

manitoba School Counsellor

fall 2014



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- Financial tips for managing money, credit and debt
- How to create awareness about dyslexia in your school

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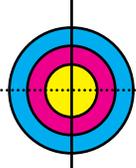
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MSCA president's message

Susan Hocken-Attwell

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Fall has arrived and I hope you are enjoying the first month or so back at school. Fall is my favourite time of year. The changing colours of our beautiful Manitoba trees, a cool breeze in the air, and fresh new faces at school are all wonderful signs of a new beginning. New beginnings, new students, for some of you, it may be a new grade or a change in your career, or perhaps your first counselling position. Fall is a chance for transformation and renewal, a chance for rebirth and growth. It is a chance to set new goals with your students and for yourself. This fall I encourage you to set some goals to improve your counselling program, focusing on an area that you feel needs growth; perhaps it's a new unit for your guidance curriculum, a unique counselling intervention, or an innovative approach to system support. Whatever goals you decide to focus on, remember there are so many valuable resources out there to help you achieve success; you may even find valuable resources on our website, msca.mb.ca.

Allow me to introduce myself, my name is Susan Hocken-Attwell, I have been in the teaching profession for over 25 years, with 15 of those years as a school counsellor. I have worked in many school divisions in the city and I am presently at Chief Peguis Junior High in River East Transcona School Division. I am very honoured to have the opportunity to be the president of MSCA for the 2014 -2015 school year.

Although as president I have many responsibilities, the MSCA executive literally functions as a team. Some of our members have been with MSCA for many years, some for more than 30

years. I look forward to working with them again and learning from their advice and excellent guidance in problem solving. We have board meetings once every two months and we are always looking for new members to add to our professional discussions of school counselling. One of my goals as president is to facilitate more networking and support between MSCA and all our members, so please consider joining us at our board meetings. We'd love to hear what you are doing in your counselling program and how we can support you. Another goal that I have for this year would be to provide members with more professional development opportunities with a focus on experiential workshops, such as socio-emotional learning, expressive therapy, and others. Please check out our website for more information.

This fall I am looking forward to SAGE on October 24, 2014 at the Caboto Centre with our keynote speaker, Stephanie Staples, who has been awarded the Manitoba Woman Entrepreneur of the Year in 2014. Stephanie will inspire us to set goals and make changes to achieve both personal and professional success.

As counsellors and teachers, we also work with students and family members with mental health difficulties. Please also think about making time to attend the Education in Action – Mental Health Conference, put on by MASS on November 13 to 14, 2014.

I am truly grateful to be part of the MSCA team and look forward to my role as president. Please feel free to contact me anytime with any school counselling ideas, questions or concerns.

Take care and be well! ✍️

MSCA board members for 2014-2015

President – Susan Hocken-Attwell
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Learning about making a difference

The second-annual Lost Prizes conference takes place at the U of W

BY SHAYNA WIWIERSKI



Dr. Dorothy Sisk during her keynote presentation, Leadership Development for a Multicultural Society.

Education students and teachers gathered at the University of Winnipeg July 16-19, 2014 for second-annual Lost Prizes/The International Centre for Innovation in Education (ICIE) conference.

The conference is aimed to establish innovative academic and social programs to identify and develop the talents of high-ability, at-risk young people. The event featured a number of keynote speakers from all over North America, as well as networking sessions.

“It’s fantastic,” said Dr. Dorothy Sisk, who presented her keynote presentation on July 17, titled *Leadership Development for a Multicultural Society*. “I’m very impressed with the enthusiasm [from students]. They get something extra, and as a result, you get stronger teachers. The intensity of it is unique.”

Sisk is the endowed chair in gifted education, responsible for the Research and Program Development Center for Gifted Education at Lamar University in Beaumont, Texas, a school with

14,000 students. Her presentation focused on exploring leadership in schools and touched on many theories of leadership, and even drew examples of individuals who have paved the way and became inspiring individuals themselves. Examples included Ishmael Beah, author of *A Long Way Gone: Memoirs of a Boy Soldier*; Tyler Page, founder of the non-profit group Kids Helping Kids; Canadian Ryan Hreljac, founder of Ryan’s Well Foundation; among others. Three days prior to her keynote, she taught a class at the University of Winnipeg on creative leadership. Students looked at the history of leadership and the ways they can develop it creatively in students.

“They worked together in groups and came up with ways of leadership. What are selfless acts you can do in terms of leadership? Good leadership shows compassion, it helps others do selfless acts,” she said.

Other seminars that day included a workshop from Winnipeg



Students doing group work during Marc Kuly's workshop on July 17.

School Division teacher Marc Kuly, who spoke about using storytelling as a bridge for the teacher-student connection, as well as teachers from Elmwood High School, whose workshop focused on the Elmwood Student Success Initiative, which was part of a three-year provincial pilot student success initiative in the spring of 2010, among others.

Winnipeg's Elmwood High School has 810 students, 43 per cent of which are from single-parent families and 35.4 per cent are below the low-income cut-offs (LICO). The school started the Student Success Initiative (SSI) in 2010, which built upon and strengthened Elmwood's rich history of helping kids. With the help of teachers Joanne Sabourin, Grant Andruchuk, and principal Mike Babb, they initiated a Student Success Centre that provided academic and/or social-emotional support to students that were deemed to be off track by an early-warning tracking system that was developed in collaboration with the division data department.

The afternoon keynote on July 17 featured Fred Hines, principal of Amiskwaciy Academy in Edmonton. His presentation, entitled An Aboriginal Approach to Leadership Through Consultation/Collaboration with Students, Families, Elders, and Community Partners, focused on the importance of consultation and collaboration in providing a safe, caring school environment where cultural values and beliefs are respected and celebrated in the daily curriculum.

The Grade 9-12 school in downtown Edmonton is one of 200 schools in the district. Kids come from all different ethnic backgrounds and its vision is to honour the aboriginal community and reflect its cultures, values, ancestral knowledge and traditions in achieving excellence in education. As such, the school employs a full-time elder, which, according to Hines, is very rare.

"The Elder's traditional room has prevented suspensions and

expulsions. They work with students and family and do healing circles," said Hines, adding that the room is also known as the discovery room where the students can talk about issues growing up.

Lost Prizes wrapped up on July 19 with a special presentation from Bob Davison on Lifeline Haiti. The third edition of the conference will take place from July 8-11, 2015. 📍

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Financial tips for managing your money, credit, and debt



Post-secondary education is an investment into one's future. However, many students take on debt to cover the cost of their tuition, books, and living expenses. This can be in the form of a student loan, line of credit, bank loan, and/or credit card.

One way to manage money, including income and expenses, as well as credit, is to look at the situation in two phases. Phase 1 is while you're in school, and Phase 2 is when you graduate.

While in school, you should focus on maximizing income, minimizing expenses, and fiercely managing credit. You can maximize your income through various means, which may include, but aren't limited to:

- Apply for any and all available scholarships, grants and bursaries. Many of these sources of income go unused because individuals don't want to do the paperwork. If you don't apply for it, you guarantee that you won't get it.
- Work part-time if possible. Part-time income can cover off your transportation costs or groceries, or even just a bit of extra spending money.

- Work full-time during the summers. Full-time summer income can go a long way in helping you cover next semester's tuition (or living expenses).

You can also look at minimizing expenses while in school. Some ways to save can include:

- Living at home if possible. Students who live at home can save thousands of dollars by not having to pay for room and board.
- If living at home isn't feasible, live as close to campus as possible and save on transportation.
- Take public transportation to and from school, if possible. Vehicle payments, insurance, fuel, and maintenance can add up to hundreds of dollars every month.
- Make all of your meals at home, including lunches. If a person buys lunch on campus three times a week at \$10 per lunch, this equals \$30 a week, or \$120 a month, or \$1,440 a year.
- Make your coffee/tea at home. If a person buys one coffee per day at \$4.50 a coffee, that's \$22.50 a week, \$90 a month and \$1,080 a year.
- Track your expenses so that you know where your money is going.

Students can also manage their credit (e.g. credit cards, lines of credit, loans, payday loans, etc.) while in school by:

- Ensuring there is a way to pay it regularly
- Not using it for impulse purchases
- Understanding the cost of credit – for example, a \$5,000 balance on a 19.9 per cent credit card would take over 60 years to pay off if someone was mak-

ing minimum payments on a declining balance.

Once you graduate from school, you can step into Phase 2 of debt repayment. This can be done by increasing income, creating savings, managing expenses, creating a debt repayment system, and if applicable, understanding the student loan repayment system. Some strategies can include:

- Finding full-time work as quickly as possible after graduation. It is easier to find work when you're working and employment generates income, as well as the potential for benefits.
- It is crucial to create savings for irregular and seasonal expenses, emergencies and future goals.
- Managing expenses by creating a realistic budget. Track expenses and create a paycheque plan.
- Creating a debt repayment plan that ensures all debts are being paid and balances are reducing.
- Understanding, if applicable, the student loan repayment system, and if any repayment issues arise, connect with the Student Loan Service Centre at www.canlearn.ca for assistance.

Higher learning has so many benefits both personally and professionally. Money management is a skill, and if you need help improving your skills, connect with a non-profit credit-counselling agency in your area to learn how to manage your money and learn more about your personal options around debt. ✍️

Youth and diabetes: what counsellors need to know

BY THE CANADIAN DIABETES ASSOCIATION



Diabetes in Canada

Today, it is estimated that more than nine million Canadians are living with diabetes or prediabetes – a condition that, if left unchecked, puts you at risk of developing type 2 diabetes.

“Rates of diabetes have doubled over the past decade and its projected one-in-three Canadians will be living with diabe-

tes or prediabetes by 2020,” says Dr. Jan Hux, chief science officer at the Canadian Diabetes Association (CDA).

Types of diabetes

There is no cure for diabetes and there are three main types.

Type 1 diabetes is an autoimmune disease that occurs when the pancreas is unable to produce insulin or produces very

little. Ongoing high levels of glucose in the blood can result in serious complications, including kidney failure, blindness, heart attack, stroke and limb amputation. Type 1 diabetes usually develops in childhood or adolescence and affects approximately 10 per cent of Canadians with diabetes.

Type 2 diabetes, affecting approxi-



mately 90 per cent of Canadians with diabetes, occurs when the pancreas does not produce enough insulin to meet the body's needs and/or the body is unable to use the insulin it produces (insulin resistance). Although type 2 diabetes usually develops in adulthood, increasing numbers of children, adolescents and teenagers in high-risk populations are being diagnosed.

In addition to unhealthy weights, factors that increase a youth's risk for developing type 2 diabetes include:

- Being a member of a high-risk ethnic group (i.e. Aboriginal, African, Asian, Hispanic or South Asian);
- Having a family history of the disease (particularly when the mother's pregnancy was complicated by diabetes);
- Having dark, velvety patches in skin folds (a skin condition known as acanthosis nigricans);
- Having high levels of fat in the blood (dyslipidemia);

- Having high blood pressure (hypertension); and
- Having polycystic ovarian syndrome (a disorder in females that is marked by lack of menstrual periods, unusual hair growth and excess weight).

The third type is gestational diabetes and it develops during pregnancy. Blood glucose levels usually return to normal following delivery, however both mother and child are at higher risk of developing type 2 diabetes later in life.

"While diabetes can lead to serious complications, people can do many things to stay well. Management strategies include working with your health care team, eating healthy, getting active, and learning as much as possible about diabetes," says Dr. Hux.

Teens with diabetes

When children are first diagnosed with diabetes, parents play a large role – learning about the disease, participat-

ing in daily routines, and sharing management decisions. However, older school-aged children and teenagers typically are in the process of taking full responsibility for their own health. As adults, they will have to engage in diabetes self-management and make more decisions about their own health care needs with the support of their health care team.

"Managing diabetes at any age requires a careful balancing act of food intake, activity level and, when needed, medication," says Dr. Hux. "Within the teenage years, this can be stressful with puberty, the desire to be more independent from parents and pressure from peers and school."

Some teens try risky behaviours, such as smoking, drugs, alcohol or unprotected sex, and for teens with diabetes, these behaviours can be particularly hazardous to their health. Smoking greatly increases the chance of early stroke, heart attack, and other diabetes-related complications. Drinking alcohol increases the risk of low blood glucose levels. Teenagers are also more exposed to high fat, high sugar and high-calorie food choices, which can negatively affect eating habits – unhealthy eating can ultimately affect blood glucose levels.

"Blood glucose levels can change with diet, physical activity, stress or illness. In some cases however, blood glucose levels fluctuate for no apparent reason," explains Dr. Hux.

A student with diabetes who is able to manage it well will allow them to continue their education and academic performance with little or no impact. However, everyone with diabetes experiences occasional high or low blood glucose levels. Students whose diabetes is more challenging to manage may experience some disruption of their education. Hypoglycemia (low blood glucose) occurs when too little food has been eaten in relation to the amount of insulin taken or energy expended in exercise. It can affect concentration and the ability to think clearly, and in extreme cases, lead to loss of con-

sconsciousness. Sustained hyperglycemia (high blood glucose) can result in tiredness and lack of concentration and, as a result, may affect a student's ability to learn and to participate in school activities.

"Youth with diabetes may experience blood glucose 'highs' or 'lows' that can seriously impair their academic performance," says Dr. Hux. "It's important that teachers and school staff discuss concerns regarding diabetes and its impact on a student's education with parents/guardians. If school personnel lack accurate information about diabetes and how it is managed, problems could result, ultimately placing the student's health and safety at risk."

How school personnel can support teens with diabetes

Students spend most of their day in school and must be able to achieve the same level of diabetes management at school that they do at home.

To do this, they need access to the tools for diabetes management:

- blood glucose testing equipment;
- insulin delivery systems (pen, needle or insulin pump);
- oral, fast-acting carbohydrate, including snacks and drinks, to treat hypoglycemia;
- sufficient time to eat their snacks and meals;
- school personnel who are knowledgeable about diabetes and able to assist when needed; and
- a private location to test their blood glucose and administer insulin.

"Partnerships must exist among the student, parents or caregivers, teachers and school administration to provide a positive educational environment for teens with diabetes," adds Dr. Hux. "Establishing a communication system for teens with diabetes will help with their academic performance, their psychosocial maturity and independence, and ultimately their health."

Diabetes Charter for Canada

In April 2014, the CDA unveiled the

first-ever Diabetes Charter for Canada that outlines what people with diabetes can and should expect from themselves and others in the diabetes community. In a school environment, students living with diabetes have the right to be full and equal participants in school and all school-related activities without the fear of being excluded, stigmatized, or discriminated against. Within the charter, responsibilities of schools are also detailed. Visit MyDiabetesCharter.ca to learn more and sign the charter online.

For further information on diabetes or to find local diabetes education centres, please visit diabetes.ca, join [facebook.com/CanadianDiabetesAssociation](https://www.facebook.com/CanadianDiabetesAssociation), follow [@DiabetesAssoc](https://twitter.com/DiabetesAssoc) on Twitter, or call **1-800-BANTING (226-8464)**.

To arrange for a *Kids with Diabetes* in-school presentation for relevant personnel, contact the local CDA Manitoba office at (204) 925-3800 or mbinfo@diabetes.ca.



The vision of the Canadian Diabetes Association for the Diabetes Charter for Canada is a country where people with diabetes live to their full potential.



The guiding principles of the Canadian Diabetes Association in developing this Charter are to:

- Ensure that people who live with diabetes are treated with dignity and respect.
- Advocate for equitable access to high quality diabetes care and supports.
- Enhance the health and quality of life for people who live with diabetes and their caregivers.

Canadians Living with Diabetes* Have the Right to:

- Be treated with respect, dignity, and be free from stigma and discrimination.
- Affordable and timely access to prescribed medications, devices, supplies and high-quality care, as well as affordable and adequate access to healthy foods and recreation, regardless of their income or where they live.
- Timely diagnosis followed by education and advice from an interprofessional team which could include the primary care provider, diabetes educator, nurse, pharmacist, dietitian and other specialists.
- Emotional and mental health support, as well as support for their caregivers if needed.
- Be an active partner in decision-making with their health care providers.
- Have access to their medical records and other health information when requested, and have it easily understood.
- Diabetes information, education and care that take into account a person's age, culture, religion, personal wishes, language and schooling.
- Have their eyes, feet, kidneys, blood glucose control, cardiovascular risk factors and mental health checked as often as recommended by current clinical practice guidelines.

*and their informal caregivers where relevant

- Affordable access to insurance coverage.
- Fully participate in daycare, pre-school, school and extracurricular activities, receiving reasonable accommodation and assistance if needed.
- Supportive workplaces that do not discriminate and make reasonable accommodation as needed.
- Appropriate and seamless transitional care that recognizes the progression of the disease.

Canadians Living with Diabetes Have the Responsibility to:

- Self-manage in the best of their abilities and personal circumstances, including a healthy diet, exercise, following care plans and attending appointments.
- Be honest and open with health providers about their current state of health so that the most suitable care plans can be created.
- Actively seek out education, information and support to live well with diabetes.
- Respect the rights of other people with diabetes and health care providers.

Governments Have the Responsibility to:

- Form comprehensive policies and plans for the prevention, diagnosis, and treatment of diabetes and its complications.
- Collect data on diabetes burden, such as costs and complications, and to regularly evaluate whether progress is being made.

- Guarantee fair access to diabetes care, education, prescribed medications, devices, and supplies to all Canadians, no matter what their income or where they live.
- Address the unique needs and disparities in care and outcomes of vulnerable populations who experience higher rates of diabetes and complications and significant barriers to diabetes care and support.
- Implement policies and regulations to support schools and workplaces in providing reasonable accommodation to people with diabetes in their self-management.

Health Care Providers Have the Right to:

- Ongoing training, funding and tools needed to provide high quality diabetes care.
- Work in well-coordinated teams, either at the same location or virtually where support from specialists who provide diabetes care can be obtained within a reasonable time.

Health Care Providers Have the Responsibility to:

- Treat people with diabetes as full partners in their own care.
- Learn and apply up-to-date evidenced-based clinical practice guidelines when caring for people with diabetes.
- Diagnose people living with diabetes as early as possible.
- Help people with diabetes and their caregivers navigate the health care system.

Schools, Pre-schools, and Daycares Have the Responsibility to:

- Ensure staff and the child's peers have accurate information about diabetes, provide a safe environment for diabetes self-management and protect children with diabetes from discrimination.

Workplaces Have the Responsibility to:

- Create an environment where people can reach their full potential by providing accommodation and eliminating discrimination against people with diabetes.

The Canadian Diabetes Association Has the Responsibility to:

- Strongly advocate for the rights of people living with diabetes on behalf of Canada's diabetes community.
- Raise public awareness about diabetes.
- Work to ensure the accuracy of information about diabetes in the public domain.
- Partner with researchers to improve the planning, provision and quality of diabetes care by promoting and applying research.
- Advocate for equitable access to diabetes care, education, medications, devices, and supplies.



www.mydiabetescharter.ca



How to create awareness about dyslexia in your school

BY CHERYL HOFFMANN, DIRECTOR OF KC DYSLEXIC LEARNING CENTRE

.....



Cheryl Hoffmann's daughter completing a level.

KC Dyslexic Learning Centre was opened in 2007 with only one client, my daughter Kersten. When she was diagnosed with dyslexia in 2006 we looked high and low for a program that was proven to help the reading and spelling abilities of dyslexic children. I was shocked that there was not one place in Manitoba that could help, considering dyslexia affects 20 per cent of our population.

Since opening in 2007 we have had over 300 students come to our centre for programming, bridging the gap between schools and families to help with accommodations in the classroom, create

awareness in our province by presenting to schools in Winnipeg and rural communities, and founding a non-profit organization to support families with dyslexia.

We have proven that with specific programming and consistent attendance, significant gains in reading have been attained.

Below is a study done with one child's school. Jerry L. Johns was tested using Basic Reading Inventory (ninth edition), which was done two to three times per year at his elementary school.

Before coming to our centre in Grade 4, he already had extra help in school, at-



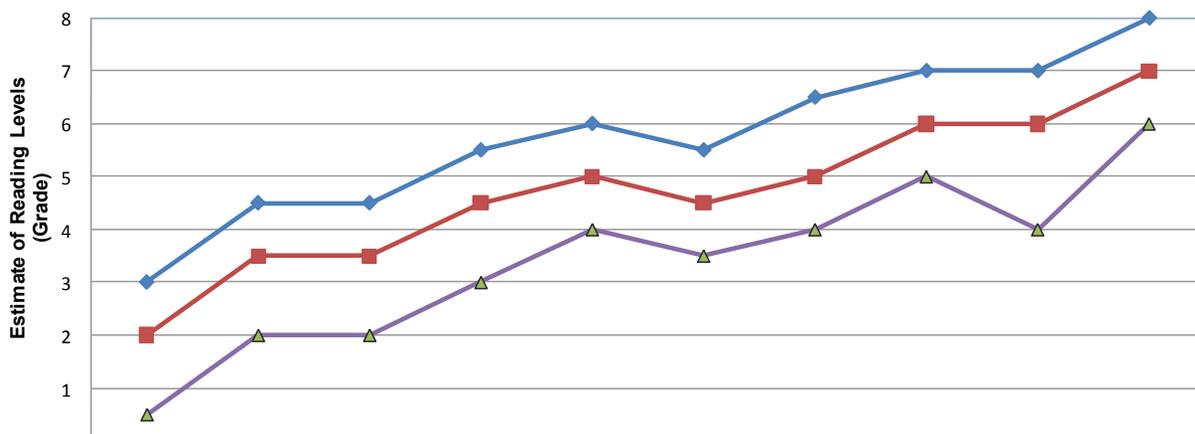
tended other learning centres and had private tutors.

His elementary school measured his reading to be: independent at .5, instructional at Grade 2 and frustration at Grade 3. He attended our centre two times per week for 50-minute lessons, even during school breaks. His progress from September to April was a 1.5 grade improvement independently, instructional and frustration.

Notice in November of Grade 5 teacher number two measured no progress. His mother spoke to teacher number two af-



Basic Reading Inventory (9th Ed) Jerry L. Johns



	Grade 4 Sept/07 Teacher #1	Grade 4 April/08 Teacher #1	Grade 5 Nov 3/08 Teacher #2	Grade 5 Nov 14/08 Teacher #2	Grade 5 May/09 Teacher #2	Grade 6 Sept/09 Teacher #1	Grade 6 March/10 Teacher #1	Grade 6 May/10 Teacher #1	Grade 7 Oct/10 Teacher #3	Grade 7 Jan/11 Teacher #3
—◆— Frustration	3	4.5	4.5	5.5	6	5.5	6.5	7	7	8
—■— Instructional	2	3.5	3.5	4.5	5	4.5	5	6	6	7
—▲— Independent	0.5	2	2	3	4	3.5	4	5	4	6

ter reviewing the results and asked when the testing was given. Teacher number two said she tested him in the afternoon. His mother recommended that that teacher spend some time with him and test him in the morning because he did best when he was fresh in the morning. Two weeks later, teacher number two retested him in the morning and he had

indeed improved one full grade independently, instructional and frustration.

Overall improvement was measured at an increase of 5.5 grade levels independently, five grade levels instructional and five grade levels frustration.

That is what we do here at the centre. We catch up dyslexic children's reading and spelling skills using methods that

have been proven by independent scientific research.

We want to empower the 20 per cent of dyslexic children in your school by giving them the tools they need to be good readers and spellers.

Please contact us at 204-253-3693 or email cheryl.hoffmann@kcdlc.com.

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Co-ordinator helps students find opportunity in the skilled trades



Reg Toews knows Southern Manitoba like the back of his hand. As a high school apprenticeship program co-ordinator in the Red River Technical Vocational Area (RRTVA), Toews' key responsibility is to be a liaison between high schools, students and employers across five school divisions in the southernmost regions of the province. Toews can easily clock hundreds of kilometres in his efforts to promote the skilled trades to students as an attractive career path.

Toews feels this commitment is worth the extra time and travel because his job allows him the opportunity to help students make real-life career choices. "I'm working to make trades a reality for their future," he says.

After starting his career as a junior high school teacher, Toews eventually felt the need to switch focus.

"An opportunity arose where I could make a change. I didn't know a lot about the High School Apprenticeship Program (HSAP), but I thought it was pretty interesting."

Toews became a High School Apprenticeship instructor and now works full time for the RRTVA promoting vocational training and the HSAP.

Graduate with a plan

Toews says that Manitoba's HSAP gives students a head start by teaching students about responsibility and providing valuable life skills, such as money management.

"These are skills you can't learn in a classroom. The program allows students



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Reg Toews is passionate about his work promoting careers in the skilled trades to the southeastern Manitoba high school community.

to become independent and to graduate from high school with a definite plan.”

The timing couldn't be better. Both provincial and federal governments have started to focus on increasing the number of skilled tradespeople in the province and across the nation, which means there is mounting pressure on education systems to endorse apprenticeship training in schools.

In his opinion, the support to increase vocational training in the schools has been welcome and has also encouraged growth. “This support has created jobs and strengthened the apprenticeship system. With collaboration from all levels, we are working together to help mould the system so it better supports skilled trades training.”

The network of support for the HSAP includes a Professional Learning Group (PLG), co-chaired by Toews, comprised of educators from around the province. Information sessions are held quarterly to promote apprenticeship training within high schools and provide resources to educators.

According to Toews, the PLG provides the opportunity for educators to learn from each other. He adds that he is excited about the future potential for the

group to help further expand opportunities for students to get involved in the skilled trades.

“The PLG is made up of a diverse group of teachers who come together to brainstorm and network. They learn from each other and help strategize ways to improve the opportunities for students. There is currently real momentum within apprenticeship and the trades. These forces are opening doors to a great future for young students.”

The High School Apprenticeship Program gives students the opportunity to gain paid, supervised, on-the-job training in a skilled trade while completing their high school education. This experience can be counted as credit towards graduation, as well as post-secondary apprenticeship.

For more information, visit the Apprenticeship Manitoba website at www.manitoba.ca/tradecareers or contact your HSAP co-ordinator. ↗

Help students jump-start a rewarding career with the

High School Apprenticeship Program

The High School Apprenticeship Program (HSAP) helps students:

- **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

Get complete details on how your students can benefit from the HSAP or book a school presentation on this exciting program by visiting manitoba.ca/tradecareers

**Apprenticeship
Manitoba**

Manitoba 

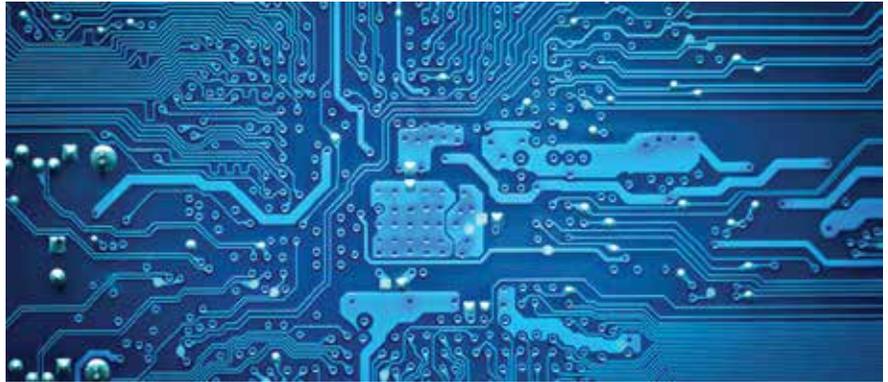
Get charged up

Professional engineering technologists

From the moment Manitobans wake up in the morning and turn on a light switch or shower until the end of the day, they rely on the work of professional engineering technologists.

They do so by having participated in the design, selection, use, installation, testing, and repair of devices and equipment related to all aspects of everyday life. As technology professionals, they provide essential services and protection as part of a large team, which includes tradespeople, engineers and scientists. Engineering technologists, through their role in power generation and transmission and distribution, ensures your electrical power is always there.

The electronic engineering technologist designs, develops, and tests telecommunication systems that enable you to watch TV, listen to the radio, or talk on your cell phone. Driving down a road or crossing a bridge requires planning and construction activities that are provided by a municipal engineering technologist. The design and construction of the very office building you work in may have had the input of a structural engineering technologist, building design engineering technologist, as well as an architectural engineering technologist. A mechanical or electrical engineering technologist would have worked on the various buildings' design systems, including the installation and commission of the HVAC, security and communications systems. The installation of the broadband communications system and fibre optics networks would have also been performed by a communications engineering technologist. Even the development of the



building site may have required input from a geomatics technologist who does mapping for topography and town planning. From the ground up, technologists contribute to the landscape of our cities, province and country.

A recent report on the future of Canada's labour market suggests that Canada is on the verge of a "severe" labour shortage, one that will be "much too large to be met by a record-low unemployment rate". It predicts that real earnings will jump "significantly" and that employers will have to compete to attract workers.

What does this mean for the professional engineering technologist? According to Human Resources Development Canada in Ottawa, the conclusion could not be clearer. "There is currently a greater demand for community college graduates in engineering technology programs. New job openings in this sector are expected to exceed the number of job seekers by about three per cent."

Engineering technologists programs are offered through Red River College or Assiniboine Community College. Students must complete two to three years of study, or 2,000 to 3,000 hours of classroom time. High school students are en-

couraged to take courses in mathematics (ideally, advanced math) and science. English courses are also recommended, as an engineering technologist is a key member of a team and excellent written communication skills are essential to successful teamwork.

A typical workday for an engineering technologist would include activities such as attending project planning meetings, visiting, overseeing and reporting on construction sites, testing and starting up complex equipment and systems.

A 2014 Salary Survey by the Certified Technicians and Technologist Association of Manitoba (CTTAM), which is the regulatory body for technologists, indicates that professional technologist members earn on average \$75,000, with some exceeding \$120,000.

CTTAM, in conjunction with Skills Manitoba, will be pleased to visit classrooms and tell students of the great opportunities for the professional engineering technologist.

For further information on a career in engineering technology, please contact CTTAM at www.CTTAM.com, or call (204) 784-1080.



CTTAM

THE CERTIFIED TECHNICIANS AND
TECHNOLOGISTS ASSOCIATION OF MANITOBA

-
- Safeguarding the Public Interest by the Certification of our Professional Members
- The Technology Professionals of Manitoba

C.E.T. – CERTIFIED ENGINEERING TECHNOLOGIST

C.TECH – CERTIFIED ENGINEERING TECHNICIAN

Electronic Engineering Technologist

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Mechanical Engineering Technologist

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Communications Engineering Technologist

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Generating bright futures for Manitoba youth



Wiring a light bulb, St. Laurent High School.

Students are a big part of our future. At Manitoba Hydro, we are proud to help make their dreams a reality.

Awards, bursaries and scholarships

Manitoba Hydro's Educational Funding program supports the continued education of Manitoba's students by offering awards, bursaries and scholarships to those in high school, college, and university registered in programs that will prepare them for an exciting job with us.

During the 2014/15 school year we will offer 90 awards, bursaries and scholarships valued at over \$120,000. Students currently in high school or registering for their first year of post-secondary education in September are eligible for 70 of those.

Post-secondary bursary/scholarship application deadline: **October 1, 2014**
High school award application deadline: **July 15, 2015**

"If I can do it.... so can you!"

My name is Channele Arthurson and I am from Gillam, Manitoba. I graduated from Gillam School in 2012 and received many awards to help pay for university. My parents and teachers have always encouraged me to apply for scholarships and bursaries and I am glad they did. Although I did not receive all the awards I applied for, Manitoba Hydro's Northern Student and Physics Awards were a couple that I did win. They give students many options on how to submit the application. I filled them out online and the instructions were very clear and easy to

follow. I have been working for Hydro for the past three summers in Gillam. During my first year I was at Kettle Generating Station and the other two years I have been at Limestone Generating Station. While working for Hydro I have been assigned jobs like painting, helping clean the station, cutting grass, office work, etc. These are just a few of the jobs that summer students will complete at the generating stations. Along with the awards I have won, working as a student at Manitoba Hydro has helped me financially with the costs of university and overall has been a great experience.

Channele Arthurson

Summer Student, Manitoba Hydro
Limestone Generating Station



Summer student Channele Arthurson in Gillam, Man.



Power grid activity at Killarney High School.

For more information on student opportunities, or to schedule a classroom Career Awareness presentation, please visit our website at: www.hydro.mb.ca/careers/student_opportunities or call (204) 360-7282 or toll-free 1-800-565-5200.

Summer employment

We are committed to supporting youth enrolled in academic programs by offering employment in the energy industry through our summer student employment program.

Each year, we hire approximately 250 summer students throughout the province in areas such as accounting, engineering, business, information technology, and construction. The Summer Student employment process begins in January for spring hires.

To apply, students must do the following:

1. Submit an electronic resume to summerstudent@hydro.mb.ca
2. Register with STEP Services at www.studentjobs.gov.mb.ca

STEP Services is responsible for all referrals and placements for students seeking work in the provincial government and Crown corporations.

The importance of self-declaring

At Manitoba Hydro, we are building a workforce that reflects the diversity of our province; therefore we are committed to the practice of employment equity.

Historically, women, persons of aboriginal ancestry, persons with a disability, and members of visible minority



Student climbing a hydro pole, St. Laurent High School.

groups faced barriers in the workplace. It is Manitoba Hydro's intention to ensure that members of these four under-represented groups are given the opportunity to participate equitably in employment and career advancement opportunities consistent with their abilities and aspirations.

When applying for employment or for educational funding, it is very important that the student self-identify if they are a member of an employment-equity group, either in their cover letter or in their on-line application.

Aboriginal Pre-Placement Program

Aboriginal candidates who have successfully completed their high school diploma but do not have the minimum qualifications for direct entry into one

of our trades training programs can apply for an Aboriginal Pre-Placement Program, where they will have access to academic upgrading.

To participate, the applicants must have proof of aboriginal ancestry, and one of the following: English 40, Math 40S (Applied or Pre-Calculus); or Physics 30S/40S. Some training programs will require a valid classified driver's licence either at the intermediate or full level.

Trainees are paid while they receive their academic upgrading. Once the upgrading is complete, they will participate in fieldwork alongside crews to get practical work experience in one of the following trades programs:

- Electrical Operating Technician
- Mechanical Operating Technician
- Electrical Technician
- Power Line Technician



Manitoba Construction Expo, Winnipeg.

For more information, please visit our website at www.hydro.mb.ca/careers/trades.



Emergency management: A new path to a new career



Earthquake damage in Christchurch, NZ, 2011.

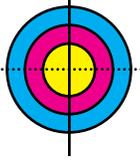
Disasters can happen anywhere in our country at any time. Severe weather, earthquakes, floods, train derailments, and a wide range of other events cause damage and injure people. Often these impacts are larger than what local emergency services can manage alone and require more community partners to deal with the immediate and long-term prob-

lems. That is why we have emergency managers to help prepare for these disasters, to coordinate the response and recovery efforts, and to find ways to mitigate future risks.

Every municipality in Manitoba is required by legislation to have an emergency plan and a coordinator. All federal government departments have emergency

management obligations. Health authorities and other sectors, such as energy producers, are required to have emergency plans to meet industry and government standards. So who are the professionals with the requisite skill set to undertake this very important work?

In the past, most emergency managers came from backgrounds within the



police and fire services or the armed forces. However, the past decade has seen a change in the background of emergency management professionals with the introduction of university programs that are designed to provide a new generation with the knowledge and skills they need. This is creating opportunities for students to directly enter an exciting and rewarding career in emergency management. It is also a path for many students looking to better understand how society works and find a way to serve their community. These programs cover many social, economic, political and related policy topics, as well as providing a solid grounding in the physical and environmental sciences that will prepare students for a variety of other careers as well.

Brandon University is proud to have led the way with the creation of the Applied Disaster and Emergency Studies (ADES) degree in 2001. The ADES Department is in the Faculty of Science and offers four-year bachelor of science (B.Sc.) or bachelor of arts (BA) degrees, and a minor that can be combined with any other arts or science major. Students receive a well-rounded introduction to emergency management, including hazard

assessment, risk management, response and recovery planning, socio-economic vulnerability, sustainable mitigation, and community-based approaches to resiliency. The ADES department is committed to enhancing the program and developing new courses based on feedback from graduates, as well as private and public sector employers, on the demands of the marketplace.

Graduates from the ADES program have gone on to start their emergency management careers with public and private sector employers across the country. Provincial emergency measures organizations in Alberta, Saskatchewan and Manitoba, as well as other departments such as Manitoba Health, Manitoba Housing and Community Development, and regional health authorities, have all hired ADES grads. Other former students work for local governments, the federal government, non-government organizations like the Canadian Red Cross, and with private sector companies like Trans-Canada Pipelines or Husky. It is also a useful degree for those looking at careers in the 911 emergency services. Some students go on to further education with several master's programs and even a few pursu-



The past decade has seen a change in the background of emergency management professionals with the introduction of university programs that are designed to provide a new generation with the knowledge and skills they need.

ing PhD's. The ADES faculty members are proud of all their students' accomplishments.

The Applied Disaster and Emergency Studies degree is a great option for those looking at emergency management as a 'career of choice'. Visit our Brandon University webpage at www.brandonu.ca/ades/, or email ADES@brandonu.ca for more information about this exciting opportunity that every high school student should be aware of when making decisions about higher education and career options. ✍️



Aaron found the new path to a career in emergency management.

Our innovative Applied Disaster and Emergency Studies program is changing the emergency management field in Canada.

For more visit
BrandonU.ca/ades





New psychology program unlike any other undergraduate program offered in Canada



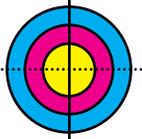
One of the greatest strengths of a psychology degree is the incredible variety of career opportunities available to graduates. Social services, health services, corrections, education, marketing and public relations, labour relations, and so much more.

However, like most fields, the job market is extremely competitive.

In developing its new psychology degree program, Booth University College (BoothUC.ca) wanted to ensure its graduates would have a distinct edge in the job market through an undergraduate pro-

gram experience that is unlike any other in Canada.

“Our program is unique in that it addresses practical social, cultural, and diversity issues – preparing students to work in today’s increasingly intercultural and multicultural workplaces,” said



Dr. James Cresswell, head of Booth UC's psychology program. "With an added emphasis on ethics, we equally prepare them to become valuable contributors to morally diverse environments."

In their second year, students also have the opportunity to specialize in applied psychology, which involves a series of courses focusing on applying theory through community-based service and experiences. As a Christian University College guided by The Salvation Army's nearly 150-year history and experience as a provider of social services to communities around the world, Dr. Cresswell said Booth UC is the perfect environment to pursue a degree in psychology.

"Individuals who are attracted to studying psychology tend to be those with a passion for making a difference and in search of a career focused on helping others," said Cresswell. "What better place for them to obtain their degree than



at an institution dedicated to delivering graduates who are inspired to bring about positive social change and committed to giving back to their community?"

Booth University College is located in downtown Winnipeg, and offers a variety of programs, including a bachelor of social work program, a bachelor of business administration program, and five bachelor of arts programs (in behaviour sciences, English and film, general studies, psychology and religion). Students will have opportunities to grow, gain confidence and become a leader in an environment that they feel valued and respected in. All classes have fewer than 50 students, with many having less than 20 students.

The small classes also allow faculty to provide meaningful, one-on-one attention to every student – something that is simply not possible at larger institutions where small classes have up to 100 students. Students also have access to unique research opportunities with faculty – something typically only available at the graduate study level.

We look forward to meeting you and one day welcoming your students as they embark on a journey of learning and growth at Booth UC. Whatever future they're dreaming of – we'll help get them there. Please visit us at BoothUC.ca, or contact our admissions team at Admissions@BoothUC.ca. ✍️





Discover, achieve and belong at UWinnipeg

BY DAVID GARVEY



Exciting developments over the last few years have visibly transformed The University of Winnipeg campus.

From the Richardson College for the Environment and Science Complex, which opened in 2011, to the Buhler Centre and McFeetors Hall student residence in 2010, the expanding downtown campus has reshaped the neighbourhood and brought new life to the area. The expansion has also provided students with modern labs and classrooms equipped with the latest technology and equipment.

The transformation continues with the grand opening of the United Health and RecPlex, a sports and wellness complex that will provide both students and the local community with modern sporting facilities, and support-enhanced stu-

dent sports programs and academic research.

The \$40-million state-of-the-art facility includes a large, multi-use artificial turf field, a four-lane rubberized sprint track, batting cages for the Wesmen baseball players, and a practice gym that can be used for yoga and fitness classes. There is secure underground parking for 189 vehicles and 66 spaces for bike parking.

Connected by skywalk to the renovated Duckworth Centre, home of the newly renamed Gupta Faculty of Kinesiology and Applied Health, the RecPlex facilities are available for student intramural games, for community teams, and for the UWinnipeg Wesmen teams.

In addition to creating a safe place for neighbourhood children to get involved

in sports, the RecPlex also includes the Great-West Life Healthy Campus and Research Centre, which is hosting various faculty of kinesiology research programs, including concussion and diabetes prevention.

Self-reporting grades

There have also been recent changes to the application process for incoming high school students. The 2013-14 academic year was the first to employ self-reporting grades, with Manitoba Grade 12 students submitting their expected grades online. This permits the university to automatically consider students for admission and for scholarships. It also makes the process simpler for counsellors and administrators, as the university will no longer be requesting interim grades from the schools.

Students who applied before the December 1st deadline for early admission were automatically considered for a number of major entrance scholarships, and in June they enjoyed priority registration for the fall term. Once a student's final grades are available, the transcript will be sent directly from their high school, and the student's preparedness is rewarded with a seamless transition into university life.

One of the most prestigious of the major entrance scholarships is the Walter Leatherdale Entrance Scholarship, which awards \$12,000 per year for four years, for a total of \$48,000. The Leather-



dale scholarship covers direct costs for a first-year student coming from a rural or farming community. This year's recipient Janelle Gobin, said, "Applying for The University of Winnipeg's scholarships is very convenient because all of the available scholarships are on one application form. This encouraged me to apply for more scholarships – even those I thought were out of my reach!"

Other entrance scholarships include The Minute Maid Leadership Scholarship for Kinesiology and Applied Health, which awards \$2,500 per year for four years, and the Alumni Family Entrance Scholarship, awarded to students from outside of Winnipeg or Manitoba whose parent or grandparent is an alumnus of UWinnipeg. Each year the university awards more than \$3.9 million in scholarships.

With an expanded and refurbished campus, a new and improved application



process, and automatic consideration for major entrance scholarships, there are many reasons to discover, achieve and belong at the University of Winnipeg.

David Garvey is a student recruitment and communications officer for The University of Winnipeg. You can reach him at d.garvey@uwinnipeg.ca.



DISCOVER

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Manitoba Institute of Trades and Technology carves out a new direction for education



On July 1, 2014, the Manitoba Institute of Trades and Technology (MITT), formerly Winnipeg Technical College, took its first steps forward under a new mandate, with exciting plans for the future.

“The new Manitoba Institute of Trades

and Technology is truly a revolution in education,” said Paul Holden, president and CEO. “We are an institution whose new purpose is to become a very unique, ‘one-stop-shop’ for trades and technical training in Manitoba.”

Under its new mandate, the Manitoba Institute of Trades and Technology will become known as “The Work School”, offering a practical choice for high school and post-secondary students to pursue trades and technical training, with direct



pathways into the workforce, or onto higher levels of education.

It is a different way of thinking about education and how to access it, and it will create extraordinary opportunities for students and businesses alike. MITT now has the ability to act as both a school division and a post-secondary institution. This allows it to better attract and support students who have a passion and desire to move forward with vocational education early on, into a career in technology and the trades.

For example, the new secondary mandate will now allow MITT's Hairstyling program to be accessed by all Manitoba high school students through the School of Choice option. With the addition of high school academic programming, students will be able to attend full-time, enabling them to complete their Senior Years Technology Education Program Diploma and meet the Apprenticeship requirements at MITT.

"This is an exciting time for our program and all programs at MITT," stated Mary Elliott, one of MITT's Hairstyling instructors. "We are looking forward to welcoming new students from all over Manitoba, as the new mandate opens up a unique training and educational choice at no cost to high school students who may not have access to similar programming in their own community."

In addition to offering provincially recognized high school diplomas and Apprenticeship training, MITT will offer post-secondary certification and diplomas. MITT will focus on laddering, articulation, and job placement to open doors to great jobs and higher education for students. Unique partnerships with universities will be forged, with the intention of developing pathways to applied degrees in the future.

Credits will link and be transferable from one educational level to another; helping to bridge students' educational



goals while saving them tuition through dual and tri-credit offerings. To this end, MITT will work closely with current and future educational partners, including Red River College, Assiniboine Community College, University College of the North, University of Winnipeg, and the University of Manitoba.

As a result of its new mandate, the

Manitoba Institute of Trades and Technology is changing how education and work intersect. It promises students more ways to get the quality technical education employers need, and responds to Manitoba's changing labour market by connecting work-ready graduates to industry. *✍️*

CHANGE

WINNIPEG TECHNICAL COLLEGE IS NOW
MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY.

We are a technical training centre for high school, post-secondary, and adult students. We are a responsive partner to Manitoba's changing labour market.

WE PROMISE MORE WAYS TO GET THE KIND OF QUALITY TECHNICAL EDUCATION THAT EMPLOYERS WANT.

MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY
THE WORK SCHOOL



New venture adventures at the Asper School of Business



COURTESY OF THE WINNIPEG FREE PRESS/PHIL HOSSACK

Bryce North and Kris Luinenburg met and became friends as students at the Asper School of Business at the University of Manitoba and started Advolve Media before they graduated in 2012.

Light-bulb moments. We all have them: flashes of inspiration, glimpses of opportunity, that idea for *the next big thing*.

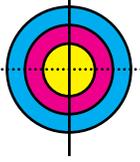
But what do you *do* with a big idea?

A growing number of students at the University of Manitoba's Asper School of Business are taking advantage of cutting-edge entrepreneurship programs, opportunities and community partnerships to realize their big ideas and launch exciting – and successful – business ventures.

Students like Bryce North, whose idea for a Mirage Mirror that displays interactive advertising won him and his business partners the 2013 Spirit of Winnipeg Award for Best Start-Up Business. Or Nick Danzinger, whose idea to create and sell customized mobile phone cases expanded into a full-time enterprise.

North and Danzinger are recent graduates of the Asper School's bachelor of commerce (honours) program. North

says he'd always planned on starting his own company someday, so he majored in marketing and entrepreneurship/small business in his second year. Danzinger, meanwhile, majored in management information systems and finance. He took entrepreneurship courses on the side while nurturing plans to start a business selling mobile phone accessories. Both students say the courses they took provided them with a valuable foundation in



innovation, new product development and small business management – as well as a safe place to explore their ideas.

“I learned as much from my failures as I learned from my successes,” says North, who admits to one or two ideas that didn’t go the distance before he devised the Mirage Mirror.

Outside the classroom, both students gained confidence by pitching their fledgling business plans to experienced industry professionals and potential investors at student business competitions. “Those competitions taught me how to talk to investors in their own language,” says North. Danzinger agrees: “Competitions help you define your sales skills, which are crucial when you’re starting out.”

They also discovered the Stu Clark Centre for Entrepreneurship (SCCE), which played a key role in transforming their ideas into successful businesses. Located at the Asper School, the SCCE is a vital resource for student entrepreneurs who need help developing business plans, networking, or accessing resources in Manitoba’s entrepreneurship community.

The Stu Clark Centre is also home to the CEO Manitoba entrepreneurial student group, which organizes the annual Start-Up Bus Crawl, an event that convinced Danzinger to pause his plans for a “nice job in finance or IT” and commit to his entrepreneurial dreams once and for all.

“I got onto a bus full of U of M entrepreneurs and we took a tour of Innovation Alley, a street in the Exchange District that is home to many organizations supporting entrepreneurship, such as Ramp Up Manitoba, AssentWorks, Futurpreneur, and Manitoba Technology Accelerator. I saw all the support and resources available to young entrepreneurs, all the momentum and excitement that was building right here in Winnipeg, and decided it was time to give my business a go.”



The Stu Clark Centre has forged strong partnerships with these organizations, which offer everything from guidance and funding support to affordable office space and access to tools. Futurpreneur Canada helped North and his business partners secure funds to launch their company, AdVolve Media. AssentWorks, the second largest prototyping facility in North America and the largest in Canada, helped develop North’s Mirror prototype and Danzinger’s lazer-engraved mobile phone cases.

Thanks in part to resources like these, North and Danzinger launched their start-ups and are ready to take their ventures to the next level. After an encouraging test of the prototype across Manitoba, AdVolve Media is now preparing to launch the Mirage Mirror in Toronto. Danzinger says he’s pursuing a move into retail, with a view to franchise his business and expand across North America and beyond.

Both young entrepreneurs agree that the programs, resources and opportunities they gained from the Asper School of Business and the Stu Clark Centre for

Entrepreneurship were instrumental to their success – so much so that they’re both actively engaged in mentoring the next wave of young entrepreneurs.

Danzinger recently shared his adventures in entrepreneurship with a group of grade school students participating in one of the New Venture Adventure Camps which the Stu Clark Centre hosts – along with the Manitoba High School Investment Competition – to encourage young people to explore their entrepreneurial potential.

“Anyone can be an entrepreneur,” he told them. “You’re never too young to start.”

Students can enter the Asper School of Business through Direct Entry from high school or through University 1.

For more information, visit: umanitoba.ca/asper.

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 or 204.474.8960.



Get schooled in social media

BY STEFANIE CUTRONA



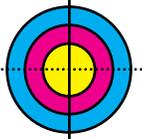
Over the past five years, social media platforms have become an extension of our lives, particularly the lives of students. Social media is an outlet for creativity, expression, and an important part of the marketing mix for businesses. Educational institutions are also realizing that social media has become a crucial part of their education system.

It's no secret that students are most prolific when it comes to activity on so-

cial media. According to a survey conducted in 2013 by Study Break College Media and Shweiki Media, "95 per cent of college students are on Facebook, 80 per cent are on Twitter, 73 per cent are on Instagram, and 48 per cent are on Pinterest." These statistics are staggering, and strongly indicate that understanding social media is extremely important as an educator.

Higher education institutions around

the world are recognizing a change in the communications landscape, and are following suit. The Babson Survey Research Group, together with Pearson, recently conducted a survey of approximately 8,000 faculty members in higher education. These faculty members, rather than discouraging the idea of smartphone use in the classroom, are now letting the idea flourish by using social media in their teaching. Since 2012, the use of social me-



dia in the classroom – teaching platforms such as Blogger, LinkedIn, and Twitter – has grown 21.3 per cent.

Social media in schools has encouraged teacher-student engagement. The survey determined that there's been a 78.9 per cent increase in faculty-student communication since introducing social media as part of the curriculum. Faculty members are using these social networks to keep in touch with their students,

make announcements, and maintain an open dialogue.

Colleges and universities around the world are introducing programs designed specifically to teach the fundamentals of social media. Herzing College's newly introduced Media Coordinator program does just that. The nine-month program prepares graduates to work in the growing specialization of social media and online marketing, teaching them how to



write for online media, traditional marketing and advertising concepts, search engine optimization techniques, and how to design and execute social media strategies for business.

Social media isn't going away – and educators should embrace it as a complement to their teachings rather than rule it out as a distraction. ↗



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Why choose UCN?



We know you have your choice of many different high-quality post-secondary institutions, so thank you in advance for considering the University College of the North (UCN).

When determining where you want to study, it's important to think about what it is you expect out of education. UCN is a unique post-secondary institution with many great things going on. Here are just a few:

Hands-on learning

So many of our programs provide you with unique training opportunities, whether you are conducting field studies in the Natural Resources Management Technology winter or fall camps; working in a child daycare setting as an Early Childhood Education student; or in Automotive Technician diagnosing and addressing issues with a client's vehicle.

Latest technology

UCN students have access to state-of-the-art technology in our labs, class-

rooms, and fitness facilities. As UCN continues to expand, those learning opportunities grow exponentially. Use the latest and greatest technologies available to professionals, such as the computer numerically controlled (CNC) machine in Carpentry. Also, ours is the only dental assisting program in Manitoba that uses DENTRIX and DEXIS digital imaging technologies.

Real-life experiences

The bachelor of education students at UCN train as teachers during 'Into The Wild', our summer day camp for kids. Electrical and Law Enforcement students benefit from real-life conditions of the training house at The Pas campus – one of only a few such facilities in Canada. Dental assisting students get real-world experience treating community members attending the UCN dental clinic.

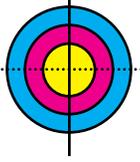
Flexibility

You can earn a degree, diploma or certificate from one of our many aca-

demical programs. And, if your career goals change and you want to transition from a certificate program to a diploma program, or diploma to degree, we can help you. In addition, UCN offers programs shared with other institutions, such as the joint-baccalaureate nursing program.

Personal touch

We have small class sizes at UCN so that you can enjoy the personal interaction with your instructors and classmates. They lead to better classroom discussions to help you get the most out of your education. We get to know you and you get to know us. Thanks to the positive experience that they have had here as students, many UCN graduates come back to UCN to work as instructors and staff members. So when you attend UCN, you're among people who know what it's like to be where you are. At UCN your success as a student is our top priority. But we also know that being a student is about more than lectures and exams. So



how do we help you achieve the balance of academic success and the enjoyment of being here? Through our many student services that help you both succeed and feel part of our community. That's how!

Our facilities

No one wants a toolbox filled with only one kind of tool. That's why UCN offers innovative and ethical programs in five diverse faculties: Arts, Business and Science, Education, Health, and Trades and Technology. Check us out.

Faculty of arts, business and science

When you earn a bachelor of arts at UCN, you get a well-rounded liberal arts education. You will have the choice of specializing in one of the available majors to customize your learning to suit your goals. With a BA, you get a solid foundation for many job possibilities, or for additional study in professional programs that require good communication, research and critical thinking skills. This degree also prepares you for graduate school if you decide to earn an advanced degree after you graduate from UCN. Natural Resources Management Technology (NRMT) is also part of this faculty. It continues to be one of the more popular programs at UCN largely because of the hands-on opportunities you get in the field. Our proximity to pristine lakes and wilderness areas gives NRMT students unique access to the ideal outdoor classroom.

What do you think of when you think of business? We've got you covered if you want to know how to run your own small business, design a webpage, manage an office, keep books, be a front-line worker in a professional office environment or even earn a bachelor degree in business administration. Many exciting career op-

tions await you. Train for them with the UCN faculty of business.

Faculty of education

The newest kid on the block is also one of the busiest. You'll shape someone's future as a graduate of UCN'S faculty of education. Always wanted to be a teacher? The Kenanow Bachelor of Education program gives you a unique perspective on education in the North. When you graduate with a B.Ed., you qualify to teach anywhere in Manitoba. Students get practical work experience teaching children during Into The Wild, a summer learning camp for kids. If you would rather work with preschoolers, early childhood education is for you. Skilled educators are in high-demand in Manitoba. As need continues to increase, so do your prospects for a rewarding career.

Faculty of health

The faculty of health is UCN's most diverse when it comes to a variety of programming. Prepare for a lucrative career as a nurse in the joint-baccalaureate nursing program we offer in partnership with the University of Manitoba, or train to become a licensed practical nurse with the Diploma in Practical Nursing program. Dental assisting students learn the latest techniques, and law enforcement students prepare for entry-level training with the RCMP or other police agencies.

Faculty of trades and technology

The baby boom generation of skilled workers is reaching retirement age, and that means a major lack of certified trades workers. Bad news for those of us who have homes, drive vehicles, cross bridges, or work in buildings. Demand is already high for carpenters, electricians, automotive technicians, welders, and other trades. It will only increase. These careers are already big earners. So, train

for a career in a trade. All of UCN's trades instructors have Red Seal certification in their professional areas. Let them share their knowledge with you. Technical programs such as Computer Programmer/Analyst and Civil/CAD Technology round out UCN's largest faculty. Enroll in trades and technology at UCN. Skills never go out of style.

Welcome to Northern Manitoba

UCN is proud to offer you the opportunity to learn in our unique northern setting. Enjoy crisp, clean air and a proximity to nature that few other places enjoy. The Pas is next to Opaskwayak Cree Nation and the rural municipality of Kelsey. Clearwater Lake, one of the clearest lakes on the planet, is just 30 minutes from The Pas.

Thompson is a young and dynamic city with a strong retail sector, entertainment and restaurants. The city is home to the award-winning Spirit Way, a 2.5-kilometre walking and biking path with 16 points of interest for you to discover. UCN delivers a range of programs in a network of 12 regional centres from Swan River to Churchill. Nine of our regional centres are in First Nations communities. We are pleased to be able to assist the communities of Norway House and Chemawawin (Easterville) with the implementation of their new public libraries.

Watch us grow

Big changes are underway at many UCN locations. Construction of the new, \$82-million Thompson campus is completed and classes are underway. The \$16.4 million campus project in The Pas was completed in April 2013.

It's simple to get in touch with us to discuss your future. You can call us toll-free at (866) 627-8500 or (866) 677-6450, or visit us online at www.ucn.ca.



CMU practicum student credits B. Ed acceptance to placement experience

BY BETH DOWNEY



In April 2014, Scott Sawatzky graduated from Canadian Mennonite University (CMU) with a bachelor of arts in English and a minor in psychology. He delivered the valedictorian address and was also awarded the President's Medal for leadership and outstanding academic achievement.

The aspiring teacher was soon accepted into the University of Winnipeg's bachelor of education program. Sawatzky, who has been volunteering with a youth group in his hometown of

Niverville for the past four years, says he "absolutely" believes his practicum experience and other youth-work experience had a definitive impact on his eligibility for the B. Ed. degree, and ultimately, his readiness for a career in the classroom.

"It was actually a little surprising to me how much they looked at it," Sawatzky says. "Or rather, how important it was to the education department that you had experience with youth."

During his third year, after a recommendation from one of



CMU's practicum coordinators, Sawatzky requested to be placed at St. Aidan's Christian School – a funded independent middle school for grades five through nine in the Point Douglas neighbourhood of Winnipeg's north end.

He reflects: "When it was described it to me – this little school in the north end serving inner-city kids – I thought, 'sounds scary... sure!'"

Sawatzky goes on to outline the many ways in which he feels his CMU practicum experience helped prepare him for the work he plans to do, and expresses his gratitude:

"Firstly, doing my practicum at a very small, independent school helped me realize that I could teach in a variety of different contexts: private schools, public schools, tutoring agencies, etc. There are fewer limits than I'd thought."

"Beyond that, it gave me face time in a classroom, which was very helpful. I was serving basically as a TA, so I got to enjoy a lot of positive interaction with students through learning moments, or hanging out during breaks, etc. It also put me through challenging situations, like confrontations with students, opportunities to learn from mistakes. Basically, it all helped me gain valuable experience."

When asked why he hesitates to mention how student demographics influenced his experience, Sawatzky is very deliberate.

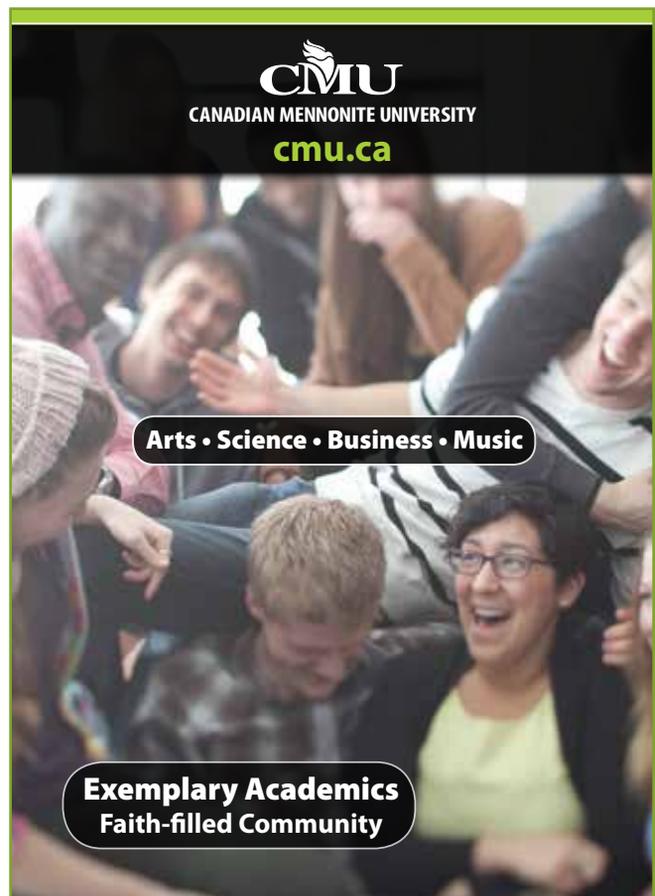
"I think one really important thing that placement did for me was it saved me from any kind of Saviour complex that a teacher might be prone to fall into; and that was because I was never able to pigeon-hole these kids in my mind as 'inner-city' students. While many of them had the kinds of disturbing back-stories that one might normally think of, most of the students were from basically stable, loving homes – and even the ones who were from difficulties were, between them, very diverse. I realized by the end that I was one very small part of their lives and it wasn't up to me to make or break them, only to be as good an influence as I could in the role that I was filling. I think being forced to



acknowledge each of them as unique really kept me humble and will help me stay that way in future."

About CMU

A Christian university in the Anabaptist tradition, CMU's Shaftesbury campus offers undergraduate degrees in arts, business, humanities, music, sciences, and social sciences, and graduate degrees in theology and ministry. CMU has over 1,600 students, including those enrolled in degree programs at the Shaftesbury Campus and in its Menno Simons College and Outtown programs. For information about CMU, visit www.cmu.ca.





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

BY SUSAN NESS



MSU junior 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 junior, 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 honored 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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Memorable learning experiences at ACC



Lord Abbey, Ph.D, Horticultural Production program instructor and researcher, works alongside his students in the college's sustainable greenhouse.

Whether it's building houses, running daily broadcast news shows, charting a patient, analyzing soil and water quality, or developing computer networks, Assiniboine Community College (ACC) students get to immerse themselves in real situations and learn away from the textbooks.

'Learn by doing' is a philosophy that instructors follow passionately at ACC. Students combine classroom theory with hands-on learning inside labs, kitchens, shops, fields, stations, and the college's sustainable greenhouse.

"We strive to deliver an unparalleled student experience across our campuses," says Mark Frison, president of ACC. "That means combining a unique campus

environment with memorable learning opportunities and outstanding student activities outside of the classrooms."

The college offers more than 40 diploma and certificate programs across a variety of disciplines: culinary arts and hospitality, business, agriculture and environment, health and human services, and trades and technology. ACC also delivers apprenticeship programming in a range of skilled trades disciplines.

Small class sizes, instructors with industry experience, and relevant technology provide students with the tools for success. The college recognizes that real-world skills and experiences are important. That's why programs are designed to connect students to industries and

communities through projects, conferences, co-operative work placements, and practicums, preparing students for meaningful and interesting careers.

ACC graduates are in high demand. A 2014 survey conducted by Probe Research Inc. found that 93 per cent of recent graduates who were seeking employment and were not returning to school were either employed or about to start a job. The large majority of grads value their time at ACC – 94 per cent said they are satisfied



A view of the industrial metals fabrication shop at the Len Evans Centre for Trades and Technology, part of the college's North Hill Campus in Brandon.



A Land and Water Management student measures tree circumferences during an outdoor learning activity.



Culinary Arts student Kelsi Sorensen prepares her dish at the Manitoba Institute of Culinary Arts.

or very satisfied with the education they received.

At ACC, the college experience is about more than just studying; there's always time to fit in a little fun. Students are encouraged to participate in events, such as the annual Sun of a Beach volleyball tournament organized by the students' association. Varsity sports are popular year-round with hockey, volleyball, soccer, and futsal teams.

Students from many programs also compete annually at provincial and national competitions. Since 2005, ACC students have brought home 19 medals from Skills Canada, a national competition that brings together over 550 students to compete in over 40 skilled trades and technology contests.

The college is in the middle of an exciting relocation and expansion to their North Hill Campus in Brandon, where close to half of the Brandon-based programs are now situated. The campus is located on a beautiful heritage site and currently boasts the Manitoba Institute of

Culinary Arts (MICA), the Len Evans Centre for Trades and Technology (LECTT), and the college's sustainable greenhouse.

With their North Hill Campus and Victoria Avenue East Campus in Brandon, the Parkland Campus in Dauphin, and three training centres in Winnipeg, Neepawa

and Russell, ACC delivers comprehensive education across Manitoba.

Visit www.assiniboine.net for a complete list of programs and for more information about the college. 

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www.assiniboine.net/LearnByDoing





Small university = Big opportunities – Students contributing to research



At Vancouver Island University (VIU) getting engaged in learning is easy. VIU students enjoy small class sizes, a focus on learning, and many opportunities to connect in real ways with their chosen profession. One way many students choose to engage is through involvement in re-

search activities with faculty mentors. Because of our strong focus on undergraduate programs, the research that faculty do becomes part of the classroom experience and creates opportunities that go well beyond campus boundaries.

Earlier this year, third and fourth year

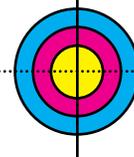
Tourism Management students Natalie Drope and Genevieve Huneault presented findings from their research project at the Canadian Congress on Leisure Research. Their research had first involved travel to Ghana, Africa to study tourism perception by locals.

“The data collection was really interesting as we got to immerse ourselves in the community and really hear the local women’s perspectives of how they viewed female tourists, which was really how they felt about us!” Huneault said. They prepared for the conference event by first presenting to VIU students, staff, and the public at CREATE, VIU’s annual student research celebration, and then, VIU funded their travel to the national conference.

Also presenting at a national conference earlier this year, recent graduate Dana Short joined 15 other VIU students as they shared their findings at Canada’s largest chemistry conference. Short’s work focused on developing an underwater mass spectrometer in VIU’s Applied Environmental Research Lab.

“Ultimately, this instrument could be used in the field for real-time adaptive sampling. For example, in the event of an oil spill, this device could be put into the ocean and dragged behind a boat to take measurements in real time,” she said.

A VIU BSc alumna, Megan Willis, now a



PhD student at the University of Toronto, also spoke at the conference, attended by her former professor and mentor Dr. Erik Krogh, who reported he gets “a bit choked up when seeing former students presenting front and centre at a major conference like this.”

Engaging with faculty mentors on re-

search projects can be a game-changer for students in any discipline. Not only does it build intellectual capacity and confidence, but it also creates the habit of asking questions, coupled with the ability to go get the data to answer those questions, both of which are important in the world today.

At VIU, the bottom line is creating opportunities that allow for student success. Working closely with faculty on undergraduate research allows for the development of skills and abilities critical to achievement, which makes for a vibrant institution with an amazing array of possibilities for students. 📌

matter here

At VIU, you matter. You are more than just another student number. Your instructors, your classmates and the people you work with will know your name.

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Spotting a potential PRO



There are a number of telltale signs for students that would indicate they'd make a great professional accountant. Although some may be able to identify a quality or two, it goes beyond the surface level of what many people think. Accounting is not as cut and dry as the stereotype that most have of the profession. What qualities make for a great professional accountant? Some are listed below.

Natural-born problem solver

This is what professional accountants do day-in and day-out more than anything else. For some, there's a stigma around accounting that dictates professional accountants sit in a cubicle focused on a calculator for the entire day. Although there are jobs where one can do that if they wish to, professional accounting is about using numbers to solve whatever problem you are facing. Do you need to increase your revenue? Lower your losses? Find the best way to release a new product? Explain why that new expansion is a worthy venture? There's a professional accountant working towards

a solution for each and every one of those problems, and more.

Knack for numbers

This is what most people tend to see as the be-all, end-all for spotting their ideal accounting candidate. Believe it or not, this is probably the least important element of those with the potential to become a professional accountant. Technical skill is definitely an important quality for professional accountants, but it's one that can be learned, trained, and developed more traditionally than the other signs. Think of it like learning to ride a bike – everyone can get there, you'll never forget once you do, and generally, the skill level is the same for everyone across the board once you reach a certain point.

Enjoy the spice of life – variety!

The opportunities to work with and learn new things are endless in the accounting profession. Every organization needs accounting in some form. As well, within the accounting industry itself, there are a number of different special-

izations that a professional accountant can explore. They're all tied together by fundamental accounting principles, but a budding accountant can find what they like best and continue to expand and develop from there (in fact, continual learning is part of being a professional accountant). In essence, the types of industries or fields a professional accountant can work in are only limited by his or her choice.

A people-person professional

Much like every profession, accounting is not done in a vacuum. It's an essential business function that operates within the organization similar to the other parts of the business. This means that they interact with other parts of the organization and will need to be able to do so effectively for each organization to reach their goals. If the professional accountant is doing work for a client, they need to be able to communicate their findings and results in an easily digested manner for that client. Communication of ideas is vital in accounting – otherwise, companies could replace accounting departments with computer programs. People skills are essential to professional accounting, and in turn, business function.

These four traits are present in each and every professional accountant, albeit at unique levels for each person. The best thing about professional accounting is that it can cater to all of these types and more. The accounting field is wide ranging and allows everyone in it to find the niche that resonates most with them. It might just take a little guidance for some. 

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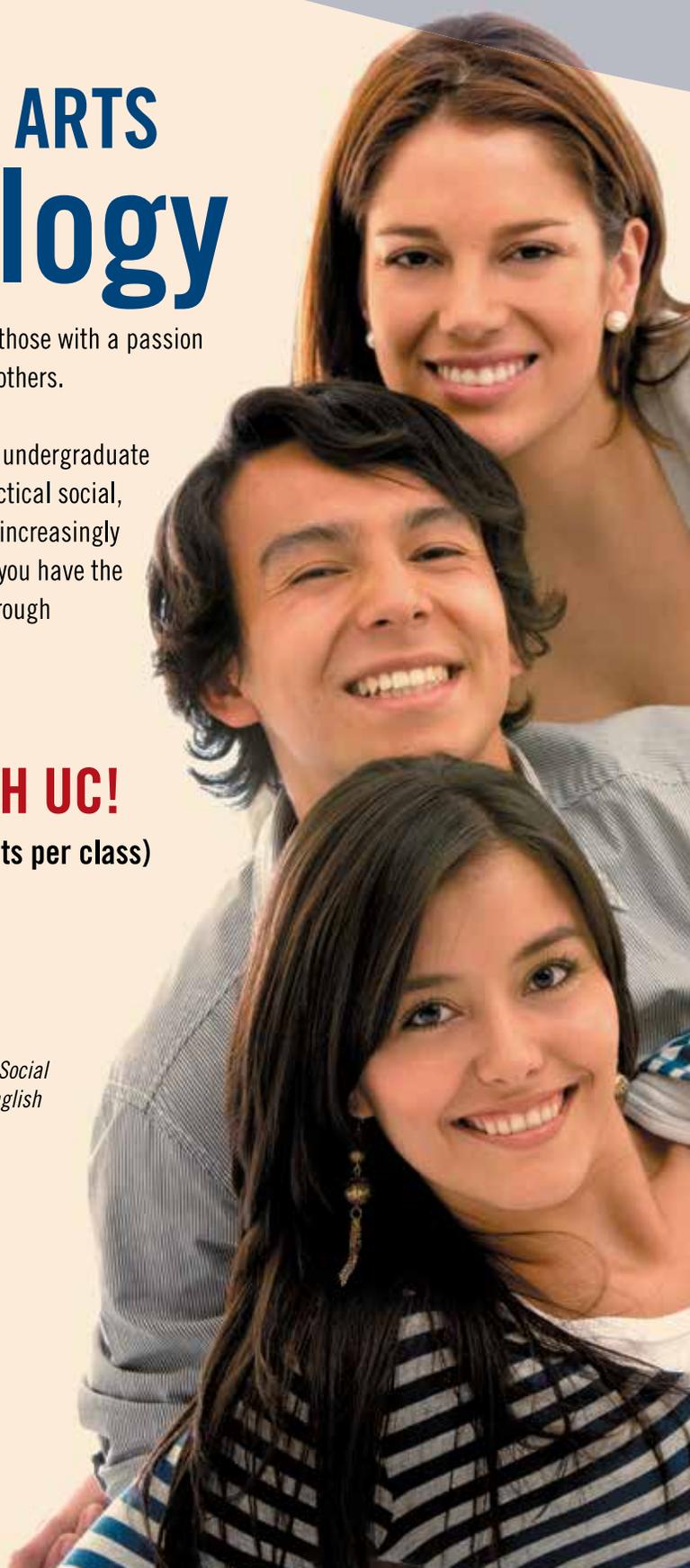
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