Environmental Science & Physical Geography

Course equivalents: Students are advised that with approval of the Graduate Program Chair, additional courses from other graduate programs at The University of Winnipeg or other institutions, where necessary, may be considered in fulfillment of their degree requirements.

REQUIREMENTS FOR AN MEnv IN ENVIRONMENTAL AND SOCIAL CHANGE

Students enrol in the MESC program for a minimum of two years and take a minimum of 12 credit hours of courses. A major research project culminating in a thesis must be completed and successfully defended to graduate from the program. As a condition of admission, each student must have a supervisor who is a member of the Faculty of Graduate Studies at the University of Winnipeg and a member of Environmental Studies and Sciences, Geography, or a related department as approved on a case-by-case basis by the MESC Graduate Program Committee. Adjunct professors in the Environmental Studies and Sciences or Geography at the University of Winnipeg who are also eligible members of the Faculty of Graduate Studies may supervise with approval from the GPC. The supervisor provides direction to the student on the program of study, directs research, and supervises thesis work. The student must also have a thesis committee, which is comprised of the thesis supervisor and normally two other faculty members to help guide and review thesis research.

Course work includes two elements: required course work in Interdisciplinary Research Foundations and Interdisciplinary Seminars in Environmental and Social Change, plus elective courses chosen from MESC natural science, social science, and humanities courses. With permission from the GPC Chair, students may also bring forward alternative natural science, social science and humanities courses offered through other UW programs. Students are required to obtain a minimum average GPA of 3.0 and no grade less than B in all required coursework.

Courses:

Students must complete a minimum combination of required courses and elective courses. In exceptional circumstances, the Graduate Program Committee and thesis supervisor may assign more than the minimum 12 credit hours for a student's degree program, normally at the time of program admission.

Required:

- GESC 7101 - Graduate Thesis (continuing throughout registration period)
- GESC 7102 - Interdisciplinary Seminars in Environmental and Social Change (3 credits)
- GESC 7103 - Interdisciplinary Research Foundations (3 credits)

Electives:

M.Env students are required to complete 3 elective credits in natural science courses and 3 elective credits in social science and humanities courses.

Minimum of 3 credits from the Core MESC Courses List

- GESC 7511 - Environmental Studies & Human Geography: Approaches & Methods
- GESC 7521 - Topics in Environmental Studies & Human Geography
- GESC 7611 - Environmental Science & Physical Geography: Approaches & Methods
- GESC 7621 - Topics in Environmental Science & Physical Geography

Minimum of 3 additional credits from the Extended MESC Courses List (or equivalent)

- GESC 7511 - Environmental Studies & Human Geography: Approaches & Methods
- GESC 7521 - Topics in Environmental Studies & Human Geography
- GESC 7522 – Issues in Environmental Sustainability
- GESC 7531 - Directed Studies in Environmental Studies & Human Geography
- GESC 7611 - Environmental Science & Physical Geography: Approaches & Methods
- GESC 7612 – Geographic Information Analysis
- GESC 7621 - Topics in Environmental Science & Physical Geography
- GESC 7631 – Directed Studies in Environmental Science & Physical Geography

Course equivalents: Students are advised that with approval of the Graduate Program Chair, additional courses from other graduate programs at The University of Winnipeg or other institutions, where necessary, may be considered in fulfillment of their degree requirements.

REQUIREMENTS FOR AN MA IN ENVIRONMENTAL AND SOCIAL CHANGE

Students enrol in the MESC program for a minimum of two years and take a minimum of 12 credit hours of courses. A major research project culminating in a thesis must be completed and successfully defended to graduate from the program. As a condition of admission, each student must have a supervisor who is a member of the Faculty of Graduate Studies at the University of Winnipeg and a member of Environmental Studies and Sciences, Geography, or a related department as approved on a case-by-case basis by the MESC Graduate Program Committee. Adjunct professors in the Environmental Studies and Sciences or Geography at the University of Winnipeg who are also eligible members of the Faculty of Graduate Studies may supervise with approval from the GPC. The supervisor provides direction to the student on the program of study, directs research, and supervises thesis work. The student must also have a thesis committee, which is comprised of the thesis supervisor and normally two other faculty members to help guide and review thesis research.

Course work includes two elements: required course work in Interdisciplinary Research Foundations and Interdisciplinary Seminars in Environmental and Social Change, plus elective courses chosen from MESC social science and humanities courses. With permission from the GPC Chair, students may also bring forward alternative social science and humanities courses offered through other UW programs. Students are required to obtain a minimum average GPA of 3.0 and no grade less than B in all required coursework.

Courses:

Students must complete a minimum combination of required courses and elective courses. In exceptional circumstances, the Graduate Program Committee and thesis supervisor may assign more than the minimum 12 credit hours for a student's degree program, normally at the time of program admission.

Required:

- GESC 7101 - Graduate Thesis (continuing throughout registration period)
- GESC 7102 - Interdisciplinary Seminars in Environmental and Social Change (3 credits)
- GESC 7103 - Interdisciplinary Research Foundations (3 credits)

Electives:

MA students are required to complete 6 elective credits in social science and humanities courses.

Minimum of 3 credits from the Core MESC Courses List

- GESC 7511 - Environmental Studies & Human Geography: Approaches & Methods
- GESC 7521 - Topics in Environmental Studies & Human Geography

Minimum of 3 additional credits from the Extended MESC Courses List (or equivalent)

- GESC 7511 - Environmental Studies & Human Geography: Approaches & Methods
- GESC 7521 - Topics in Environmental Studies & Human Geography
- GESC 7522 – Managing for Environmental Sustainability
- GESC 7531 - Directed Studies in Environmental Studies & Human Geography

Course equivalents: Students are advised that with approval of the Graduate Program Chair, additional courses from other graduate programs at The University of Winnipeg or other institutions, where necessary, may be considered in fulfillment of their degree requirements.

MASTER OF ARTS HISTORY (HIST / HIST)

July 1, 2024

NOTE: The University of Manitoba department/program code HIST replaces the former code 011. Students cannot hold credit in HIST-XXX0 and the former 011.XXX having the same course number (e.g. HIST-7730 and 011.773).

Graduate Chair	- The University of Winnipeg	R. Eyford
Graduate Chair	- The University of Manitoba	D. Churchill
Chair	- Joint Discipline Committee	R. Eyford

University of Winnipeg Professors: D. Abreu-Ferreira, A-L. Caudano, A. Freund, J. Hanley, S. Keshavjee, M.J. McCallum, A.R. McCormack, M. Meuwese, J. Nagam, A. Seyhun, E. Sibanda, J. Thiessen, J. Yaremko, A. Zayarnyuk; Associate Professors: E. Alexander, R. Bohr, R. Eyford, A. Friesen, D. Gavrus, C. Labrecque, C. Mattes, S. Wall; Assistant Professors: E. Millions, K. Froman, L. Kuragano, B. Nobbs-Thiessen.

University of Manitoba Distinguished Professors: T. Chen, A. Perry; Professors: R.J. Brownlie, D. Churchill, R. Cossar, S. Elvins, C. Frank, J. Guard, E. Jones, L. Kuffert, J. Nállim, G. Smith; Associate Professors: B. Baader, G. Bak, J. Chadya, J. Dueck, M. Gabbert, E. Thomson, J. Thorpe; Assistant Professors: S. Carleton, J. Howell, J. Kim, D. Parent.

The Master of Arts in History (referred to as the Joint Master's Program or JMP) is a joint degree program offered by the History departments of the University of Winnipeg and the University of Manitoba. The JMP is governed by a Joint Discipline Committee (JDC) consisting of faculty members from both departments. Courses and thesis direction (if applicable) are offered at both institutions. Students in the JMP are admitted by the Faculty of Graduate Studies at the University of Manitoba. Graduates of Joint Master's Programs receive a joint-institution parchment, and may elect to attend the convocation of either of the two participating universities.

For admission to the JMP, candidates must hold a BA Honours degree or equivalent in History with at least a 'B' or second class standing. Students who lack this qualification but who have an acceptable general degree with a history major (with an average of B in their history courses) are generally admitted to the Pre-MA program. All potential graduate students should discuss their graduate program options with the Chair of the JDC.

Students choose one of four streams of the program: Major Research Paper; Course; Thesis; or Archival Studies. The degree requirements for each stream are as follows:

Major Research Paper

- 21 credit hours of coursework, including HIST 7110 plus 15 credit hours of which at least 12 credit hours must be at the 7000 level in History
- 3 credit hours may be taken at the 4000 level if the course is outside of History
- a major research paper (HIST 7776) of approximately 8,000 to 10,000 words in length

Course

- 21 credit hours of coursework, including HIST 7110 plus 15 credit hours of which at least 12 credit hours must be at the 7000 level in History
- 3 credit hours may be taken at the 4000 level if the course is outside of History
- a written major field examination, followed by an oral comprehensive examination in that field

Thesis

- 12 credit hours of coursework at the 7000 level, including HIST 7110 plus 6 credit hours in History
- a thesis of approximately 80-100 double-spaced pages in length, defended at an oral examination

Archival Studies

- 21 credit hours of coursework, including HIST 7110, 7372 and HIST 7382 plus one 3 credit hour course, normally in History, at the 7000 level
- 0 credit hour summer internship (HIST 7394)
- a major research paper (HIST 7776), on a topic relevant to Archival Studies of approximately 8,000 to 10,000 words in length

Language Requirement: All students are required to demonstrate a reading knowledge of a second language.

Note: University of Winnipeg History graduate courses are identified with the "GHIST" prefix and University of Manitoba graduate courses with the "HIST" prefix.

MASTER OF ARTS INDIGENOUS GOVERNANCE DEPARTMENT OF INDIGENOUS STUDIES (IS)

May 2024

Note: The department/program code IS replaces the former codes AG & 80. Students cannot hold credit in IS-xxxx and the former AG.xxxx & 80.xxxx having the same course number (e.g., IS-7020(3) and AG-7020(3) or 80.7020(3)).

Graduate Program Committee Chair: Professor M.F. Ruml (Religion & Culture). Professors: G. Nemogá (Indigenous Studies).
Associate Professors: R. Bohr (History), C. Fiola (Urban and Inner-City Studies), S. MacKinnon (Urban and Inner-City Studies), J. Pelletier (Anthropology), S. Penner (Indigenous Studies), J. Romanow (Indigenous Studies), S. Shukla (Indigenous Studies), S. Tulloch (Anthropology).

To contact the Indigenous Studies Department, please call 204-786-9305

Master of Arts in Indigenous Governance

The Department of Indigenous Studies is grounded in the intellectual and cultural heritage of Indigenous peoples in Canada and around the globe. Students from all backgrounds and disciplines develop critical thinking skills through interdisciplinary coursework. The relationship of the Department with Indigenous peoples in Canada and abroad is one of reciprocity and support. The preparation of students includes the introduction of alternative world views involving interrelated themes of land, self-determination, cultural preservation and revitalization, indigenous knowledge and natural resources, historical agency, and representations of Indigenous peoples.

The Master of Arts in Indigenous Governance is a multidisciplinary program grounded in an understanding of Indigenous peoples' values, principles, and philosophies. The approach we foster is one that combines a supportive environment for students of all backgrounds while modeling and fostering the highest standards of excellence inside and outside of the classroom. We recognize and honor the central role of language as carrier of culture, conveyor of tradition and knowledge, and signifier of individual and community identity by requiring the study of an indigenous language, for example, Ojibwe or Cree. An international focus will prepare students to take leadership positions in the private and public sectors, to create and influence policy, to creatively approach development from an indigenous perspective, and to promote the visibility and recognition of sovereign Indigenous peoples and communities in Canada and abroad.

The program's specific objectives are to:

- Provide studies in matters of good governance grounded in indigenous thought and values.
- Provide an in-depth understanding of the human, environmental and financial issues and processes relevant to indigenous self-determination.
- Promote leadership and skills in areas of policy development and professional practice relevant to indigenous governance and public service organizations working with Indigenous peoples.
- Create a new intellectual space to engage indigenous and non-indigenous scholars in the gathering, application and evolution of indigenous knowledge, philosophies, and governance models.

REQUIREMENTS FOR AN MA IN INDIGENOUS GOVERNANCE

Annual deadline for applications: 1 February. **Applications may be accepted after the deadline; please contact the department**

ADMISSION REQUIREMENTS

Admission is open to university graduates holding a relevant, recognized 4-Year General or Honours Bachelor of Arts degree with a cumulative grade point average of 3.0 or better in the last 60 credit hours of coursework.

A relevant degree may include but is not restricted to the following disciplines: Indigenous/Native/First Nation/American Indian Studies, Environmental Studies, Natural sciences, Political Science, Economics, Law, Anthropology, Sociology, Conflict Resolution Studies, Justice Studies, or History.

Students holding a 3-year undergraduate degree may be admitted to the Master's program upon successful completion of a University of Winnipeg designed pre-Master's program which consists of a set of upper-level undergraduate courses.

HOW TO APPLY

1. Complete and submit On-Line Application available in Graduate Studies website:
<http://www.uwinnipeg.ca/graduate-studies/>
2. Submit two official transcripts of academic work completed to date, sent directly from the issuing institution.
3. Submit two letters of recommendation from individuals familiar with your academic work.
4. Submit an academic writing sample, preferably a recent peer-reviewed publication or an essay from a recent course.
5. Submit the General Bursary Program Application along with your graduate program application directly to the Office of Graduate Studies, **not** to the Office of Awards and Financial Aid. Up-to-date application form is available in Awards and Financial Aid website: <http://www.uwinnipeg.ca/index/services-awards>
6. Encouraged to submit The University of Winnipeg Graduate Scholarship for Master's Students. Up-to-date application form is available in Internal Awards, Graduate Studies website:
<http://www.uwinnipeg.ca/index/services-awds-current-continuing>

English language requirement (where applicable)

Applicants for whom English is not their mother language must show that they have met the English requirement. Please refer to the University of Winnipeg International Office webpage <http://www.uwinnipeg.ca/index/international-engprofqrmts>
The test must be taken within a year of the date a completed application is submitted.

Completed application forms should be submitted to:

Graduate Studies Admissions Office
Graduate Studies Enrolment and Budget Officer
The University of Winnipeg
1BC10A-515 Portage Avenue
Winnipeg, Manitoba R3B 2E9 Canada
Telephone: 204.786.9309
Fax: 204.774.4134
Email: d.habtemariam@uwinnipeg.ca

CONTACT US

Inquiries may also be directed to:
Crystal Moore
Department Assistant
Department of Indigenous Studies
Telephone: 204.786.9305
Email: cg.moore@uwinnipeg.ca

MA DEGREE PROGRAM

Course Work and Graduation Streams

This is a two-year Master of Arts Program that offers the students the choice of completing the degree requirements via three streams. Students can choose to write a thesis, which is defended orally and assessed by a committee. Students may choose to complete a practicum assignment with a relevant Indigenous organization, community or government. Alternatively, students may choose to take a comprehensive examination that includes a written and an oral component. Students are required to take a total of 30 credit hours of work including 21 credit hours of required courses and 3 credit hours of elective courses. The remaining 6 credits are earned through the thesis, the practicum, or the comprehensive examination stream, depending on the stream chosen.

Required Courses

GIS-7021(6) Pathways to Indigenous Wisdom

GIS-7022(6) Indigenous Research Methodologies and Ethics

GIS-7020(3) Indigenous Self Determination

Six credit hours in an Indigenous language* (GIS-1101, GIS-1201, GIS-2101, or GIS-2201)

Three credit hours in an elective course (GIS-7023, GIS-7024, GIS-7025, GIS-7026, GIS-7028, GIS-7703, GIS-7030, GIS-7200)

GIS-7101(6) Master's Thesis

OR

GIS-7102(6) Practicum

OR

GIS-7103(6) Comprehensive Examination

*Indigenous Studies department will accept proof of proficiency or study in another indigenous language to waive language requirement.

Elective Courses**

GIS-7023(3)	Indigenous Peoples, Globalization and Development (experimental course)
GIS-7024(3)	Biocultural Diversity Conservation: Balancing scientific and indigenous knowledge practices.
GIS-7025(3)	Indigenous Language Rights
GIS-7026(3)	Community Food Security: Indigenous and International Perspectives
GIS-7028 (6)	Human and Indigenous Rights in Latin America
GIS 7703 (3)	Indigenous Education in an Era of Globalization
GIS-7030(3/6)	Directed Readings
GIS-7200(3/6)	Seminar in Selected Topics

** Please note that not all elective courses are offered every year. In addition, in consultation with their advisor, students may take relevant courses in other Departments and Master programs. With the approval of the Chair Department Graduate Committee, students could also take graduate course offered in other universities through the Western Dean Agreement.

MASTER IN MANAGEMENT (BUS)

April 2024

Graduate Program Committee: (Chair) Sylvie Albert

DEGREES/PROGRAMS OFFERED: Master in Management

The single cohort entry each year (in August – Spring term) and hybrid nature of the MiM program (online and face-to-face courses) provides students with the ability to develop a strong peer network, flexibility to work, as well as teamwork, technology and online work skills. Students have the option to access significant course content online, including asynchronous information sharing, video recordings, online readings and weblinks, automated assurance of learning tools (such as comprehension tests, links to additional information sources, etc.), online discussion boards, wikis, blogs and chat rooms, and are encouraged to use various tools such as AI and other relevant software. Synchronous group discussions where scheduled are facilitated by mechanisms such as Zoom or Microsoft Teams. By using modern online approaches and techniques, students will gain a real sense of connectedness with the course content, the instructor and other students. Face-to-face courses are held over two weeks in a condensed format at the beginning and end of the program in August and provide the much-needed opportunity for in-person interactions and networking. During the semester, face-to-face courses are offered evenings on weekdays. Both the MiM TIO and DA streams are Post-Graduate Work Permit eligible for international students. Please note that course-based programs do not tend to have significant options for bursaries or scholarship awards. Both streams are offered full-time (one year) and part-time (two years) with a single intake each year in August (Spring Term). More information is provided on the Graduate Studies website (see link below).

MiM-TIO Stream

The Master in Management, with specialization in technology, innovation and operations is a **course-based degree** with two choices: a 60% online option (remaining 40% are in-person courses offered over 2-week condensed in August) that maximizes flexibility for working students; **or** a 60% in-person class option (40% online). International students wishing to obtain a PGWP should choose the full-time, 60% in-class option. In-person classes are delivered in condensed format over a 2-week period in August, **and** during evening weekdays over full semesters. Online courses are offered over full semesters asynchronously in Fall, Winter or Spring.

The primary objective of the program is to provide students with leadership training on technology, innovation, and operations management. Unlike other business-related graduate programs that offer general business courses as part of the core curriculum, this degree is designed for those with prior business knowledge (e.g. through a degree) and who have industry experience, so that the courses can be focused in specific areas and integrate the experiences of the participants. Individuals with significant managerial experience (10+ years) but lacking in academic credentials may be considered to the discretion of the evaluating committee. The degree is for individuals interested in pursuing or enhancing management careers and harnesses recognized current and trending topics, particularly in Manitoba and Canada. In addition, the degree incorporates the international perspective of globalization and sustainability (e.g., corporate social responsibility and business ethics) as core underlying themes embedded throughout its programming.

MiM-DA Stream

The Master in Management, with specialization in data analytics, is a **course-based degree** offered 80% in-person and 20% online. In-person classes are delivered in condensed format over a 2-week period in August, **and** during evenings weekdays over a full semester. Online courses are drawn from the TIO stream and offered over full semesters in Fall, Winter or Spring.

The Data Analytics stream was created in response to the growing demand for technologically savvy leaders that can use and recommend cutting-edge tools and techniques to improve decision making and support evolving organizational strategies. It is built on the foundations of the Technology, Innovation and Operations Management degree providing skills and insights in important topics such as Leadership and Strategy alongside four courses focused on Data. Unlike other business-related graduate programs that offer general business courses as part of the core curriculum, this degree is designed for those with prior business knowledge (e.g. through a degree and experience), who can demonstrate sound quantitative skills, and some industry experience. The degree is for individuals interested in pursuing or enhancing management careers where technology and data intersect with operations management.

Further information on the MiM program may be found at [Home | Master in Management | The University of Winnipeg \(uwinnipeg.ca\)](https://uwinnipeg.ca/master-in-management) including details on in-person versus online courses.

REQUIREMENTS FOR THE MASTER IN MANAGEMENT

ADMISSION REQUIREMENT

The general admission requirement for the MiM is a 4-year Bachelor of Business Administration or Honours Bachelor of Commerce Degree. The minimum acceptable CGPA (Cumulative Grade Point Average) is a 3.0 out of a possible 4.0, equivalent to a "B" on a letter grade scale. The Department of Business & Administration will assess degrees earned outside of Canada to determine their equivalency. In addition, applicants must demonstrate leadership or relevant professional experience that will enable significant contributions to discussions on management topics (minimum of two years).

Applications with a non-business degree, a 3-year Bachelor of Business Administration, a professional designation, or extensive professional experience will also be considered and are welcomed where the applicant can demonstrate significant work experience (5+ years) preferably in leadership capacities. In the DA stream, applicants need to demonstrate quantitative skills such as those gained in engineering, economics, statistics, finance, mathematics, etc. Pre-qualifying courses may be required as determined by the Department of Business & Administration.

Information on the University of Winnipeg's English Language Proficiency requirements can be found here:
<http://www.uwinnipeg.ca/future-student/international/lang-req.html>

APPLICATION DEADLINE AND PROCEDURE

The deadline for applications is February 1st. The online application may be found at:
<https://oa.uwinnipeg.ca/OnlineAdmissions/Account/Login?ReturnUrl=%2fOnlineAdmissions%2f>

If you have questions about the application process, please contact:

Graduate Studies Admissions Office
Graduate Studies Enrolment and Budget Officer
The University of Winnipeg
phone: 204.786.9309
email: d.habtemariam@uwinnipeg.ca

PROGRAM REQUIREMENTS

Students must complete a total of 30 credit hours to graduate from the program. All students must complete the 10 courses, within the three Module categories, listed below.

Module 1

Module 1 is an intensive, in-person two-week introduction to the degree held in August. The courses delivered will be:
Introduction to Technology, Innovation, and Operations Management (3 credits)
Leadership and Organizational Behaviour in Innovative Organizations (3 credits)

Module 2

Module 2 is the core of the program with courses delivered either in-person or in an online format depending on the stream. Course offering details are provided on the MiM website. The courses will be:

TIO Stream

Business Strategy (3 credits)
Project Management (3 credits)
Strategies in Operations and Supply Chain Mngt (3 credits)
Information Systems & Knowledge Management (3 credits)
Strategic Management Accounting (3 credits)
Innovation Management (3 credits)

DA Stream

Information Systems & Knowledge Management (3 credits)
Descriptive Analytics (3 credits)
Advanced Prescriptive (3 credits)
Multivariate Analysis (3 credits)
Advanced Predictive (3 credits)
Business Strategy (3 credits)

Module 3

Module 3 concludes the program and will be delivered in an intensive two-week capstone session also in August. The courses delivered will be:
Current Trends in Technology, Innovation and Operations Management (3 credits)
Graduate Project (3 credits)

Questions regarding program requirements may be sent to the program Chair: s.albert@uwinnipeg.ca

SECOND LANGUAGE REQUIREMENT: None

EXPECTED TIME TO GRADUATE: 1 year (full-time) 2 years (part-time)

MAXIMUM TIME REQUIRED TO GRADUATE: 5 years

Business and Administration Department MiM Courses:

- **GBUS-7110** Introduction to Technology, Innovation, and Operations Management
- **GBUS-7120** Leadership and Innovation
- **GBUS-7210** Business Strategy
- **GBUS-7220** Project Management
- **GBUS-7225** Descriptive Analytics
- **GBUS-7230** Strategies in Operations and Supply Chain Management
- **GBUS-7235** Advanced Prescriptive Analytics
- **GBUS-7240** Information Systems and Knowledge Management
- **GBUS-7250** Strategic Management Accounting
- **GBUS-7255** Advanced Predictive Analytics
- **GBUS-7260** Innovation Management
- **GBUS-7265** Multivariate Data Analysis
- **GBUS-7310** Current Trends in Technology, Innovation and Operations Management
- **GBUS-7320** Graduate Capstone Course

MASTER OF MARRIAGE AND FAMILY THERAPY (MFT)

May 2024

Program Director: Associate Professor N. Taniguchi; **Practicum Coordinator:** Instructor C. Heaman-Warne
Faculty: Assistant Professor C. Lin, Instructor C. Martin

The Master of Marriage and Family Therapy (MMFT) program is designed for people who want a quality professional education in this field. School counselors, social workers, pastoral workers and other helping professionals may use this training to develop a specialty in relationship therapy, and mature persons with an unrelated undergraduate degree and work experience may choose this program as a vehicle for career change. The MMFT is a clinical (non-thesis) degree. Students complete the majority of their supervised clinical practice at Aurora Family Therapy Centre, located on the University of Winnipeg campus. Most students are part-time and complete the Master's degree requirements in 6 years. Full-time students complete the requirements in 3 years. The MMFT program is provisionally accredited by CAMFT (Canadian Association for Marriage and Family Therapy).

For more information, please visit our website: www.uwinnipeg.ca/marriage-family-therapy

REQUIREMENTS FOR THE MMFT DEGREE

The successful degree candidate completes 39 credit hours of theory courses and 24 credit hours of clinical training under supervision. It is important to note that there are only 4 elective hours in the Master's Program. The complete requirements by area are:

Area I: Theoretical Foundations. Students take 6 credit hours: GMFT-7551(2) Graduate Seminar in Marriage & Family Therapy Theory, and GMFT-7552(4) Survey of Family Therapy Theories.

Area II: Clinical Practice. Students take 24 credit hours. These must include GMFT-7553(3) Couple Therapy, GMFT-7554(3) Self in the Family Laboratory, GMFT-7555(3) Children and Adolescents in Family Therapy, GMFT-7560(3) Issues of Diversity in Family Therapy, GMFT-7566(1) Psychopathology and Therapeutics, GMFT-7565(1) Spirituality and Family Therapy, GMFT-7571(2) Abuse in the Family - Theory, GMFT-7577(1) Treating Relational Trauma and GMFT-7575(3) Family Therapy Plans and Interventions. The remaining 4 credit hours are electives.

Area III: Human Development and Family Studies

Students take 3 credit hours: GMFT-7569(3) Health, Aging and Work of Adulthood.

Area IV: Professional Identity and Ethics. Students take 3 credit hours: GMFT-7572(3) Marriage and Family Therapy as a Profession.

Area V: Research. Students take 3 credit hours: GMFT-7574(3) Family Therapy Research Methods.

Area VI: Supervised Clinical Training. Students take 24 credit hours: GMFT-7581/7591(6), GMFT-7582/7592(6), GMFT-7583/7593(6) and GMFT-7584/7594(6) Supervised Marriage and Family Therapy.

The Certificate Phase - Not applicable to students enrolled in fall 2019 or later

Two Certificates are sequentially offered: A Theory Certificate and a Therapy Certificate. Courses taken for the Certificate are creditable to the Masters.

The Core Courses

All students complete the following core courses: GMFT-7552(4 credits) Survey of Family Therapy Theories, GMFT-7553(3) Couple Therapy and GMFT-7574(3) Family Therapy Research Methods. Collectively, these courses count for 10 credit hours.

The Theory Certificate: In addition to 10 core credit hours, the successful student completes 14 credit hours from the Clinical Practice area (Area II), excluding GMFT-7566(1), GMFT-7577(1), and GMFT-7564(1) (if the topic is Working with Families and Serious Mental Illness), for a total of 24 credit hours. Those who wish to continue are advised to choose the required courses for the Therapy Certificate as the electives in the Theory Certificate.

The Therapy Certificate: In addition to 10 core credit hours, the successful student completes: GMFT-7554(3) Self in the Family Laboratory, GMFT-7560(3) Issues of Diversity in Family Therapy, GMFT-7575(3) Family Therapy Plans and Interventions, GMFT-7571(2) Abuse in the Family: Theory GMFT-7581(6) Supervised Marriage and Family Therapy, and 3 elective credit hours from the Clinical Practice area (Area II) for a total of 30 credit hours. Students are advised to complete the required courses before applying for GMFT-7581/7591(6) Supervised Marriage and Family Therapy. Those who wish to continue on to the Master's Degree phase are advised to choose the required courses for the Master's Degree as electives in the Therapy Certificate.

MASTER OF PUBLIC ADMINISTRATION (GPOL / POLS)

May 2024

Note: The University of Manitoba department/program code POLS replaces the former code 019. Students cannot hold credit in POLS XXX0 and the former 019.XXX having the same course number (eg. POLS 3950 and 019.395).

MPA Chair – The University of Manitoba **Dr. Susan Prentice** (Susan_Prentice@umanitoba.ca)

Associate MPA Chair - The University of Winnipeg **Dr. Malcolm Bird** (m.bird@uwinnipeg.ca)

This Master's program is offered jointly by the Department of Political Science of The University of Winnipeg and the Department of Political Studies of the University of Manitoba. Unless otherwise specified by particular agreements attached to its creation, the program is governed by the general procedures and regulations devised by the two universities for joint Master's programs.

The objective of the joint MPA program is to provide students, both full- and part-time, with a sound knowledge of public administration. The approach is interdisciplinary, although courses in Political Science/Political Studies are emphasized. The core program exposes all students to a common set of courses designed to encourage both innovative and integrative perspectives. An emphasis on public administration allows interested students to obtain knowledge of both the theory and the practice of government organizations, including knowledge of the political, economic, social and other contexts in which they operate. The program offers opportunities for specialization in a range of policy areas such as health care, human resource management, social welfare, aboriginal government, and organizational change. **This is a joint program with the University of Manitoba that is supervised by the Joint Discipline Committee (JDC)** consisting of members of the faculties of the University of Winnipeg and the University of Manitoba. The program is governed by the general procedures and regulations devised by the two universities for Joint Masters Programs.

Admissions (Deadline January 15)

Applicants for admission to the program must be the following:

- a person holding a recognized 4-year General or Advanced Bachelor's degree (BA, BSc, BES, etc.) with a cumulative grade point average of 3.0 or better in the last two years (60 credit hours) of undergraduate coursework; or
- persons holding a recognized 4-year Honours Bachelor's degree (or equivalent) with a cumulative grade point average of 3.0 or better in the last 60 credit hours of coursework; or
- persons who do not hold an undergraduate degree, but who have attained positions of marked responsibility in either public or private sector management, and who have a demonstrated record of outstanding performance in their career. Admissions in this category will normally be restricted to one or two students per academic year.

Applicants are expected, but not required, to have some formal course background in public administration and economics. Each student is required, at the time of making application for admission to the program, to submit a statement of career objectives (approx. 200 words). Should the number of qualified applicants exceed the number of places available in the program, selection will be made on the basis of academic background and standing, work experience and career objectives.

Program of Studies

In the program, all students complete 36 credits: 24 credits of core courses and 12 credits of elective courses. Of the 36 credits, students must complete 18 credits at the 7000 level. There is no thesis option; no transfer credits are accepted. Near the end of their program of study, students complete the Capstone Seminar and produce a major paper. Students must attain a cumulative grade point average of 3.0 in the whole program in order to graduate. Students are required to attain a grade point average of 3.0 in the core courses. Students who fail to attain this grade point average will normally be required to withdraw from the program. The minimum passing grade in any course in the MPA program is a C+. Students who fail to attain this grade may repeat the course (with permission of the JDC) or take an equivalent substitute course. Students who fail to attain a grade of C+ in more than 6 credit hours of courses (or equivalent) on more than one occasion are normally required to withdraw from the program. The maximum time length to complete the MPA Program is six years.

Co-operative Education Option in Public Administration

Director: Dr. Malcolm Bird (The University of Winnipeg; m.bird@uwinnipeg.ca)

The Co-operative Education option in the Master of Public Administration program combines full-time academic study with the benefits of practical work experience, largely in the public sector. A full-time student who has completed one academic year in good academic standing will be eligible to engage in full-time employment. The program requires the successful completion of 2 work-terms of a minimum of 13 weeks each. The work terms provide students with practical experience, enriched knowledge in an area of policy specialization, industry-standard remuneration, and guidance in career choices. For students employed full-time in the public sector, waivers for this requirement are granted on a case-by-case basis.

Application and Eligibility

Application for the Co-operative Education option in the Master of Public Administration (MPA) program is part of the normal application process for the MPA program as a whole. The Co-operative Education option is restricted to those who apply for full-time

study in the MPA. Students who are accepted into the MPA with a Co-operative option must, in their first academic year, successfully complete two required non-credit courses in addition to their full-time academic course load.

Work Terms and Continuance

On entry to the MPA program, applicants accepted for the Co-op option must arrange their program with the Director of Co-operative Education in the MPA program and take part in a competitive job-matching process conducted in an Employers' Forum. Students who are eligible for Co-op, but who are not matched with a Co-op work term, will be able to continue in the regular MPA program. Co-op students who have successfully completed one full academic year of course work, and the required non-credit courses, and who have satisfied the MPA requirements for continuation in the program, will be eligible to engage in their first work term placement.

Each work term is a minimum 13 weeks duration and each work term carries 3 hours of course credit for which registration is required. Co-op students are considered to have full-time student status while engaged in a work term placement. Co-op students must successfully complete two work terms in addition to their academic program. Work terms are evaluated based on job performance and assigned written work (project or practicum). The final grade for each work term will be pass/fail.

Co-operative Education Work Term Courses

Students in the Co-operative Education option must take 6 credit-hours from:

POLS 6500 Co-operative Education Work Term I

POLS 6510 Co-operative Education Work Term II

Core Courses (24 credit-hours)

GPOL-7700(3) Theories and Issues in Public Administration

GPOL-7710(3) Public Policy Process and Issues

GPOL-7720(3) Governance and Administration

GPOL-7730(3) Principles of Public Finance for Policy Analysis

GPOL-7740(3) Quantitative Methods for Policy Analysis

GPOL-7750(3) Qualitative Methods and Communication for the Public Sector

GPOL-7760(3) MPA Capstone Seminar

GPOL-7770(3) Professional Development

Further Coursework

With the approval of the Chair of the JDC, and other approval as may be required, courses may be chosen from the following list or from, for example, offerings in Economics, Geography, Management, Psychology, Sociology, etc.

POLS 7330(3) State-Civil Society Relations

POLS 7340(3) Canadian Government

POLS 7350(3) Canadian Democracy

POLS 7470 (3) Strategic Human Resource Management in Government

POLS 7720(6) Comparative Government

POLS 7550(3) Contemporary Issues in Canadian Politics

POLS 7610(3) Political Theory and Contemporary Issues

POLS 7910(6) Multivariate Research Methods

GPOL-7331(6) Directed Readings in Public Administration

GPOL-7335(3) Directed Readings in Public Administration

GPOL-7341(3) An Indigenous Approach to Program Evaluation: Theory & Practice

GPOL-7380(6) Special Topics Seminar in Public Administration

GPOL-7385(3) Special Topics in Public Administration

GPOL-7505(3) Politics of Urban Development

Graduate (7000-level) courses are described here:

COURSE LISTINGS

Please use the appropriate Timetable on the website to find out which courses will be offered in an upcoming term, or consult with the MPA Program Chair.

GPOL-7331(6) Directed Readings in Public Administration

GPOL-7335(3) Directed Readings in Public Administration

GPOL-7341(3) An Indigenous Approach to Program

Evaluation: Theory & Practice

GPOL-7380(6) Special Topics Seminar in Public

Administration

GPOL-7385(3) Special Topics in Public Administration

GPOL-7505(3) Politics of Urban Development

GPOL-7700(3) Theories and Issues in Public Administration

GPOL-7710(3) Public Policy Process and Issues

GPOL-7720(3) Governance and Administration

GPOL-7730(3) Principles of Public Finance for Policy
Analysis

GPOL-7740(3) Quantitative Methods for Policy Analysis

GPOL-7750(3) Qualitative Methods and Communication for
the Public Sector

GPOL-7760(3) MPA Capstone Seminar

GPOL-7770(3) Professional Development

JOINT MASTER OF ARTS RELIGION (REL / RLGN)

May 2024

Note: This is a joint program with the University of Manitoba.

The University of Winnipeg

Graduate Chair: Professor C. Colorado; Professors: P. Day, J. Barter, M. Ruml, A. Walker-Jones;

Associate Professors: W.R. Dickson (Department Chair), J. Newmark, L. Szekely.

The University of Manitoba

Graduate Chair: Associate Professor David Drewes; Professors: H. Marx, D. McCance, I. Whicher ; Associate

Professors: E. Alexandrin, D. Dubois, K. MacKendrick (Department Head), J. Lewis.

The Department of Religion & Culture at The University of Winnipeg and the Department of Religion at the University of Manitoba offer a joint Master of Arts program (JMP) in Religion. The JMP in Religion prepares students to undertake advanced study in the interdisciplinary field of religious studies. There are two streams within the JMP in Religion: the Thesis MA and the Course MA. Students completing the Joint MA Program in Religion will receive a joint parchment and may choose to convocate from either of the participating universities. Two types of programs are available:

Thesis Option: a minimum of 12 credit hours of course work including:

- a) Major Course - a minimum of 6 credit hours at the 7000-level.
- b) Ancillary course - a minimum of 6 credit hours at the 7000-level, 5000(UW)/4000(UM) or, in special cases, at the 3000-level.
- c) A thesis.

Course Option: a minimum of 24 credit hours beyond the level required for admissions to the MA, with at least 6 credit hours to be ordinarily taken from each of the two Departments involved in the Joint Masters Program (JMP) in Religion, at least 18 credit hours to be taken at the 7000-level, and at least 18 credit hours to be taken in Religion. Students may take 6 credit hours at the 5000(UW)/4000(UM) level or in exceptional circumstances at the 3000-level, and this is usually chosen from an extra-departmental field or ancillary. Students can, however, elect to take all 24 credit hours from within the two Departments of the JMP in Religion. Students in the course option must demonstrate competence in a breadth of areas within the study of religion. Students in the course stream will consult the Graduate Chairs to develop a program of study.

Language Requirement: In both programs the student is required to demonstrate reading knowledge of a second language. In the Thesis Option program, this reading knowledge normally must be demonstrated before the thesis proposal is reviewed.

Methodology Requirement: Students must have 6 credit hours in Methodology from a recognized university or college. A student who does not have this training in methodology will be required to take 6 credits in methodology in addition to normal credit hours required for their program.

Note: University of Winnipeg Religion and Culture graduate level courses carry a "GREL" prefix; University of Manitoba Religion courses bear an "RLGN" prefix.

COURSE OFFERINGS

The following list of seminar courses represents areas in which the Department offers graduate courses. Topics covered in individual courses vary from year to year. For information on current topics, please consult the Graduate Chair.

GREL-7101(6) or RLGN 7040	Seminar in Biblical Religions
GREL-7201(6) or RLGN 7050	Seminar in History of Christian Thought
GREL-7301(6) or RLGN 7000	Seminar in the History of Religions
GREL-7501(6) or RLGN 7010	Seminar in Religion and Culture
GREL-7701(6) or RLGN 7060	Seminar in Comparative Religion
GREL-7801(6) or RLGN 7070	Seminar in Religion in the Modern World
GREL-7901(3) or RLGN 7020	Special Topics I
GREL-7902(3) or RLGN 7030	Special Topics II

Admission Requirements

The following are eligible to apply for admission to the program:

- Graduates of the University of Manitoba holding an Honours BA degree in Religion;
- Graduates of The University of Winnipeg holding an Honours or a 4-Year BA in Religion & Culture (Religious Studies);
- Students who hold degrees equivalent to the Honours BA in Religion from other recognized universities or colleges;
- Students who have completed a recognized pre-Master's program in Religion.
- Honours BA graduates in other disciplines with a strong background in Religion. (Such students may be admitted at the pre-Master's level and/or required to complete a program of study to bring them up to the level of an Honours BA degree in Religion.)

Students who have courses with equivalent content or cognate courses in recognized departments or faculties other than Religion or Religious Studies may be given credit for up to 12 credit hours towards admission.

To be eligible for admission, applicants must have achieved a cumulative grade point average of at least 3.0 (on a 4.0 point scale) in their last 60 credit hours of study and they must have completed a total of 60 credit hours in Religion. Breadth in preparation is expected as indicated by the description of the Honours or the 4-Year BA in Religion & Culture in the UWinnipeg Calendar or the Honours BA in Religion in the UManitoba Calendar.

Please consult the Departmental websites regarding areas of research interest of individual faculty.

GRADUATE STUDIES OTHER PROGRAMS

Updated May, 2024

1. Higher Education Teaching Certificate

2. Research Institutes, Centres and Chairs

- a. Centre for Access to Information and Justice
- b. Aurora Family Therapy Centre
- c. Canada Research Chairs and Chancellor's Research Chairs
- d. Research Centre on Co-operative Enterprises
- e. H. Sanford Centre for Canadian History
- f. Centre for Research in Cultural Studies
- g. Centre for Forest Interdisciplinary Research
- h. The University of Winnipeg Global College
- i. Centre for the Liberal Arts and Secular Society
- j. Oral History Centre
- k. Prairie Climate Centre
- l. Centre for Rupert's Land Studies
- m. Centre for Terrestrial and Planetary Exploration
- n. Winnipeg Institute for Theoretical Physics
- o. Institute of Urban Studies
- p. The Centre for Research in Young People's Texts and Cultures

1. Higher Education Teaching Certificate

The Higher Education Teaching Certificate (HETC) prepares graduate students for teaching responsibilities they may undertake during and/or post-degree. This program is intended to be an introduction to the teaching culture of academia. The HETC program has the following objectives:

- To introduce graduate students to the theory and practice of higher education pedagogy, including preparation, presentation, interaction, and evaluation skills - and in particular, to support graduate students in their teaching experiences in the university setting.
- To introduce graduate students to the skills needed for preparation of a learned paper for presentation in a class, to a research peer group, and to a conference audience.
- To introduce and support students through the thesis defense process.
- To give program participants the opportunity to develop their teaching and presentation skills in a supervised and collegial atmosphere.

This program consists of the following three 18-hour courses:

1. Planning and Preparing to Teach: Topics include, but are not limited to: preparation of a course syllabus, including the development of course objectives or course outcomes; preparation for teaching a course; philosophy of teaching and learning; evaluation; creating an assessment rubric; defending your assessment decisions; and issues related to course delivery. As part of this course, participants prepare a Teaching Dossier and Curriculum Vitae.
2. Teaching and Presenting in an Academic Setting: Participants have an opportunity to develop and practice oral communication skills. They learn how to structure and deliver presentations, facilitate a seminar, and use interpersonal skills to respond effectively to other people. The goal is to increase participants' confidence and competence as communicators.
3. Practicum: Students create a plan to attend and engage in the following teaching and learning experiences: discipline-related workshops, conferences and/or departmental meetings/events. In addition, students arrange to participate in a supervised teaching experience of at least 9 hours involving classroom, seminar, and/or lecture classes. The Practicum plan includes input and monitoring from the Practicum Supervisor.

For more details on the HETC, please visit:

[Higher Education Teaching Certificate \(HETC\) | Graduate Studies | The University of Winnipeg \(uwinnipeg.ca\)](#)

2. Research Institutes, Centres and Chairs

a. Centre for Access to Information and Justice

Established in 2019, the Centre for Access to Information and Justice (CAIJ) promotes: (a) the study of access to information (ATI) and freedom of information (FOI); (b) research using ATI and FOI law; and (c) public interest research. The primary objective of the CAIJ is to promote access to information as a form of access to justice. The activities of the CAIJ should appeal to scholars from across the social sciences and humanities, as well as to public interest legal professionals, investigative journalists, and access advocates in Canada and beyond. For more information, contact Kevin Walby in the Department of Criminal Justice at k.walby@uwinnipeg.ca.

b. Aurora Family Therapy Centre

Aurora Family Therapy Centre is a United Way of Winnipeg Agency Partner located on The University of Winnipeg campus where students in the Masters of Marriage and Family Therapy Program complete the majority of their supervised clinical practice. Aurora offers therapy to families, couples and individuals from the general community on a sliding scale, seeking to promote interpersonal and personal well-being in clients, while nurturing the development of well-informed family therapists who will care for families and promote hope, caring and creativity wherever they serve. Aurora staff and therapists also see hundreds of people each week in our Newcomer Community Development Program and have special programming for families of murdered and missing loved ones. For more information on the centre, please visit <http://www.aurorafamilytherapy.com>.

c. Canada Research Chairs, Chancellor's Research Excellence Chair, and Chancellor's Emerging Research Award

The Canada Research Chairs program stands at the center of a national strategy to make Canada one of the world's top countries for research and development. Chairholders aim to achieve research excellence in natural sciences, engineering, health sciences, humanities, and social sciences. The University of Winnipeg continues to seek outstanding leaders who will create new synergies among researchers and across traditional disciplinary boundaries, and who push for innovation and research excellence.

The University of Winnipeg Chancellor's Research Excellence Chair is intended to acknowledge and advance the scholarly activity by faculty who have made exceptional contributions to research in their field.

The University of Winnipeg Chancellor's Emerging Research Award is intended to sustain and support high levels of scholarly output and to retain faculty who have made, and will continue to make, exceptional contributions to research in their field.

For listings of current and past chairs, please see:

<https://www.uwinnipeg.ca/research/research-chairs/canada-research-chairs.html>

d. Research Centre on Co-operative Enterprises

The Research Centre on Co-operative Enterprises aims to further the knowledge of the co-operative enterprise sector of the economy through the teaching and training of students, the creation of experiential/work-integrated learning activities, the conducting of research, and the engagement of industry partners. The centre will provide a combination of both scholarly work on the co-operative business model and applied research relevant to the co-op sector in Manitoba, nationally and internationally.

e. Sanford Riley Centre for Canadian History

The Riley Centre brings together into one location associations and organizations committed to researching the history of Canada. All the groups involved strive to share their knowledge of Canadian history with other groups, academic colleagues, as well as community and high school audiences. Located in Bryce Hall, the centre is named after former University Chancellor H. Sanford Riley in recognition of his many contributions to the centre and his long standing, active interest in Canadian history. For further details, please visit <https://www.uwinnipeg.ca/riley-centre/index.html>

f. Centre for Research in Cultural Studies

Cultural Studies engages with pressing issues of local and global consequence and is at the forefront of developing critical understandings of the social and political dynamics of contemporary culture. Established in 2017, the Centre for Research in Cultural Studies (CRICS) enhances UWinnipeg's ability to highlight these engagements and functions as a hub for interdisciplinary collaboration between students, faculty, and community research partners.

CRICS increases research capacity on campus by providing a context for developing methods and tools for Cultural Studies research, supporting the program of the Canada Research Chair in Culture and Public Memory, and connecting student Research Assistants, Research Associates, Visiting Scholars, and Postdoctoral Fellows to the projects of the Centre. CRICS aims to build sustainable, socially relevant research programs and raise the national and international profile of UWinnipeg as an outstanding place to do Cultural Studies research.

CRICS shares space with the Centre for Research in Young People's Texts and Cultures (CRYTC). It is located in room 3C25 at the University of Winnipeg, on the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

The Centre features:

- A Collaborative Research and Knowledge Mobilization Lab used for workshops, cultural production, curatorial design and display, other forms of research creation, in-person meetings, and teleconferencing
- A connected workspace for Research Assistants

- A shared office for the Centre's Research Coordinator
- An office space for the Centre Director
- A resource room
- An interview and data storage room
- An office space for visiting scholars and postdoctoral fellows

For more information, find us here: <https://www.uwinnipeg.ca/crics/>

g. Centre for Forest Interdisciplinary Research

C-FIR is a research centre at The University of Winnipeg dedicated to the development of interdisciplinary research, education, and training in the areas of forestry, forest ecosystems, forest values and the human uses of forests. The intent is to assist all forest stakeholders to reach the goals of ecosystems-based forest management. C-FIR focuses on understanding the evolution of today's forests, the current conditions of the region's forests, the values of the public and special interest stakeholders for the forest, and using past and present information to assist in understanding future changes and impacts to the region's forests.

h. The University of Winnipeg Global College

The University of Winnipeg Global College fosters global citizenship and engagement through interdisciplinary teaching, research, dialogue, and action in local and global communities. The college coordinates a Bachelor of Arts (BA) in Human Rights, a BA in Indigenous Languages, a Master in Development Practice (MDP): Indigenous Development, as well as a Master of Arts (MA) in Peace and Conflict Studies, which is a joint program with the University of Manitoba. These programs combine classroom study with opportunities for experiential learning in practicum placements and field courses in Canada and around the world.

Student engagement is facilitated through the Global College Student Advisory Council, which organizes a wide range of activities each year.

For more information on the breadth of interdisciplinary academic and community learning opportunities at Global College, please visit <https://www.uwinnipeg.ca/global-college/>

i. Centre for the Liberal Arts and Secular Society

This research institute (CLASS) comprises University of Winnipeg faculty and students engaged in interdisciplinary research concerning secularism and secularization within the liberal arts. The purpose of the centre is to engage in research focused on issues of the liberal arts in secular society. While traditional views on secularism and secularization have focused on the decline of religious adherence and a differentiation between spheres—most typically, the public (areligious) versus the private—interdisciplinary scholarship in the last decade has emerged that suggests that the secular is not simply a neutral, areligious space.

j. Oral History Centre

The Oral History Centre at The University of Winnipeg is a national leader and global innovator in developing excellence in oral history teaching, research and collaborative community development. The centre promotes oral history as a means of democratizing history and thus of working towards social justice and human rights in a globalizing world.

Established in 2012 through approval by the University of Winnipeg Senate and the University of Winnipeg Board of Regents, the OHC serves as a hub for University of Winnipeg faculty and students and Manitoba's diverse communities to collaboratively learn about the practice and theory of oral history, to work together on projects and to develop new ways of using oral history to improve the quality of life for diverse communities. The Oral History Centre...

- provides the opportunity for students, academics, researchers, archivists, and community members to become members of the OHC.
- provides resources such as professional oral history training, equipment, studios, lab workstations and technical support for oral history projects.
- promotes analysis and integration of oral history into academic research and teaching, public policy, art, and creative community development.
- serves as a virtual and real meeting place for oral historians from the community and around the world.
- offers a program of local and international conferences, lecture series, workshops, and other events.
- develops innovative digital audio and video tools for oral history research, archiving, and dissemination.

The Oral History Centre supports the University's vision and priorities of accessibility, community outreach, and capacity building. It strengthens the University's research capacities and moves research, teaching, and community building forward through university-community and interdisciplinary collaboration. For more information on the Oral History Centre, please visit www.oralhistorycentre.ca.

k. Prairie Climate Centre

The Prairie Climate Centre (PCC) – located within the Richardson College for the Environment – aims to be a world class contributor to climate change science, policy, and communications for effective education and action in the Canadian Prairies and beyond. The PCC is committed to making climate change meaningful and relevant to Canadians from all walks of life. By merging climate science, multi-media communication, and outreach strategies, the PCC turns 'knowledge into action' and helps society navigate from 'risk to resilience.' The PCC is well known as an innovator of digital tools – including documentary films and interactive websites – such as the *Climate Atlas of Canada* (www.climateatlas.ca). The *Climate Atlas* brings together

the centre's expertise in climatology, digital storytelling, and community-based research across scales, and is increasingly the "go to" place for Canadians to get information about climate change. The PCC works in partnership with a diversity of individuals, communities, organizations, businesses, and governments to develop climate actions that support healthy environments and future generations. Visit the PCC's website to learn more: www.prairieclimatecentre.ca

l. Centre for Rupert's Land Studies

The Centre for Rupert's Land Studies (CRLS) is unique in its focus on Rupert's Land, the vast Hudson Bay watershed region claimed by the Hudson's Bay Company from 1670 to 1870, and its borderlands. We foster interdisciplinary research and conversation among all who share an interest in the history and peoples of the Hudson Bay watershed, with particular emphasis on Indigenous and fur trade history and the immense resources of the Hudson's Bay Company Archives, nearby. Since 1984, the Centre has been a nexus for sharing information, new research, and perspectives through three major means:

- Biennial Colloquiums---informal conferences that have met in a wide range of settings linked to Indigenous people and the fur trade.
- Publication of monographs, Colloquium proceedings, and Indigenous oral history materials, for example, the stories of Louis Bird at www.ourvoices.ca. The Rupert's Land Record Society series of documentary volumes, co-published with McGill-Queen's University Press, offers carefully researched original source materials for scholars, students, and communities. Subscribing members receive our biannual Rupert's Land Newsletter.
- Research assistance and networking, linking CRLS members and others across North America and abroad who have common interests and questions. We also maintain a roster of locally available assistants qualified to help with archival and other research.

The Centre offers annually the C. Richard Harington Fellowship to a student pursuing advanced studies in its areas of interest. It is also home to a small research facility and to the Elizabeth B. Losey Fur Trade Library of about 1000 works, many of them rare and out of print, and other resources.

For more information visit: <https://www.uwinnipeg.ca/rupertsland/>

m. Centre for Terrestrial and Planetary Exploration

The Centre for Terrestrial And Planetary Exploration (C-TAPE) was formally established as a University of Winnipeg Centre in March 2019.

C-TAPE is dedicated to the development of interdisciplinary research, education, and training in the areas of terrestrial and planetary exploration. The main areas of focus for terrestrial applications include environmental and Earth surface monitoring and mineral exploration. The main areas of focus in the area of planetary exploration include understanding the surface compositions of planetary bodies for insights into the origin and evolution of the solar system and for astrobiology. The overall goal is to enable participation in planetary and terrestrial exploration missions. The main components of C-TAPE's mandate include:

- *Research* - Research is the primary mandate of C-TAPE. C-TAPE is continuously developing new research capabilities and infrastructure that can support terrestrial monitoring and planetary exploration. C-TAPE's role includes the encouragement and facilitation of research programs through the creation of regional, national, and international partnerships.
- *Undergraduate education* - to develop and implement planetary and terrestrial exploration educational components and courses at the University of Winnipeg. This effort will include greater integration between course materials and the expertise and facilities of C-TAPE.
- *Post-undergraduate education* - to provide opportunities for the training of graduate students working on projects in the areas of terrestrial and planetary exploration. This will also include the opportunity to bring research staff (e.g., visiting research fellows, postdoctoral fellows, etc.) from outside the region to work on specific projects in addition to, or in conjunction with, the efforts of C-TAPE researchers.
- *Training* - to develop and provide tailored training courses, seminars, speakers, or workshops, at the Centre or in the community, which are designed to ensure that the region's workforce and researchers maintain a high level of technical competence and expertise and are able to fully benefit from C-TAPE's aggregate expertise.

n. Winnipeg Institute for Theoretical Physics

The Winnipeg Institute for Theoretical Physics is a formal Institute of both The University of Winnipeg and the University of Manitoba. It was created to support theoretical physics research in Manitoba. It has carried out this mandate by encouraging collaboration between members of the Institute, by financially supporting expert seminars in the research areas of concern, and by financially supporting the long-term visits of internationally respected scientists to the Institute to facilitate collaboration between these scientists and Institute members. The permanent members of the Institute include all theorists in the Physics Departments at The University of Winnipeg and The University of Manitoba, as well as theorists from Brandon University.

o. Institute of Urban Studies

The Institute of Urban Studies (IUS) is a research centre within the Geography department at The University of Winnipeg. Since 1969, the IUS has functioned as both an academic and applied research centre committed to exploring urban issues in a broad, non-partisan manner. Originally focused on the challenges and resiliency of the inner city, the Institute's research now encompasses the social, physical, and economic well-being of Canadian communities. The IUS frequently partners with governments, community-based and non-profit organizations, and other stakeholders in its work. Its mandate also includes community outreach and education; and mentoring new scholars. Since 1992, the IUS has produced *The Canadian Journal of Urban Research*, a free multidisciplinary scholarly journal that publishes articles on issues relevant to urban studies. The IUS has worked with hundreds of students, community leaders, and scholars to produce more than 500 research reports, books, and other publications. This collection of work is available on the IUS's website (<http://www.uwinnipeg.ca/ius/>). The IUS is located in the Richardson College for the Environment at 599 Portage Avenue.

p. The Centre for Research in Young People's Texts and Cultures

The Centre for Research in Young People's Texts and Cultures (CRYTC) supports scholarly inquiry into literary, media, and other cultural texts for, by, and about children and youth. The Centre provides a focus for research in the field at the University of Winnipeg, facilitates the development and management of collaborative national and international research projects, including the SSHRC Partnership Project, Six Seasons of the Asiniskaw Ithiniwak, hosts visiting speakers and researchers, and maintains links with other research centres in children's studies internationally. CRYTC was established by the University of Winnipeg in 2006, in order to recognize, organize, and extend the expertise in the study of texts for children and youth that had developed at the University, principally through the Department of English, over more than thirty years. Today, the Centre houses an office for the CRYTC director and an office for the Research Coordinator. CRYTC also shares a Knowledge Mobilization Lab and work stations for visiting researchers and research assistants with the Centre for Research in Cultural Studies (CRiCS). For more information, please visit <http://crytc.ca/>.

COURSE DESCRIPTIONS

Master of Science Applied Computer Science and Society

GACS-4306 (3) Applied Parallel Programming (Lecture | Lab) The course focuses on parallel and distributed computing in high-performance scientific application, using the parallel execution model, a generalization of the traditional single threaded paradigm. The course covers multi-core processors, concurrency, parallel execution, latency, communication and coordination among processes, message passing, shared-memory models, optimization techniques, parallel algorithms, decomposition strategies, system architecture, and performance analysis and tuning. Using the language C/C++, students gain hands-on experience writing scalable parallel applications for Graphics Processing Units.

Restriction(s): Students that have taken ACS-4306 will not be eligible to take GACS-4306/7306 for GACS degree credit.

Requisite Courses: Take GACS-4306L (LAB).

GACS-4902 (3) Advanced Database Systems (Lecture) This course is a continuation of ACS-3902(3). It deals with advanced topics in database design, use, and administration. Database design topics include enhanced ER diagrams and object-oriented data modelling. Other topics include transaction processing, concurrency control and recovery, security, and integrity. Object-oriented databases and client-server architectures will also be discussed.

Restriction(s): Students that have taken ACS-4902 will not be eligible to take GACS-4902 for GACS degree credit.

GACS-4904 (3) Data Warehousing (Lecture) This course explores the role of data warehouses in supporting decision-making in organizations. Topics include definition of a data warehouse; extracting, cleansing, and transforming data; building and maintaining the warehouse; meta data; dimensional analysis and multidimensional modeling; multidimensional data structures; Star schemas; OLAP (On Line Analytical Processing); drilling down and across; and web deployment.

Restriction(s): Students that have taken ACS-4904 will not be eligible to take GACS-4904 for GACS degree credit.

GACS-4906 (3) Conceptual Modelling (Lecture) This course explores the role of conceptual modelling in the development of information systems. A conceptual model is an abstraction of reality that serves as a communication mechanism between the stakeholders of a system and its developers. The course covers various approaches proposed for conceptual modelling included UML, EERD, and ORM. Students gain considerable practical experience with pertinent software tools.

Restriction(s): Students that have taken ACS-4906 will not be eligible to take GACS-4906 for GACS degree credit.

GACS-4921 (3) Computer Security and Privacy (Lecture) This course introduces students to the security and privacy issues in computer systems. It covers the fundamental computer security techniques such as

encryption methods, public key cryptography, hash function and signature schemes, key exchange protocols, authentication and access control models. The course also examines the applications of these techniques for multimedia security, intrusion detection, copyright and password protection, and protection from malicious programs. Privacy preserving techniques such as data aggregation, perturbation, k-anonymity and l-diversity, and ethical issues are also discussed. Students at the 4921 level additionally undertake a comprehensive project on a topic related to computer security and privacy.

Restriction(s): Students that have taken ACS-4921 will not be eligible to take GACS-4921 for GACS degree credit.

GACS-4953 (3) Introduction to Machine Learning (Lecture) This course is an introduction to the broad field of machine learning. Machine learning provides the technical basis for data mining. This course examines the foundations and implementations of several machine learning algorithms. Specific topics include: rule and tree-based classifiers, Bayesian models, clustering techniques and numeric prediction. Popular machine learning tool sets will be used to gain practical hands-on experience in i) preparing the data, ii) applying the various learning techniques and iii) interpreting the credibility of the results.

Restriction(s): Students that have taken ACS-4953 will not be eligible to take GACS-4953 for GACS degree credit.

GACS-4954 (3) Introduction to Distributed Systems (Lecture) This course is an introduction to the broad field of distributed systems. It focuses on introducing students to the benefits, challenges, methods, and implementations of distributed systems. Reasons for deploying distributed systems, such as fault tolerance and agglomeration of computational resources are discussed. Other topics include implementation challenges such as synchronization and replication in the presence of faults. Common system architectures that address some of these challenges are also introduced. Students are expected to implement some of these architectures to reinforce the lecture material.

Restriction(s): Students that have taken ACS-4954 will not be eligible to take GACS-4954 for GACS degree credit.

GACS-7101 (3) Advanced Data Structures and Algorithms (Lecture) In this course, students will study methods for designing efficient data structures and algorithms such as binary search trees, red-black trees, priority queues, minimum spanning trees, strongly connected components, maximum flows, string matching and tree matching, bipartite graphs, as well as the algorithm analysis and proof. Through the study of these data structures and algorithms, students will develop skills to solve hard problems in specialized databases such as Graph databases, DNA and Deductive databases.

GACS-7102 (3) Web and Document Databases (Lecture) In this course, students will gain a good

understanding and knowledge of research issues associated with two types and databases. In particular, students will study basic theoretic issues of web and document databases: system architectures, XML data storage and data compression, data retrieval and twig matching, data stream system, as well as the search engine architecture. Another specific methodology related to Graph databases will also be discussed.

GACS-7103 (3) Semantic Web (3 hrs Lecture) This course examines current issues related to the next generation of the World Wide Web: the Semantic Web that is intended to convert the Web into a more practical globally linked database. Topics comprise document markup languages, access privileges, business rules, and processing models for managing data. A typical project involves the design and implementation of an application for managing semi-structured data using XML technologies.

GACS-7104 (3) Theory and Practice of Security and Privacy (3 hrs Lecture) This course provides students an understanding of theoretical and practical aspects of security and privacy and opens them up to the current research challenges in this area. Topics include classical cryptography, symmetric encryption, public key cryptography, key distribution mechanisms, digital signature, entity and message authentication, access control, multimedia security and digital right management, secret sharing, physical security, privacy preserving techniques such as data aggregation, perturbation, k-anonymity and l-diversity.

GACS-7105 (3) Operations Research in Computer Science (Lecture) This course provides a broad focus on algorithmic and practical implementation of Operations Research (OR) techniques, using theory, applications, and computations to teach students the basics of both deterministic and probabilistic decision making. It introduces linear programming and emphasizes its underlying mathematical structures, algorithms, and solutions of practical programs. Topics covered include: formulations and relaxations, the geometry of linear optimization, convexity analysis, duality theory, the simplex method, sensitivity analysis, constrained and unconstrained optimization methods, robust optimization, network flows, semidefinite optimization, nonlinear optimization, heuristic programming, game and decision theory, Markov chains and queuing systems. At the end of the course, students will be able to solve real world computer science and engineering problems using optimization software tools.

GACS-7201 (3) Biometrics (3 hrs Lecture) Biometrics refers to the automatic identification of a person based on his/her physiological or behavioral characteristics. With the increased integration of computers and Internet into our everyday lives, to protect sensitive and personal data becomes more important and challenging. This course focuses on the design of various biometric systems based on fingerprints, voice, face, hand geometry, palm print, iris, retina, and other modalities. Multimodal biometric systems that use two or more of the above characteristics are studied. This course also examines biometric system performance and the issues related to the security and

privacy aspects of these systems.

GACS-7202 (3) Granular Computing: Foundations and Applications (Lecture) This course examines granular computing as a framework of theories, methodologies, techniques, and tools that make use of information granules in the process of problem solving. Granular computing has a significant impact on the design and implementation of intelligent systems. Emphasis is placed on the study of the theory of rough and fuzzy sets. Applications of these theories are also explored. This course also examines social issues that arise from application of these theories in selected domains.

GACS-7203 (3) Pattern Recognition (3 hrs Lecture) This course gives students an overview of classification techniques. It covers methods from linear classifiers to nonparametric techniques. Feature generation, selection, and extraction techniques are examined. Both supervised and unsupervised learning methods are discussed.

GACS-7204 (3) Multimedia Computing and Applications (3 hrs Lecture) This course provides graduate students with an in-depth knowledge of various computational techniques and tools used in multimedia research (images, videos, speech, graphics and documents). The course covers the following topics: fundamentals of multimedia signal processing, multimedia compression, wireless multimedia, multimedia summarization, content-based multimedia retrieval, multimedia surveillance and security, and current issues and trends in multimedia research. The objective of this course is to prepare students to understand the theoretical foundation of multimedia computing, and to apply computational tools such as Matlab, Intel OpenCV, etc., to the processing and analysis of multimedia data.

GACS-7205 (3) Digital Image Processing (Lecture) This course provides students a detailed overview of Digital Image Processing and its applications. Image processing has found applications in many areas from medical imaging to computer graphics. This course covers the fundamental concepts of visual perception and image acquisition, basic techniques of image manipulation, segmentation and coding, and a preliminary understanding of Computer Vision. With successful completion of the course, students will be able to perform image manipulations and analysis in many different fields.

GACS-7206 (3) Advanced Machine Learning (Lecture) The course will cover core machine algorithms, but emphasis is placed on research-level machine learning methods and theory. Algorithms for classification, clustering, regression and dimensionality reduction are covered. Discovering patterns in web content, structure and usage will also be discussed. Applications of these algorithms for effectively using machine learning methods to solve real-world problems are also explored via the Weka machine learning workbench. Evaluating predictive quality of the algorithms and assessing credibility of learned patterns with statistical methods will be also covered. An implementation project is a major part of this course.

GACS-7301 (3) Implement and Impact of

Peer-To-Peer Systems (3 hrs Lecture) The course is divided into two parts. First half of the course examines the foundations, implementation, and characteristics of various peer-to-peer systems (both research and production). Topics discussed will include the formation, structure, maintenance, purpose, and function of peer-to-peer systems, as well as their commonalities and differences. The second half of the course examines the social issues that arise from the manner in which peer-to-peer systems are structured and used. The issues examined in this half include: copyright-related issues such as the Napster and Grokster decisions; anonymity and privacy, with respect to systems such as Tor; and security-related issues.

GACS-7302 (3) Global Software Project Management

(3 hrs Lecture) This course identifies and addresses the social, organizational and technical issues in managing global software projects. Its topics include communications and coordination in a distributed environment; critical success factors; global project management framework; generic design (void of nationalities) and local design (with target culture); and evaluation criteria of the perceived effectiveness of various global project management strategies. The course incorporates both theory and practice, including case studies from international software development companies. Students are expected to participate in research to enrich the course material.

GACS-7303 (3) Advanced Topics in Software Design

and Architecture (3 hrs Lecture) This course considers problems and issues in the development of enterprise-level software systems. Topics may include software architectures, model driven development, development methodologies, design patterns, frameworks, coding practices, etc. During the semester students are required to work on the design and/or implementation of a complex multi-tiered system.

GACS-7304 (3) Computer Systems for Society

(Lecture) This course provides students a broad understanding of how the computer systems are used in various societal domains such as human communication, education, homeland security, health and medicine, government, business, and transportation. The focus of the course is on study of the frameworks, models and algorithms used in these systems and on to expose students with the areas where improvement can be done. Students are required to undertake a course-end project to identify the potential research problems in a particular application area and investigate their innovative scientific solutions in order to have a greater impact on society.

GACS-7305 (6) Graduate Project (Lecture) The intent of this course is to allow a student to choose an area of specialization and to work on a state-of-the-art project in that area. Suitable projects may include, for example, the implementation and evaluation of new algorithms or the use of modern technologies for novel applications. Completion of the course requires a written report and an oral presentation. The specific details of the report are determined in consultation with the project advisor, but

must include a survey of relevant literature, a description and evaluation pertinent to the student's work, and details of software authored by the student.

Restriction(s): Open only to course-based stream students. Students must complete two semesters in the GACS graduate program before they can take the project course.

GACS-7306 (3) Applied Parallel Programming

(Lecture) The course focuses on parallel and distributed computing in high-performance scientific application, using the parallel execution model, a generalization of the traditional single threaded paradigm. The course covers knowledge of multi-core processors, concurrency, parallel execution, latency, communication and coordination among processes, message passing, shared-memory models, optimization techniques, parallel algorithms, decomposition strategies, system architecture, and performance analysis and tuning. Using the language C/C++, students gain hands-on experience writing scalable parallel applications for Graphics Processing Units.

Restriction(s): Students that have taken ACS-4306 will not be eligible to take GACS-7306/4306 for GACS degree credit.

GACS-7307 (3) Advanced Concepts in Cloud

Computing (Lecture) This course provides extensive coverage of major subjects in Cloud Computing. It gives an overview of Cloud Computing and explains its main service delivery models, deployment architectures, and key enabling technologies such as virtualization, parallel computing, and Big Data analytics. Students will acquire considerable knowledge in Cloud data and resource management, design patterns, security and privacy challenges and solutions, as well as commercial and open-source Cloud systems. Other topics covered include application migration to the Cloud, interoperability issues, Quality of Service and Service Level Agreement. Students will also gain critical research skills by taking on a research project in Cloud Computing.

GACS-7401 (3) Current Topics in Computing (Lecture)

This course is a combination of readings, discussions, hands-on projects, and oral presentations that explore current topics in the field of computer science. During the semester students may be required to work on the design and/or implementation of systems, participate in discussions, and present seminars on chosen topics.

GACS-7500 (18) Graduate Thesis (Lecture) Graduate thesis research. Detailed exploration of an area of Applied Computer Science chosen for thesis research.

Master of Arts Applied Economics

GECON-7000 (3) Research Project (30 hrs Lecture) The aim of this course is to provide students in the M.A.E. program with an opportunity to undertake a research project, and to present it in a written essay. Instructors of this course will provide guidance to students on how to make an effective economic argument. Students choose the topic of their project in consultation with their instructor.

GECON-7001 (3) Special Studies in ERDE (Directed Study) This course provides students of the M.A.E. program with an opportunity to explore topics related to environmental, resource and development economics but not covered by existing M.A.E. courses. The course can either take a Directed Readings format, or represent the graduate-level version of an Honours course outside of Economics. In the latter case, students must choose from the list of non-Economics elective courses approved by the Graduate Program Committee and available on the M.A.E. website.

Restriction(s): Students must obtain permission from the Graduate Program Committee (GPC) to register for this course.

GECON-7002 (3) MAE Practicum (Lecture) This course provides students of the M.A.E. with an opportunity to obtain experience with research or policy analysis related to applied economics. Placements will either be with a Canadian research institute, to give students an opportunity to conduct (and contribute to) policy-related research, or a with a Canadian non- governmental organization, to provide hands-on, practical experience with policy analysis.

Restriction(s): Students must obtain permission from the Graduate Program Committee (GPC) to register for this course.

GECON-7003 (3) Cost Benefit Analysis and Valuation Techniques (Lecture) This course examines the measurement and analysis of costs and benefits for project/policy evaluation. It describes the theoretical basis for applied welfare analysis and discusses empirical techniques for estimating use, option and existence values using observed behavior and stated preferences. Topics related to cost-benefit analysis such as discounting, integrated assessment models, and benefit transfer are studied. These concepts are applied for analysing a variety of issues in the areas of environment, natural resources, health care and public expenditure analysis.

GECON-7102 (3) Microeconomics (Lecture) This course provides an introduction to microeconomic theory at the advanced level. We consider consumer choice theory with certainty and under uncertainty, producer theory, and general equilibrium theory in the first part of the course. The second part of the course is dedicated to modern microeconomics of strategic interactions, game theory and information. We consider static and dynamic games, Bayesian games, oligopoly, and markets with information asymmetry.

GECON-7103 (3) Macroeconomics (Lecture) This course discusses growth theories, stressing their empirical implications and the relation of theory to data and evidence. The growth theories covered include neoclassical theories, Solow-Swan model and the Ramsey-Cass-Koopmans model, as well as endogenous growth theories. In addition, the essentials of growth accounting and empirical analysis using cross-country datasets, with a particular emphasis on convergence, are discussed.

GECON-7200 (0) Math Review for MAE Students () This course reviews the mathematical tools that are required for coursework in the Master of Arts in Applied Economics (MAE) program. It is presumed that students have a working knowledge of differentiation, partial differentiation, optimization of functions with multiple variables and basic matrix algebra. These concepts are reviewed and applied to economic techniques such as constrained optimization, comparative statics, concave programming and the Kuhn-Tucker conditions.

GECON-7201 (3) Applied Econometrics (Lecture | Lab) This course covers methods of estimation and inference for single and simultaneous equations models, with an emphasis on the classical linear model. It also examines violations of the classical model that are commonly found in economic data, and develops procedures for estimation under these conditions.

Requisite Courses: Take GECON-7201L.

GECON-7203 (3) Topics in Mathematical Economics (Lecture) This course introduces advanced mathematical methods for formulating and analyzing economic theories and problems. Topics such as difference and differential equations, dynamic optimization, and game theory are presented with economic applications.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4203 or GECON-4203.

GECON-7303 (3) Topics in Applied Economics (Lecture) This course examines issues in a selected area of economics. Possible areas include labour, health and development economics. The choice of topic depends on the instructor. The emphasis is on using empirical methods. Appropriate econometric techniques for addressing issues of endogeneity, selection bias, and unobserved heterogeneity may be covered. Students may repeat this course for credit, provided the topic varies.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4303 or GECON-4303.

GECON-7305 (3) Development Economics (Lecture) This course provides an overview of the current literature on the economic growth and development of developing countries. Topics covered include economic growth, inequality, the role of geography, history, and institutions for sustainable growth, the internal structure of

households, human capital, and the functioning of factor markets. The objective of the course is to introduce students to some of the most active new areas of research on economic development and to apply the analytical and empirical tools for studying some of the most pressing issues faced by developing countries.

GECON-7307 (3) Topics in Macroeconomics (Lecture)

This course provides students with an opportunity to build on the macroeconomics background they have developed in Honours Macroeconomics and graduate Macroeconomics. The course introduces students to dynamic macroeconomic models and techniques for solving them, highlighting the use of such models and techniques for understanding the implications of macroeconomic policy. Emphasis is placed on the importance of political economy considerations in macroeconomics. Issues covered in any given year may include the interplay between demographics and fiscal policy, the determinants of policy related to technology adoption and therefore economic growth, income redistribution or the determination of monetary policy.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4307 or GECON-4307 (unless the topic varies).

Requisite Courses: Successful completion of GECON-7103.

GECON-7310 (3) Topics in International Economics (3

hrs Lecture) This course examines theoretical and applied topics related to international trade or international finance. Topics related to international trade may include a discussion of the benefits of trade, the effects of tariffs and quotas, customs unions and imperfect competition on trade. Topics related to international finance may include an examination of exchange rate policy, the fiscal and monetary effects of trade investment flows, and the development of the international monetary system.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4310 or GECON-4310.

GECON-7311 (3) Natural Resource Economics

(Lecture) This course reviews the normative foundations of natural resource economics, addressing concepts such as efficiency, intergenerational equity and sustainability. Renewable and non-renewable resources such as forestry, fisheries, renewable energy, and fossil fuels are considered. The course further examines (i) the role of natural resources in economic development, and (ii) natural resource management under various market structures, regulatory regimes, and the existence of non-consumptive values.

GECON-7313 (3) Topics in Industrial Organization and Competition Policy (Lecture)

This course examines industrial organization theory, which is the field in economics that examines the conduct and behaviour of firms in imperfectly competitive markets. Given this setting, firms have an incentive to undertake strategies which enhance their profitability, and in analyzing these strategies, we discuss a number of key concepts from game theory. Included in the course is an analysis of the

behaviour of monopoly firms and their use of a variety of pricing and marketing practices. In addition, the course examines the effect of quality and durability of goods and the use of warranties by firms on social welfare.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4313 or GECON-4313 (unless the topic varies).

GECON-7314 (3) Topics in Public Economics (3 hrs

Lecture) This course deals with the theory of taxation and public expenditures within the context of first-best and second-best analysis. The theories of production, consumption, and other externalities are discussed. Other topics include the theory and practice of cost-benefit analysis and fiscal federalism. The economic analysis of collective decision-making in a non-market context is examined.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4314 or GECON-4314.

GECON-7315 (3) Environmental and Natural Resource

Economics (Lecture) This course reviews the theoretical foundations of environmental and natural resources economics addressing issues such as externalities, regulation of polluting activities, and the role of natural resources in economic development. It examines environmental policy and resource extraction strategies in the context of complexities arising due to imperfect competition, international trade, and uncertainty. Dynamic optimization techniques are applied to analyze climate change and the efficient utilization of renewable and non-renewable resources such as fisheries, forestry, minerals and fossil fuels.

GECON-7316 (3) Topics in Regulation and Public

Enterprises (3 hrs Lecture) This course examines a number of issues in the economics of regulation. Regulation is one form of government control of private firm behaviour, and involves control over the entry of firms, limits on pricing, and the regulations involving industry standards and operations, including environmental regulation. The course examines theories of regulation, the types of regulatory rules used, and the efficacy of those rules in enhancing social welfare. Reference will be made to a number of regulated industries both in Canada and the U.S.

Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4316 or GECON-4316.

GECON-7317 (3) Environmental Economics (Lecture)

This course examines the interaction amongst economic activities/policies, environmental damage and social welfare. The course pursues an analytical approach to understanding the theoretical foundations for environmental economics - externalities, public goods and the regulation of polluting activities. It examines environmental policy in the context of complexities arising due to imperfect competition, international trade, regulatory enforcement, and uncertainty. Specific attention is paid to environmental problems in developing countries, and to current international environmental issues such as climate change.

GECON-7321 (3) Topics in the History of Economic Thought (3 hrs Lecture) The economic and philosophical writings of Keynes and the "Cambridge Circus" are examined in the historical and social context of the times.
Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4311 (unless the topic varies).

GECON-7800 (3) Investment Theory and Applications (Lecture) This course introduces students to the main financial instruments that are used in the investment industry, including a detailed description of financial instruments and how they are traded in financial markets. A brief review of portfolio theory is presented including a discussion of a number of key models of modern finance, including the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course also includes a detailed examination of the role and operation of fixed-income securities and equities. The course concludes with a discussion of the role and techniques of passive versus active portfolio management.
Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4800 (unless the topic varies).

GECON-7801 (3) Options, Futures and Derivatives (Lecture) This course provides an in-depth analysis of a number of topics in modern finance theory and applications. The main areas that are examined include Futures Markets, Option Markets and Derivatives. These financial instruments play a key role in the management of risk by firms, and have attracted increasing interest from private sector firms and the larger community. The role of these instruments in the financial markets and their effect on the financial system is examined in detail.
Restriction(s): Students may not receive credit for this course if they already have credit for ECON-4801 (unless the topic varies).

Master of Science Bioscience, Technology and Public Policy

GBIO-7100 (3) Directed Studies in Life Sciences

(Lecture) This course is designed to allow students to undertake a project in an area of their interest. The project may take the form of a literature review, it may be experimental in nature, or it may involve analysis of existing data. Evaluation is based upon, but not limited to, writing a report summarizing the student's findings. The supervisor and student must submit a proposed plan of study which must be approved by the Bioscience Graduate Program Chair prior to commencement of the course. A student may receive credit for this course only once.

GBIO-7101 (1 or 2) Seminars in Biology (Lecture) This course consists of seminars presented by students on their thesis research topic. Attendance by students is mandatory during the two years of their studies. Students in their first year are expected to present at least, but not exclusively, the appropriate background to their topic of research, the rationale and objectives to their study and some aspects of the methodology. Students in their second year are expected to add to their presentation results and conclusion, and provide an idea of likely future direction. Students are also expected to summarize and critique a specific number of outside seminars presented by faculty from other universities.

GBIO-7102 (1 or 6) Directed Studies in Biosciences and Technology (Lecture) This course allows students to learn more about critical technologies that relate to their research project in the Masters of Biosciences program. Under the guidance of their faculty supervisor, students will either participate in a specialized course of study in technologies important to the better understanding of their field of research or can develop a technology-based project in conjunction with a faculty member. The supervisor and student must submit a proposed plan of study which must be approved by the Bioscience Graduate Program Chair prior to commencement of the course.

GBIO-7103 (3) Bioscience and Policy (3 hrs Lecture) This course focuses on the relationship between government, industry and the academic sciences and the processes that shape science policy. Students gain a better understanding of the role of science policy in government and industry and where policy issues "fit" with respect to legislation and regulations, management planning and implementation, procedures and guidelines. Students analyze current science policy issues by discussing real world case studies e.g. medical, environmental, natural resource management, ethical etc. as they affect both basic and applied fields of bioscience research. Students acquire skills required for interacting effectively with policy makers and understand how scientists participate in the formulation of science policy.

GBIO-7104 (3) Analysis of Biological Data (Lecture) This course provides a foundation for Bioscience graduate students in experimental design and methods to analyze their data sets using statistics and experimental design.

The course covers practical tools needed to organize and summarize data generated by students in their Master's thesis research. Course content will consist of statistical distributions, model fitting, randomization tests, nonparametric statistics, and multivariate analysis. Students will be taught how to program and execute advanced statistical analysis in the open source statistical software program "R" using example data sets and their own research data.

GBIO-7111 (0) Bioscience Thesis () To participate in the Master of Science in Bioscience program students must register for this course in each year of their program. Registration in this course indicates students are undertaking a thesis project in an area of biosciences under the supervision and guidance of a Faculty member. The thesis project must include actual research, experimental and/or theoretical, that is beyond a literature review or analysis of existing data. Evaluation is based upon the successful completion and defense of a Master's level thesis. Permission to enroll is dependent on the availability of an Instructor in the student's field of interest and approval of the Biology Department Graduate Coordinator for the MSc Bioscience program and the Faculty of Graduate Studies at the University of Winnipeg. Registration in this course is mandatory during the student's residency in the program.

GBIO-7201 (3) Molecular Biotechnology (3 hrs Lecture) This course equips Graduate students with theoretical and hands on experience. Topics include, but are not limited to, techniques used for DNA, RNA and protein isolation, gel electrophoresis, molecular markers and DNA fingerprinting, Southern and Northern hybridization, the polymerase chain reaction (PCR), and DNA sequencing. The application of these techniques in diagnostics (e.g., DNA fingerprinting, pathogen typing, species identification) is emphasized).

GBIO-7304 (3) Current Topics in Genetics and Genomics (3 hrs Lecture) The field of Genetics has experienced fast changes during the last years. Advances in molecular techniques and computer sciences makes it feasible to address old questions and raise new ones. A consequence of this advancement is the birth of Genomics and the evolution of the field into structural, functional and comparative genomics. This course is a combination of readings, oral presentations and discussions that examine current topics in the field of genetics and genomics. A major aspect of the course will be student participation through presentations and discussion of the current literature.

GBIO-7402 (3) Current Topics in Ecology (Lecture) This course involves students in the current topics in ecology. The instructor presents a range of potential topics from which students can select those of interest. Students may also offer their own topics for presentation. Students will present seminars to the class on chosen topics, and their evaluation will be based upon class participation, and will

involve peer assessment. This course is also open to 4th year Biology Honours students. Additional in-depth work is required to receive credit at the 7000 level.

GBIO-7614 (3) Critical Environmental Issues (Lecture)

This course examines current issues of controversy and public concern in environmental studies and environmental science. The content varies from year to year and students should consult the Environmental Studies department for a more detailed description of topic areas in terms in which the course is offered.

Master of Arts Criminal Justice

GCJ-7101 (3) Conceptualizing Criminal Justice

(Seminar/Discussion) This course provides an overview of the history and theoretical infrastructure of the academic study of criminal justice. Students will be given an overview of the theoretical and philosophical development of the discipline and explore the history of academic studies of crime and justice in North America. The course emphasizes the major theoretical perspectives of criminal justice studies and their application to graduate level study of criminal law and the court process; policing and security; and punishment and corrections.

GCJ-7102 (3) Advances in Qualitative and Visual Methods

(Seminar/Discussion) This course explores advances in qualitative inquiry including visual studies. This course covers the full cycle of a qualitative research project. Students will develop (1) critical skills in interpreting reports of qualitative studies, (2) an understanding of the core methods of qualitative data collection and analysis, as well as (3) experience in analyzing and interpreting qualitative data. This course addresses research techniques from the fields of visual studies and social media studies. This course is designed for students in criminal justice studies but could appeal to anyone in the social sciences or humanities.

GCJ-7105 (3) Youth and the Criminal Justice System

(Seminar/Discussion) This course provides a critical examination of systemic problems and policy issues in youth justice. The course evaluates the effectiveness of current criminal justice legal reforms, interventions, treatment programs, and policies aimed at youth. Specific topics include public discourse on youth crime and justice, the social construction of adolescents involved with the youth justice system, the interface of corollary systems of child welfare and mental health, the administration of youth justice systems and a comparative analysis of the policy choices made in developing frameworks for responding to youth justice.

Restriction(s): Students may not have credit for this course and CJ-4105.

GCJ-7116 (3) Program and Policy Evaluation (Lecture | Lab) This course examines methodologies for the formal assessment of social programs using quantitative and qualitative methods of inquiry including survey, interview, observation and case study techniques. The political and social processes framing evaluation research are also discussed.

Restriction(s): Students may not have credit for this course and CJ-4116.

Requisite Courses: Take GCJ-7116L.

GCJ-7117 (3) Research Design (Seminar/Discussion)

This course examines the research process, including frameworks for inquiry, phases of conceptualization, choice of indicators, sampling, data collection, and analysis. Students will learn how to plan criminal justice inquiry, formulate a research question, relate the question

to existing theory and existing research, and determine appropriate data collection and analysis strategies. This course offers an integrated approach to the problems involved in design of research, analysis of data, as well as research ethics.

GCJ-7130 (3) Constitutional Issues in Criminal Law

(Seminar/Discussion) Drawing on the principles of the law of police investigation and surveillance theory, this course examines the latest developments in the Supreme Court of Canada's police powers jurisprudence. Recent cases will include those dealing with Charter guarantees related to rights to silence, counsel, privacy, freedom from unlawful search, detention and arrest and, also, exclusion of evidence will be discussed. The course will also examine the constitutional development of principles of fundamental justice in Canada unique to the criminal law.

GCJ-7140 (3) Criminal Justice Policy

(Seminar/Discussion) The course will engage students in critical and controversial policy debates such as distributive and procedural justice, use of evidence-based practice, police oversight, technology and surveillance in the criminal justice system, regulation of the sex trade, regulation of illicit drugs, problem solving courts, rehabilitation models, use of custody and sex offender notification.

GCJ-7300 (3) Critical Criminal Justice Theory

(Seminar/Discussion) An in-depth examination of original works in social, political, and cultural theory are used to understand and make sense of criminal justice policy and practice. The course focuses on key themes and canonical works across the social sciences and justice studies. Surveys major perspectives in, and critical responses to, classical and contemporary theories, including post-structuralism, (post-) Marxism, and (post-) feminism. Topics including trends in the social sciences and justice studies; the objective world versus social construction; the nature of justice; agency versus structure; the relation between research and praxis; knowledge and power, may be considered.

Restriction(s): Students may not have credit for this course and CJ-4300.

GCJ-7400 (3) Selected Topics in Criminal Justice

(Seminar/Discussion) This course examines specific topics in criminal justice at the graduate level. Students should consult the department regarding potential offerings in a given year.

GCJ-7401 (3) Directed Readings (Directed Reading)

In this course, criminal justice readings and assignments are arranged between an individual student and department faculty member. Topics may not duplicate regular course offerings in criminal justice or other departments. A course outline with assignments, meeting schedule between the instructor and student, written assignments and course weights must be approved in advance. This course is an

opportunity to explore a specialized topic in the interdisciplinary context of the field. Restrictions(s): Course outline must be pre-approved by the Departmental Graduate Committee.

GCJ-7500 (3) Colonialism and Criminal Justice in Canada (Lecture) This seminar course explores the relationship between settler colonialism and the Criminal Justice system in Canada. The course considers the criminal justice system as one among many interlocking systems that both shape the life chances of Indigenous peoples in the present, and continue to be shaped by Indigenous peoples' resistance to attempted domination. Topics include Indigenous legal systems, deaths in custody, policing, murdered and missing Indigenous women and girls, social work, resistance and resurgence movements, and restorative justice. Emphasis is placed on reading Indigenous scholars from across Turtle Island and cultivating tools to critically engage with hegemonic narratives about Indigenous criminalization.

Restriction(s): Students may not have credit for this course and CJ-4500.

GCJ-7654 (3) Interdisciplinary Perspectives on Preventing Wrongful Convictions (Seminar/Discussion)

This course, co-taught between UW Criminal Justice and UM Faculty of Law, uses an interdisciplinary lens to examine the issue of wrongful convictions in Canada. A combination of legal and social-science perspectives and readings will be used to identify how and why wrongful convictions take place and to discuss evidence-based remedies to reduce their likelihood. Topics may include the roles of: eyewitness memory, false confessions, plea bargaining, forensic biases, prosecutors and defence counsel, misleading scientific evidence, and unsavoury Crown witnesses.

Restriction(s): Students may not have credit for this course and CJ-4654.

GCJ-7801 (3) Knowledge Synthesis Project (Project / Thesis) The Knowledge Synthesis Project (KSP) is a piece of original writing that synthesizes an existing body of knowledge on a topic/area, submitted in fulfillment of the requirements for the course-based criminal justice stream. Examples of KSPs include, but are not limited to: systematic reviews, scoping reviews, and meta-analyses. The topic and type of KSP must be approved by a student's faculty supervisor. The intent of this course is for students to build on skills from their courses, choose a criminal justice topic area of interest, and complete a KSP. Completion of the course requires a written report and an oral presentation.

GCJ-7900 (9) Criminal Justice Master's Thesis

(Project / Thesis) Students choose a research topic in consultation with a Thesis supervisor and write a Thesis paper. The Thesis is evaluated by a Thesis Committee and then presented in an oral defense.

Master of Arts Cultural Studies

GENG-7103 (3) Research Methods and Practice

(Lecture) This course aims to equip students with advanced bibliographical and research skills that will support their graduate study. Such resources will include archival, library, web-based and informational technologies, and will incorporate theoretical and applied methodologies. Each year course material will be integrated with other graduate courses being offered, and might include a practicum in local cultural projects and communities.

GENG-7104 (3) Concepts in Cultural Studies

(Seminar/Discussion) This course is a historical and theoretical survey of cultural studies, from the field's emergence as an outgrowth of the British New Left in the 1950s to the study of emergent cultural forms and practices in our globalized and post-industrial present. It includes readings in theory and criticism, each complemented by class discussion about various cultural practices that have the potential to illuminate the radically contextual project of cultural studies. Key concepts covered may include: ideology and hegemony; the articulations of race, gender, and class; colonialism and diasporic identities; popular culture and the politics of taste; museums and curatorial practices.

Restriction(s): Students cannot hold credit in GENG-7104 if previously received credit in GENG-7112.

GENG-7105 (3) Cultural Studies and Curatorial

Practice Capstone Seminar (Seminar/Discussion) This capstone seminar consolidates Master of Arts in Cultural Studies students' learning acquisitions and experiences, and offers a transitional experience into a variety of post-graduation fields. Students build their capacity for advanced study and application through developing high-capacity skills in research, dissemination, professionalization, peer engagement, and portfolio development. Through regular seminar meetings, students work in teams or sub-committees in all aspects of professional events and symposium planning, from programming and financing to advertising and scheduling. Course outcomes are suited to students in both streams of the program (Texts & Cultures and Curatorial Practices).

Experimental Course - This course is offered on a trial basis to gauge interest in the topic. Students who successfully complete this course receive credit as indicated.

GENG-7112 (3) Topics in Cultural Theory (Lecture)

These courses focus on such questions as: What constitutes a text? How do some texts come to be valued over others? How do questions of value relate to the distribution of power and authority? How do social differences such as race, ethnicity, class, and gender shape and unsettle cultural production and consumption over time? How may 'cultural theory' and 'critical theory' be situated in relation to one another?

GENG-7113 (6) Topics in Cultural Theory (Lecture)

These courses focus on such questions as: What constitutes a text? How do some texts come to be valued over others? How do questions of value relate to the distribution of power and authority? How do social differences such as race, ethnicity, class, and gender shape and unsettle cultural production and consumption over time? How may 'cultural theory' and 'critical theory' be situated in relation to one another?

GENG-7122 (3) Special Studies in Cultural Theories and Practices (Lecture)

These courses encourage students to consult with interested faculty members from English and cognate departments to develop reading courses related to particular areas of cultural theories and practices. Individualized programs for completing the required course work as well as independent study projects are submitted to be approved by the English Graduate Program Committee. Cognate departments may include the following, among others: Anthropology; Politics; Sociology; Philosophy; History; Rhetoric, Writing, and Communications; and Women's and Gender Studies.

GENG-7131 (6) Special Studies in Cultural Theories and Practices (Lecture)

These courses encourage students to consult with interested faculty members from English and cognate departments to develop reading courses related to particular areas of cultural theories and practices. Individualized programs for completing the required course work as well as independent study projects are submitted to be approved by the English Graduate Program Committee. Cognate departments may include the following, among others: Anthropology; Politics; Sociology; Philosophy; History; Rhetoric, Writing, and Communications; and Women's and Gender Studies.

GENG-7160 (3) Topics in Cultures of Childhood

(Lecture) These courses focus on such questions as: How has the subject category of "the child," different in different times and places, been used to secure definitions of class, nation, history, and the modern individual? How do digital, filmic, and television texts, texts of material culture such as toys and video games, and oral texts such as family stories and schoolyard games take up and reframe these debates? How does studying texts designed for young readers allow for theoretical investigations into the manufacture of consent in liberal democratic cultures?

GENG-7161 (6) Topics in Cultures of Childhood

(Lecture) These courses focus on such questions as: How has the subject category of "the child," different in different times and places, been used to secure definitions of class, nation, history, and the modern individual? How do digital, filmic, and television texts, texts of material culture such as toys and video games, and oral texts such as family stories and schoolyard games take up and reframe these debates? How does studying texts designed for young readers allow for theoretical investigations into the manufacture of consent in liberal democratic cultures?

GENG-7740 (3) Topics in Local, National, and Global Cultures (Lecture) These courses focus on such topics as: the implications of globalization for Canadian and Indigenous texts and identities; the potential for dialogue and collaboration across nations and cultures; the ways in which local histories and contexts engender different relations to the global; and the language of human rights.

GENG-7741 (6) Topics in Local, National, and Global Cultures (Lecture) These courses focus on such topics as: the implications of globalization for Canadian and Indigenous texts and identities; the potential for dialogue and collaboration across nations and cultures; the ways in which local histories and contexts engender different relations to the global; and the language of human rights.

GENG-7811 (3) Topics in Manuscript, Print, and Digital Cultures (Lecture) These courses focus on such topics as: historical and contemporary theoretical debates over aesthetics and culture; archiving and public memory; orality and writing; popular cultures and reading publics; copyright and censorship; manual, industrial, and digital publishing; book production, distribution and consumption; and media institutions.

GENG-7812 (6) Topics in Manuscript, Print, and Digital Cultures (Lecture) These courses focus on such topics as: historical and contemporary theoretical debates over aesthetics and culture; archiving and public memory; orality and writing; popular cultures and reading publics; copyright and censorship; manual, industrial, and digital publishing; book production, distribution and consumption; and media institutions.

GENG-7820 (3) Topics in Visual Cultures (Lecture) These courses focus on the cultural construction of the visual in the arts, media, and everyday life and encourage critical engagement with various theories of seeing. Possible topics of investigation include comics and graphic narratives; illustrated books; film, television, and internet narratives; historical and contemporary visual and/or performing arts; and the history of collecting and museums.

GENG-7821 (6) Topics in Visual Cultures (Lecture) These courses focus on the cultural construction of the visual in the arts, media, and everyday life and encourage critical engagement with various theories of seeing. Possible topics of investigation include comics and graphic narratives; illustrated books; film, television, and internet narratives; historical and contemporary visual and/or performing arts; and the history of collecting and museums.

GENG-7901 (3) Top in Genders, Sexualities and Cultures (Lecture) These courses focus on such issues as: the relationship between feminist theory, queer theory and literary and cultural production; the impact of queer theory on historical considerations and contemporary understandings of sex, gender and sexuality; the continued relevance of feminism and feminist theory to questions of gender and sexuality; and the development and circulation of terms such as "homosexual" and "heterosexual" and concepts such as "masculine" and "feminine," categories that have a fundamental impact on how we organize and

understand cultures, subjectivities, and knowledges.

GENG-7902 (6) Top in Genders, Sexualities and Cultures (Lecture) These courses focus on such issues as: the relationship between feminist theory, queer theory and literary and cultural production; the impact of queer theory on historical considerations and contemporary understandings of sex, gender and sexuality; the continued relevance of feminism and feminist theory to questions of gender and sexuality; and the development and circulation of terms such as "homosexual" and "heterosexual" and concepts such as "masculine" and "feminine," categories that have a fundamental impact on how we organize and understand cultures, subjectivities, and knowledges.

GHIST-7801 (6) Advanced Studies in Art History (Lecture) This course addresses interpretations of selected topics in Art History as they have appeared in the literature. Possible topics may include Theories and Methods for Art History or the work of a particular artist, period or movement. Wherever possible topics are examined through the analysis of materials available in local collections. Students are expected to take a leading role in class discussions and to undertake a major research project on a topic of relevance to the course. Each time the course is offered the selected topic will be listed in the Timetable. UM HIST 9070

GHIST-7830 (6) The Idea of the Museum (Seminar/Discussion) Museums and galleries do more than collect and exhibit objects; they participate in the packaging and presentation of the materials and ideas of culture, engaging with a diverse public and multiple stakeholders. This course examines the collecting, exhibiting and presentation practices of European and North American museums and galleries over the last two centuries with the goal of understanding their evolving role. We explore how museums developed in response to the ideas of collecting and connoisseurship, and the disciplines of art history and museology, and how these institutions reflect or relate to different ideologies, such as nationalism and colonialism. **Restriction(s):** Cannot hold credit in both GHIST-7830 (6 credit hour) & GHIST-7802 (3 credit hour). UM HIST 9670

GHIST-7831 (6) Practicum in Curatorial Studies (Lecture) This course combines the theory and practice of curatorial work, public history and experiential learning for students interested in achieving a university credit by working with a local museum or art gallery. The Practicum provides opportunities to explore a range of placements with host institutions in order to learn about being a curator. Students are expected to work 6-8 hours a week in the host institution. Program partners will provide training for the interns who have chosen to work with them. Partnerships opportunities include, but are not limited to, Winnipeg Art Gallery, Plug In Contemporary Art Institute, Buhler Gallery, and other local galleries and museums.

Master's in Development Practice

GDP-7700 (1.5) Orientation to Master's in

Development Practice (Lecture) The mandatory course provides an immersion orientation in an indigenous community for first year MDP students prior to first year course work. Students interact with community members who provide mini-lectures and demonstrations of problems, concerns, and issues of relevance to the indigenous community. Guest lectures provide additional material introducing issues in indigenous development practice locally and globally. The course will be graded on a Pass/Fail basis.

GDP-7702 (3) Human Security and Indigenous

Knowledge (Lecture) This course seeks to bring together two frameworks, human security and traditional indigenous knowledge and cultures, to examine the practice of development. Students study the UN Declaration on the Rights of Indigenous peoples; investigate basic concepts of human security; and explore specific case studies and issues. Examples of topics include: human rights, Indigenous peoples and extractive industries, urban sustainable development, Arctic development, and the legal empowerment of the poor.

GDP-7703 (3) Indigenous Education in an Era of

Globalization (Lecture) This course examines various Indigenous learning systems and their adaptations within a global world. As societies become more integrated through globalization, traditional Indigenous learning systems are being challenged as to their viability. In response, Indigenous peoples are adapting their learning systems to meet the challenges that are occurring to the social fabric of their cultures. More generally, this course brings Indigenous perspectives on education to the analysis of globalization.

Restriction(s): Cannot receive credit in GDP-7703 if already received credit in GIS-7703 or IS-4703.

GDP-7704 (3) Health and Sustainable Development

(Lecture) This course provides non-health experts with basic population health concepts within an Indigenous context. The course explores social, cultural, economic and political forces shaping health ideology for Indigenous populations. Health topics that are addressed specifically include maternal and child health including birthing practices, chronic disease such as Type II Diabetes, and infectious diseases such as Tuberculosis, and food security. Students explore strategies that Indigenous communities have employed to move towards self-determination in health care, in the collection of health data, policy changes, and the development of programs that meet the unique health needs of Indigenous communities in Canada and internationally.

GDP-7706 (3) Leadership and Human Resource

Management (Lecture) This course addresses leadership and human resource management alongside key concepts of financial management, including elaboration of budgets, grant proposals, and corresponding activity plans.

Students explore concepts of commodities management, integrating lessons from real-world challenges of production management, procurement, and distribution of required resources (for example, medical supplies); develop leadership skills for human resource management, including the ability to mentor and inspire co-workers and subordinates; and gain knowledge of relevant human resource policies and procedures. Students explore procurement and logistical processes in resource-poor settings around the world and in Indigenous contexts, and the practice of effective leadership in these settings.

GDP-7707 (3) Indigenous Economic Development

(Lecture) This course considers different pathways to economic development for indigenous peoples. In many countries around the world, indigenous groups are excluded from the benefits of modern market-based economies. This course considers how public policy might foster economic development among indigenous groups, either through more complete integration into market economies, as workers and entrepreneurs, or through alternative models that emphasize economic self-determination and self-governance through community economic development. Students will be introduced to microeconomic theory as a means of understanding the strengths and limitations of market economies. A number of case studies will be used to illustrate best practices for development.

GDP-7709 (6) Indigenous Thought and Worldviews:

Sustainable Understandings (Lecture) This course brings the student into ceremonies, discussions, research, and conceptualizations exercises which enable them to begin understanding indigenous thought and worldviews, particularly of the Anishinaabe and the Dakota. The course provides tools and opportunities for students to free themselves from ethnocentric thinking while being educated in the nodal thinking of the Anishinaabe people. The course is experiential and follows the teachings of the annual round of seasonal activities. The course helps the student gain insights into the core concepts of sustainable development, global sustainability, earth stewardship, and self-determination through indigenous perspectives.

GDP-7711 (3) Macroeconomic Policy and Sustainable

Development (Lecture) This course considers how economic theory improves the understanding of issues facing developing communities. Its focus is on macroeconomics; however, lectures also discuss how macroeconomic issues may impact local economies. The course introduces students to a simple model of the determination of national income; examines issues of economic growth, debt, financial crises and international trade; and analyzes policy instruments for ensuring that economic development is environmentally sustainable.

GDP-7712 (1.5) Poverty and Human Rights (Lecture)

This course investigates issues of poverty and human rights among Indigenous peoples and communities. The

course engages students in a problem- and group-based approach to understanding and addressing poverty and human rights by applying these concepts in a major case study.

GDP-7713 (3) Business Planning in Indigenous Communities (Lecture) In many Indigenous communities, people are turning to new ventures as a way to create income and as a way to meet community needs. This course will introduce the basics of innovation and help students understand the stages involved: from clarifying the idea to planning and implementation. Students complete a business plan during the course, including marketing, budgeting, and strategic and feasibility planning within the business plan as well as the creation of financial projections. Students are also introduced to the basics of not-for-profit management and corporate social responsibility.

GDP-7714 (3) Canadian Field Placement in Development Practice

(Apprenticeship/Internship/Practicum) The field placement allows students to ground their academic learning within the auspices of an organization or community. The field placement involves voluntary work and provides hands-on experience in the area of Indigenous development. Students, in consultation with the MDP Director, select a Canadian field placement site and complete the equivalent of ten to twelve weeks of work, usually during the summer months. Students produce a field placement portfolio, including a report and public presentation. Required components of the include the Field Placement Student Preparation Sessions and the De-Brief sessions organized by the MDP.

GDP-7715 (3) International Field Placement in Development Practice

(Apprenticeship/Internship/Practicum) The field placement allows students to ground their academic learning within the auspices of an organization or community. The field placement involves voluntary work and provides hands-on experience in the area of Indigenous development. Students, in consultation with the MDP Director, select an International field placement site and complete the equivalent of ten to twelve weeks of work, usually during the summer months. Students produce a field placement portfolio, including a report and public presentation. Required components of the include the Field Placement Student Preparation Sessions and the De-Brief sessions organized by the MDP.

GDP-7716 (3) Indigenous Peoples, Globalization and Development (Lecture) Indigenous peoples today are enmeshed in the expanding modern economy, subject to the pressures of both market and government. More and more Indigenous communities are rejecting the traditional capitalist vision of development as human and environmental exploitation and focusing on new types of local development projects. This course analyzes some of the conflicts associated with traditional development projects in Indigenous communities. Taking Indigenous peoples as actors as its starting point, the class examines innovations in Indigenous economic development that are

culturally respectful, environmentally responsible and that build a new sense of community.

Restriction(s): Cannot receive credit in GDP-7716 if already received credit in IS-4023 or GIS-7023.

GDP-7717 (3) Indigenous Self-Determination and Self-Government (Lecture) This course brings to the academy a pivotal concept for the present and future of Indigenous peoples. How Indigenous peoples face and deal with colonization, imperialism, and globalization will depend upon the critical understanding and realizations of self-determination. The legal, political, social, and cultural connotations around self-determination for Indigenous peoples are considered. The course is focused not only on theoretical considerations but is designed to bring issues of self-determination into the collective and individuals lives of those who identify themselves with the concerns of Indigenous peoples.

Restriction(s): Cannot receive credit in GDP-7717 if already received credit in GIS-7020 or IS-4020.

GDP-7721 (3) Strategic Planning and Project Management

(Lecture) This course examines theories and methods of strategic planning and project management in community development, with a particular focus on Indigenous peoples and Indigenous planning methods. The course highlights methods that are participatory, community-based and relevant for and applicable to domestic and international Indigenous communities. The course examines the stages of the project cycle: problem identification, analysis, program design and implementation. Students acquire skills necessary for conceptualizing and implementing international or domestic projects undertaken by nongovernmental organizations: needs assessment, goal and purpose identification, formulation of logframe, workplan and budget, and preparation of a funding proposal.

GDP-7722 (3) Indigenous Research Methods

(Lecture) This course provides a review of the movement towards the decolonization of the Western model of research and the revitalization of indigenous research frameworks and methodologies. The course also offers analysis of Western research methods and both their histories in colonial practices as well as their potential usefulness in indigenous community-based development research and applications. The unique issues and principles involving ethical research in Indigenous communities are explored. The course also includes an overview of Indigenous control of their own research and ethical review processes related to development issues, programs, and implementation.

GDP-7723 (3) Quantitative Research Methods

(Lecture) This course involves an advanced study of the techniques and methodology of quantitative research. This course explores important methodological questions and provides an opportunity for students to gain firsthand experience of quantitative analysis using a variety of sophisticated techniques such as correlation and regression analysis, hypothesis testing, and ANOVA. The course is divided into three sections: descriptive statistics, hypothesis testing/inferential statistics, and data

modelling. Students are expected to demonstrate their understanding of the concepts learned theoretically and apply the statistical techniques to practical problems in the literature.

GDP-7724 (3) Indigenous Approaches to Evaluation: Theory and Practice (Lecture) In this experiential learning course, students are introduced to the purpose and practice of Indigenous evaluation, as well as some of the analytical tools used by evaluators, both Indigenous and mainstream. An Indigenous approach to evaluation is a strengths-based exercise. It is committed to respecting the community's values and traditional ways of knowing. Students will be given practical experiences in preparing data collection instruments, gathering data from program participants and other stakeholders, and interpreting the data. The course will also explore how an Indigenous approach to evaluation can be merged with the objectives of mainstream funders and other external stakeholders.

Restriction(s): Cannot receive credit in GDP-7724 if already received credit in GPOL-7341.

Requisite Courses: Successful completion of GDP-7722.

GDP-7730 (3) Human Rights Approaches to Health (Seminar/Discussion) This course identifies, locates and examines the complicated intersection between human rights and health in law, policy, and lived reality. Taught from a multi-disciplinary framework, the course analyzes the content, justiciability and realization of international right to health provisions and the meaning of these provisions in different cultural and socio-economic contexts. Through contemporary debates and case studies the course examines the interaction between various human rights approaches (Indigenous rights, cultural rights, right to development, environmental rights, women's rights) and health approaches (public health, global health, environmental health, social determinants of health).

Restriction(s): Cannot receive credit in GDP-7730 if already received credit in HR-4450.

GDP-7731 (3) Post-Conflict Truth, Memory, and Reconciliation (Seminar/Discussion) Truth-telling after war, genocide and the violent processes of colonization is a way forward to peace and reconciliation. This course looks at individual, collective and inter-generational trauma in affected societies. The role of memory is also explored, with particular emphasis on using memory to strengthen mechanisms for justice, human rights, and healing. Understanding reconciliation through community-based initiatives to formal legislated undertakings such as truth and reconciliation commissions are examined in depth.

Restriction(s): Cannot receive credit in GDP-7731 if already received credit in HR-4350 / GHR-4350 OR CRS-4350 / GCRS-4350.

GDP-7750 (3) Environment and Sustainability (Lecture) This course considers best practices in sustainable staples-based development, focusing on water, energy and mining. Topics include conceptual and methodological tools and frameworks associated with resource management, including impact assessment, meaningful engagement, community-based management, post approval practices and adaptive management. In critiquing current

practices, students reflect on innovations designed to begin the process of respecting inherent rights and Indigenous sovereignty in environmental decision-making processes.

Restriction(s): Cannot receive credit in GDP-7750 if already received credit in GESC-7522 or GEOG-4450 or ENV-4450.

GDP-7780 (1.5) Seminar in Development Practice - A (Variable Meeting Hours) This course enables students to interact with key leaders (scholars and practitioners) in the field of development practice. The emphasis is on enabling the entire MDP cohort of students to meet, as the opportunity presents itself, with leaders in development, and in particular, indigenous development. The goal is to expose students, in an integrated learning environment, to conceptual and practical issues and innovative development practices as presented by a variety of speakers who present to and lead discussions with MDP students.

Restriction(s): Cannot receive credit in GDP-7780 if already received credit in GDP-7790.

GDP-7785 (1.5) Seminar in Development Practice - B (Variable Meeting Hours) This course enables students to interact with key leaders (scholars and practitioners) in the field of development practice. The emphasis is on enabling the entire MDP cohort of students to meet, as the opportunity presents itself, with leaders in development, and in particular, indigenous development. The goal is to expose students, in an integrated learning environment, to conceptual and practical issues and innovative development practices as presented by a variety of speakers who present to and lead discussions with MDP students.

Restriction(s): Cannot receive credit in GDP-7785 if already received credit in GDP-7790.

Requisite Courses: Successful completion of GDP-7780.

GDP-7791 (1.5 or 6) Special Topics in Indigenous Development (Seminar/Discussion with variable meeting hours) The nature and range of topics will vary, depending on the expertise of the instructor. Potential topics include MMIWG, extractive industries, gender, human rights and climate change. Students may consult the MOP Coordinator or Global College web site for information about specific iterations of the course. The course may be repeated for credit when topic varies. Can be take for 1.5 / 3 / 6 credit hours.

Restriction(s): Cannot receive credit in GDP-7791 if already received credit in GANTH-4102 / ANTH-4102 or HR-4650 / GHR-4650.

GDP-7792 (1.5 or 6) Directed Readings in Development Practice (Directed Reading with variable meeting hours) This course is an opportunity to explore in greater depth a topic in the interdisciplinary context of Indigenous sustainable development. In this course, readings and assignments are arranged between an individual student and the instructor depending on the student's interest and the instructor's knowledge-area expertise. This course may be repeated for credit when the topic varies. Can be take for 1.5 / 3 / 6 credit hours.

GDP-7793 (6) Major Research Paper

(Seminar/Discussion with variable meeting hours) The Major Research Paper [MRP] is a piece of original writing based on primary research, submitted in fulfillment of the MDP Research stream. It is of roughly 35-40 pages in length. The student consults the Director of MDP to begin the process of selecting an Advisor for the MRP. The student meets with the Advisor and develops a topic for the paper. After the MRP is submitted, it is circulated to a second reader.

GDP-7794 (4.5) Indigenous Development in Practice:

Capstone (Seminar/Discussion with variable meeting hours) This course provides an opportunity for students to consider the nature of the discipline of Indigenous development and its relationship to dominant development discourse and practice. Students reflect upon their two terms of courses and one field placement, drawing insight from this into the relationship between theory and practice. Using key tools, resources and frameworks gained throughout the program, students are required, as a team, to address a real development challenge faced by a local organization in a major applied project that takes place over two semesters.

Restriction(s): Cannot receive credit in GDP-7794 if already received credit in GDP-7725.

Master of Arts, Master of Science, Master of Environment Environmental and Social Change

GESC-7101 (0) Graduate Thesis () To participate in the Master in Environmental and Social Change program, students must register for this course. Ongoing registration indicates students are undertaking a thesis project under the supervision and guidance of a faculty member. The thesis project must include actual research, experimental and/or theoretical, that is beyond a literature review or analysis of existing data, and make an original theoretical, methodological, or empirical contribution to knowledge. Permission to enroll is dependent on the availability and approval of a supervisor in the student's field of interest and approval of the MESC Graduate Program Committee Chair and the Faculty of Graduate Studies at The University of Winnipeg.

GESC-7102 (3) Interdisciplinary Seminars in Environmental and Social Change (Lecture) In this course, students are exposed to the current state of interdisciplinary research, knowledge and practice focused on environmental and social change. Through student- and faculty-led discussions, students investigate a breadth of concepts and methods used in the fields of environmental studies and sciences and human and physical geography. Students also produce a major paper that supports their thesis project.

GESC-7103 (3) Interdisciplinary Research Foundations (Lecture) This course investigates environmental and geographical research from an interdisciplinary perspective. This course examines the history and philosophy of research; research, society, and policy; interdisciplinary research methods; professional development for team-based collaborative research; research ethics, types of research designs and proposal development. The two main deliverables are: 1) an interdisciplinary team project focused on an environmental/geographical challenge/opportunity that applies and/or tests interdisciplinary problem-solving approaches, concepts, theory and/or methods, and 2) an individual thesis research proposal that would be suitable for submission to an external granting agency.

GESC-7511 (3) Environmental Studies and Human Geography: Approaches and Methods (Lecture) This course supports graduate students to develop advanced understanding of specialized approaches, applications and methods for Human Geography and Environmental Studies research. Students engage significant literature, major questions in theory and related method, and practical tools related to the course subject. Course content varies from year to year.

GESC-7521 (3) Topics in Environmental Studies and Human Geography (Lecture) This course introduces graduate students to a topical area within Human Geography and Environmental Studies. The focus may be defined by a thematic area of study, region, period, or complementary domains of study. Students become familiar with the major published literature, questions and debates,

theoretical considerations, practical applications, and current directions within the field. This course may be repeated for credit when the topic varies.

GESC-7522 (3) Environment and Sustainability (Lecture) This course considers best practices in sustainable staples-based development, focusing on water, energy and mining. Topics include conceptual and methodological tools and frameworks associated with resource management, including impact assessment, meaningful engagement, community-based management, post approval practices and adaptive management. In critiquing current practices, students reflect on innovations designed to begin the process of respecting inherent rights and Indigenous sovereignty in environmental decision-making processes.

Restriction(s): Cannot receive credit in GESC-7522 if already received credit in GDP-7750 or GEOG-4450 or ENV-4450.

GESC-7531 (3) Directed Studies in Environmental Studies and Human Geography (Directed Reading) This course allows the student to undertake an in-depth study on a specific topic area, theme, or research question of interest to fill in gaps in their knowledge, understand concepts, and sharpen their research skills. This is achieved through one or a combination of activities including, but not limited to, a critical review of literature, meta-analysis, developing/ testing methods, and conducting an independent directed research. The directed studies course may be in the general topic area of the student's thesis but should be distinct from their given research subject.

GESC-7611 (3) Environmental Science and Physical Geography: Approaches and Methods (Lecture) This course trains graduate students in a specialized research approach, technique or unique application utilized within physical geography and environmental sciences. Examples of methods may include: specialized lab or field techniques; statistical or data analysis methods; geospatial analysis; mathematical or computer-based modelling approaches; or other methods used in the study of physical geography and environmental sciences. The course content varies from year to year.

GESC-7612 (3) Geographic Information Analysis (G.I.A.) (Lecture) This course deals with advanced theory and applications within Geographic Information Analysis (G.I.A.) with a specific focus on spatial statistics and spatial analysis. Laboratory instruction provides the students with enhanced skills through exposure to the higher-level functions of industry standard GIS software.

GESC-7621 (3) Topics in Environmental Science and Physical Geography (Lecture) This course introduces graduate students to a topical area within Physical Geography and Environmental Science. Situated within the broader context of environmental and social change, the

focus may be defined by a thematic area of study, geographic focus, or applications of research to current environmental issues, for example. Students become familiar with the major published literature, questions and debates, theoretical considerations, practical applications, and current directions within the field. This course may be repeated for credit when the topic varies.

GESC-7631 (3) Directed Studies in Environmental Science and Physical Geography (Directed Reading)

This course allows the student to undertake a study on a specific topic area, theme, or research question of interest to fill in gaps in their knowledge, understand concepts, and sharpen their research skills. This is achieved through one or a combination of activities including, but not limited to, a critical review of literature, meta-analysis, developing/testing methods, and conducting independent directed research. The directed studies course may be in the general topic area of the student's thesis but should be distinct from their given research subject.

Master of Arts History

GHIST-7001 (3) Selected Topics (Seminar/Discussion)

The content of this course varies. It is an advanced graduate seminar investigating topics that are not part of existing seminar courses. Students may repeat this course for credit if the topic varies.

Restriction(s): Cannot hold credit in both GHIST-7003 (6 credit hour) & GHIST-7001 (3 credit hour). UM HIST 9648

GHIST-7002 (3) Independent Study / Reading

(Seminar/Discussion) The content of this course varies. It is an advanced, independent reading/study course for graduate students on a topic of particular interest to the student. Normally this topic is not offered in existing courses. Students may repeat this course for credit if the topic varies. UM HIST 9130

GHIST-7003 (6) Selected Topics (Seminar/Discussion) A program of independent reading and/or research on selected topics, undertaken and arranged by a student in consultation with a prospective instructor, upon the approval of the Graduate Chair.

Restriction(s): Cannot hold credit in both GHIST-7003 (6 credit hour) & GHIST-7001 (3 credit hour). UM HIST 9070

GHIST-7004 (6) Special Studies in Social History

(Seminar/Discussion) A seminar course, the content of which will vary from year to year.

Restriction(s): Cannot hold credit in both GHIST-7004 (6 credit hour) & GHIST-7501 (3 credit hour). UM HIST 9060

GHIST-7005 (6) Historical Methods

(Seminar/Discussion) A seminar and workshop in historical method. The topics covered will encompass conventional research, analysis and writing, as well as the application of social science techniques to the analysis of historical problems, the fundamentals of data processing, and computer applications. UM HIST 9120

GHIST-7007 (6) History and Memory

(Seminar/Discussion) This seminar examines the field of memory studies through a comparative transnational survey with a focus on Canada, USA, and Germany. Memory studies asks not what happened in the past but rather how did individuals and groups remember the past? To answer this question, historians study oral history and other forms of informal communication, formal history education, museums, monuments, film, and photography. Students learn about major concepts such as historical consciousness; narrativity; collective memory; public history; culture and politics of history, including history wars.

Restriction(s): Cannot hold credit in both GHIST-7007 (6 credit hour) & GHIST-7904 (3 credit hour). UM HIST 9642

GHIST-7008 (6) History of the Atlantic World

(Seminar/Discussion) This seminar uses the concept of an Atlantic World to examine the connections between Europe, the Americas, and West Africa from the first wave of European overseas expansion (1450-1500) to the Age

of the Atlantic Revolutions (1775-1825). Topics may include the concept of Atlantic history, cultural contacts, religious exchanges, slavery and the slave trade, ecology and environment, commerce, migration, women and gender, and political ideas.

Restriction(s): Cannot hold credit in both GHIST-7008 (6 credit hour) & GHIST-7702 (3 credit hour).

GHIST-7010 (3) Sex, Race, and Gender in Early

Modern Europe (Seminar/Discussion) This seminar course deals with the history of ideas about humankind in early modern Europe (1500-1700). Through readings of primary and secondary sources, students examine the theoretical frameworks promulgated in the early modern period to classify human beings as 'the other,' particularly in reference to sexual, racial, and gendered categories. Within the broad themes of the Renaissance, the Reformations, and the Scientific Revolution, the course appraises European ideologies that sustained values of superiority and inferiority within and among European societies, the very constructions that Europeans took with them when they ventured abroad.

GHIST-7106 (6) Popular Radicalism in the Modern

World (Seminar/Discussion) Selected topics in the history of popular movements of social and political protest in the modern world. The course considers problems such as the development of radical theory and political practice, and the culture of dissent.

Restriction(s): Cannot hold credit in both GHIST-7106(6) & GHIST-7920 and the former 011.726. UM HIST 7930

GHIST-7107 (6) History and Cultural Studies

(Seminar/Discussion) A working guide to interdisciplinary approaches to the new field of Cultural Studies, examining its principal theoretical bases and existing and potential applications for the historian. UM HIST 7710

GHIST-7108 (6) Studies on Modern World History

(Seminar/Discussion) A seminar emphasizing the period since 1945. With the agreement of the instructor and depending on the needs of their degree programs, students may elect a reading or research option. UM HIST 9646

GHIST-7110 (6) Advanced Historical Methodologies

(Seminar/Discussion) This course provides advanced training in key methodologies for historical research and knowledge mobilization. The goal of the course is to familiarize students with the protocols, ethics, procedures, and best practices for historical research in a variety of settings. Students have opportunities to apply this training to specific projects and to develop a range of skills for historical research, alongside building critical understanding of various historical methodologies. Students also complete certification in key areas such as oral history and research ethics. UM HIST 7110

GHIST-7203 (6) Medieval Culture (Seminar/Discussion)

This seminar studies selected aspects of the cultural,

social, and religious life during the Middle Ages. Topics may include the popular and scholarly knowledge and beliefs concerning the world and humanity, the transmission of this knowledge, the place of humankind in the world and the role of the Church in society.

Restriction(s): Cannot hold credit in both GHIST-7203 (6 credit hour) & GHIST-7205 (3 credit hour). UM HIST 9644

GHIST-7205 (3) Topics in Medieval Culture

(Seminar/Discussion) This seminar studies selected aspects of the cultural, social, and religious life during the Middle Ages. Topics may include the popular and scholarly knowledge and beliefs concerning the world and humanity, the transmission of this knowledge, the place of humankind in the world, and the role of the Church in society.

Restriction(s): Cannot hold credit in both GHIST-7203 (6 credit hour) & GHIST-7205 (3 credit hour).

GHIST-7207 (6) The Later Middle Ages

(Seminar/Discussion) Selected topics in economic, social, cultural, art and religious history of the later medieval world.

Restriction(s): Cannot hold credit in both GHIST-7207(6 credit hour) & GHIST-7470 and the former 011.743. UM HIST 9240

GHIST-7210 (6) Early Modern European History

(Seminar/Discussion) A seminar which studies early modern Europe from the perspectives of new approaches to historiography. UM HIST 9420

GHIST-7301 (6) Topics in Soviet History

(Seminar/Discussion) A study of selected problems in Soviet history from 1917 to 1991.

Restriction(s): Cannot hold credit in both GHIST-7301 (6 credit hour) & GHIST-7307 (3 credit hour). UM HIST 9170

GHIST-7302 (6) The Age of Enlightenment

(Seminar/Discussion) Emphasis on eighteenth century French intellectual history and its relationship to the origins and course of the French Revolution. Some reading knowledge of French is almost essential. UM HIST 7520

GHIST-7303 (3) Topics in Early Modern Women's History (1500 - 1700)

(Seminar/Discussion) A program of independent reading and/or research on selected topics, undertaken and arranged by a student in consultation with a prospective instructor, upon the approval of the Graduate Chair.

GHIST-7304 (6) Nineteenth-Century Britain

(3 hrs Seminar/Discussion) A study of British culture, politics, and diplomacy, 1830-1900. UM HIST 9230

GHIST-7307 (3) Topics in Soviet History

(Seminar/Discussion) A study of selected problems in Soviet history from 1917 to 1991.

Restriction(s): Cannot hold credit in both GHIST-7301 (6 credit hour) & GHIST-7307 (3 credit hour).

GHIST-7308 (3) Imperial Russia (Seminar/Discussion) A study of selected problems in Russian Imperial history covering the 18th and 19th centuries.

Restriction(s): Cannot hold credit in both GHIST-7310 (6 credit hour) & GHIST-7308 (3 credit hour).

GHIST-7309 (6) England in the Long Eighteenth Century

(Seminar/Discussion) This course examines selected themes in the history of England's long eighteenth century, from 1660 to 1840. Specific topics vary from year to year, but include the transformation of political culture, the consequences of war, the question of national identities, the emergence of commercial society and the changes in social structure. UM HIST 7740

GHIST-7311 (6) Reading Seminar in British History

(Seminar/Discussion) This course is a detailed examination of selected topics and problems in British history. Topics and content vary from year to year. UM HIST 7220

GHIST-7501 (3) Special Studies in Social History

(Seminar/Discussion) A seminar course, the content of which will vary from year to year.

Restriction(s): Cannot hold credit in both GHIST-7004 (6 credit hour) & GHIST-7501 (3 credit hour).

GHIST-7502 (3) Studies in Canadian History

(Seminar/Discussion) This seminar will focus on social, intellectual, political, and economic themes with emphasis on the western experience. Specific topics will vary from year to year depending upon the interests of the instructors.

Restriction(s): Cannot hold credit in both GHIST-7517 (6 credit hour) or the former GHIST-7670 & GHIST-7502 (3 credit hour). UM HIST 9672

GHIST-7503 (6) History of Western Canada

(Seminar/Discussion) A research course in western Canadian history. The range of subjects will vary from year to year depending on the interest of the students. The subjects range from the fur trade to modern political, social, and economic issues. UM HIST 9050

GHIST-7504 (3) Gender History in Canada

(Seminar/Discussion) This course explores the roles, images, and experiences of masculinity and femininity in the past. The course familiarizes students with the changing theoretical and historiographical terrain of gender history. It draws on the international literature but focuses on the history of gender in Canada, and examines how historians analyze masculinity, femininity, the family, sexuality, politics, race/ethnicity, moral regulation, class, nation and colonialism.

Restriction(s): Cannot hold credit in both GHIST-7507 (6 credit hour) & GHIST-7504 (3 credit hour).

GHIST-7507 (6) Gender History in Canada

(Seminar/Discussion) This course explores the roles, images, and experiences of masculinity and femininity in the past. The course familiarizes students with the changing theoretical and historiographical terrain of gender history. It draws on the international literature but focuses on the history of gender in Canada, and examines how historians analyze masculinity, femininity, the family, sexuality, politics, race/ethnicity, moral regulation, class, nation and colonialism.

Restriction(s): Cannot hold credit in both GHIST-7507 (6 credit hour) & GHIST-7504 (3 credit hour). UM HIST 9090

GHIST-7508 (6) Social History of Health and Medicine in Modern Canada (Seminar/Discussion) The course explores the history of health and health care in Canada, with a focus on the late 19th and 20th century. Topics include colonization, infectious disease and aboriginal health; the evolution of the medical and nursing professions; the emergence of the modern hospital; mental health; psychiatry and the asylum; cancer; alternative therapies; childbirth; health and old age; and health and the state. Analytical categories of race, ethnicity, class, and gender are used throughout the class. UM HIST 7640

GHIST-7509 (6) Reading Seminar in Canadian History, 1860 to Present (Seminar/Discussion) While the specific course content may vary from year to year, the general approach shall be to ensure a broad sampling of the secondary literature in Canadian history. Political, social and economic themes will be emphasized and particular concern shall be taken with historiographical controversy. UM HIST 7290

GHIST-7510 (6) Northern Historical Studies (Seminar/Discussion) This course is based upon a number of studies of various aspects of the North. Particular emphasis is given to the North in relation to the fur trade, exploration, and Canadian development. UM HIST 9320

GHIST-7512 (6) Indigenous History: Advanced Studies (Seminar/Discussion) This history course explores selected topics, theory, methods, and approaches in Indigenous history in the North American Context. The geographic and temporal focus of the course may vary each time it is offered. Topics may include: state-run healthcare, education and child welfare institutions, legal regulation, family and kinship, land and resources, resistance movements and activism, colonial violence and genocide, monuments, commemoration and public history, religion and spirituality, and Indigenous urban history. The course addresses these topics alongside broader themes and concepts from Indigenous Studies and History, and evaluate sources and methods used to interpret Indigenous history.

Restriction(s): Cannot hold credit in both GHIST-7512 (6 credit hour) & GHIST-7513 (3 credit hour).

GHIST-7513 (3) Indigenous History: Advanced Studies (Seminar/Discussion) This history course explores selected topics, theory, methods, and approaches in Indigenous history in the North American Context. The geographic and temporal focus of the course may vary each time it is offered. Topics may include: state-run healthcare, education and child welfare institutions, legal regulation, family and kinship, land and resources, resistance movements and activism, colonial violence and genocide, monuments, commemoration and public history, religion and spirituality, and Indigenous urban history. The course addresses these topics alongside broader themes and concepts from Indigenous Studies and History, and evaluate sources and methods used to interpret Indigenous history.

Restriction(s): Cannot hold credit in both GHIST-7512 (6 credit hour) & GHIST-7513 (3 credit hour). UM HIST 9676

GHIST-7517 (6) Studies in Canadian History, 1870 - 1919 (Seminar/Discussion) This seminar will focus on social, intellectual, political, and economic themes, with particular emphasis on the western experience. Specific topics will vary from year to year depending upon the interests of students and instructors.

Restriction(s): Cannot hold credit in both GHIST-7517 (6 credit hour - or the former GHIST-7670) & GHIST-7502 (3 credit hour). UM HIST 9610

GHIST-7606 (6) State and Society in Latin America (Seminar/Discussion) Readings focus on state/society relations in the history of Latin America since colonial times. After considering different theoretical approaches, the course analyzes recent works that cover different historical periods, countries, issues, and social actors. UM HIST 7240

GHIST-7609 (6) Studies in American History Since 1877 (Seminar/Discussion) An examination of selected topics in American history from Reconstruction to the present. Particular topics will be announced each year. UM HIST 9460

GHIST-7701 (6) Modern Latin America (Seminar/Discussion) An examination of selected themes such as economic and social change, political modernization, and external influences and intervention in Latin America during the nineteenth and twentieth centuries.

Restriction(s): Cannot hold credit in both GHIST-7701 (6 credit hour) & GHIST-7706 (3 credit hour). UM HIST 9614

GHIST-7702 (3) History of the Atlantic World (Seminar/Discussion) This seminar uses the concept of an Atlantic World to examine the connections between Europe, the Americas, and West Africa from the first wave of European overseas expansion (1450-1500) to the Age of the Revolutions (1775-1825). Topics may include the concept of Atlantic history, cultural contacts, religious exchanges, slavery and the slave trade, ecology and environment, commerce, migration, women and gender, and political ideas.

Restriction(s): Cannot hold credit in both GHIST 7008 (6 credit hour) & GHIST 7702 (3 credit hour). UM HIST 9650

GHIST-7705 (6) Imperialism, Decolonization, and Neo-Colonialism, 1700-PRESENT (Seminar/Discussion) This course is an exploration of theoretically informed literature that has attempted to engage with and understand Imperialism, and Colonialism, Anti-Colonial Nationalism, National Liberation Movements and Neo-Colonialism. UM HIST 7930

GHIST-7706 (3) Colonization and the Age of Modernity in Latin America (Seminar/Discussion) This course examines the relationship between colonization and modernity in Latin America. It explores how Latin American societies are shaped by their experiences under colonialism. It also examines the relationship between

globalization and developments in Latin America at the regional, national, and local levels. Sections vary but generally focus on issues of race, racism, identity, inequality and the relationship of these to political culture, both in local contexts or perspectives and the broader framework of contemporary liberalism and globalization.

Restriction(s): Cannot hold credit in both GHIST-7701 (6 credit hour) & GHIST-7706 (3 credit hour).

GHIST-7801 (6) Advanced Studies in Art History

(Lecture) This course addresses interpretations of selected topics in Art History as they have appeared in the literature. Possible topics may include Theories and Methods for Art History or the work of a particular artist, period or movement. Wherever possible topics are examined through the analysis of materials available in local collections. Students are expected to take a leading role in class discussions and to undertake a major research project on a topic of relevance to the course. Each time the course is offered the selected topic will be listed in the Timetable. UM HIST 9070

GHIST-7802 (3) The Idea of the Museum

(Seminar/Discussion) Museums and galleries do more than collect and exhibit objects; they participate in the packaging and presentation of the materials and ideas of culture, engaging with a diverse public and multiple stakeholders. Students examine the collecting, exhibiting and presentation practices of European and North American museums and galleries over the last two centuries with the goal of understanding their evolving role. The class explores how museums developed in response to the ideas of collecting and connoisseurship, the disciplines of art history and museology, and how these institutions reflect or relate to different ideologies, such as nationalism and colonialism.

Restriction(s): Cannot hold credit in both GHIST-7830 (6 credit hour) & GHIST-7802 (3 credit hour).

GHIST-7830 (6) The Idea of the Museum

(Seminar/Discussion) Museums and galleries do more than collect and exhibit objects; they participate in the packaging and presentation of the materials and ideas of culture, engaging with a diverse public and multiple stakeholders. This course examines the collecting, exhibiting and presentation practices of European and North American museums and galleries over the last two centuries with the goal of understanding their evolving role. We explore how museums developed in response to the ideas of collecting and connoisseurship, and the disciplines of art history and museology, and how these institutions reflect or relate to different ideologies, such as nationalism and colonialism.

Restriction(s): Cannot hold credit in both GHIST-7830 (6 credit hour) & GHIST-7802 (3 credit hour). UM HIST 9670

GHIST-7903 (6) History of Health and Disease

(Seminar/Discussion) This seminar course introduces students to some of the principal issues and approaches in the history of health and disease. It is not a strictly chronological survey of the history of medicine. Rather, each week we explore a different aspect of the history of health from different historiographical perspectives. Topics include the development of the nursing and medical professions; the transformation of the hospital; mental

health and the asylum; alternative therapies; colonization, infectious disease and aboriginal health; the history of disease; and health and the state. UM HIST 9632

GHIST-7904 (3) History and Memory

(Seminar/Discussion) This seminar examines the field of memory studies through a comparative transnational survey (with a focus on Europe and the Americas). Memory studies ask not "What happened in the past?" but rather "How did individuals and groups remember the past?" To answer this question, historians study oral history and other forms of informal communication, formal history education, museums, monuments, film, and photography. Students learn about major concepts such as historical consciousness; narrativity; collective memory, public history; culture and politics of history, including "history wars". (JMP with the University of Manitoba)

Restriction(s): Cannot hold credit in both GHIST-7007 (6 credit hour) & GHIST-7904 (3 credit hour).

Master of Arts Indigenous Governance

GIS-1101 (6) Introductory Cree (Lecture | Lab) This course is intended for students who are not fluent in Cree and have never taken a course in the language. The emphasis is primarily on oral work for the purpose of learning basic sounds, vocabulary, and grammatical patterns. Structural differences between Cree and English are highlighted.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-1101.

Requisite Courses: Take GIS-1101L.

GIS-1201 (6) Introductory Ojibwe (Lecture | Lab) This course is intended for students who are not fluent in Ojibwe and have never taken a course in the language. The emphasis is primarily on oral work for the purpose of learning basic sounds, vocabulary, and grammatical patterns. Structural differences between Ojibwe and English are highlighted.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-1201.

Requisite Courses: Take GIS-1201L.

GIS-7020 (3) Indigenous Self Determination (Lecture) This course brings to the academy a pivotal concept for the present and future of Indigenous peoples. How Indigenous peoples face and deal with colonization, imperialism, and globalization will depend upon the critical understanding and realizations of self-determination. The legal, political, social, and cultural connotations around self-determination for Indigenous peoples are considered. The course is focused not only on theoretical considerations but is designed to bring issues of self-determination into the collective and individuals lives of those who identify themselves with the concerns of Indigenous peoples.

Restriction(s): Students cannot receive credit for this course if they already have credit for GDP-7717 or IS-4020.

GIS-7021 (6) Pathways to Indigenous Wisdom (Lecture) In this course, students' assumptions and world views are challenged and enriched by a deep and complex understanding of Indigenous ways of knowing. By decolonizing and indigenizing the mind, students are open to imagining and, later, implementing strategies that are embedded in indigenous teachings. The course emphasizes the importance of critical thinking through the examination and immersion into indigenous epistemologies and brings to the program the instructor's expertise in First Nations governance, development efforts and systems.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-4021 or GIS-4021.

GIS-7022 (6) Indigenous Research Methods (Lecture) This interactive-lecture and seminar course is designed to promote critical review and thinking on the research process and writing. The seminar focuses on identifying assumptions and power relations involved in the act of research and the production of knowledge. The decolonization of the Western ways of research and the

incorporation of Indigenous research approaches for knowledge production will be examined. The seminar provides the fundamentals for formulating and structuring a workable, sound and grounded thesis and/or applied research (practicum) proposal. The seminars also review ethical issues when conducting research in Indigenous communities.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-4022.

GIS-7023 (3) Indigenous Globalization and Development (3 hrs Lecture) Indigenous peoples today are enmeshed in the expanding modern economy, subject to the pressures of both market and government. More and more Indigenous communities are rejecting the traditional capitalist vision of development as human and environmental exploitation and focusing on new types of local development projects. This course analyzes some of the conflicts associated with traditional development projects in Indigenous communities. Taking Indigenous peoples as actors as its starting point, the class examines innovations in Indigenous economic development that are culturally respectful, environmentally responsible and that build a new sense of community.

Restriction(s): Students cannot receive credit for this course if they already have credit for GDP-7716 or IS-4023

GIS-7024 (3) Biocultural Diversity Conservation: Balancing Scientific and Indigenous Knowledge Practices (Lecture) This course focuses on the interrelationship between indigenous peoples and their environment. Indigenous communities contribute understanding, practices and innovations regarding the use and conservation of biodiversity and natural resources in diverse ecosystems. Indigenous knowledge is recognized in international agreements and efforts are made to integrate it into conservation and management programs. The tensions arising from the confluence of indigenous and scientific knowledge, the opposition of different epistemological approaches, the increasing loss of biodiversity and indigenous cultures, the interconnectedness between biological and cultural diversity are the central themes of this course.

Restriction(s): Students cannot receive credit for this course if they already have credit for GIS-4024 or IS-4024.

GIS-7025 (3) Indigenous Languages: Culture, Rights, and Conflict (3 hrs Lecture) Indigenous languages are an integral part of indigenous peoples' identity, worldview and culture. It is however currently estimated that up to ninety per cent of the world's Indigenous languages are likely to disappear by the end of the century. This course is designed to provide students with an overview of Indigenous language issues related to culture, advocacy, revitalization, and resistance. Students will be encouraged to critically compare and contrast the treatment of Indigenous languages through legislation, policy, grassroots activism, and educational and systemic efforts in countries such as Canada, the United States, New

Zealand, Norway, and Sweden.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-4025.

GIS-7026 (3) Community Food Security: Indigenous and International Perspectives (Lecture) Community food security is gaining wider recognition and importance. The course focuses on a rich diversity of self-organized food systems to improve, maintain and enhance their health, well-being, resilience and ecological sustainability originated and nurtured by Indigenous and socially-economically under-represented local communities. It also examines Canadian and International case studies and empirical research on Indigenous voices, knowledges and perspectives on their own food systems. This course explores and critically engages students with the concepts, approaches, practices and challenges of Indigenous food production, consumption and distribution systems and processes and their role in achieving community food security.

Restriction(s): Students cannot receive credit for this course if they already have credit for GIS-4026 or IS-4026.

GIS-7028 (6) Human and Indigenous Rights in Latin America (Seminar/Discussion) Indigenous nationalities and other marginalized minority groups in Latin America have developed innovative strategies, alliances and forms of political participation to achieve recognition of their rights and to contribute to new political configurations in the region. This course studies the dynamic situation of Indigenous and human rights and social conflicts in Latin America. Topics include contested definitions of individual and collective rights, responses to human rights abuses and intersections between human rights frameworks and related peacebuilding processes. A country or sub-region may be selected for an in-depth case study. Topics may vary at different times that the course is offered.

Restriction(s): Students cannot receive credit for this course if they already have credit for IS-4028 or HR-4210.

GIS-7030 (3 or 6) Directed Readings (3 hrs Lecture) In this course, readings and assignments in the area of Indigenous Governance are arranged between an individual student and the instructor. Topics may not duplicate regular course offerings in Indigenous Studies or other departments. This course is an opportunity to explore a specialized topic in the interdisciplinary context of the field. Examples of potential topics: comparing Canadian and New Zealand/Aotearoa treaty rights efforts; analyzing effects of First Nations provincial and national coalitions on policy at various levels; ethnohistorical research on settler-Indigenous political interactions.

GIS-7101 (6) Thesis in Indigenous Governance (Thesis) Students choose a research topic in consultation with a Thesis supervisor and write a Thesis paper. Thesis are evaluated by a Thesis Committee and then are presented in an oral defense.

GIS-7102 (6) Indigenous Co-Operative Work Practicum (Apprenticeship/Internship/Practicum) Students are placed with a host organization (an Indigenous organization, a public service organization, or a

non-governmental organization, for example) for the purpose of developing research or applied policy skills in the area of Indigenous governance, as broadly understood.

The aim of the course is for students to develop experiential learning skills and understandings of community-engaged scholarship and practice. The placement takes place under the terms agreed upon with the student, the Practicum Academic Supervisor, and the practicum host.

Note: Practicum is evaluated by a practicum committee through a report (to be prepared as per MAIG program guidelines) to be presented in an oral defense.

GIS-7103 (6) Comprehensive Exam (Apprenticeship/Internship/Practicum) In this course, a program advisor provides orientation and instruction to the student in preparation for a written and oral comprehensive exam. The examination assesses general knowledge of Indigenous governance theories and practices, detailed understanding of a specific field within Indigenous governance, and the student's ability to present and defend material orally. A Comprehensive Examination Committee evaluates the written and the oral components.

GIS-7200 (1.5 or 6) Selected Topics (Lecture) This course focuses on particular aspects of Indigenous governance. The selected topic is discussed in seminar format. It may be approached in a variety of ways, including philosophical, ecological, social/cultural, economic, political, or artistically. The course may be repeated for credit when the topic varies.

GIS-7703 (3) Indigenous Education in an Era of Globalization (Seminar/Discussion) This course examines various Indigenous learning systems and their adaptations within a global world. As societies become more integrated through globalization, traditional Indigenous learning systems are being challenged as to their viability. In response, Indigenous peoples are adapting their learning systems to meet the challenges that are occurring to the social fabric of their cultures. More generally, this course brings Indigenous perspectives on education to the analysis of globalization.

Restriction(s): Students cannot receive credit for this course if they already have credit for GDP-7703 or IS-4703.

Master in Management

GBUS-7110 (3) Introduction to Technology, Innovation and Operations Management (Seminar/Discussion)

Through case studies, critical review of research papers, readings, student presentations and group activities, this course aims to equip students with the core concepts of technology innovation and operations management including the foundations of technological innovation, gaining an in-depth understanding of how and why innovations occur in an industry, and why some innovations rise to dominate others. Also, this course introduces students to problems and analyses related to the design, planning, control, and improvement of manufacturing and service operations. It aims to help students become leaders of technology, innovation, and operations management.

GBUS-7120 (3) Leadership and Innovation

(Seminar/Discussion) Leadership and Innovation will introduce students into the complexities of managing an organization during times of change. The ability of leaders to systematically encourage and enhance an organization's human capital to transform institutional knowledge into innovative products, services, and systems, as well as using technology where appropriate is key to the development of a sustainable innovative organization. In this course students will be introduced to the elements and attributes of the innovation and change process and understand the types of leadership that is needed to facilitate it. Students will be expected to critically analyze papers and cases, discuss key aspects of leadership in different types of organizations. Students will also be expected to analyze the impact of and the leadership implications of developing more innovation, technological change, and operational change.

GBUS-7210 (3) Business Strategy

(Online-Asynchronous) Business Strategy will introduce you to the tools used to assess strategy and the process of strategic management in organizations from the perspective of senior management. Students are provided with a framework to diagnose and solve critical problems in organizations using cases, exercises, discussions, and simulations and touching on all functional areas. Although this approach emphasizes the senior management's perspective, functional specialists are also expected to understand the entire organization and how they contribute to the organization's mission and objectives. Attention will be given to the importance of technology and innovation in strategy.

Requisite Courses: Successful completion of GBUS-7110 & GBUS-7120.

GBUS-7220 (3) Project Management

(Online-Asynchronous) Intended to develop the knowledge and skills to effectively manage workplace projects. Students learn the value of formal processes and the roles and responsibilities of project managers. We examine best practices in each stage of the project management cycle including needs assessment, project selection and bidding,

planning, budgeting and scheduling, implementation and communication, and project evaluation. These project phases are examined in the context of ensuring strategic alignment with broader organizational goals with emphasis on fostering innovation. Students will also have the opportunity to use common project management tools and apply their knowledge to case studies and projects.

Requisite Courses: Successful completion of GBUS-7110 & GBUS-7120.

GBUS-7225 (3) Descriptive Analytics

(Seminar/Discussion) This course introduces students to the field of business analytics by first providing an overview of descriptive, predictive, and prescriptive analytics. It then covers descriptive analytics in depth by examining topics such as big data, data visualization, descriptive data collection, random variables and probability theories, and business reporting using descriptive analytics. The focus will be on experiential learning as students will 1) conduct case analyses based upon real companies; 2) get hands-on experience using various descriptive analytics programs/packages; 3) participate in a simulation that will bring together many of the concepts covered throughout the course into a cohesive, holistic final assignment.

GBUS-7230 (3) Strategies in Operations and Supply Chain Management (Seminar/Discussion)

This course develops a framework that allows students to advance their knowledge of the linkage between operations and supply chain of firms and their strategic positioning in the market. Students will get an appreciation for the role of business processes as determinants of the operation function, supply chain strategy and the competitive advantages of an organization. Students will develop an understanding of the concepts and tools that are fundamental to the operations function and supply chain strategies.

Requisite Courses: Successful completion of GBUS-7110 & GBUS-7120.

GBUS-7235 (3) Advanced Prescriptive Analytics

(Seminar/Discussion) The objective of this course is to enable students to develop skills in modeling, analyzing, and improving business processes and operational systems through simulation techniques and optimization models. The course is for the most part centred on discrete-event simulation, a powerful tool for imitating the behaviour of virtually any type of operational system that unfolds over time and in which uncertainty plays an important role. The emphasis is on hands-on experience in transforming a real situation into a quantitative model and obtaining reliable results.

Requisite Courses: Successful completion of GBUS-7225.

GBUS-7240 (3) Information Systems and Knowledge Management (Seminar/Discussion)

The objective of this course is to develop students' analytical abilities to deal

with issues relating to information systems and knowledge management within organizations. Students study the development, control, and management of both information systems and knowledge management. Regarding information systems, the emphasis is on IT governance, the strategic power and capabilities of information systems, the role and importance of business process re-engineering within the realm of information systems development, security, business continuity, and enterprise resource planning (ERP) systems. In terms of knowledge management, the course provides students with the skills necessary to strategically manage individual, group, and organizational assets.

Requisite Courses: Successful completion of GBUS-7110 & GBUS-7120.

GBUS-7250 (3) Strategic Management Accounting

(Online-Asynchronous) This course aims to develop the students' analytical abilities to deal with problems relating to financial situations within the firm. The course deals with the role of accounting in an organization's planning and control system with an emphasis on responsibility accounting, performance evaluation, and risk management. Topics covered include management control and decentralization, activity-based costing and management, strategy mapping and the balanced scorecard, value chain analysis, and strategic cost management and profitability analysis.

Requisite Courses: Successful completion of GBUS-7110 & GBUS 7120.

GBUS-7255 (3) Advanced Predictive Analytics

(Seminar/Discussion) This course exposes students to the fundamentals of prediction algorithms and their applications in business operations. The course equips students with the knowledge of operational principles of predictive algorithms and how to deploy these tools for predicting future events with optimum accuracy. The course intends to stimulate curiosity in identifying patterns and structures in historical data, understanding their implications, and unpacking and implementing appropriate predictive algorithms in R programming to predict future outcomes in a realistic business environment.

Requisite Courses: Successful completion of GBUS-7225 AND GBUS-7235.

GBUS-7260 (3) Innovation Management

(Seminar/Discussion) This course provides students with an understanding of the key concepts of technology and innovation, their relationship with the organizational environment, and their overall impact on management and organizations. Students get an understanding of fundamental concepts of Innovation Management, the development of the area from a historic perspective, develop awareness related to current trends and challenges related to innovation, and develop a knowledge of the typical objectives, leverage points and constraints in working with innovation. The course is based on a selection of innovation management readings and business cases.

Requisite Courses: Successful completion on GBUS-7110 & GBUS-7120.

GBUS-7265 (3) Multivariate Data Analysis

(Seminar/Discussion) This course examines advanced and practical considerations of major multivariate data analysis techniques. Emphasis is placed on the terminology, concepts, procedures, and statistical techniques involved in processing, analysis, and interpretation of these techniques. All major multivariate techniques are illustrated with practical application in business research and decision areas.

Requisite Courses: Successful completion of GBUS-7225.

GBUS-7310 (3) Current Trends in Technology, Innovation and Operations Management

(Seminar/Discussion) Given the importance of technology and innovation for firms' success in today's business environment, the purpose of this course is to equip students with an in-depth understanding of the most recent trends in practice of technological innovations. Students will be developing an awareness regarding the key role of technological innovations in managing resilient operational systems; understanding the scope of technology adoption in operations practice; comparing the most innovative technological trends adopted in practice with the recent academic development in this area and gaining a full appreciation for the synergies between three pillars of the MiM program; operations, technology, and innovation.

Requisite Courses: Successful completion of GBUS-7210 / GBUS-7220 / GBUS-7230 / GBUS-7240 / GBUS-7250 / GBUS-7260 OR Successful completion of GBUS-7210 / GBUS-7225 / GBUS-7235 / GBUS-7240 / GBUS-7255 / GBUS-7265.

GBUS-7320 (3) Graduate Capstone Course

(Seminar/Discussion) This course requires students to draw upon the theoretical constructs, principals, and applications, in the courses taken within the program. Students will be demonstrating their accumulated knowledge, skill sets, and abilities through case analysis, and a final comprehensive report submitted by a paper and delivered in a presentation.

Requisite Courses: Successful completion of GBUS-7110 / GBUS-7120 / GBUS-7210 / GBUS-7220 / GBUS-7230 / GBUS-7240 / GBUS-7250 / GBUS-7260 OR Successful completion of GBUS-7110 / GBUS-7120 / GBUS-7210 / GBUS-7225 / GBUS-7235 / GBUS-7240 / GBUS-7255 / GBUS-7265.

Master of Marriage and Family Therapy

GMFT-7551 (2) Graduate Seminar in Marriage and Family Therapy Theory (3 hrs Lecture) This seminar is designed to correlate theory, research and clinical practice. Students select research topics stimulated by their clinical practice. Research will include an examination of relevant literature, reflection on best practices relative to the student's clinical interest, and the presentation of findings for peer examination and reflection. The course provides opportunities for peer assisted research, inclusive of assisting the student with defining the area of interest, helping the student conduct the research and examining the results of the research. The major objective of this research is to examine the implications of the theory for the best clinical practice. This course is limited to 4th Practicum students.

Requisite Courses: Successful completion of GMFT-7584 or GMFT-7594 OR registered concurrently in one with GMFT-7551.

GMFT-7552 (4) Survey of Family Therapy Theories (3 hrs Lecture) This course introduces the student to the systemic concepts that form the background for family therapy as a discipline and the family therapy theorists who have shaped the development of family therapy. Specific attention is given to the philosophical views that inform the various theories studied. (This course should be among the first a student takes as it is a prerequisite for several of the other core courses).

GMFT-7553 (3) Couple Therapy (3 hrs Lecture) This course examines the dimensions and dynamics of couple relationships and therapies for couple problems. The research on the emotional, sexual, power, gender, cultural and spiritual aspects of the couple relationship is explored. Therapies available for addressing problems that a couple faces are studied with particular attention to systemic interventions and sex therapy.

GMFT-7554 (3) Self in the Family Laboratory (3 hrs Lecture) The self of the therapist is the subject of this laboratory. Resources, blind spots, and expectations of the self are examined. Isomorphic concepts and intergenerational theories are explored and applied. Experiential learning processes (inclusive of family of origin work and role plays) are extensively used. No letter grade is given, only pass or fail. This is a 12-week, 48-hour laboratory. Full participation and attendance are mandatory. **Restriction(s):** A Screened Course Application is required.

Requisite Courses: Successful completion of GMFT-7552.

GMFT-7555 (3) Children & Adolescents in Family Therapy (3 hrs Lecture) This course addresses family therapy with children, adolescents, and parents. It attends to issues of parenting, child and adolescent development, special issues of childhood and adolescence, models of therapy, interventions and the self of the therapist.

Restriction(s): Cannot receive credit for this course and

the former GMFT-7570.

Requisite Courses: Successful completion of GMFT-7552.

GMFT-7556 (1) Human Sexuality and Sex Therapy (3 hrs Lecture) This course offers a brief overview of sexual issues to assist marital therapists working with couples. The course includes a history of sexuality, the major sexual dysfunctions, and ways of helping therapists feel comfortable in addressing sexual issues with their clients.

Requisite Courses: Successful completion of GMFT-7553.

GMFT-7559 (1) Post-Divorce Families (3 hrs Lecture) Divorce is a relatively common occurrence with generally unpredictable consequences. Attention is paid to the controversy around these consequences particularly for children, to high conflict post-divorce families, and to the special challenges faced by stepfamilies. No letter grade is given; only pass or fail.

GMFT-7560 (3) Issues of Diversity in Family Therapy (3 hrs Lecture) Individual and relational systems, including therapeutic systems, do not exist in a vacuum. They are embedded in a larger context and strongly shaped by culture, gender, race, society, (dis)ability, and many other factors. This course explores the person of the therapist as an ethnic, gendered and diverse being, and examines ways in which contextual factors influence the process of therapy. Special attention is given to feminist thought in family therapy and to developing sensitivity in working therapeutically with people belonging to diverse and marginalized groups.

Requisite Courses: Successful completion of GMFT-7552.

GMFT-7563 (3) Group Theory and Therapy (3 hrs Lecture) Group therapy theory is presented. Special attention is given to the examination of group processes, leadership functions, and member interactions. The use of group theory and therapy in the treatment of couples and families is explored. Experiential learning is extensively used.

GMFT-7564 (1) Selected Assessment Topics (3 hrs Lecture) This selection of courses presents concepts and skills useful to the practicing therapist in making clinical assessments and for consulting with allied clinical service providers. Specific assessment topics are presented, each in a 1 credit hour course format. No letter grade is given; only pass or fail. The topics are: 1) Assessing Addiction in the Family This course provides students with tools for assessing various types of addictions. Students learn how to recognize signs and symptoms of addictive processes in family members as well as in family systems. Students are exposed to treatment resources in the community and to various literature resources. 2) Multiple Social Systems Interventions This course presents concepts and methods appropriate for understanding multi-system treatment

programs and working with clients where the systems are not coordinated. 3) Legal Issues and the Family Therapist This course presents the major ways in which legal systems impact upon clinical involvement with clients. This course introduces the student to the mandate, processes, and consequences of selected legal systems and the significance of these for the practice of family therapy. 4) Standardized Assessment Procedures and Instruments This course introduces the student to selected psychometric instruments commonly used by allied professions in the social service sector and to standardized family therapy assessment instruments. The student is also introduced to the concepts and methods associated with writing standardized reports. 5) Post-Traumatic Stress Assessment This course introduces the student to the impact of acute and chronic trauma on individuals, couples, families and social systems. Specific attention will be given to etiology, assessment and treatment from a biophysical systemic perspective. 6) Working with Families and Serious Mental Illness (SMI) This course reviews the history of family treatment in SMI treatment, the impact of SMI on the family, the needs of these families and finally new developments and best practices in this area. Registrants normally complete one practicum (or the equivalent) before registering for this course.

Requisite Courses: GMFT-7581 or GMFT-7591 is required (or registered concurrently) ONLY if registering for GMFT-7564: Working with Families and Serious Mental Illness.

GMFT-7565 (1) Spirituality and Family Therapy (3 hrs Lecture) The goals of this course include training in opening a dialogue with individuals and families about spiritual issues, discerning when a referral may be appropriate, expanding an awareness of wisdom traditions through comparative religious material, and identifying from current practice many of the spiritual issues that arise in the clinical setting. No letter grade is given; only pass or fail.

GMFT-7566 (1) Psychopathology and Therapeutics (3 hrs Lecture) The purpose of this course is to introduce the student to the psycho-social, pharmacological and clinical concepts related to the current diagnostic classification system for psychopathology. The relevance of the classification system to the practice of marriage and family therapy underlays the topical content and theoretical focus of this course.

Restriction(s): Cannot receive credit for this course and the former GMFT-7564 Selected Assessment Topics: DSM IV.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7591 OR registered concurrently in one with GMFT-7566.

GMFT-7569 (3) Health, Aging, and Work of Adulthood (3 hrs Lecture) This course examines the health and productive aspects of adulthood along with their impact on personal and relational dynamics. Means of coping with illness, handicaps, physical changes with age, and types of workplaces and work histories are identified. The influences of gender, families and culture on the health,

aging and work opportunities of individuals are identified. Consideration will be given to the roles of physical well-being and productive activities for personal identity and a sense of meaning. Limited attention will be given to implications for therapeutic interventions.

GMFT-7571 (2) Abuse in the Family: Theory (3 hrs Lecture) This first part of the Abuse course offers an understanding of how trauma impacts on our clients at the level of their bodies, their cognitions, and their relationships within the life cycle. It also attends to how different ideas and theoretical perspectives about healing shape clients' and therapists' ability to learn how to cope in healthy ways. Included is attention to how culture, gender, spirituality and other beliefs shape our approaches to healing.

Requisite Courses: Successful completion of GMFT-7552.

GMFT-7572 (3) Marriage and Family Therapy as a Profession (3 hrs Lecture) This course gives attention to the interface between the practice of marriage and family therapy and other professions, family law, professional ethics, and managing the professional affairs of a practicing therapist.

GMFT-7573 (3) Family Reconstruction (3 hrs Lecture) Through a better understanding of their family of origin through re-experiencing key events and learnings in their family history, participants gain new perspectives on past experience in order to change patterns that are no longer useful. This transformation creates room to discover and accept one's own personhood and the personhood of significant others. No letter grade is given; only pass or fail.

GMFT-7574 (3) Family Therapy Research Methods (3 hrs Lecture) This course gives attention to concepts and methods used in marriage and family therapy research. The object of this course is to assist students with becoming informed and critical consumers of research in the marital and family therapy field.

GMFT-7575 (3) Family Therapy Plans and Interventions (3 hrs Lecture) This course teaches the development of systems-based treatment plans for family therapy clients. Special attention is given to interventions and techniques that are appropriate to such treatment plans.

Requisite Courses: Successful completion of GMFT-7552.

GMFT-7576 (2) Death in the Family (3 hrs Lecture) The course aims to provide the participants with insight into the dynamics of grief in response to change, loss and death. Students have the opportunity to develop the skills needed to work with individuals, families and groups. Participants are invited to process their own personal and professional experience with grief and loss. Prior to 2008 was listed under 7564 Selected Topics in MFT: Death in the Family and 7573/3 worth 3 credit hours.

Restriction(s): Cannot receive credit for this course and the former GMFT-7564 Selected Assessment Topics: Death in the Family or GMFT-7573 Family Reconstruction: Death in the Family (3 credit hours).

GMFT-7577 (1) Treating Relational Trauma (3 hrs Lecture) The focus is on practical application of the therapist's understanding of trauma to actual cases and working on the self of the therapist.

Restriction(s): Students cannot receive credit for this course if they already have credit for GMFT-7571 Abuse in the Family: Practice.

Requisite Courses: Successful completion of GMFT-7571; Successful completion of GMFT-7581 or GMFT-7591 OR registered concurrently in one with GMFT-7577.

GMFT-7581 (6) Supervised Marriage and Family Therapy (6 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. Student will learn to use supervision for professional development and to learn basic skills of therapy (e.g. joining with clients, contracting for services, creating interventions, and planning terminations). Supervision will be provided through a one-way window as well as through recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre. Students conduct 100 hours of therapy.

Restriction(s): A Screened Course Application must be submitted and approved; students normally complete the Theory Certificate before registering for this course; students may not hold credit for this course and GMFT-7591.

GMFT-7582 (6) Supervised Marriage and Family Therapy (7 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The objects of the course will be to enable the student to more efficiently use the skills that were introduced in the first level of training and to add such other skills and concepts as are appropriate. Supervision will be provided through a one-way window as well as through recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or at an alternative approved clinical facility. Students conduct 120 hours of therapy.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7592.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7591 OR registered concurrently.

GMFT-7583 (6) Supervised Marriage and Family Therapy (8 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The object of the course will be to enable the student to expand his/her range of interventions and therapy concepts while maintaining the skills learned in sections MFT-7581/6 and MFT-7582/6 of the supervised program. Supervision will be provided through a one-way window as well as through recordings and case notes of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an approved clinical facility. Students conduct 135 hours of clinical interviews.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7593.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7582 and GMFT-7591 or GMFT-7592 (OR registered concurrently).

GMFT-7584 (6) Supervised Marriage and Family Therapy (9 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The object of the course will be to assist the student with solidifying his/her grasp of the skills taught in the earlier sections of the supervised program while moving toward more autonomy when providing clinical services. Supervision will be provided through a one-way window as well as through recordings and case notes of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an approved clinical facility. Students conduct 145 hours of clinical interviews.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7594.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7591 and GMFT-7582 or GMFT-7592 and GMFT-7583 or GMFT-7593 (OR registered concurrently).

GMFT-7585 (6) Supervised Marriage and Family Therapy (9 hrs Apprenticeship/Internship/Practicum)

Requisite Courses: Successful completion of GMFT-7581, GMFT-7582, GMFT-7583 and GMFT-7584.

GMFT-7591 (6) Supervised Marriage and Family Therapy (6 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The student will learn to use supervision for professional development and learn the basic skills of therapy (e.g., joining with clients, contracting for services, creating interventions, and planning terminations). Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or at an alternative approved clinical facility. Students conduct a minimum of 90 hours of therapy. This course is offered over two terms.

Restriction(s): A Screened Course Application must be submitted and approved; students normally complete the Theory Certificate before registering for this course; students may not hold credit for this course and GMFT-7581.

GMFT-7592 (6) Supervised Marriage and Family Therapy (7 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The main objectives are to enable the student to use the skills that were introduced in the first level of training more efficiently, and to add other skills and concepts as appropriate. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or at an alternative approved clinical facility. Students conduct a minimum of 100 hours of therapy. This course is offered over two terms.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7582.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7591 OR registered concurrently.

GMFT-7593 (6) Supervised Marriage and Family Therapy (8 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The main objectives are to enable the student to expand their range of interventions and therapy concepts while maintaining the skills learned in the previous levels of training. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an alternative approved clinical facility. Students conduct a minimum of 100 hours of therapy. This course is offered over two terms.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7583.

Requisite Courses: Successful completion of GMFT-7581 or GMFT-7582 and GMFT-7591 or GMFT-7592 (OR registered concurrently).

GMFT-7594 (6) Supervised Marriage and Family Therapy (9 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The main objectives are to assist the student with solidifying their grasp of the skills taught in the earlier levels of training while moving toward more autonomy when providing clinical services. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an alternative approved clinical facility. Students conduct a minimum of 100 hours of therapy. This course is offered over two terms.

Restriction(s): A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7584.

Requisite Courses: Successful completion of GMFT-7581 / GMFT-7582 / GMFT-7583 or GMFT-7591 / GMFT-7592 / GMFT-7593 or GMFT-7581 / GMFT-7582 / GMFT-7593 or GMFT-7581 / GMFT-7592 / GMFT-7593 (OR registered concurrently).

GMFT-7597 (1 or 3) Area I Directed Studies (3 hrs Lecture)

GMFT-7598 (1 or 3) Area II Directed Studies (3 hrs Lecture)

GMFT-7599 (1 or 3) Area III Directed Studies (3 hrs Lecture)

Grad Studies Multidisciplinary

**GMULT-7119 (3) Summer Institute in Diseases and
Pol II (Lecture)**

**GMULT-7219 (3) Summer Institute in Infectious
Diseases (Lecture)**

Master of Arts Peace and Conflict Studies

GPCS-7010 (3) Interpersonal Communication, Problem- Solving and Trust-Building

(Seminar/Discussion) This course examines role of language and communication where theoretical and practice perspectives are fundamental to the field of conflict analysis and resolution/peace studies. Power, gender, culture in communication and conflict; theories, practical skills for problem- solving and trust building are explored in diverse milieus.

GPCS-7020 (3) Theories of Conflict and Conflict Resolution

(Seminar/Discussion) This course provides an overview of the theoretical foundations of conflict analysis and resolution examining macro and micro theories regarding the causes of conflicts and approaches to their resolution. Conflicts are complex on multiple, interlocking planes. The course focuses on theory and the implications of these theories for practice.

GPCS-7110 (3) International Human Rights and Human Security

(Seminar/Discussion) This course examines the shift in focus from state security to people. Human security is a bridge between the inter-related fields of development, human rights and conflict resolution. The course explores how these efforts at exploring the human condition can best be understood and applied.

GPCS-7120 (3) Peacebuilding and Social Justice

(Seminar/Discussion) This course examines the role of peacebuilding in short term crisis intervention and longer-term conflict transformation processes. Social justice is addressed at the systems level as it impacts the achievement of sustainable reconciliation. Crisis management in conflict settings, the root causes of conflict and its prevention are explored.

GPCS-7122 (3) Dispute Systems Design

(Seminar/Discussion) This course examines the role of conflict resolution within organizations and diverse settings (workplace, schools, communities, multiparty conflicts, international conflicts). The course focuses on analyzing how conflict is built into organizational structures and systems, and redesigning the system to produce effective human-centred relations.

GPCS-7124 (3) Gender, Conflict and Peacemaking

(Seminar/Discussion) This course examines the role of gender in conflict and peacemaking in areas of armed conflict. Women tend to be impacted and respond to conflict in ways different from men. The course explores the theoretical and practical contributions women activists, peace researchers and educators have made toward understanding the role of gender.

GPCS-7126 (3) Ethnic Conflict Analysis and Resolution

(Seminar/Discussion) This course examines theories of ethnic conflict and the intervention methods used by states, international organizations and conflict resolution and peace practitioners to analyze, manage and

resolve ethnic conflicts. Case studies are used to explain conflict analysis and resolution and peacebuilding.

GPCS-7128 (3) Storytelling: Identity, Power and Transformation

(Seminar/Discussion) This course examines the role of narrative and storytelling in conflict resolution, theory, research and practice. The relationship between language and power and destructive or constructive relationships is explored. The use of storytelling-based projects as a means of peacebuilding and community building are explored.

GPCS-7240 (3) Indigenous World Views and Approaches to Peacebuilding

(Seminar/Discussion) This course examines indigenous models of peacebuilding from community level to national level. Emphasis is placed on restorative processes fundamental to cohesive relationships with others. This is achieved through ceremony, empathy, compassion, conflict resolution and restoration part of the peacebuilding models of Indigenous peoples.

GPCS-7250 (3) Restorative and Social Justice

(Seminar/Discussion) This course examines the principles of restorative justice, the theoretical foundations of the restorative justice movement, and the development of new restorative justice programs. Restorative justice healing, re-integration and reconciliation are explored in a variety of contexts, including colonized and postcolonial indigenous communities.

GPCS-7260 (3) Peace Education

(Seminar/Discussion) This course examines the role of peace education as students seek to make sense of complicated and perilous events in their society. The course provides students with a background in the area of social justice, peace studies and conflict resolution.

GPCS-7300 (3) Special Topics 1: Children and War

(Seminar/Discussion) This course is designed for MA students in Peace and Conflict Studies. Course requirements including readings and assignments will be selected and developed by the Professor in conjunction with the students interests.

GPCS-7400 (3) Special Topics 2: Directed Readings in Peace and Conflict Studies

(Seminar/Discussion) This course is designed for MA students in Peace and Conflict Studies. Course requirements including readings and assignments will be selected and developed by the Professor in conjunction with the students interests.

GPCS-7500 (3) Special Topics 2: Practicum

(Apprenticeship/Internship/Practicum) Students develop awareness of theoretical knowledge, practice skills and abilities necessary for intervention in community, group and organizational conflicts at a practicum site. Students integrate theory and experiential learning into practice to analyze the conflict, during the intervention, and

post-intervention reflection.

Master of Public Administration

GPOL-7300 (3) Seminar in Theory and Practice of

Public Administration I (Seminar/Discussion) The intent of this course is to provide insight into the exigencies of actual public administration. The course will be conducted on a topical basis within the framework of certain trends facing Canadian governments today. The course will attempt to utilize to the fullest extent possible the particular expertise of students in the program, faculty members, whether or not teaching in the program, and of both elected and appointed public officials. The topics in POL-7300(3) will not duplicate POL-7305(3).

Restriction(s): Students may not receive credit for this course if they already have credit for both POL-7300(3) and the former POL-7333(3).

GPOL-7301 (3 or 6) Administrative Theory

(Seminar/Discussion) This course is an examination of the theoretical basis for the "administrative state", including such problems as the relationship of political values to administrative decisions, the role of the career civil service in governmental policy formation, the relationship between administrative officials and private interest groups, and the protection of individual rights against administrative abuses. Attention will be given to North American and European techniques and institutions designed to achieve democratic control of administrative action.

GPOL-7305 (3 or 6) Seminar in Theory and Practice of

Public Administration II (Seminar/Discussion) The intent of this course is to provide insight into the exigencies of actual public administration. The course will be conducted on a topical basis within the framework of certain trends facing Canadian governments today. The course will attempt to utilize to the fullest extent possible the particular expertise of students in the program, faculty members whether or not teaching in the program, and of both elected and appointed public officials. The topics in POL-7305(3) will not duplicate POL-7300(3).

Restriction(s): Students may not receive credit for this course if they already have credit for both POL-7305(3) and the former POL-7334(3).

GPOL-7320 (3) Seminar in the Public Policy Process

(Seminar/Discussion) The focus of this seminar is on the process of formulating and carrying out policies in the Canadian political system. Various models of the policy-making process will be discussed and their applicability to the Canadian setting will be considered. The function and role of different participants will be examined and in particular the impact of political, social and economic environment and institutional structures on different policy outcomes will be examined.

Restriction(s): Students may not receive credit for this course if they already have credit for POL-7320(3) and the former POL-7351(3).

GPOL-7325 (3) Seminar in Public Policy Issues

(Seminar/Discussion) This seminar is focussed on selected public policy areas and the issues pervading them.

Restriction(s): Students may not receive credit for this course if they already have credit for both POL-7325(3) and the former POL-7352(3).

GPOL-7331 (6) Directed Readings in Public

Administration (Seminar/Discussion) The program of reading and consultation will be arranged between the Instructor and the student, and if taken for credit toward the Master of Public Administration (MPA) program will need the consent of the Joint Discipline Committee of that program. The student will be required to write a major paper and take an oral examination based on it. Prerequisite(s): Permission of the instructor and Department, and of the Joint Discipline Committee for the MPA if taken for program credit.

GPOL-7335 (3) Directed Readings in Public

Administration (Seminar/Discussion) The course will consist of a program of reading and consultation arranged between the student and the instructor. The student will be required to write a paper and take an oral examination based on it. Prerequisite(s): Permission of the instructor and Department, and of the Joint Discipline Committee for the MPA if taken for MPA program credit.

GPOL-7341 (3) An Indigenous Approach to Program

Evaluation: Theory and Practice (Seminar/Discussion) In this experiential learning course, students are introduced to the purpose and practice of Indigenous evaluation, as well as some of the analytical tools used by evaluators, both Indigenous and mainstream. An Indigenous approach to evaluation is a strengths-based exercise. It is committed to respecting the community's values and traditional ways of knowing. Students will be given practical experiences in preparing data collection instruments, gathering data from program participants and other stakeholders, and interpreting the data. The course will also explore how an Indigenous approach to evaluation can be merged with the objectives of mainstream funders and other external stakeholders.

Restriction(s): Students may not receive credit for this course if they already have credit for GDP-7724.

GPOL-7380 (6) Special Topics Seminar in Public

Administration (Seminar/Discussion) The course will concentrate on a topic of primary relevance to students of public administration. Examples of such topics are the role of public bureaucracy in Canadian federalism; the regulatory process in Canada; the role of the Crown corporation; issue in health care policy; public administration in Manitoba; gender and public policy. The course may be repeated for credit when topic varies.

GPOL-7385 (3) Special Topics Seminar in Public

Administration (Seminar/Discussion) The course concentrates on a topic of primary relevance to students of public administration. Examples of such topics are the role of public bureaucracy in Canadian federalism, the regulatory process in Canada, the role of Crown

corporations, issues in health care policy, public administration in Manitoba, and gender and public policy. The course may be repeated for credit when the topic varies.

GPOL-7415 (6) State and Economy

(Seminar/Discussion) This course is an interdisciplinary investigation into the nature of the relationship of the government to the economy in modern times. The course emphasizes the economic implications of government policy and is primarily concerned with Canada.

GPOL-7505 (3) Politics of Urban Development

(Seminar/Discussion) This course is a study of the political objectives that can be achieved through urban planning as well as the political restraints upon planning. The course adopts a comparative perspective, looking at the politics of planning in selected countries. It also considers the involvement of various levels of government in urban planning.

Restriction(s): Students may not receive credit for both this course and POL-4505(6) or the former POL-4334(6) or POL-7335(6).

GPOL-7700 (3) Theories and Issues in Public

Administration (Seminar/Discussion) Integrating theory and practice helps to better understand the challenges facing public administration. Topics covered include changing approaches to management, human resource and financial management, reporting, accountability, citizen engagement, and network governance.

GPOL-7710 (3) Public Policy Process and Issues

(Seminar/Discussion) An introduction to the idea of policy analysis, including key foundational concepts and significant theories, models, and approaches; how and why the policy process operates as it does (empirical) and how and why some think it should operate (normative); and specific policy issues.

GPOL-7720 (3) Governance and Administration

(Seminar/Discussion) An introduction to theories of organization and bureaucracy linked to administrative practices in the public sector. Governance models (Traditional Public Administration, New Public Management, Multi-level Governance) in the Canadian, provincial, and local context will be explored.

GPOL-7730 (3) Principles of Public Finance for Policy

Analysis (Seminar/Discussion) An introduction to basic economic theories and tools used in public sector economics, which may include the economics/politics of taxing policies, externalities, theories of intergovernmental grants, major Canadian government spending programs, and new developments.

GPOL-7740 (3) Quantitative Methods for Policy

Analysis (Seminar/Discussion) An introduction to quantitative methods, including research design, data collection techniques and tools, basic statistical analysis, tests of statistical significance, contingency tables, multiple regression; with an emphasis on reading tables and graphs and understanding statistical assumptions. This is a survey

course designed for all levels of MPA students and will provide important and integral information for use in all subsequent research projects.

GPOL-7750 (3) Qualitative Methods and Communication for the Public Sector

(Seminar/Discussion) Communication coupled with an understanding of qualitative research approaches are key to success in public administration. Topics include research design, policy research, referencing, evaluating writing and research, and presenting for results. This is a survey course designed for all levels of MPA students and will provide important and integral information for use in all subsequent research projects.

GPOL-7760 (3) MPA Capstone Seminar

(Seminar/Discussion) Students pursue individual supervised projects that allow them to integrate theory and practice in an original topic in public administration and/or public policy, drawing on their skills and knowledge gained throughout the program. The students will participate in regularly scheduled workshop seminars and the projects will be presented in a semester-end colloquium.

GPOL-7770 (3) Professional Development

(Seminar/Discussion) Students will build employment-related skills such as interpersonal communications, presentation, leadership, career development, and software-related expertise. They will bridge theory and practice through participation and reflection in community events and workshops.

**Master of Arts
Religion**

GREL-7901 (3) Special Topics I (Seminar/Discussion)

Course description determined once topic is confirmed.

GREL-7902 (3) Special Topics II (Seminar/Discussion)

Course description determined once topic is confirmed.

Higher Education Teaching Certificate

GHETC-1001 (1.5) Planning and Preparing to Teach (3 hrs Lecture) This course includes the preparation of a course syllabus that involves the development of course objectives or course outcomes; preparation for teaching a course; philosophy of teaching and learning; evaluation; creating an assessment rubric; defending your assessment decisions; and issues related to course delivery. As part of this course, participants prepare a Teaching Point Of View (TPOV), Teaching Dossier and Curriculum Vitae (CV).

GHETC-1002 (1.5) Teaching and Presenting in an Academic S Setting (3 hrs Lecture) This course provides students with the opportunity to acquire a set of teaching strategies ranging from direct to highly interactive, facilitative ones. As a result, they learn how to teach not just to their students but also for, with and by them and meet both students' and instructors' cognitive and affective needs. An important feature of this course is that all participants are provided opportunities to practice these diverse strategies and receive thoroughgoing feedback, including videotape feedback.

GHETC-1003 (1.5) HETC Practicum (3 hrs Project / Thesis) In this practicum, students attend and engage in the following teaching and learning experiences: discipline-related workshops, conferences and/or departmental meetings/events. These experiences are journaled and students participate in a supervised teaching experience of at least 9 hours involving classroom, seminar and/or lecture classes. The teaching experience includes mentored experiences through the processes of the preparation of a teaching plan, an assessment of the teaching and of the students' progress.