

# manitoba School Counsellor

spring 2015



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- **Made in Manitobah: Mukluk-making program brings aboriginal heritage back to First Nations students**
- **Two new-to-counselling teachers share their stories**
- **The three-minute shift: De-stress and shift your attitude**



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# MANITOBA SCHOOL Counsellor

is published by  
DEL Communications Inc.  
Suite 300, 6 Roslyn Road  
Winnipeg, Manitoba  
Canada R3L 0G5  
www.delcommunications.com

President  
David Langstaff

Publisher  
Jason Stefanik

Managing Editor  
Shayna Wiwierski  
shayna@delcommunications.com

Technical Editor  
Jan Stewart

Contributing Writers  
Katie Chalmers-Brooks  
David Garvey  
Jillian Mitchell  
Stephanie Staples  
Judy Wilson

Sales Manager  
Dayna Oulion

Advertising Account Executives  
Gary Barrington  
Ross James

Production services provided by:  
S.G. Bennett Marketing Services  
www.sgbennett.com

Art Director  
Kathy Cable

Layout/Design  
Joel Gunter

Advertising Art  
Sheri Kidd  
Dana Jensen

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Publications mail agreement #40934510  
Return undeliverable  
Canadian addresses to:  
DEL Communications Inc.  
Suite 300, 6 Roslyn Road,  
Winnipeg, Manitoba  
Canada R3L 0G5  
Email: david@delcommunications.com

PRINTED IN CANADA 02/2015

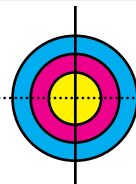


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# MSCA president's message

*Susan Hocken-Attwell*

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Hello everyone,

By the time you read this message it will be already more than halfway through the school year and I am wondering, how are you feeling? How are you really feeling? Are you feeling full, empty or somewhere in between? As counsellors we have various roles and responsibilities that can make us feel overwhelmed, stressed and empty, leading us to forget our own wellness and self-care. At SAGE last October, Stephanie Staples inspired us to make small changes in our life, which lead to taking better care of ourselves. Stephanie's message really resonated with me because as counsellors, we are so focused on helping our students take care of themselves, that at times we forget to focus on our own wellbeing. In order to be effective in our counselling practice, our own "vase" needs to be full. We fill our vase by eating well, getting exercise, dealing with stress, getting enough sleep, and living in the moment. By taking care of ourselves, we will be more effective in helping our students find balance and wellness in their lives. Thank you Stephanie for reminding us about this important message. Thank you as well to Charu and Libby and the rest of the MSCA executive for making the day such a great success.

In November, I had the opportunity to attend the Educating for Action—Mental Health and Wellness Conference, put on by MASS. Every workshop that I attended affirmed the value and need to have school counsellors in every school to support our students' mental wellness. The keynote speakers expressed the need for professionals to develop their relationship and counselling skills, to increase their knowledge of mental health literacy, and to enhance the development of safe and caring environments that can facilitate the expression of feelings. In my

opinion, these are all essential facets of an effective and comprehensive school counselling program. I encourage all counsellors and those who provide counselling services to develop their skills and knowledge in these areas. For more information about becoming a certified school counsellor, please see our website, [www.msca.mb.ca](http://www.msca.mb.ca).

This year, MSCA will be providing an extra PD day called Creative Counselling Approaches, which will take place on March 16<sup>th</sup> at Club Regent Casino. The workshops will focus on experiential school counselling interventions, including adventure therapy, expressive arts therapy, and animal-assisted therapy. Registration is limited and the fee is nominal. Please see our website for more information.

I am also looking forward to the Rotary Career Symposium that will take place in April this year. The Rotary Club organizes an exceptional symposium where students, parents, teachers and counsellors can visit over 200 exhibit booths to see an amazing array of post-secondary education and employment opportunities. There is also an area called the career café where mentors and career coaches teach students how to write resumes, cover letters, and the like. If you are planning on attending the symposium please take a moment to drop by the MSCA booth and say hello.

Please also consider coming to a board meeting this year. MSCA is still looking for more volunteers to become members at large. Please see our website for dates and times.

Thank you for all that you do to encourage success with your students and families. I wish you continued good fortune, good health, and many opportunities for a successful year.

Take care and be well! ✍️

## MSCA board members for 2014-2015

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**President** – Susan Hocken-Attwell

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# The new kids in town

## *Two of Manitoba's newest school counsellors share their story*

BY JILLIAN MITCHELL



**Name:** Ashley McKague

**Position:** Half-time in Ste. Anne Immersion School in Ste. Anne and Richer School in Richer; Seine River School Division

### **Describe that “ah-ha” moment when you realized counselling was your calling.**

I taught for six years prior. What I found myself enjoying the most was listening to all [the kids'] stories, getting to know them, getting to figure out when problems arise, and then being that problem solver. I started changing my classroom into a guidance counsellor classroom; we did a morning circle to check-in. I found myself really enjoying that part of the job more so than the curriculum, so I really wanted to dive into that.

### **How did your experience as a teacher assist in the transition to counsellor?**

Teaching is excellent because you really see the challenges in the

classroom. When you move into the counselling mode, it really helps because you understand how challenging it is as teachers. And when you go and teach guidance classes you know about classroom management.

### **This September marked your transition to counsellor. What has the initial learning curve been like?**

In my classroom I knew everybody. [As a counsellor] you're not in each classroom enough to get to know the names. But it's gone really well and everyone's been really welcoming and understanding.

### **What excites you most about your new role?**

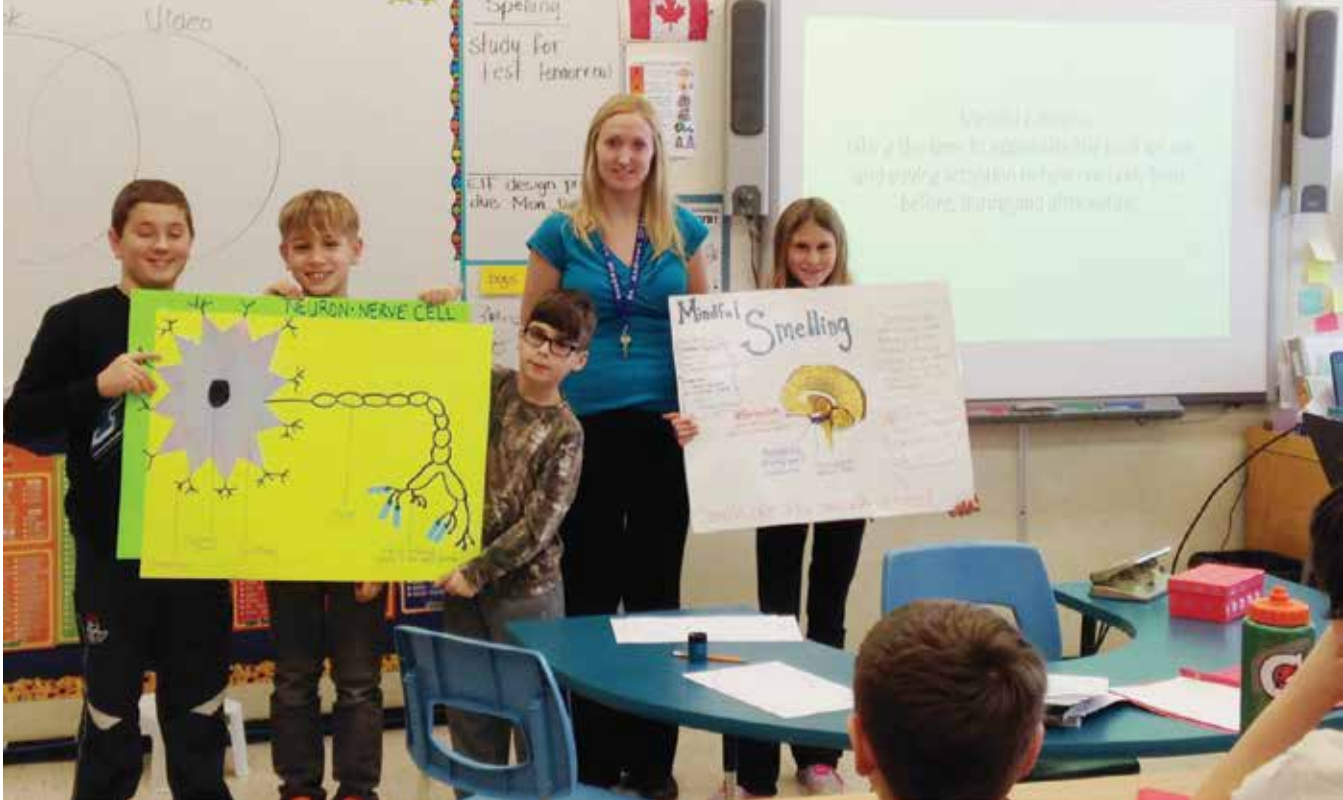
There's been lots of professional development. I've been trained in Roots of Empathy, Red Cross Respect Ed, and Non-Violent Crisis Intervention. We're going to be starting Mind Up in February. It's been excellent! I'm also part of the Social Justice Group at St. Anne. We organize Christmas hampers, Spirit Week – connecting to the kids in a different light, and the counsellor is integrated as part of the team.

### **In your opinion, what has been the biggest evolution in the school counselling profession over the last 10 to 15 years?**

It used to be at one point the counsellor would just see kids individually and now they're in the classrooms running lessons and doing a lot of preventative work. It's more of a team-collaboration approach. Art therapy, pet therapy, and play [therapy] are newer to the school scene – definitely an emerging field in school counselling.

### **Let's end the interview with your hopes and dreams.**

Ideally, I would like to see that every school has a full-time guidance counsellor. That would be wonderful. Even with going into the classrooms you can only see the tip of the iceberg in a half-time position. And for me, I'm looking into doing my master's in counseling. Always learning! Seine River has been really proactive with all of their training, helping counsellors continue to learn and implement new strategies. ✍️



**Name:** Marla Yarema

**Position:** Half-time at St. Andrews School in St. Andrews and Walter Whyte School in Grand Marais; Lord Selkirk Division

**Describe that “ah-ha” moment when you realized counseling was your calling.**

I found students were coming to talk to me in my classroom during [breaks]. I saw the importance of developing the social-emotional skills; students needed that social-emotional piece taken care of before they could learn. So I just felt like guidance counselling would be a good fit for me. It is and I love it!

**How did your experience as a teacher assist in the transition to counsellor?**

I think it’s important to teach for a number of years first, because a third or more of my day is co-teaching and working with teachers. I’ve been teaching since 2008, and my experience with teaching helps me to understand where teachers are coming from and allows me to understand the kind of help and resources they need. It helps teachers connect with me as well.

**This September marked your transition to counsellor. What has the initial learning curve been like?**

Teaching helps, but there are so many different aspects of the job. Working on my post-baccalaureate in counselling was helpful practice before jumping into the job. There has been a lot of firsts this year, like chairing my first student services meeting; speaking at school assemblies, chairing a Career Trek (job fair) committee, and working closely with principals and resource.

**What excites you most about your new role?**

I am co-teaching a Mind Up program at both schools; it helps

kids self-regulate and teaches them about their brain and body. I’m talking to kids about bullying and [prevention]. I’m also teaching Kelso’s Choices Conflict Resolution, co-teaching Grade 5/6 health, training tutors and playground peacemakers. Teachers and administration tell me they enjoy and support what I do at school.

**In your opinion, what has been the biggest evolution in the school counselling profession over the last 10 to 15 years?**

I think the idea of pulling kids out of the classroom for individual counselling is now more “push in”, where the counsellor is going into the classroom to co-teach and work with all kids in a classroom setting. Some school days I’m maybe in my office for five minutes. Most days I try and divide my time equally between individual counselling, teaching, and collaborating with other professionals and parents. There is also more awareness around mental health, like depression and anxiety, and we’re becoming more aware of ways to prevent mental illness. People are more comfortable talking about mental wellness. I think people are very accepting of the profession and see guidance counselling as a benefit.

**Let’s end the interview with your hopes and dreams.**

I would like to see full-time counsellors in elementary schools because I see that important prevention piece. The younger we intervene with kids to give them support, the better effect it has with them through the rest of their schooling and the rest of their life. After finishing my guidance counselling post-baccalaureate, I still [want to keep] on top of professional development. Wanting to learn and improve is definitely part of who I am, and I’m supported very strongly by my principals and my counselling administrator. ✍️

# The three-minute shift

BY STEPHANIE STAPLES



Is this a dream, that your workday would only be a few minutes long? Ye-HAW!!

Wake up, you *are* dreaming! In the real world, your workday may be eight, 10, or 12 hours long, with much of that time being spent on things that most people don't see, let alone acknowledge.

Even when we can't shift the work, there are some things we can shift: a shift of our mindset, a shift of our attitude, or a shift of our perspective. One of these shifts could lead to a dramatic difference in how long your "real" workday seems, how you interact with your students, colleagues and your family, and how you decompress after a tough day.

But how can we find any more time in our day when we hardly have time to go to the bathroom? While it may be hard to find an hour here or there, all of us can find a few minutes. In fact, when we have those few minutes, we often let them go to waste because we figure it's not enough time to do anything.

*Wrong!* With some purposeful thinking and advanced planning, we can make great use of those few minutes instead of letting them go to waste. Three minutes is more than enough time to shift your thinking, shift your mood, and shift you into a better state of being. The next time you have a few minutes to spare, whether at work or at home, set a purposeful intention to make good use of your time.

Consider employing one of these ideas and notice the shift that occurs within you:

- Give someone you love a seriously, awesome hug. Be the last to let go.
- Play a favourite song and dance in the kitchen.

- Do a self-massage – rub your temples, scalp or acupressure points.
- Google a random quote for the day, post it, and contemplate how it fits into your day.
- Stretch – do some neck rolls, shoulder shrugs, reach for the trees and go for your toes!
- Do a few pushups, sits ups or lunges – you may be pooped before three minutes are up! Energy begets energy.
- Rub lotion into your hands (or feet!) long and leisurely – enjoy it!
- Pick up the phone and give someone a quick call to say "Love ya!"
- Clean out one drawer then admire your effort!
- Spend time with your pet – brush him or give him a belly rub.
- Think about how you can do your job (counsellor, parent, partner) better.
- Teach a team member who is struggling – share a story of your mistakes and what you learned from them.
- Make a human connection and an impression – with the janitor, the office clerk, or the parent volunteer.
- Check it over – the plan, the proper pronunciation of the parent's name, the time for a scheduled event – validate and be certain.
- Strategize with colleagues, family or friends to grow this list!

As you purposefully set out to shift your mindset by employing some of these ideas or some of your own, you will find you come out of the three minutes in a higher state than you went into it with.

Congratulate yourself for caring enough to try! Eventually this will become second nature and your wasted minutes will be replaced with attitude-shifting activities. Email me with your three-minutes ideas!

Life's short, time's precious, make the most out of it, even just three minutes! 🚀

*Stephanie Staples is a personal growth & wellness speaker, nurse and coach who helps busy professionals become healthier and happier so that they can bring their 'A' game to work & life!*

*Find more resources at [yourlifeunlimited.ca](http://yourlifeunlimited.ca) or find out where she is speaking next at [momondays.com](http://momondays.com). You can reach Stephanie by email at [Stephanie@yourlifeunlimited.ca](mailto:Stephanie@yourlifeunlimited.ca).*



PHOTO BY SHAYNA WIWIERSKI

# The hottest ticket in town

## *We Day Manitoba hits the MTS Centre for the fourth year*

BY SHAYNA WIWIERSKI

Over 16,500 students from across the province “turnt up” at the MTS Centre on October 29, 2014 for We Day Manitoba.

The province’s fourth We Day event, which is a stadium-sized affair held in every major region in Canada, as well as select cities in the United States and the U.K., connects world-renowned speakers and performers with thousands of students and educators in an inspirational setting to learn about pressing local and global issues.

Among others, We Day Manitoba featured Canadian astronaut Dr. Dave Williams; former president of Ireland and UN High Commissioner for Human Rights Mary Robinson; Canadian environmentalist Severn Suzuki; JUNO and MMVA award-winning recording artists Hedley; rap artist Kardinal Offishall; as well as

We Day favourites Spencer West, Hannah Alper, and of course, Free the Children founders Mark and Craig Kielburger.

“We Day unites students across the province. Everyone who gets on this stage brings a strong message: you inspire us to greater things,” said Manitoba Premier Greg Selinger, who mentioned that 55 students from fire-torn Mary Duncan School in The Pas were in attendance. A fire destroyed the school on September 28, 2014 and the Selinger government made the announcement in The Pas to rebuild the school and daycare space on October 9. “Because of the strength of that community, together, we are rebuilding that school for these students and their community.”

We Day is the signature event through Free The Children, an international charity founded in 1995 by Craig and Mark Kielburg-





PHOTO CREDIT: COLBY SPENCE

*11-year-old Me to We inspirational speaker, Free The Children ambassador, blogger and youth activist Hannah Alper along with platinum-selling and JUNO award-winning recording artist Shawn Desman address 16,000 students and educators at We Day in Manitoba at the MTS Centre.*

*Dr. Dave Williams, Canadian astronaut and speaker, addresses a crowd of 16,000 students and educators at We Day in Manitoba at the MTS Centre on October 29, 2014.*



PHOTO CREDIT: COLBY SPENCE

er, that has grown into a global network of more than two million young people committed to leading social change. We Day is connected to the year-long We Act program, which provides educational resources and campaigns to help young people turn the day's inspiration into sustained action.

"Since 2007, students involved have been able to achieve remarkable social change, raising \$45 million for more than 1,000 local and global causes, collecting 5.6 million pounds of food for local food banks, and logging 14.6 million hours of volunteer service," said Craig Kielburger in a press release.

A big theme during this year's We Day was on global climate change. Former president of Ireland and UN High Commissioner for Human Rights Mary Robinson spoke about the Synthesis Report of the Intergovernmental Panel on Climate Change (IPCC) that was released on November 2, 2014 by the United Nations. The IPCC cited "clear and growing" human influence on the climate system.

"I want to talk to you about the world because the world is a mess," said Robinson, who is also president of the Mary Robinson Foundation – Climate Change. "The Earth is suffering part from what we are doing. Climate change is making it worse for poor people; African countries are suffering long periods of drought, followed by flash flooding, then more drought... I know you don't

have a vote, but you do have a voice."

Taylor Conroy, founder and CEO of Change Heroes, an online fundraising platform that makes it easy to impact hundreds of children in the developing world in as little as three hours, also spoke about the impact that each student can make through their voice. He mentioned that if 33 people donate \$3.33 a day (which is less than one tall latte at Starbucks) for three months, then they would have raised \$10,000, enough to build a school house in many African countries.

"I'm not here to pump you up or inspire you. The truth is you are a world leader right now. Every one of you has the potential to be a true change hero."

Over 450 schools from across the province attended We Day Manitoba. The event is free to students but they have to work their way in. Through the We Act program, over 200 schools participated in Free The Children's We Scare Hunger campaign, collecting approximately 77,730 pounds of food items for local food banks. Over 170 schools also logged a total of 82,660 hours of silence, standing up for children in developing communities silenced by poverty and exploitation as part of Free The Children's We Are Silent campaign.

With more than five million followers on Facebook, We Day has become one of the largest charitable causes in the world. 📌

# Fashionable and functional

## *Manitobah Mukluks introduces The Storyboot School to aboriginal students*

STORY AND PHOTOS BY SHAYNA WIWIERSKI



Who would have thought that a pair of boots would bring culture back to aboriginal students?

Manitobah Mukluks, an aboriginal-owned Manitoba brand of mukluks and moccasins, not only has the title of being the fastest-growing shoe company in Canada with a demand of 250,000 pairs annually, but also keeps the art of beading and mukluk making alive by offering The Storyboot School, a once-a-week class held at Manitobah Mukluks' Winnipeg headquarters on Sutherland Avenue. The five-week class, taught by master mukluk makers, teaches aboriginal stu-

dents the art of making traditional First Nations footwear from scratch.

"There's a certain mindset from beading. Patience, focus, attention to detail, how to string a bead; having this program is really exciting," says Waneek Horn-Miller, Olympian, brand champion, and dean of The Storyboot School.

The Storyboot School was the brainchild of Manitobah Mukluks' founder and president Sean McCormick after seeing how successful their pilot project The Storyboot Project had become. The project aims to revive the traditional art of creating partnerships with elders and

artisans who fashion mukluks and moccasins the traditional way. The company reaches out to traditional mukluk and moccasin makers and offers their designs through the company. With each purchase, the artist receives 100 per cent of the proceeds.

"I borrowed these designs and I have a debt to repay. Much like a lot of languages are dying, so is this craft," says McCormick, who adds that Manitobah Mukluks also provides bursaries with the Centre for Aboriginal Human Resource Development (CAHRD) to allow aboriginal students to attend college or university. "By us selling them, instead of [the artist] getting \$300 from elsewhere, they get \$1,200 from us."

As a result from the success of The Storyboot Project, The Storyboot School was born. This free class is offered to aboriginal high school students in Winnipeg,



where after five weeks, they create their own pair of mukluks or moccasins from scratch. Currently, they take 20 students at a time, but due to the demand, the company is looking to grow the program in the coming years.

“It’s one of the most rewarding things we do. It’s an accomplishment seeing Marilyn [Tanner-Spence, one of the school’s instructors] pass it down the same way it would have been done in their community before.”

Rebecca Svens is a Grade 12 student at Children of the Earth school, an aboriginal education school that aims to serve students who also want to learn about their aboriginal heritage, values and traditions. The 19-year-old says that she learned about the program through her teacher who thought it would be a good opportunity for her.

“I’ve received gifts of moccasins from family members but I’ve always wanted to know how to create them,” she says. “Growing up, being aboriginal and not knowing how to make moccasins, that’s saying something. I wanted to take the opportunity to learn.”

It’s because of students like Svens that the program is thriving.

“Authentic is not where it’s made, it’s what we are doing,” says McCormick, who started his career by tanning leather and trading it for hand-made traditional footwear from local crafters. “I’m trying to make an impact in the aboriginal community.”



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*From sketchbook to runway:*

# MC College Graduate Fashion Show



The Fashion Design and Apparel Production Diploma program at MC College is a 12-month program designed to provide students with the skills for various careers in the fashion industry, such as clothing boutique owner, merchandiser, personal stylist, and independent designer. From production sewing to creating a clothing line, students learn everything in the art of fashion design to be a cut above the rest. Students take their career to another level as they have the opportunity to complete an internship with any fashion company. Gentle Fawn, Elie Saab, Zac Posen, Royal Winnipeg Ballet, and Aritzia are a few of the fashion houses that MC College students have interned at.

As part of the Fashion Design program,

students design, create and present their final collections at the annual MC College New Designers Showcase.

On October 15, six aspiring fashion designers from MC College's Fashion Design and Apparel production program showcased their collections in front of an audience of local fashion designers, fashionistas, friends and family, and influential members of Winnipeg's art and fashion industry.

Amongst the sold-out event were Aurora Dekker (buyer for Ricki's), Riel Dion (director, private vocational institutions), Lennard Taylor (local fashion designer), Alena Zharska (director of wardrobe, Royal Winnipeg Ballet), Charizabel Dizon (fashion blogger), Black Caviar Pro-

ductions, and Fashion Incubator.

With Winnipeg's longstanding history in fashion, the show was an inauguration of new blood into the city's fashion scene and was a "little glimpse into what is new and emerging and how Winnipeg's cultural fabric — no pun intended — influences local design," said Connie Tamoto from the *Winnipeg Free Press*.

The emerging designers: Madison Tooth, Cassandra Larocque, Domonique Stewart, Carrie-Ann Wilson, Ruta Tewelde, and Francesca Salenga were required to design and create eight outfits. They found inspiration for their collections from many facets, including Japanese street fashion, cultural backgrounds, Ancient Egypt and the Victorian era. The



Every year, graduates from MC College's Fashion Design and Apparel Production program showcase their emerging collections. In this 12-month program, learn how to develop their own clothing line and gain studio experience through internships with fashion/entertainment houses of their choice.



fashion show included pieces such as delicate chiffon sheaths, metallic menswear pieces, and flirty pastel cocktail dresses. The fashion show also included clothing pieces that the graduates created throughout their training: corsets, jackets and dresses, which were inspired by movies such as *The Avengers*, *Queen of the Damned* and *Memoirs of a Geisha*.

Every year, graduates from MC College's Fashion Design and Apparel Production program showcase their emerging collections. In this 12-month program, they learn how to develop their own clothing line and gain studio experience through internships with fashion/entertainment houses of their choice.

MC College offers the only fashion design diploma program in Winnipeg. Graduates of the program pursue entrepreneurship opportunities and are able to work in a variety of careers in the fashion industry. For more information about the program, visit [mccollege.ca](http://mccollege.ca).

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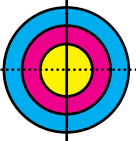
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# The co-op advantage

## *The Asper School of Business co-op program at the University of Manitoba*

BY JUDY WILSON



*Asper co-op grads and Acuity VPs Devan Graham (left) and Jaysa Toet (right) with Acuity founder and president Brad Lutz.*

As the saying goes, “You can’t get a job without experience, but you can’t get experience without a job.”

Many university grads face exactly this paradox when they first enter the workforce – which is why more post-secondary institutions now offer co-operative education (co-op) programs, providing students with paid, real-world work experience while they’re still in school.

Take, for example, the Asper School of Business. This year, the school’s co-op program – the largest of its kind at the University of Manitoba – placed 225 eligible undergraduate students with jobs at more than 80 leading-edge companies.

“You’re paid a competitive wage, and when you graduate, you already have 12 months of relevant, real-world experience under your belt, giving you a definite

advantage over the competition,” says program director Kelly Mahoney about the program’s benefits. As for its success, the numbers speak for themselves: over 90 per cent of co-op graduates are hired within the first three months of graduation, and over 80 per cent receive full-time job offers prior to graduating.

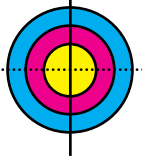
Rachel Poppe, a fourth-year Asper student, says her co-op experience helped her discover what kind of career she wanted to pursue. She just completed her third co-op term at Acuity HR Solutions, a Winnipeg HR consulting and recruitment firm, in a position that immersed her in the day-to-day realities of employee recruitment for Acuity’s clients.

She says she’s also benefitted enormously from how the program bridges theory and practice.

“Courses were a lot more meaningful because I already knew what was being talked about in class. And when I went back for another co-op term, I could apply what I’d learned in class to real-world situations – including some I hadn’t read about in textbooks.”

Acuity’s founder and president Brad Lutz has worked in leadership in human resource management for nearly 20 years.

“From an employer perspective, co-op students are simply miles ahead of everyone else,” he says. “They have both the technical and practical background employers are looking for. They know what it



*Asper student Rachel Poppe says her co-op experience gave her valuable real-world experience and helped focus her career goals.*

means to work in an office environment. They perform like people who already have three to five years of experience.”

Lutz says he’s hired many Asper co-op students into full-time positions over the past five years. He was so impressed by two in particular that when he decided to launch Acuity two-and-a-half years ago, he hired them to help grow the company.

Devan Graham, one of the Asper graduates he hired, is now Acuity’s vice-president of HR consulting. She says her co-op experience accelerated her career.

“I leapt past an entry-level position straight into the job I wanted. Now I’m putting programs and policies into place for high-quality, small-to-medium-sized firms and making a meaningful difference to their business.”

Jaysa Toet, another Asper graduate, is now Acuity’s vice-president of recruitment. From her point of view, the job experience paradox that graduates face is definitely a hurdle, and co-op programs like Asper’s are preparing students to overcome it.

“By starting on a path with a faculty like Asper, which offers opportunities

and resources like their co-op program, you’re not only getting a degree, you’re getting an experience.”

To find out more about the Asper School of Business Co-operative Education Program, visit [umanitoba.ca/asper/co-op](http://umanitoba.ca/asper/co-op).

*Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba.*

*She can be reached at [judy.wilson@umanitoba.ca](mailto:judy.wilson@umanitoba.ca) or 204.474.8960.*

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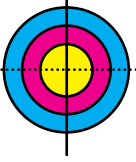
- **explore different careers** and use academic skills in on-the-job settings
- **earn high school credits** while they work in a participating trade
- **earn post-secondary apprenticeship credits** towards full-time apprenticeship after they graduate
- **obtain an apprenticeship tuition exemption** for up to four levels of technical training
- **earn while they learn** – HSAP participants earn above minimum wage while they learn a trade

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# Cameron Kaye

## *An innovator in biomedical technology*

BY KATIE CHALMERS-BROOKS



*U of M biomedical engineering MD/PhD student Cameron Kaye.*

University of Manitoba graduate students do meaningful research that shows us time and again: discovery happens here. We have 47 doctoral and 90 master's programs that give students – like Cameron Kaye – the opportunity to change the way the world thinks.

For Cameron Kaye, advancing cancer research is a mission close to his heart.

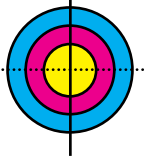
His mom was diagnosed with thyroid cancer over a decade ago; the indolent, but deadly disease was unresponsive to conventional treatment and eventually spread to her lungs and took her life in the summer of 2013. Kaye felt frustrated that modern medicine hadn't progressed to the point that doctors were equipped to save her.

"They shrugged their shoulders," says the 31-year-old graduate student. "I always went into medicine thinking that maybe I could make some sort of contribution. To see if we could find something that would help my mom – that was in the back of my mind."

The biomedical engineering MD/PhD student will graduate both as an engineer







and doctor, able to not only treat cancer patients with leading-edge equipment, but design the technology behind it. “I like the challenge and I love learning new things, and this program has definitely offered me those,” he says.

Kaye works under Joe LoVetri, head of electrical and computer engineering. He is now collaborating with other engineering and physics students – supervised by professors Stephen Pistorius and Can-Ming Hu – to do human trials of new microwave imaging systems to detect breast tumours that would complement the conventional mammogram. This technology – which could be scaled to the size of a backpack – offers a safer option for detection than the mammogram since it uses low-power microwaves instead of X-rays. It is also less expensive, more comfortable for the patient, and more mobile.

These characteristics make it ideal for use in remote areas of the North or in developing countries that lack efficient health-care systems.

“For women in communities that lack the resources for proper breast screening programs, we could catch things before they get too advanced,” Kaye says.

To get to the human trials stage is a rewarding feat, he notes.

“It’s nice to see our work being applied, to have a real-world application. You can see it progressing to the next stage.”

Kaye considers his PhD advisor a great mentor. It was LoVetri who encouraged Kaye to merge medicine with engineering. “He showed me his lab and it was very cool stuff,” Kaye recalls. “I had never heard of microwave imaging in any biomedical context at that point. I realized

right away it was something not a lot of people were working on and it was cutting-edge.”

Kaye was among the first students to pursue a PhD in biomedical engineering at the U of M. In 2013, he received the prestigious Vanier Canada Graduate Scholarship – an award, valued at \$150,000 over three years, that recognizes world-class grad students from across the country. His advisor’s lab and research collaborators have also been supported by a number of other organizations, including the Canadian Breast Cancer Foundation, Grand Challenges Canada, and Cancer-Care Manitoba.

He says his accomplishments always made his mom proud.

“She encouraged me to do whatever made me happy.” 📌

# WHEN PEOPLE ARE SUFFERING YOU NEED TO BREAK DOWN BARRIERS TO PROVIDE COMFORT AND CARE CHALLENGERS DO.

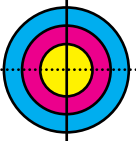
Determined to alleviate suffering in Africa, Dr. Tito Daodu challenged the status quo to ensure she could take her skills where they’d be needed most. The education she received at the University of Manitoba’s Faculty of Medicine gave her the means and the confidence to take action to assist those in need. By returning to provide care in her home country of Nigeria, Tito is proof that you can overcome all obstacles when passion sets your path.

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## Accounting for today:

# The PROs of tomorrow

The final year of high school is often stressful for students. Behind the excitement of graduation looms the next step of independence and adulthood. Thinking about career direction, much less choosing one, is especially daunting. Naturally, students will turn to teachers and counsellors for guidance, although they may not know exactly what they're looking for. The world is essentially their oyster.

How does that relate to a career in accounting? As part of the accounting profession, the ordeal of "too much choice" turns into a major positive – the career possibilities for professional accountants are endless. From government to entertainment, big business to non-profit organizations, and every type of company

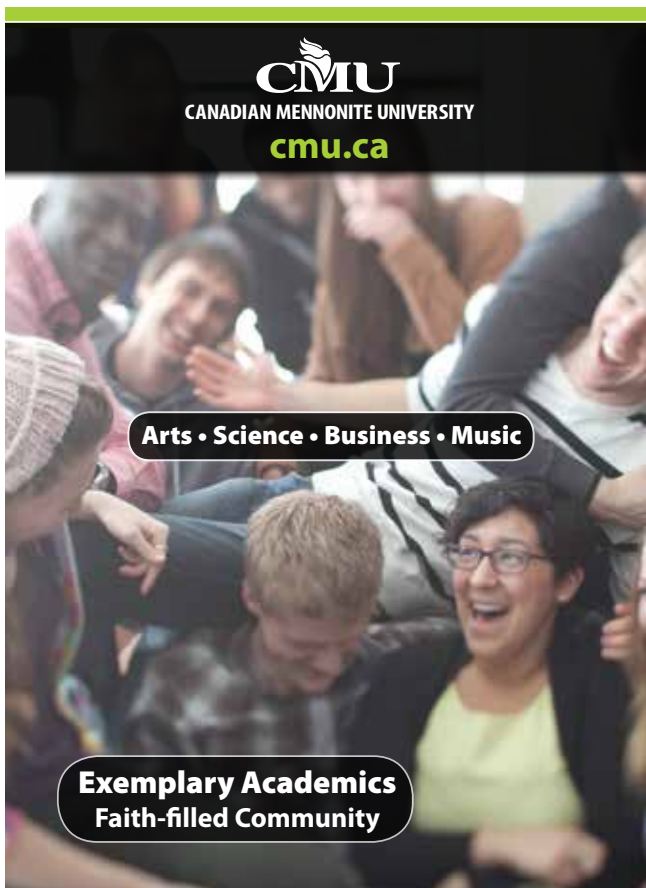
in between, accountants are in demand and are essential.

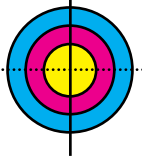
What is your reaction when a new acquaintance reveals that they are an accountant for a living? The stereotype that often comes to mind is the stuffy businessman with pencil and calculator in hand, pouring over mountains of paperwork trapped in a poorly lit cubicle. While that may have had a nugget of truth to it in the past, it could surprise you to learn that the accounting profession today is diverse, dynamic and more than just crunching numbers. Now, the profession is being shaped by an ever-changing landscape.

Employers are looking for business experts who can do more than calculate budgets and revenue. If numbers are the language of business, then that would make accountants the translators. Companies rely on professional accountants to communicate what their numbers mean, solve problems, and advise on ways to improve business function. Accountants are a major part of the inner workings in every organization, serving important roles at all levels of the business, regardless of size.

A knack for numbers is the strongest trait people think accountants have, but that is not the case. While accountants definitely do have that ability, the wide range of professional accountants as a whole are defined by their ability to problem solve and apply knowledge. If you know a student who has strong technical and problem-solving skills, enjoys learning and is a people-person, let them know that the accounting world is worth exploring. Having exceptional networking skills with the ability to clearly communicate ideas or findings is a must for successful accountants.

The days of calculator punching, paper piling and cubicle dwelling accountants are long gone. Today, the accounting profession calls for candidates who can keep up with the latest industry trends, have a passion for growing their craft and enjoy working with others to achieve business goals. The accounting field is so wide ranging and diverse that it allows everyone in it to find the niche that resonates most with them. For high school students, it just might take a little guidance for them to realize that they are indeed a future PRO. ✍️





# Boost your \_\_\_\_\_ gram

Teachers, counsellors and administrative staff play an essential role in helping students discover their full potential. While there are a lucky few students who know what they want to pursue once they leave high school, the majority are still unsure and continue to search for appealing careers. As an influencer, you have the ability to direct, educate, and help shape the professionals of tomorrow. While you certainly can't tell students what the perfect career path would be for them, you are more than apt to show students their options.

The accounting profession tends to be different in peoples' minds than it is in practice. If you were to ask your students what they think accountants do day-to-day, you could bet the answer would simply be "math". CPA Manitoba Joint Venture offers complimentary presentations to high school classes with the objective to inform and educate students about potential careers in accounting, and what professional accountants actually do in more detail. During these presentations, students explore different fields of accounting, the actual day-to-day of the job, the educational path to get there and the benefits of pursuing accounting as a career. Through hands-on activities and class discussion, students learn that the accounting profession is more than just crunching numbers. Presentations showcase the many elements of accounting. As well, they include advice and guidance on classes students can take at the high school level to better prepare themselves for a career in business – all within approximately 40 minutes.

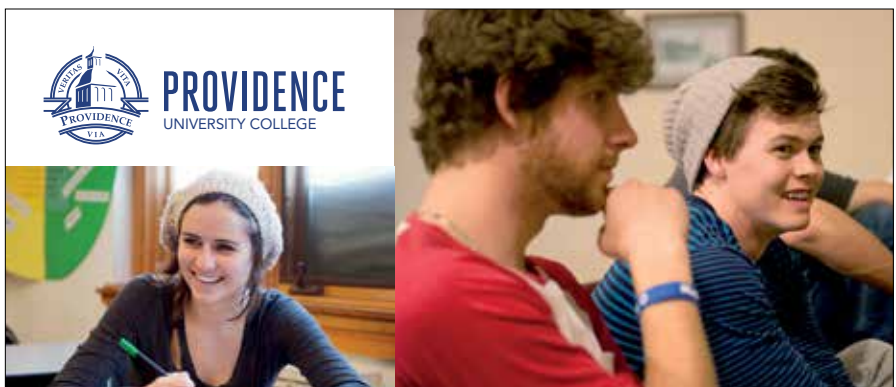
Those who educate the future CPAs of Manitoba contribute to the advance-

ment of both the accounting profession and business. It takes professionals like you to get the PROs of tomorrow started. There is a question and answer period at the end of each presentation, and students will also receive some take-away items should they have any questions about accounting down the line.

If you know a group of business-savvy students, hosting a presentation is a great way to inform and educate your class about an exciting and rewarding career path. Students with strong technical and problem-solving skills will find the accounting world worth exploring. Give

Those who educate the future CPAs of Manitoba contribute to the advancement of both the accounting profession and business. It takes professionals like you to get the PROs of tomorrow started.

your class an edge by contacting CPA Manitoba for a classroom presentation about the accounting industry of today. Every PRO starts somewhere – contact us at [go.CPAmb.ca](http://go.CPAmb.ca) to book your presentation date. ✍️



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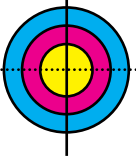
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# Small-town students can discover, achieve and belong at UWinnipeg

BY DAVID GARVEY

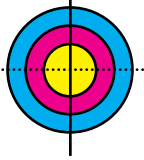


Catherine Nado knew from an early age that her love of science and desire to one day work in the medical field would require post-secondary education. Growing up in La Broquerie, Manitoba, a town of just over 1,000 residents about 70 kilometres southeast of Winnipeg, she also knew that this meant having to leave her rural home to pursue her studies.

After careful consideration of her post-secondary options,

she realized she needed a university that offered both high-quality science labs and small class sizes to help ease the transition from a small K-12 school of 300 students to university life.

Nado chose the University of Winnipeg, starting her first year as a Biopsychology major, which combined her love of science and her emerging interest in psychology. Even in the first term she was able to take advantage of the state-of-the-art teaching



labs at the Richardson College for the Environment and Science Complex, which keeps the lab classes capped at 24 students each – a nice small class where you can easily get to know your professor and fellow students.

The commute to the UWinnipeg from La Broquerie takes about 45 minutes, so for her first year she decided to live on campus at McFeetor's Hall Great-West Life Student Residence, rather than make the drive every day. As a self-described shy person, Nado was suddenly socializing with other students from around the world while in residence. UWinnipeg currently hosts over 500 international students from 63 different countries, and many of those students choose to live on campus. She also enjoyed the cultural opportunities that the downtown offers, in particular the live music scene.

This past fall, she started working as a student ambassador for UWinnipeg's Student Recruitment office, helping with campus tours and other big functions. Just recently she also started working as a research assistant for one of her professors.

Nado credits her professors with helping her discover her future career options, and with making sure she had the right undergraduate study program to meet those career goals. Now in her third year of studies, she is more than halfway towards her

**“In my opinion, UWinnipeg’s best quality is its abundance of opportunities,” she says. “Hands-on labs, work-study programs that allow me to gain research experience, a downtown location that makes exploring the city easy, and a smaller, more communal campus that facilitates getting to know other students.”**

four-year honours degree in Psychology. She credits Professor Vesna Milošević-Zdjelar as being particularly helpful.

“In my opinion, UWinnipeg’s best quality is its abundance of opportunities,” she says. “Hands-on labs, work-study programs that allow me to gain research experience, a downtown location that makes exploring the city easy, and a smaller, more communal campus that facilitates getting to know other students.”



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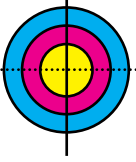
Ramona Reineke  
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# Student life at Minot State University makes for an authentic college experience



MSU senior Breanna Benson at the Engagement Fair.

Most days at Minot State University (MSU) is abuzz with activity. From fall Welcome Back week to midterms to finals to commencement, students are eagerly and anxiously juggling the last minute details that will carry them through the future.

Craziness has a hold on Breanna Benson, MSU senior, but you would never know it. A second-generation MSU alumna, she graciously and energetically balances the demands of school and her extracurricular activities, all while maintaining her status on the President's List consistently.

Benson has a long and distinguished list of roles at Minot State. In addition to being a full-time honors program student and a special and elementary education major, she is currently the president and co-founder of the Sigma Delta Sorority, a

new MSU Greek organization with a mission dedicated to service for women and children, as well as an officer with Campus Players, the oldest student organization. Also, she has held several positions in the Student Government Association, including senator, homecoming co-coordinator, and student entertainment co-director.

"I would say that one of the most important things for any student to know about coming to Minot State is the idea of getting involved and participating," Benson said. "Sure, some days are crazy, but I love everything that I do, and I have the awesome support of friends, family, fellow students, faculty and staff, which makes it all worthwhile. It's not always easy balancing school, life and friends, but it is more exhilarating and reward-

ing when you add to that all the amazing things you can be involved in at Minot State."

It is no small wonder that this year Benson was recognized and awarded as being one of the Who's Who Among Students in American Universities and Colleges. Annually, a select group of students are honoured with this prestigious and exclusive award, which is conferred by more than 2,842 schools throughout the United States.

"It's important to stand tall and do your best to remain confident, even when things seem to be challenging," she said. "It's easy enough to hide in a crowd, but if you stay true to who you are and get involved, you can pretty much guarantee you will always come out on top." 📌



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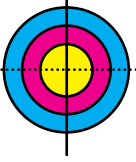
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# Supporting early success at ACC



*Students chat in-between classes at the college's Victoria Avenue East Campus in Brandon.*

The transition to college life can be a daunting challenge for new students. Unfamiliar environments and people, juggling priorities and deadlines – they all add up. Staff and instructors at Assiniboine Community College (ACC) believe that it's important to help students attain success early on in their adjustment to college life and academics. That's why ACC has a comprehensive approach to new student orientation.

The college recently revamped its new student orientation event, Xplore ACC. This is an opportunity for every new student to explore the campus they'll be studying at, meet their instructors and

classmates, and get their list of to do's (like purchasing textbooks and setting up a computer account) out of the way before classes begin. Parents and other family members can join in, helping students ease into unfamiliar territory in a fun and positive way. There are additional orientation activities for aboriginal, international, newcomer, and mature students. These types of events help students connect with others who they have things in common with, fostering supportive peer environments that will grow over time.

ACC has also piloted a new 5 to Thrive program, pairing college staff members with up to five new students before they

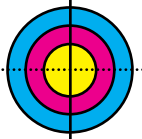


*The ACC Students' Association hosts a Let's Get Acquainted barbecue during the first day of classes in the fall.*

start classes. This helps to welcome students into the college community, answering their questions one-on-one and providing guidance in an informal manner. Students can choose whether they want to stay in touch with their 5 to Thrive staff member as it's completely optional.

The Student IV Program was another new student orientation tool launched this past year. This approach partners Student Services and faculty to ensure students have the tools and resources they need to succeed. Every instructor uses a consistent checklist to offer early feedback on how their students are doing and any areas that they may need additional support with, such as workload management or writing skills. The Student IV Program also helps the college to look at aggregate data and work towards early prevention strategies for students and improvements to program design.






*This past September, every new ACC student was given a stone stamped with the college crest and their graduation year. The college's name comes from the Assiniboine River, which winds its way through Manitoba over 1,070 kilometres.*

ACC's Learning Curve Café helps students refine and build on the specific skills they require for their studies. The café runs a series of workshops early in the academic year to help ACC students prepare for classes. Topics include time management, study skills, effective note taking, math refreshers and proofreading. The Learning Curve also offers year-round drop-in times and will pair students with tutors if they need extra assistance in a specific area of their studies, such as math or writing.

Of course, college life is an important piece of the balance for students at ACC. The fall academic year kicks off with The Big Hello, a first day welcome for new and returning students. Games, music, a BBQ, and prize patrols seize the day, giving students an opportunity to meet others outside of their programs and start to feel at home. The students' association plans social and recreational events and

activities throughout the year.

ACC is committed to providing exceptional learning experiences for every student. That means every instructor and

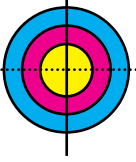
support staff member is responsible for creating environments for students to succeed and grow during their time at college. 

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# MITT: Innovative option for Manitoba high school students



*Student in the Motosport Technician program at MITT High.*

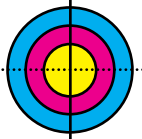
This September, the Manitoba Institute of Trades and Technology (MITT) will be launching the province's newest innovative high school option: MITT High. Thanks to the School of Choice option, which allows students to attend a high school outside of their catchment area, all Manitobans entering Grade 11 can now apply to be a full-time student at The Work School.

According to MITT president and CEO Paul Holden, the "unique educational experience [of MITT High] will focus on four high-demand careers, allowing students to attend 'college' during their high school career, fast-tracking their educational goals."

The combination of delivering Apprenticeship Manitoba-accredited skilled trades programs and high school aca-


demics within a single post-secondary institute is unique in Manitoba and is providing an educational choice that will ultimately meet the needs of industry.

MITT High is education with purpose, leading to employment or additional post-secondary education. Students can currently choose between four programs that are being offered for the 2015-16 school year: Carpentry, Industrial Weld-



ing, Motorsport Technician, and Hairstyling. These programs were selected for the high school's first year of operation under its new mandate based on their consistently high employment rates for graduates at the post-secondary level.

The first students to attend MITT High will complete their Grade 11 and 12 high school credits over a two-year period, and will graduate with a high school diploma, as well as an MITT Certificate in the skilled trades program of their choosing. As the model expands in the years to come, MITT will be able to offer a full program that accommodates Grades 10 through 12 and has additional trades and technical options available to more students. MITT is opening the door to 50 new students with a plan to increase that number to 300 by 2018.

MITT High is a key piece to the commitment that MITT has made to create opportunity for both students and employers alike by anticipating and meeting the labour demands of the industries it supplies with work-ready graduates. Ambitious high school students who choose to attend MITT to take their first steps towards a career in skilled trades and technology will be rewarded with an accelerated education plan in a caring environment. This option opens the door to further laddering from one educational goal to the next through articulation agreements and dual-credit opportunities. Students will ultimately find themselves entering the workforce with an in-demand skillset at a time when many of their contemporaries are just beginning their post-secondary education. 

*For further information on the program or how to apply, please contact the Institute's Enrolment Services Department at 204-989-6500, or the MITT information request email at [info@MITT.ca](mailto:info@MITT.ca). Seats may be limited.*



*Industrial welding at MITT.*



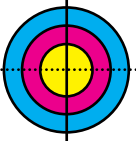
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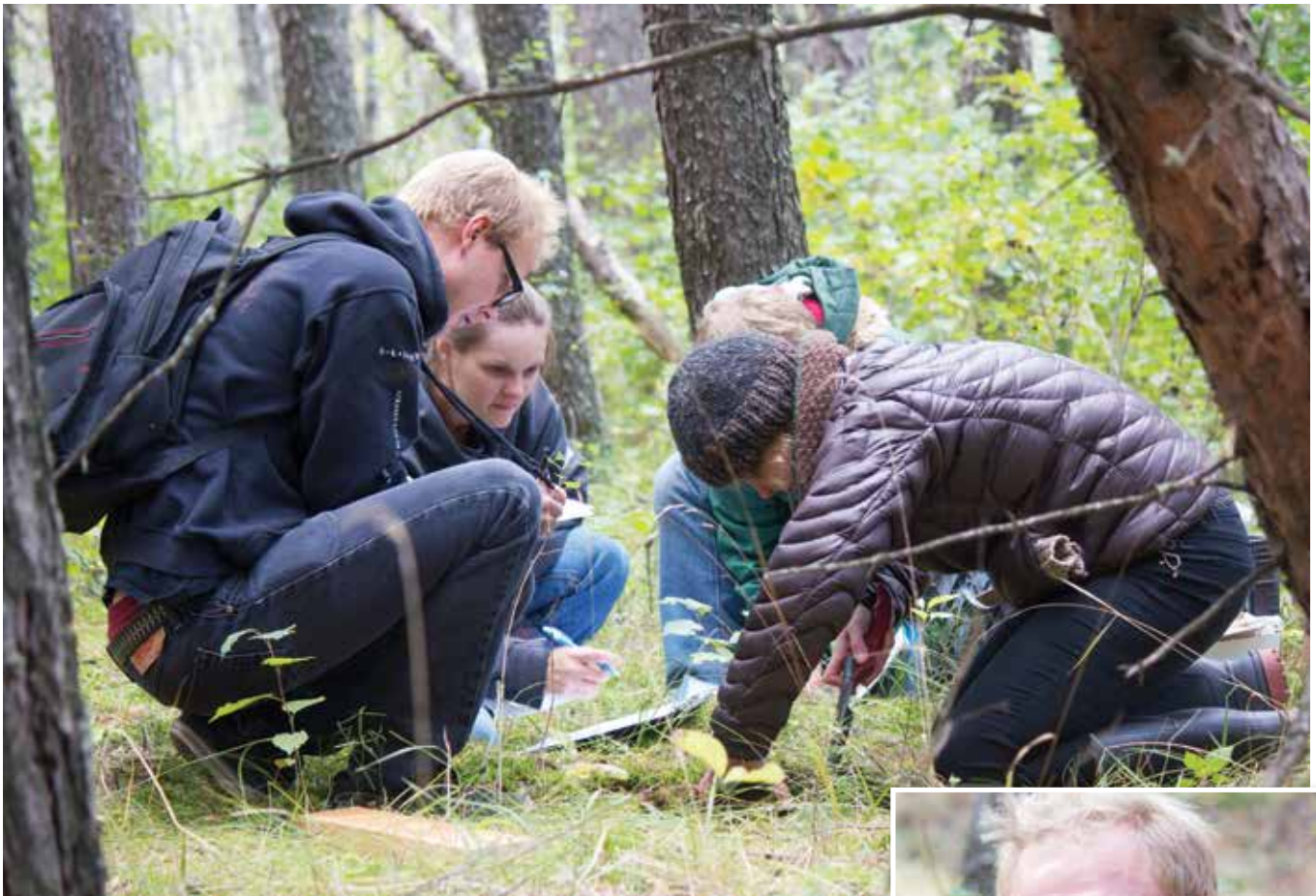
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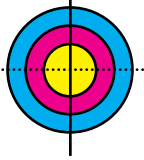


*Students in the Environmental Science program. Featured: Dr. Terence McGonigle.*

A bachelor of science in Environmental Science (B.S.E.S.) from Brandon University offers a wide range of career opportunities, with the environmental sector seeing rapid employment growth across Canada. Exciting career opportunities are available with the private sector and provincial and federal governments, in-

cluding careers such as: environmental consultant, conservation officer, wildlife habitat specialist, sustainable resource manager, environmental inspector, and environmental monitoring officer. In addition, our students are eligible for Environmental Professional (EP) Certification through the Environmental Careers Orga-





nization of Canada (ECO-Canada), providing them with a competitive advantage for job opportunities.

Environmental science is the study of the interaction between plants, animals and the environment, and human impacts on these systems. This four-year interdisciplinary degree provides the scientific background necessary to address environmental issues such as pollution, climate change, resource management, and the conservation of wildlife and their habitats.

Our Environmental Science degree includes courses such as: Environmental and Resource Issues, Ecology, Geographic Information Systems (GIS), Plant Ecology, Conservation Biology, Environmental Ethics, and Environmental Impact Assessment. Within many of these courses, students will be involved in outdoor field excursions and learn about the many varied habitats in southwestern Manitoba. As part of their degree, students can select from a wide range of areas of specialization, including wildlife management, biogeography, disaster management, environmental chemistry, environmental

geoscience, environmental policy, and resource management.


The opportunity to study many disciplines is exciting for our students.

"I enjoyed the ability to take a variety of courses from across the science departments. I also enjoyed the ability to take the many skills learned throughout the first three years of the program, and

apply these skills to a final project that is of personal interest," said Morgen Burke, B.S.E.S., 2014.

All students complete a final-year project in preparation for professional practice. This project can be completed working with a Brandon University professor, or as part of a co-op placement with Parks Canada, Agriculture and Agri-Foods Canada, or another federal or Manitoba agency. Students can additionally receive credit to study abroad, as part of a field course excursion to South America, Central America, Africa, or Europe.

Our students have completed a wide range of projects. They have written management plans for local parks and protected areas, examined recycling effectiveness in Brandon, studied movement patterns of common snapping turtles, and investigated nutrient input from dust deposition along rural gravel roads.

Brandon University has also partnered with Assiniboine Community College (ACC) and offers two years of transfer credit to students who have completed ACC's Environmental Technologies Land and Water Management Diploma. 

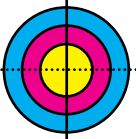


Science  
lives here.

Meet Lisa. As an Environmental Science student, she will gain in-depth knowledge of environmental systems, the context in which they operate and the skills necessary to address present and future environmental problems.

[BrandonU.ca/Science](http://BrandonU.ca/Science)





## Manitoba Building Trades

# Come build with us

Manitoba Building Trades (MBT) is an organization that represents 13 construction and trades unions in Manitoba. MBT is responsible for business development, marketing and representing the interests of its member organizations, as well as the individual construction and trades professionals each of its member unions represent.

As a group, MBT speaks for some 7,000 construction and trades professionals in Manitoba. Together, we are the largest suppliers of skilled labour in Manitoba. For large public and private sector projects, our members have the opportunity to work on some of the most exciting and iconic projects.

Our members have been instrumental in building significant infrastructure and large-scale projects that have created some of the most recognizable structures in our province.

These include the iconic Canadian Museum of Human Rights, Investors Group Field, the MTS Centre, the floodway, and the ongoing Hydro projects at Keeyask and Keewatinohk. Our members have translated spectacular designs into reality. Many different trades and skilled workers came together to build these complex and important structures.

These projects not only change the look of our city and province, many will generate economic opportunities for thousands of Manitobans for a century or more. Our work at the northern Hydro projects will require almost 3,000 workers at peak and their efforts will create what are truly the pyramids of modern times. Once completed, these hydro dams will generate electricity for use in Manitoba and for sale to other markets for at least a century.

Many of our affiliated union organizations also provide opportunities for skilled trades professionals to work on large-scale projects across the country. Their national and international affiliation means that skilled workers can work in other provinces when workers are required. Similarly, when demand for skilled workers exceeds availability in Manitoba, inviting Canadians from other provinces to work on Manitoba projects can supplement our local workforce.

If you are considering a career in the trades, you will have an opportunity to shape our future by working on similar projects in the future. Gaining a skilled trade will open up a world of exciting and rewarding opportunities. Our affiliated union organizations are the best alternative for mobility, long-term employment security, and excellent wages and benefits.

But more importantly, our affiliated organizations offer the opportunity to work on the very best projects in Manitoba, and often, across Canada. Whatever profession you may choose, you will draw satisfaction from having a meaningful opportunity to work at the leading edge of creativity and innovation.

If you do choose a skilled trades profession, working in the unionized construction industry will give you a challenging and rewarding environment where you can grow to be the best in your profession by working on the very best projects underway across Manitoba and Canada. ✍️

**MBT**

From bridges to dams and skyscrapers, trades and construction professionals turn ideas into reality.

**COME BUILD WITH US**

[www.mbtrades.ca](http://www.mbtrades.ca)  
(204) 956-7425  
@MBTCouncil

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