

High School Enrichment Program

April 27-May 1, 2026



THE UNIVERSITY OF
WINNIPEG

High School
Enrichment Program

Background & Purpose

In cooperation with Manitoba school divisions, the High School Enrichment Program has been offering students an early university experience since 1984. The University of Winnipeg is committed to welcoming students from diverse backgrounds, particularly students from groups which have not historically participated in the university experience. By attending the High School Enrichment Program, students are put directly in touch with professional scholarship, and can see for themselves that the pursuit of university studies can be within their reach.

This cooperation between our two levels of education happens through a selection of courses that provide the student with one week of class experience with a particular university professor on a topic of the student's choice. The courses offered are not miniature or adapted versions of the University's curriculum. Rather, they are specific to the scholarship of their instructors and all have been specially designed for this program.

Although the High School Enrichment Program has evolved since its inception, the concept remains the same: an opportunity for capable young people to be briefly exposed to professional scholarship, to experience the process of knowledge creation, and to begin participating in scholarship themselves. These short courses provide that opportunity. We invite those who would benefit from the experience to join us for an exciting week.

The University of Winnipeg administers the Enrichment Program under the academic direction of:

Dr. Tabitha Wood

Acting Dean, Faculty of Science

te.wood@uwinnipeg.ca

The contact person for the program is:

Rebecca Stephenson

Program Officer, Faculty of Science

& Gupta Faculty of Kinesiology and Applied Health

r.stephenson@uwinnipeg.ca

In addition, each participating school division has its own contact person. To find out the name of the contact person in your area, please e-mail Rebecca Stephenson.

Application Deadlines

Application forms will be entered in order of date received. Students must list their preferred course first. In the event that enrollment for that course exceeds the limit, alternate selections will be considered. Failure to select alternate courses will result in no course being assigned. If no course is assigned, the application form will be returned to the school division. All courses are available to grades 9 through 12. Each student will be registered for one course only. Incomplete application forms will be returned unprocessed.

Schools: All completed application forms for the Enrichment Program should be forwarded to your divisional contact person by **Friday, March 6, 2026**.

Divisions: All completed application forms for the Enrichment Program should be forwarded to Rebecca Stephenson by **Friday, March 13, 2026**. Please e-mail scanned application forms to r.stephenson@uwinnipeg.ca.

The University of Winnipeg reserves the right to cancel, without obligation, any course in which enrollment is insufficient to justify continuation.

Student Eligibility

Each participating school division reserves a number of seats for their students and the selection of students takes place within each division. Please note that in order to be eligible to register for any of the Enrichment Program courses, students require a recommendation from the school principal/designate, as well as permission from a parent/guardian.

Registration

A registration confirmation letter will be mailed directly to the student's home address the week of March 30, 2026. Course changes must be requested by **Monday, April 13, 2026**.

Tuition Fees

Tuition fees for the five-day program are **\$200.00** per student. All cheques should be made payable to the school division. The school division will forward one cheque for the total amount once they have been invoiced by The University of Winnipeg.

Tuition Fees - Refund Policy

A \$20.00 non-refundable administration fee is paid with every student registration.

Date of Withdrawal	Percentage of Tuition Refunded
Prior to March 13, 2026	100% (minus \$20 admin fee) = \$180.00
From March 14, 2026 to April 13, 2026	75% (minus \$20 admin fee) = \$135.00
From April 14, 2026 to April 24, 2026	50% (minus \$20 admin fee) = \$90.00
From April 25, 2026 onward	Tuition fees will only be refunded for medical reasons (minus \$20 administration fee).

Written requests for refunds should be sent to Rebecca Stephenson, r.stephenson@uwinnipeg.ca.

Attendance

Students are expected to attend all scheduled classes, Monday through Friday from 9:00 a.m. to 3:00 p.m. Attendance will be taken daily.

First Day

A map of the University will be attached to each registration confirmation letter. University staff will be on hand to greet and direct students. Please arrive between 8:15 a.m. - 8:45 a.m.

Lunch & Breaks

Most courses will take a lunch break from 12:00 p.m. to 1:00 p.m. There may also be two 15-minute breaks. Hours may vary depending on the course. The Riddell Hall cafeteria will be open daily.

Parking

In addition to metered parking on the street, The University of Winnipeg has the following short-term parking options available on campus: the Axworthy Health & RecPlex has 100 indoor spots available for casual daily parking (access from Young Street); 439 Young Street (Ellice Avenue at Young Street); and a lot behind 520 Portage Avenue. For more information on where to park around the University, please visit uwinnipeg.ca/parking.

Accommodations

Rural students will be responsible for finding their own accommodations, but may want to consider The University of Winnipeg's Downtown Hostel.

The University of Winnipeg offers affordable accommodations for short-term visitors. Furnished, private dorms are available in the innovative, energy-efficient McFeetors Hall. For the best chance of obtaining a room, please submit your application as early as possible. For more information, please contact the hostel by phone 204.789.1486 or by email hostel@uwinnipeg.ca. For booking requests, please visit uwhostel.com/book.

Course Descriptions

001 Snakes and Ladders: Learning to Make Video Games with Python

Michael Beck, Applied Computer Science and Christopher Bidinosti, Physics

Have you ever wanted to make a video game? This one-week course will introduce you to the basics of computer coding and help you design and create your very own computer game using the programming language Python. Other topics covered include animation, encryption and code breaking. No previous programming experience necessary!

002 An Introduction to Molecular Forensics: A Crime Scene Investigation

Jens Franck, Biology

Forensic analyses of crime scenes rely on a variety of techniques that include fingerprint, handwriting, fiber and blood splatter analyses. In the last twenty years, the use of molecular biology techniques has become an increasingly common approach to the investigation of crime scenes. The unique nature of individual DNA sequences provides investigators with a powerful tool for determining if suspects are materially connected to the crime scene. This course will include a lecture component which will provide students with an introduction to molecular biology including a description of commonly used methods for molecular forensic analyses. In class sessions will introduce students to bioinformatics software used by molecular biologists for the analysis of DNA sequences. In the lab, students will be tasked with a mock crime scene investigation that will build on the classroom instruction. The investigation will begin by utilizing an *in silico* (computer-based) approach for predicting the size of the molecular marker used for the specific analysis. Students will learn and perform a number of molecular biology techniques including DNA quantification, polymerase chain reaction, agarose gel electrophoresis and gel imaging.

003 Luxury and Fashion Marketing

Satyendra Singh, Business and Administration

Luxury is everywhere—in fashion, food, perfume, etc. International marketing managers regularly invent new terms to qualify their brands as luxury by advertising them as *true luxury*, *ultra-premium*, and *premium*, among others. It creates confusion because if everything is considered luxury, then the term 'luxury' no longer has any meaning. This course is designed to clear this confusion. The purpose of the course is to introduce you to the concept of true luxury marketing and its remarkable relationship with the customers who adore luxury brands. We will examine such brands using theories and advertisements and conducting a small research project. Finally, we will also learn about fashion marketing in the context of luxury.

004 Chemistry by the Numbers: An Introduction to Quantitative Measurement

Doug Goltz, Chemistry

Accurate quantitative measurements are the cornerstone of our modern world. Whether it is drinking water, food, pharmaceuticals or construction materials, almost every product that we use today requires the determination of a target analyte (i.e. an active ingredient). In this course students will learn the introductory concepts of measurement science as it relates to chemistry. Classroom activities will consist of learning the basic concepts of quantifying target analytes in different samples (forensic, food) using a variety of instrumental and analytical techniques. Students will discover that the measurement process requires both problem-solving skills and creative thinking. A portion of each day will also be devoted to experimental work in the Chemistry laboratory where students can apply their knowledge using both simple and complex analytical techniques, including gravimetric analysis, titrations, and spectrophotometry.

005 Unravelling Ancient Writing Systems

Flavia Vasconcellos Amaral, Classics

This course will introduce students to the most fascinating technology the human brain has ever created: writing. Via the examination of ancient artifacts, literature, cave paintings, and local inscriptions, we will explore: (1) the origins of writing and reasons to write; (2) historical developments in deciphering and interpreting ancient writing systems; and (3) how ancient and modern writings are interconnected. Students will be introduced to research and contemporary debates on the importance of writing now and then, how writing systems emerged and developed, and how we can further the investigation of language acquisition and writing using new technologies such as Artificial Intelligence and 3D modelling. In order to immerse themselves in ancient writing systems, students will also learn the Ancient Greek alphabet to better understand how it influenced the Latin alphabet and how both ancient languages shaped the English language.

006 Philosophies of Justice and Legal Punishment

Javier Torres, Criminal Justice

What makes an action right, or wrong? What makes a punishment fair, or unfair? Is justice about giving people what they deserve, or about creating a better society? This course invites students to think like philosophers as they explore moral questions behind the law. Drawing on classic and contemporary ideas, from Aristotle and Kant to modern debates about freedom, justice, punishment, and rights, students will test their own beliefs through lively discussions, real cases, and thought experiments. By the end, they will see that questions about justice and punishment are not only for lawyers or judges, they are questions that shape how we live together as a society.

007 Introduction to Athletic Therapy: Preventing and Caring for Injuries

Michayla Esteves, Kinesiology and Applied Health

This course will give students an introduction to the profession of Athletic Therapy and provide students with an opportunity to learn and practice some of the skills an athletic therapist uses when working with a sports team or in clinical practice. Hands-on instruction will include how to perform a basic injury assessment, strategies for injury prevention, emergency care, taping and splinting techniques and basic therapeutic modality use. Students will be given a brief overview of musculoskeletal anatomy as well as common injuries and their mechanisms. This course may include a tour of an athletic therapy clinic, as well as presentations by guest speakers who demonstrate the multi-faceted nature of this profession.

008 How to Become an Olympian

Melanie Gregg, Kinesiology and Applied Health

This course will explore sport development in relation to sport performance, as well as overall health and wellness. We will examine Olympic athletes from the perspectives of psychology, biomechanics, injury, strength and conditioning, and sociology. Through active participation at the university's fitness centre and fieldhouse, presentations, and self-assessment, students will develop an understanding of their own sport development and what it takes to become an Olympian. This course also includes a field trip to a professional sports venue.

009 From Galaxies to Alien Lifeforms: The Consequences of the Big Bang Theory of the Universe

Vesna Milosevic-Zdjelar and Dwight Vincent, Physics

This course will cover the scientific basis of our understanding of how our universe started and the consequences of this beginning. If the show times permit, we will take a trip to the Manitoba Planetarium to see how the patterns of our home galaxy, the Milky Way Galaxy, are written on our Manitoba night sky. We will look at how the various structures of the universe came to be. How did life on the Earth begin? Is there a likelihood of life elsewhere? What would aliens look like? Would they be tall or short or not like us at all? Are there extra dimensions all around us - dimensions that we just cannot see at the moment? What would lower, or higher dimensional life look like? Can we make a 2D world where only very flat creatures exist? These dimensional ideas naturally lead to the concept of parallel worlds. Do they exist for us? Do we have counterparts in other parallel universes? All of these ideas will be considered from the point of view of the latest scientific developments.

010 Sociology of Protest and Activism

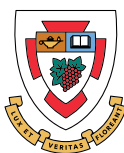
Curt Pankratz, Sociology

Sociology studies social relationships and patterns of interaction that lead to the organization of societies. Our society is organized in a way that distributes wealth and power unequally. As such, some groups have more power than others when it comes to protecting or changing society. This course examines how powerful groups keep us in line and the ways in which less powerful people can fight to change society by using strategies of activism and protest. The course will look at recent subjects of protest including Critical Race Theory, gender identity, and environmentalism. Come ready to engage in important discussion and justice-seeking. An open mind is essential for this course. This course includes a field trip to the Canadian Museum for Human Rights.

011 Acting from Impulse: The Actor Who Listens

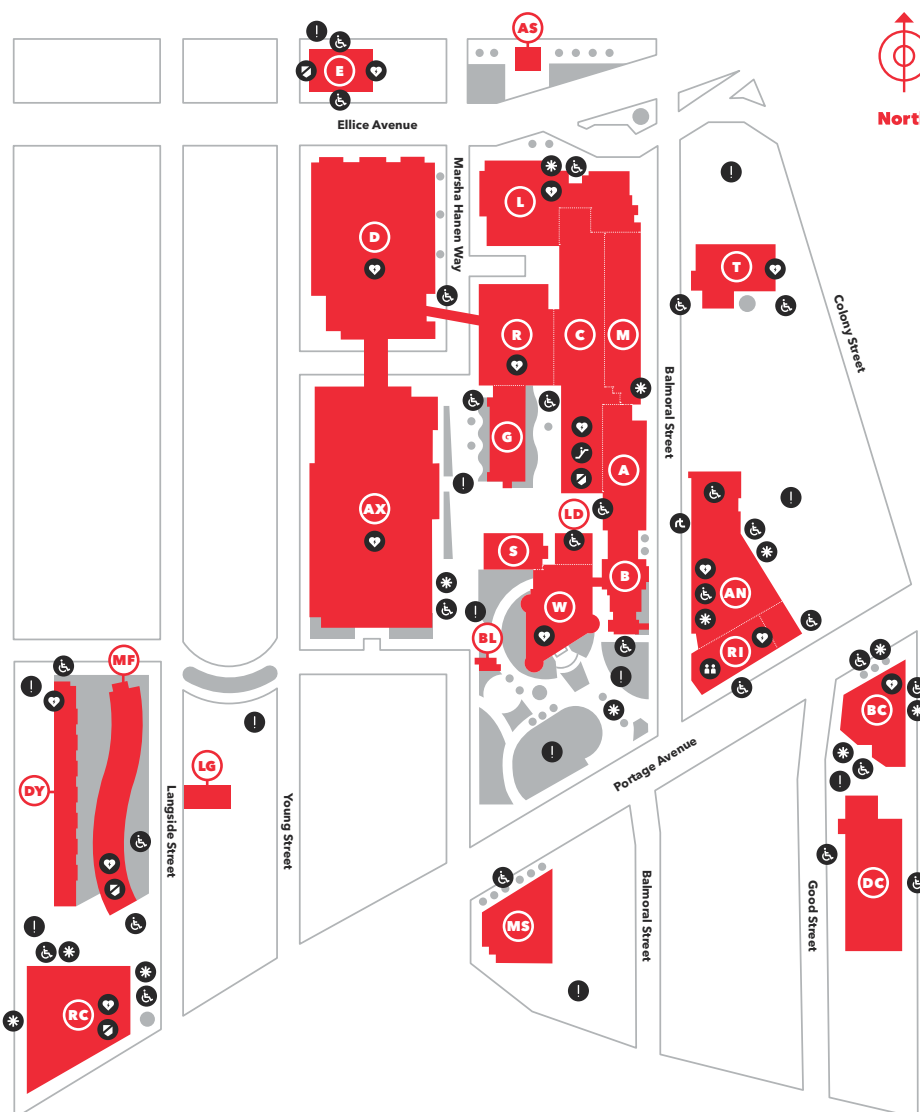
Tom Soares, Theatre and Film

Acting begins with listening! Working with an experienced industry professional and university instructor, students explore the foundations of actor training as they discover how listening, impulse, and imagination bring a performance to life. Through ensemble work, improvisation, movement, voice, and scene study, they experience how these elements shape authentic and responsive performance. Each day builds practical skills such as developing presence, using the body and voice with freedom, and learning to make clear, active choices in scene work that bring a character to life, all within a spirit of creative exploration and fun. Open to students with or without prior experience, this workshop offers a supportive environment that meets each actor where they are and helps them grow in confidence, connection, and craft.



THE UNIVERSITY OF WINNIPEG

- Student Central
- Security
- Escalators
- Wheelchair Accessible
- Rapid Transit
- AED (Automated External Defibrillator)
- Bluelight Phone (Direct link to security)
- Emergency Assembly Points



- | | | | |
|---------------------------------------|---------------------------------------|--|--|
| A Ashdown Hall | BL UWSA Bike Lab | L Lockhart Hall | RC Richardson College for the Environment and Science Complex |
| AN AnX | C Centennial Hall | LD Leatherdale Hall | RI Rice Centre |
| AS Axworthy Community Stage | D Duckworth Centre | LG Langside Learning Garden | S Sparling Hall |
| AX Axworthy Health and RecPlex | DC Downtown Commons | M Manitoba Hall | T Asper Centre for Theatre and Film |
| B Bryce Hall | DY UWSA Daycare | MF McFeetors Hall Student Residence | W Wesley Hall |
| BC Buhler Centre | E Helen Betty Osborne Building | MS Menno Simons College | |
| | G Graham Hall | R Riddell Hall | |



Part A—To be completed by student

Legal First Name _____ Legal Last Name _____

Preferred Name _____ Preferred Pronouns _____

Mailing Address _____

Town/City _____ Postal Code _____

Home Phone Number _____ Student E-mail _____

Name of Parent(s)/Guardian(s) _____

Phone Number of Parent(s)/Guardian(s) _____

Email of Parent(s)/Guardian(s) _____

Emergency Contact (*if parent/guardian cannot be reached*) Full Name _____

Relationship to Student _____ Phone Numbers _____

Health Concerns or Allergies _____ EpiPen _____ MedicAlert ID _____

Medical information will be shared only with the appropriate individuals. This information is protected by The Personal Health Information Act (PHIA)

Name of School _____ Grade 9 10 11 12

Four alternate selections must be listed in addition to the preferred course.

Course Number

Course Title

1. Preferred _____

2. Alternate _____

3. Alternate _____

4. Alternate _____

5. Alternate _____

By applying I am committing myself to the full week of the High School Enrichment Program from April 27 to May 1, 2026.

Signature of Student

Date

Part B–To be completed by principal or designate

I recommend that _____ be accepted for registration.

School/Division/District Name _____

Name of Contact Person and Title _____

School Telephone Number _____

Signature of School Principal / Designate

Date

Part C–To be completed by parent or guardian

I hereby give permission to the above-named School/Division/District to arrange for my child to attend The University of Winnipeg's High School Enrichment Program from April 27 to May 1, 2026, 9:00 a.m. – 3:00 p.m.

Name of Parent / Guardian (please print)

Signature of Parent / Guardian

Date

Optional: [☐] By checking this box, I also give permission for the University of Winnipeg to contact my child, using their name and e-mail address, to share information regarding undergraduate program offerings.

Personal information on this application is collected under The University of Winnipeg Act and 36(1)(b) of The Freedom of Information and Protection of Privacy Act (FIPPA). It will be used by The University of Winnipeg for registration in the High School Enrichment Program and to contact you with updates or in the case of an emergency. Limited personal information will be shared with the course instructor. If you consent, personal information will also be used by The University of Winnipeg for recruitment purposes as described above. Personal health information, if any, is collected under PHIA and will be shared only with the appropriate individuals. All personal and personal health information is protected under FIPPA and PHIA. Questions regarding privacy can be directed to the Data Privacy and Compliance Office, 515 Portage Avenue, Winnipeg, MB, R3B 2E9 or privacy@uwinnipeg.ca.



THE UNIVERSITY OF
WINNIPEG

uwinnipeg.ca/enrichment-program