

Brandon University

Graduate Calendar

2013 - 2014



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Table of Contents

SECTION 1	4
IMPORTANT DATES.....	4
1.1 STATISTICS CANADA - PRIVACY STATEMENT.....	9
1.1.1 NOTIFICATION OF DISCLOSURE OF PERSONAL INFORMATION TO STATISTICS CANADA.....	9
SECTION 2.....	9
GENERAL INFORMATION.....	9
2.1 HISTORICAL SKETCH.....	9
2.1.1 THE FOUNDATIONS.....	9
2.1.2 BRANDON COLLEGE.....	9
2.2 LIBRARY SERVICES.....	10
2.2.1 JOHN E. ROBBINS LIBRARY.....	10
2.2.2 MEDIA COLLECTION.....	10
2.2.3 S.J. MCKEE ARCHIVES.....	10
SECTION 3.....	10
SCHOLARSHIPS & AWARDS.....	10
3.1 SCHOLARSHIPS, BURSARIES, PRIZES AND AWARDS.....	10
3.1.1 SCHOLARSHIP GUIDELINES.....	11
3.1.2 GENERAL INFORMATION.....	11
3.1.3 CONDITIONS FOR RECEIVING AWARDS.....	11
3.1.4 REFUNDING OF AWARDS.....	11
3.1.5 MASTER'S LEVEL SCHOLARSHIPS & BURSARIES.....	11
SECTION 4.....	12
FEE REGULATIONS.....	12
4.1 GENERAL INFORMATION.....	12
4.1.1 APPLICATION FEE.....	12
4.1.2 BRANDON UNIVERSITY STUDENTS' UNION INC. FEE.....	12
4.1.3 GRADUATE CONTINUING REGISTRATION FEE.....	12
4.1.4 GRADUATE REINSTATEMENT FEE.....	12
4.2 PAYMENT OF FEES.....	13
4.2.1 NON-REFUNDABLE FEES.....	13
4.2.2 FEE INFORMATION REGULAR COURSES.....	13
4.3 MISCELLANEOUS FEES.....	13
4.3.1 COURSE CHANGES.....	13
4.3.2 REFUND SCHEDULE.....	13
4.3.3 INCOME TAX RECIEPTS.....	14
4.3.4 LOCKERS.....	14
4.3.5 VOLUNTARY WITHDRAWAL.....	14
4.3.6 PARKING FEES.....	14
SECTION 5.....	14
GENERAL REGULATIONS.....	14
5.1 GRADUATE ADMISSION REQUIREMENTS.....	14

5.1.1 GRADUATE ADMISSION, REGULAR.....	14
5.1.2 ADMISSION, GRADUATE DIPLOMA IN EDUCATION.....	15
5.1.3 ADMISSION, MASTER OF EDUCATION.....	15
5.1.4 ADMISSION, MASTER OF MUSIC.....	16
5.1.5 ADMISSION, MASTER OF PSYCHIATRIC NURSING.....	16
5.1.6 ADMISSION, GRADUATE DIPLOMA IN RURAL DEVELOPMENT.....	17
5.1.7 ADMISSION, MASTER OF RURAL DEVELOPMENT.....	17
5.1.8 GRADUATE ADMISSION, SPECIAL.....	17
5.1.9 GRADUATE ADMISSION, CONDITIONAL.....	17
5.2 REGISTRATION.....	18
5.2.1 REGISTRATION PROCEDURES.....	18
5.2.2 NON PAYMENT OF FEES.....	18
5.2.3 BRANDON UNIVERSITY IDENTIFICATION CARDS.....	18
5.2.4 STUDENT NUMBERS.....	18
5.2.5 FULL-TIME STUDENTS.....	18
5.2.6 COURSE PREREQUISITES.....	18
5.2.7 LETTER OF PERMISSION -- COURSES TAKEN ELSEWHERE.....	18
5.2.8 TRANSFER OF CREDIT.....	19
5.2.9 CANADIAN ARMED FORCES --- RESIDENCE REQUIREMENTS.....	19
5.2.10 STUDENTS' TRANSCRIPTS.....	19
5.3 COURSE WORK AND EXAMINATIONS.....	19
5.3.1 ATTENDANCE AT LECTURES AND PRACTICAL WORK.....	19
5.3.2 ACADEMIC DISHONESTY AND MISCONDUCT.....	20
5.3.3 STUDENT GRIEVANCE PROCEDURES.....	21
5.3.4 LETTER GRADE SYSTEM.....	21
5.3.5 EXAMINATIONS.....	22
5.3.6 REPEATED COURSES.....	22
5.3.7 INCOMPLETE TERM WORK.....	22
5.3.8 DEFERRED EXAMINATIONS.....	22
5.3.9 SPECIAL EXAMINATIONS.....	23
5.3.10 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR).....	23
5.3.11 CHALLENGE FOR CREDIT.....	23
5.3.12 GRADE APPEALS.....	23
5.3.13 PERFORMANCE APPEALS.....	24
5.4 ACADEMIC PERFORMANCE REQUIREMENT.....	24
5.4.1 GRADUATE DIPLOMA IN EDUCATION.....	24
5.4.2 MASTER OF EDUCATION.....	24
5.4.3 MASTER OF MUSIC.....	24
5.4.4 MASTER OF PSYCHIATRIC NURSING.....	24
5.4.5 GRADUATE DIPLOMA IN RURAL DEVELOPMENT.....	25
5.4.6 MASTER OF RURAL DEVELOPMENT.....	25
5.5 REQUEST FOR PROGRAM EXTENSION.....	25
5.6 GRADUATION.....	25
5.6.1 APPLICATION FOR GRADUATION.....	25
5.6.2 GRADUATION REQUIREMENTS.....	25
5.6.3 ACADEMIC DRESS.....	25

SECTION 6.....	26
EDUCATION GRADUATE STUDIES.....	26
6.1 PURPOSE OF GRADUATE DIPLOMA IN EDUCATION.....	26
6.1.1 OUTLINE OF THE GRADUATE DIPLOMA PROGRAM.....	26
6.1.2 STRUCTURE OF THE GRADUATE DIPLOMA.....	26
6.1.3 PROGRAM REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATION.....	26
6.1.4 ACADEMIC PERFORMANCE REQUIREMENT.....	27
6.1.5 GRADUATE DIPLOMA IN EDUCATION GRADUATION REQUIREMENTS.....	27
6.1.6 CONVERSION OF GRADUATE DIPLOMA TO MASTER OF EDUCATION (36 Credit Hours).....	27
6.2 MASTER OF EDUCATION DEGREE PROGRAMS.....	27
6.2.1 ACADEMIC PERFORMANCE REQUIREMENT.....	27
6.2.2 PROGRAM REGULATIONS (36 Credit Hours).....	27
6.2.3 PROGRAM REGULATIONS (54 CREDIT HOURS).....	28
6.2.4 ELIGIBILITY FOR ADMISSION.....	28
6.2.5 ADMISSION WITH ADVANCED STANDING.....	28
6.2.6 TRANSFER CREDIT.....	28
6.2.7 STUDENT PROGRAM ADVISOR.....	28
6.2.8 STUDENT ADVISOR: PROJECT OR THESIS.....	28
6.2.9 RESIDENCE REQUIREMENT.....	28
6.2.10 PROJECT REQUIREMENTS AND PROCEDURES.....	29
6.2.11 THESIS REQUIREMENTS AND PROCEDURES.....	29
6.2.12 STUDENT APPEALS.....	29
6.3 PROGRAM REQUIREMENTS (36 Credit Hour).....	29
6.3.1 SPECIALIZATION IN CURRICULUM AND INSTRUCTION.....	29
6.3.2 SPECIALIZATION IN EDUCATIONAL ADMINISTRATION.....	31
6.3.3 SPECIALIZATION IN SPECIAL EDUCATION.....	32
6.3.4 SPECIALIZATION IN GUIDANCE AND COUNSELLING.....	37
6.3.5 SPECIALIZATION IN A THEMATIC PROGRAM.....	39
6.3.6 PROGRAM REQUIREMENTS FOR A SECOND MASTER OF EDUCATION DEGREE.....	39
6.3.7 COURSE TIMETABLING.....	39
ADMINISTRATION AND EDUCATIONAL SERVICES (01).....	40
COURSE DESCRIPTIONS.....	40
CURRICULUM AND INSTRUCTION: HUMANITIES (02).....	43
CURRICULUM AND INSTRUCTION: MATH/SCIENCE (03).....	49
COURSE DESCRIPTIONS.....	49
EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS (04).....	50
COURSE DESCRIPTIONS.....	51
PHYSICAL EDUCATION (05).....	61
COURSE DESCRIPTIONS.....	61
GRADUATE STUDIES AND FIELD RESEARCH (07).....	62
COURSE DESCRIPTIONS.....	62
SECTION 7.....	63
MUSIC GRADUATE STUDIES.....	63
7.1 GENERAL INFORMATION.....	63

7.1.1 ELIGIBILITY FOR ADMISSION.....	63
7.1.2 APPLICATIONS.....	64
7.1.3 ADVISORY EXAMINATIONS.....	64
7.1.4 COMPLETION OF DEGREE.....	64
7.1.5 PART-TIME STUDY.....	64
7.1.6 ACADEMIC PERFORMANCE REQUIREMENT.....	64
7.1.7 TRANSFER OF CREDIT AND RESIDENCE REQUIREMENTS.....	64
7.1.8 REGULATIONS FOR RECITALS, THESIS, RESEARCH PROJECTS, AND COMPREHENSIVE EXAMINATIONS.....	64
7.2 CURRICULUM OUTLINES.....	65
7.2.1 M. MUS. IN PERFORMANCE AND LITERATURE (Piano, Collaborative Piano, Strings and Clarinet).....	65
7.2.2 M. MUS. IN PERFORMANCE AND LITERATURE (Composition and Jazz).....	65
7.2.3 M. MUS. IN PERFORMANCE AND LITERATURE (Instrumental Conducting).....	67
7.2.4 M. MUS. IN PERFORMANCE AND LITERATURE (Choral Conducting).....	67
7.3 M.MUS. IN MUSIC EDUCATION.....	69
7.3.1COURSE WORK COMPREHENSIVE EXAMINATION OPTION.....	69
7.3.2 THESIS/RESEARCH OPTION.....	69
COURSE DESCRIPTIONS.....	72
SECTION 8.....	78
GRADUATE HEALTH STUDIES.....	78
8.1 MASTER OF PSYCHIATRIC NURSING (MPN).....	78
8.1.1 ELIGIBILITY FOR ADMISSIONS.....	78
8.1.2 PROGRAM REGULATIONS.....	78
8.1.3 PROGRAM ACCESS.....	78
8.1.4 STUDENT ADVISING.....	78
8.1.5 DEGREE COMPLETION.....	79
8.1.6 TRANSFER CREDIT AND PRIOR LEARNING ASSESSMENT AND RECOGNITION.....	79
8.1.7 RESIDENCY REQUIREMENTS.....	79
8.1.8 ACADEMIC PERFORMANCE REQUIREMENT.....	79
8.1.9 PRACTICUM REQUIREMENTS.....	79
8.1.10 PROFESSIONAL CONDUCT.....	79
8.1.11 THESIS REGULATIONS.....	79
8.1.12 CURRICULUM OUTLINE.....	79
COURSE DESCRIPTIONS.....	81
.....	81
SECTION 9.....	82
RURAL DEVELOPMENT.....	82
9.1 GRADUATE DIPLOMA IN RURAL DEVELOPMENT.....	82
9.1.1 PROGRAM REGULATIONS.....	83
9.1.3 ACADEMIC PERFORMANCE REQUIREMENT.....	83
9.1.4 GRADUATION REQUIREMENTS.....	83
9.2 MASTER OF RURAL DEVELOPMENT (MRD).....	83
9.2.1 ELIGIBILITY FOR ADMISSION.....	83
9.2.2 PROGRAM REGULATIONS.....	83
9.2.3 ACADEMIC PERFORMANCE REQUIREMENTS.....	84
9.2.4 MASTER OF RURAL DEVELOPMENT GRADUATION REQUIREMENTS.....	84

9.2.5 MASTER OF RURAL DEVELOPMENT: OUTLINE OF REQUIRED COURSES.....	84
DEPARTMENTAL ADVANCED SEMINAR SERIES.....	84
COURSE DESCRIPTIONS.....	84

STATEMENT OF REPSONSIBILITY

The University makes every endeavor to ensure that registration and course information contained in this calendar is accurate at the time of publication. However, students are hereby notified that the ultimate responsibility for verifying the accuracy of such information rests with them alone.

The University reserves the right to change without prior notice any information contained in this calendar, including admission regulations, course, program, and degree requirements. By the publication of information in this calendar, the University does not make any contractual undertaking that courses and programs in the calendar will be available.

In addition to the foregoing, no liability shall be occurred by the university for the loss or damage suffered by any student or third party as a result of delays in or termination of services, courses or classes by reason of: acts of God, fire, flood, riots, war, strikes, lock-outs, damage to University property, financial exigency, or happenings or occurrences beyond reasonable control of the University.

The University hereby disclaims liability to any person who may suffer loss as a result of reliance upon any information contained in this calendar.

INTRODUCTION

1. As this calendar is published a considerable time before the commencement of the academic year, the University reserves the right to make whatever changes circumstances may require.

2. Inquiries should be directed as follows:

On Academic matters	The Dean or Director of the appropriate Faculty or School https://webapp.brandonu.ca/pls/phone/f?p=110:13
On examinations, registrations, records, transcripts, withdrawal from University, change of Faculty	D. Berkan, C.G.A., Director, Financial & Registration Services http://www2.brandonu.ca/Admin/Finance&Admin_main/
On graduation, awards and scholarships, and appeals of Academic Regulations	G. Coates, B.A., BSc., University Registrar http://www.brandonu.ca/senate-office/
On admissions	M. Kerr, B.G.S., Director of Admissions http://www.brandonu.ca/canadian-undergraduate/how-to-apply/
On personal problems, vocational planning, financial assistance	D. Rowland, B.S., M.Ed, Dean of Students http://www.brandonu.ca/student-services/
On University residences	P. O'Driscoll, B.Sc., Director of Residence Hall Programs http://www.brandonu.ca/residence/residence-halls/
On Dining Room facilities	K. Hamilton, Manager of Food Services http://www.brandonu.ca/food-services/

3. The University Financial & Registration Services are offered from 8:30 a.m. to 4:30 p.m. Monday to Friday.
4. The courses listed in this calendar are not necessarily offered in every session. Please refer to the appropriate Registration Guide http://www2.brandonu.ca/Admin/Finance&Admin_main/reg_guides.asp
5. As enrolment is restricted in many courses, students are advised to register well in advance of the beginning of each academic term.

BRANDON UNIVERSITY COAT OF ARMS

In 1948 a committee was appointed to design and approve a Coat of Arms for Brandon College. The official statement of the Arms is:

Argent, on a chevron of azure an antique lamp or, between in chief two open books, and in base a garb, all proper. Crest --- A Phoenix sable, armed gules, issuant from flames of fire proper.

Taken from Ephesians IV:15, the motto "Aletheuontes de en Agape" means "Speaking the truth in love".

In 1971 the University Registrar composed the following description of the Coat of Arms: "The Coat of Arms represents the three-fold nature of man: spiritual, mental and physical, crowned with the blessing of everlasting life. The wheat sheaf represents the material blessings, which God has given us in body and estate. The two open books represent the learning and arts of mankind. The Phoenix is a mythical bird fabled to be the only one of its kind which lived for five or six hundred years in the Arabian desert, after which it burned itself to ashes in a funeral pyre and emerged from the ashes with renewed life to live through another cycle of years. The Phoenix therefore, represents immortality."

SECTION 1 IMPORTANT DATES

MAY 2013

Monday 6

- **Spring Registration** for those who have been accepted for Spring Session First and Both term courses but who have not registered in advance.
- **First Day of Classes** in First and Both term courses.

Wednesday 8

- **Last Date for Spring Registration and Course Changes** (additions) in First and Both term courses.

Monday 20

- **University Closed: VICTORIA DAY** -- no classes scheduled.

Wednesday 22

- **Last Date for Voluntary Withdrawal** without academic penalty from First term Spring courses.

Monday 27

- **Last Day of Classes** for First term Spring courses.

Wednesday 29

- **Final Examinations** for First term Spring courses.
- **No Lectures or Labs** scheduled for Both term courses.

Friday 31 – Saturday, June 1

- **Spring Convocation** for all Faculties/Schools.

JUNE 2013

Monday 3

- **Spring Registration** for those who have been accepted for Spring Session Second term courses but who have not registered in advance.
- **First Day of Classes** for Second term and resume in Both term Spring courses.

Wednesday 5

- **Last Date for Spring Registration and Course Changes** (additions) in Second term courses.

Wednesday 12

- **Last Date for Voluntary Withdrawal** without academic penalty, from Both term Spring courses.

Monday 17

- **Last Date for Voluntary Withdrawal** without academic penalty, from Second term Spring courses.

Thursday 20

- **Last Day of Classes** for Second and Both term Spring courses

Monday 24 - Tuesday 25

- **Final Examinations** for Second and Both term Spring courses.

JULY 2013

Monday 1

- **University Closed: CANADA DAY** -- no classes scheduled.

Tuesday 2

- **Summer Registration** for those who have been accepted for Summer Session First and Both term courses but who have not registered in advance.
- **First Day of Classes** in First and Both term Summer courses.

Thursday 4

- **Last Date for Summer Registration and Course Changes** (additions) in First and Both term courses.

Wednesday 17

- **Last Date for Voluntary Withdrawal** without academic penalty, from First term Summer courses.

Monday 22

- **Last Day of Classes** for First term Summer courses.

Wednesday 24

- **Final Examinations** for First term Summer courses.
- **No Lectures or Labs** scheduled for Both term courses.

Monday 29

- **Summer Registration** for those who have been accepted for Summer Session Second term courses but who have not registered in advance.
- **First Day of Classes** in Second term and resume in Both term Summer courses.

Wednesday 31

- **Last date for Summer Registration and Course Changes** (additions) in Second term courses.

AUGUST 2013

Monday 5

- **University Closed:** CIVIC HOLIDAY -- no classes scheduled.

Thursday 8

- **Last Date for Voluntary Withdrawal** without academic penalty, from Both term Summer courses.

Wednesday 14

- **Last Date For Voluntary Withdrawal** without academic penalty, from Second term Summer courses.

Monday 19

- **Last Day of Classes** for Second and Both term Summer courses.

Wednesday 21 - Thursday 22

- **Final Examinations** for Second and Both term Summer courses.

Friday 16

- **Last Date to Apply to Graduate** for October 2013 Convocation (no ceremony).

SEPTEMBER 2013

Monday 2

- **University Closed:** LABOUR DAY -- no classes scheduled.

Tuesday 3

- **University open** -- no classes scheduled.

Wednesday 4

- **First Day of Classes** for First and both term Fall courses.

Wednesday 18

- **Last Date for Registration and Course Changes** (additions) in First and Both term Fall courses.

OCTOBER 2013

Monday 14

- **University Closed:** THANKSGIVING DAY -- no classes scheduled.

Tuesday 15

- **Convocation** (no ceremony).

NOVEMBER 2013

Monday 11

- **University Closed:** REMEMBRANCE DAY observed -- no classes scheduled.

Tuesday 12

- **Fall Study Break:** no classes scheduled in Arts, Science, Health Studies, Music, and Education

Friday 22

- **Last Date for Voluntary Withdrawal** without academic penalty, from First term Fall courses.
- **Last date to Apply to Graduate** for February 2014 convocation (No Ceremony)

DECEMBER 2013

Friday 6

- **Last Day of Classes** for First term Fall day courses (except Education).

Monday 9

- **Last Day of Classes** for First term Fall courses (Monday evening courses).

Thursday 12 – Saturday 21

- **Final Examinations** for First term courses and mid-term examinations for Both term Fall courses.

Tuesday 24 - Wednesday, January 1, 2014

- **University Closed:** For the holidays -- no classes scheduled.

JANUARY 2014

Thursday 2 – Friday 3

- **University Open** -- No Classes Scheduled.

Monday 6

- **First Day of Classes** for Second term and resume for Both term Winter day and evening courses.

Friday 17

- **Last Date for Winter Registration and Course Changes** (additions) in Second term courses.

FEBRUARY 2014

Monday 17

- **University Closed: LOUIS RIEL DAY** -- no classes scheduled.

Monday 17 - Friday 21

- **Mid-term Break:** no classes scheduled in Day and Evening courses.

Tuesday 18

- **Convocation:** (no ceremony).

Monday 24

- **Classes Resume** following the mid-term break.
- **Last Date for Voluntary Withdrawal** without academic penalty, from Second term Education Winter courses.

MARCH 2014

Wednesday 5

- **Last Date for Voluntary Withdrawal** without academic penalty Both term Fall/Winter courses.

Friday 21

- **Last Date for Voluntary Withdrawal** without academic penalty from Second term Winter courses.

APRIL 2014

Friday 11

- **Last Day of Classes for Second and Both term Winter Courses**
- **Last Date to Apply** to Graduate for 2014 Spring Convocation.

Monday 14 - Monday 28 (except Good Friday)

- **Final Examinations** for Second and Both term Winter courses.

Friday 18

- **University Closed: GOOD FRIDAY** -- no classes scheduled.

MAY 2014

Monday 5

- **Spring Registration** for those who have been accepted for Spring Session First and Both term courses but who have not registered in advance.
- **First Day of Classes** in First and Both term courses.

Wednesday 7

- **Last Date for Spring Registration and Course Changes** (additions) in First and Both term courses.

Monday 19

- **University Closed: VICTORIA DAY**--no classes scheduled.

Wednesday 22

- **Last Date for Voluntary Withdrawal** without academic penalty from First term Spring courses.

Monday 26

- **Last Day of Classes** for First term Spring courses.

Wednesday 28

- **Final Examinations** for First term Spring courses.
- **No Lectures or Labs** scheduled for Both term courses.

Friday 30 – Saturday 31

- **Spring Convocation** for all Faculties/Schools.

JUNE 2014

Monday 2

- **Spring Registration** for those who have been accepted for Spring Session Second term courses but who have not registered in advance.
- **First Day of Classes** for Second term and resume in Both term Spring courses.

Wednesday 4

- **Last Date for Spring Registration and Course Changes** (additions) in Second term courses.

Wednesday 11

- **Last Date for Voluntary Withdrawal** without academic penalty, from Both term Spring courses.

Monday 16

- **Last Date for Voluntary Withdrawal** without academic penalty, from Second term Spring courses.

Thursday 19

- **Last Day of Classes** for Second and Both term Spring courses

Monday 23 - Tuesday 24

- **Final Examinations** for Second and Both term Spring courses.

JULY 2014

Tuesday 1

- **University Closed: CANADA DAY** -- no classes scheduled.

Wednesday 2

- **Summer Registration** for those who have been accepted for First and Both term courses but who have not registered in advance.
- **First Day of Classes** in First and Both term Summer courses.

Monday 7

- **Last Date for Summer Registration and Course Changes** (additions) in First and Both term courses.

Thursday 17

- **Last Date for Voluntary Withdrawal** without academic penalty, from First term Summer courses.

Tuesday 22

- **Last Day of Classes** for First term Summer courses.

Thursday 24

Final Examinations for First term Summer courses.

- **No Lectures or Labs** scheduled for Both term courses.

Monday 28

- **Summer Registration** for those who have been accepted for Second term courses but who have not registered in advance.
- **First Day of Classes** in Second term and resume in Both term Summer courses.

Wednesday 30

- **Last date for Summer Registration and Course Changes** (additions) in Second term courses.

AUGUST 2014

Monday 4

- **University Closed: CIVIC HOLIDAY** -- no classes scheduled.

Thursday 7

- **Last Date for Voluntary Withdrawal** without academic penalty, from Both term Summer courses.

Wednesday 13

- **Last Date for Voluntary Withdrawal** without academic penalty, from Second term Summer courses.

Friday 15

- **Last Date to Apply to Graduate** for October 2014 Convocation (no ceremony).

Monday 18

- **Last Day of Classes** for Second and Both term Summer courses.

Wednesday 20 - Thursday 21

- **Final Examinations** for Second and Both term Summer courses.

1.1 STATISTICS CANADA - PRIVACY STATEMENT

1.1.1 NOTIFICATION OF DISCLOSURE OF PERSONAL INFORMATION TO STATISTICS CANADA

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrollment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrollment information, previous education, and labour force activity.

The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. This information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify the student.

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database. The email address for this request is esis-siae.participation@statcan.ca.

Further information can be obtained from Statistics Canada's website: <http://www.statcan.ca> or by writing to the Post-secondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

SECTION 2 GENERAL INFORMATION

2.1 HISTORICAL SKETCH

The University is a co-educational, non-denominational, government-supported institution within the Province of Manitoba. It is a member of the Association of Universities and Colleges of Canada (AUCC) and the Association of Commonwealth Universities (ACU).

2.1.1 THE FOUNDATIONS

The Baptist Home Mission first sent missionaries to southwestern Manitoba in 1869 and settlers began to pour into the area after 1871. Both settlers and missionaries soon saw a need for a denominational college for Manitoba youth and several attempts to found a college were made.

In 1880 Dr. John Crawford and Rev. G. B. Davis opened Prairie College in Rapid City, 20 miles north of Brandon. The College failed and Rev. Davis founded a small academy in Rapid City which was subsequently taken over by his brother-in-law, Prof. S. J. McKee. McKee's Academy was moved to Brandon in 1890 following the projection of the CPR mainline through the Assiniboine Valley, which resulted in the marked growth of the city of Brandon.

2.1.2 BRANDON COLLEGE

As early as 1885 the Baptist Convention of Manitoba and the Northwest Territories responded to this need. In 1898 a Toronto industrialist, Mr. William Davies, and his sister-in-law, Mrs. Emily Davies, pledged \$25,000 to be used to establish a Baptist College in Brandon.

Plans moved ahead rapidly. The Convention appointed Dr. A. P. McDiarmid as principal of Brandon College in 1899. Prof. McKee's Academy was merged into the new institution and the quarters of the Academy in the Stewart Block on Rosser Avenue at Ninth Street continued to be used. On July 13, 1900, Mrs. Davies laid the cornerstone of the first new building located at the corner of Eighteenth Street and Lorne Avenue, part of the present campus. The Original Building, as it is now called, is joined to Clark Hall, built for women in 1906 and named after Dr. W. S. Clark, the principal donor. These now serve as the Arts and administration buildings of Brandon University.

Brandon College was a liberal arts college offering some work in theology, a high school department, and a commercial department. A school of music was added in 1906. During the college's affiliation with McMaster University, 1911-1938, the School of Music graduate diplomas in voice and piano attained national reputation following affiliation with the University of Manitoba in 1938, music courses as credit to B.A. and B.Sc. degrees were added. Brandon College offered the first B. Mus. program in Manitoba in 1963. The School of Music includes one of the few conservatory departments in Canada and offers private tutoring of high quality.

More than 200 Brandon College students served in the First World War including two winners of the Victoria Cross. The college sent a platoon with the Western Universities Battalion to France in 1916 and class enrollments dwindled as students joined the services during that year until not a single male was enrolled in the freshman class.

Commercial courses were discontinued in 1922, and the theology department was replaced by the inclusion of religious studies in the arts curriculum in 1928. In 1932, the Grade 9, 10 and 11 work of the academy, which had formed part of the college, was discontinued. Grade 12 Department of Education courses were introduced and continued until 1955.

In 1938 the Baptist Union of Western Canada found that it was no longer able to support Brandon College. An exceptional display of interest, hard work and generosity on the part of citizens of western Manitoba kept the college open. Brandon College became a non-denominational corporation in that year, ending its affiliation with McMaster University and joining the University of Manitoba as an affiliated college. Four sources of revenue allowed the work of the college to be continued: public subscription; an endowment (which became a foundation in 1945) by Dr. A. E. McKenzie, owner of a Brandon seed firm; a tax levy from the city of Brandon and an annual grant from the provincial government. Support from each of these has continued, but changed in proportion over the years.

The C.O.T.C. program which had been dropped after the First World War was revived to meet the challenge of World War II and 234 Brandon College students served in Canada's armed forces during 1939-45. Enrollment was cut sharply but new bursaries and scholarships

were introduced and many students worked their way through Brandon College during this period. At this point, there were 14 faculty members and about 100 students.

During the late 1940's, the social sciences were introduced at Brandon College. Training for high school teachers was added in 1952 and expanded to include training for elementary teachers in 1955. The Bachelor of Teaching program was added in 1969 and the first graduates of the program received their degrees in 1971.

In the late 1950's, a national program of university and college expansion gave rise to a sharply increased growth at Brandon College in numbers of both students and faculty and the building of new facilities.

2.1.3 BRANDON UNIVERSITY

Brandon University received its charter on June 5, 1967, on the occasion of the visit of Her Royal Highness Princess Alexandra and the Honourable Angus Ogilvie.

2.2 LIBRARY SERVICES

2.2.1 JOHN E. ROBBINS LIBRARY

The John E. Robbins Library holds books, microfilms, compact discs, dvd's, videos, print and electronic journals and other material. The library also co-ordinates the university's access to electronic resources. The library's primary purpose is to support the Brandon University curriculum. It is a selective depository for Canadian government publications, a full depository for Manitoba government publications, a participant in Statistics Canada's Data Liberation Initiative and Canadian Research Knowledge Network. The Library's on-site services include reference service, open internet access, course reserves and interlibrary loans. Off-campus Library Services provides service, including reference service, to students taking off-campus courses. The library has experienced staff to assist students find information, be it the library collection or on the web.

The John E. Robbins Library is located in the George T. Richardson Centre. A second entrance is in the Queen Elizabeth II Music Building. The library's website is <http://www2.brandonu.ca/Library/>.

2.2.2 MEDIA COLLECTION

The Brandon University media collection is located in the library. The video collection is accessible to all faculty, staff and students. Previewing equipment is available.

2.2.3 S.J. MCKEE ARCHIVES

The S. J. McKee Archives is located on the Mezzanine level of the library accessed through the North Stacks. The Archives houses primary source materials pertaining to Brandon College, Brandon University, Brandon and rural Manitoba. Areas of strength include co-operatives, grain marketing, railway systems, community organizations, information on persons, and family history. The Archives also holds the Library's rare book and special collections and provides on-site reference, information services, and advisory service for access to other archival repositories.

The McKee Archives is open to the public Monday - Friday from 1:00 to 4:30 p.m. or by special appointment. Contact the Archives at (204) 727-9634 or check out the website, which includes the Archives' search engine at: <http://www2.brandonu.ca/library/archives/>.

SECTION 3 SCHOLARSHIPS & AWARDS

3.1 SCHOLARSHIPS, BURSARIES, PRIZES AND AWARDS

3.1.1 SCHOLARSHIP GUIDELINES

The purpose of the Brandon University scholarship program is to recognize scholarly excellence and to attract and provide incentives for students to study at Brandon University.

1. Brandon University administers only those awards whose terms are deemed to be in harmony with the interests of the University.
2. As a matter of principle, Brandon University will not administer any scholarship, bursary or fellowship that discriminates on the basis of race, creed, political belief, ethnic or national origin, gender, sexual orientation, or age. Nor will the University administer any scholarship which requires a scholarship recipient to adhere to a particular ideology as a condition of receiving or retaining the particular scholarship.

- Any exceptions to these general principles shall be made only with the consent of the Senate Scholarship Committee and the Senate. From time to time, the University may administer affirmative action scholarships recommended by the Scholarship Committee and approved by Senate.

3.1.2 GENERAL INFORMATION

All awards and values listed in the Scholarship Section ([SECTION 3](#)) are subject to change without notice.

Graduate Scholarships - are awards for academic achievement at Brandon University given to graduating students who achieve a c.g.p.a. of not less than 3.0 and a discipline or course g.p.a. of not less than 3.0 (unless a higher g.p.a. is stipulated). In addition, other criteria may be specified as a basis for the award.

Bursaries - are monetary awards given to students who have demonstrated a financial need and met such other criteria as may be specified in the terms of reference for specific bursaries. Bursaries' require a minimum cumulative grade point average of 2.0 unless a higher g.p.a. is stipulated in the terms of reference. In the event that two or more applicants for a specific bursary have a significant financial need and meet such other criteria as may be specified in the terms of reference, academic achievement will also be considered in awarding the bursary. All bursaries require application. Students are advised to contact the Senate Scholarship Office for detailed information and application forms.

Scholarship Bursaries - regardless of the specific title an award may have, an award is designated as a scholarship bursary if the terms of reference require both academic achievement and financial need. Such awards require a minimum cumulative grade point average of 2.5. All scholarship bursaries require application.

Medals - are non-monetary awards that recognize academic excellence in the various degrees and subject areas.

Manitoba Scholarships & Bursaries Initiative - some awards have been established with matching funds from the Province of Manitoba.

3.1.3 CONDITIONS FOR RECEIVING AWARDS

- All graduate awards are tenable only for the Regular Session (September - April).
- All awards are credited to the student's tuition account. Some awards may be made in two installments; one half at the beginning of Fall Term (Sept.) and the other half at the beginning of Winter Term (Jan.).
- The University does not guarantee any awards other than those created from University funds. Awards that are the gifts of donors are awarded only after the funds have been received.
- An award is not granted if there is no eligible candidate.
- The University retains the right not to administer awards which in its opinion are not in the University's best interest.
- No student may receive an award for achievement in a particular course if the earned letter grade is less than "B" (3.0).
- The Senate Scholarship Committee may use as an Award Point System to break a tie for an award if necessary. The Award Point System is as follows: A+ = 10; A = 9; A- = 8; B+ = 7; B = 6; B- = 5; C+ = 4; C = 3; C- = 2; D = 1; F = 0.
- In the awarding of Gold and Silver Medals, a runner-up may be considered for an Honorable Mention if he or she has a grade point average within .05 of the student awarded the medal.

Pre-Award Year

The pre-award year is defined as the twelve-month period ending April 30th immediately preceding the Convocation at which the awards are made.

3.1.4 REFUNDING OF AWARDS

Recipients who reduce their course loads below the required amount for the award will normally have the award cancelled or pro-rated, depending upon the decision of the Scholarship Committee (or the Scholarship Committee Executive). Students who believe that special circumstances apply should write a letter of appeal to the Scholarship Committee describing these circumstances.

3.1.5 MASTER'S LEVEL SCHOLARSHIPS & BURSARIES

The award year is defined as the twelve-month period beginning with the Spring Session and ending with the Regular Session that is coincident with or immediately prior to the award. Applications are available from the Awards Office, Brandon University.

For further information on Brandon University Graduate Level Scholarships and Bursaries, feel free to call 1-204-727-9737 or check out the website:

<https://webapp.brandonu.ca/pls/scholarship/f?p=101:18>

Note: Please click on the heading that says student year and then click Masters for a listing of Brandon University Graduate Scholarships and Awards.

For further information on External Graduate Level Scholarships and Bursaries, feel free to call 1-204-727-7445 or check out the website at:

<http://www2.brandonu.ca/administration/vpacademic/research/Student/Student%20Opportunities.asp>

SECTION 4 FEE REGULATIONS

4.1 GENERAL INFORMATION

All fees listed are subject to change.

Fees can be mailed to Financial & Registration Services, 270 18th Street, Brandon University, Brandon, Manitoba R7A 6A9. Cheques or money orders issued for the payment of fees should be made payable to Brandon University. Direct Payment may also be used to pay fees. In person payments can be made at Financial & Registration Services, located on the 2nd Floor of the Clark Hall Building. Students are assessed fees according to the schedule listed below. Fees can also be paid on-line through the Brandon University web site (brandonu.ca) with the TelPay link, or check with your banking institution for availability of payment through telepayment.

Registration is not complete until the student has complied with all the requirements of enrolment and paid the appropriate fees at Financial & Registration Services.

Marks will not be released until all debts to the University have been paid in full at Financial & Registration Services. Students will not be eligible for graduation until their marks are released.

4.1.1 APPLICATION FEE

A non-refundable application fee is to accompany the application for admission. The application fee must be paid before an application for admission will be processed. New students applying to Brandon University will be assessed an additional fee by the Admissions Office at the time of application.

4.1.2 BRANDON UNIVERSITY STUDENTS' UNION INC. FEE

The B.U.S.U. Constitution states that all on campus students are members of B.U.S.U. and must pay B.U.S.U. Membership Fees as determined by B.U.S.U. Council. Other B.U.S.U. student fees include the following: building fund fee, communications fee, the Canadian Federation of Students fee (CFS), and the World University Service of Canada Fee (WUSC).

4.1.3 GRADUATE CONTINUING REGISTRATION FEE

Students continuing in any graduate program who do not register in an academic year must pay a continuing Registration Fee. Please contact Financial & Registration Services for fee details. For further information, feel free to call 1-204-727-9724 or check out the following link for fee specifics:

http://www2.brandonu.ca/admin/Finance&Admin_main/2011_12_misc_fees.pdf

4.1.4 GRADUATE REINSTATEMENT FEE

Students continuing in any graduate program who do not register in one or more academic years and who fail to pay the Graduate Continuing Registration Fee as described above will be required to pay the Graduate Reinstatement Fee before being permitted further registrations.

4.2 PAYMENT OF FEES

All fees are due and payable at the time of registration or by the required deadline as follows:

Sessions	Payment Deadline	Minimum
Spring/Summer	Time of registration	Total Fees
Fall	September	Term 1 Total
Winter	January	All remaining
Off-campus	Time of registration	Total Fees
Correspondence	Time of registration	Total Fees

Students who neglect to pay fees as required will have their registrations cancelled. A fee is charged for reinstatement.

Reinstatement

The final date for reinstatement of registration, without appeal to the Graduate Studies Committee for permission to do so, will be the last date of classes as approved in the academic calendar

There will be a surcharge when cheques are returned for insufficient funds (N.S.F.). All fee inquiries should be made at Financial & Registration Services.

4.2.1 NON-REFUNDABLE FEES

The following fees are not refundable: all miscellaneous fees, senior citizen registration, application fees, Student Union fee, WUSC fee, CFS fee, Student Services and Technology fees, ID card fee, and Building fund and Quill fee. Fees subject to change.

4.2.2 FEE INFORMATION REGULAR COURSES

Please contact Financial & Registration Services for a current Fee Schedule or visit this website for the current tuition fees:

(http://www2.brandonu.ca/Admin/Finance&Admin_main/2010_11_grad_tuition.pdf).

4.3 MISCELLANEOUS FEES

Please contact Financial & Registration Services for a current Fee Schedule or visit this website for the miscellaneous fee schedule:

(http://www2.bran-donu.ca/Admin/Finance&Admin_main/2010_11_misc_fees.pdf).

4.3.1 COURSE CHANGES

Students may request registration changes (course additions, deletions, section changes, or any combination of these) and alterations to study programs up to a specified date in each term (see Academic Calendar). Students are permitted 2 free change forms in the Regular session. A fee will be assessed for registration changes in excess of the 2 free change forms which are simultaneously reported on the same registration change form. This fee will not be levied for course drops only. The Instructor and the Dean of the faculty must authorize course changes requested after the last date announced in the Important Dates [SECTION 1](#).

4.3.2 REFUND SCHEDULE

Students who withdraw from courses must complete a registration change form, obtain signatures if required, and present it to Financial & Registration Services before any refund of fees will be granted. The refundable portion of fees will be calculated only from the date Financial & Registration Services is notified. Please contact Financial & Registration Services for more detailed information.

Students who are debarred from examination in a course or who are required to withdraw for disciplinary reasons forfeit their claim to any refund.

4.3.3 INCOME TAX RECIEPTS

Official Tuition Fee Receipts and Education Deduction Certificates (T2202A) to support claims for income tax exemptions will be available to print from the BU website by February 28 each year. Duplicates will be issued for a fee.

4.3.4 LOCKERS

Lockers, other than in the gymnasium, may be rented at Financial & Registration Services for a fee. A partial refund will be made when lockers are vacated and locks returned in good order. Lockers must be vacated one week after the end of the academic session. The University will dispose of all items found in lockers after this date.

The Campus Recreation Director will post a schedule of fees in the Physical Education Building concerning the caution fee, deposits for use of equipment, and lockers in the gymnasium.

4.3.5 VOLUNTARY WITHDRAWAL

When students withdraw from a course, it is their responsibility to notify Financial & Registration Services in writing as well as the Instructor, as soon as they decide to withdraw. Any refundable portion of fees will be calculated only from the date on which Financial & Registration Services has been notified. Deadline dates for withdrawal, without academic penalty, from full and half courses represent 80% of the total contact hours in the course. For the last dates for voluntary withdrawal without academic penalty, see the Academic Calendar.

Students who wish to withdraw from University completely (from all registered courses) are required to complete a drop form and see Financial & Registration Services.

4.3.6 PARKING FEES

Parking is available in serviced and un-serviced lots, with fees charged accordingly.

All students with automobiles should make application for parking well in advance, as space is limited. Applications will begin to be accepted around the middle of April for the following academic year. Regular, part-time and evening students with automobiles must abide by the regulations posted from time to time, and must pay any fine levied for the violation of traffic rules. A copy of Brandon University Parking Regulations can be obtained from the Ancillary Services Offices (Main Floor, McMaster Hall).

SECTION 5 GENERAL REGULATIONS

5.1 GRADUATE ADMISSION REQUIREMENTS

Admission to Brandon University Graduate programs may be obtained in the following ways:

1. Regular
2. Special
3. Conditional

5.1.1 GRADUATE ADMISSION, REGULAR

Regular Status is assigned to students who have satisfied all requirements for admission as Graduate Diploma or Master's degree candidates.

5.1.2 ADMISSION, GRADUATE DIPLOMA IN EDUCATION

1. A B.Ed. degree, *
2. A valid teaching certificate, *
3. A minimum of two years teaching experience is normally required, or a minimum of 2 years counselling related experience for the Graduate Diploma in Counselling, *
4. Two letters of reference, attesting to character, teaching ability, and scholarly aptitude.
5. A minimum grade point average of 3.0,
6. Competence in spoken and written English. Written English competence will be measured by a graduate pre-admission writing test (600 word essay).
7. International students must submit a minimum TOEFL score of 580 (written) or 92 (internet based), or one of the following alternatives:
 - a. a minimum score of 7.0 on the International English Language Testing System (IELTS)
 - b. minimum score of 8.5 on the Michigan English Language Assessment Battery (MELAB)
 - c. a minimum score of 4 on the Certificate of Proficiency in English (COPE)
8. English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and Listening measures, and 4.5 on the Oral and Written measures.

* Only in exceptional circumstances will applicants without a B.Ed. degree be considered for admission. Applicants with a relevant undergraduate degree and professional experience may apply.

5.1.3 ADMISSION, MASTER OF EDUCATION

Prior to applying to the Master of Education Degree, students are strongly advised to approach the Chair of Graduate Studies & Field Research for program information and guidance in working through graduate studies. It is expected that once accepted into the program, graduate students will take the initiative to discuss with their assigned program advisors or the Chair of the Graduate Studies & Field Research all matters related to programs, courses, practicum, and the selection of Faculty supervisor(s) for their project/thesis.

1. A B.Ed. degree, *
2. A valid teaching certificate, *
3. A minimum of two years teaching experience is normally required, *
4. Two letters of reference, attesting to candidate's ability to pursue graduate studies, character and teaching ability,
5. A minimum grade point average of 3.0,
6. Competence in spoken and written English. Written English competence will be measured by a graduate pre-admission writing test (600 word essay).
7. International students must submit a minimum TOEFL score of 580 (written) or 92 (internet based), or one of the following alternatives:
 - a minimum score of 7.0 on the International English Language Testing System (IELTS)
 - minimum score of 8.5 on the Michigan English Language Assessment Battery (MELAB)
 - a minimum score of 4 on the Certificate of Proficiency in English (COPE)
8. English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and Listening measures, and 4.5 on the Oral and Written measures.
9. Admission to the Master of Education in Counselling requires completion of the Graduate Diploma in Counselling (or equivalent) with a minimum 3.0 g.p.a., and successful completion of a counselling interview.

* Only in exceptional circumstances will applicants without a B.Ed. degree be considered for admission. Applicants with a relevant undergraduate degree and professional experience may apply.

Note: Students within the last six credit hours of their Graduate Diploma in Education will be allowed to apply for M.Ed. admission, except for Guidance & Counselling. Students completing the Graduate Diploma in Education or other approved graduate program/courses will be granted advanced standing/credit as determined by the Chair of Graduate Studies & Field Research.

Only in exceptional circumstances will students with less than a 3.0 g.p.a. be considered for admission to the M.Ed. (except for Guidance & Counselling) program on application to the Faculty of Education Graduate Studies Committee. Once admitted, such students may be required to take up to 9 credit hours in courses additional to those required in the M.Ed.

Students admitted by the Faculty of Education Graduate Studies Committee in this manner will be required to maintain a "B" average to continue in the M.Ed. program.

Note: Applicants are strongly advised to consult the Faculty of Education Graduate Studies Department or the Brandon University Graduate website for curriculum changes.

5.1.4 ADMISSION, MASTER OF MUSIC

Students preparing to undertake Master of Music study at Brandon University are expected to be conversant in the history and theory of music, and familiar with a broad range of musical literature. Students should also anticipate considerable emphasis upon their abilities to think critically and to express themselves clearly. The School of Music is committed to high levels of artistic and scholarly achievement and to preparing its students for leadership roles. Students majoring in Performance and Literature will be expected to demonstrate professional levels of commitment to the development of their musical skills and understanding. Music Education students should anticipate a program that is academically challenging as well as practical in its orientation.

Normally, admission to the Master of Music program requires successful completion of an undergraduate degree or equivalent, with a minimum grade point average (g.p.a.) of 3.0 achieved in the final year of study. Applicants falling short of these basic criteria may be considered for admission on the strength of success in related professional work.

Applicants to the Music Education program will have completed an undergraduate Music Education degree, or its equivalent. Normally, teaching experience and a teaching certificate are required. Exceptions may be considered on the strength of related professional experience.

While the School of Music is committed to examining each application on its own particular merits, demonstration of English language proficiency is required for admission. International students must submit a minimum TOEFL score of 580 (written), 92 (internet based), or 237 (computerized) or one of the following alternatives:

- a minimum score of 7.0 on the International English Language Testing System (IELTS)
- a minimum score of 85 on the Michigan English Language Assessment Battery (MELAB)
- a minimum score of 4 on the Certificate of Proficiency in English (COPE)

English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and Listening measures, and 4.5 on the Oral and Written measures.

Note: Music students are strongly advised to consult the School of Music for curriculum changes.

Applicants to the Performance and Literature program must have completed an undergraduate degree in Music Performance or equivalent and display professional potential as a performer. Applicants must present an audition of approximately 50 minutes, representing a variety of styles and periods. Where a live audition is not possible, taped auditions may be submitted for consideration, but Regular status admission can be conferred only following an on-campus audition.

While the School of Music is committed to examining each application on its own particular merits, demonstration of English language proficiency is required for admission. International students must submit a minimum TOEFL score of 550 (paper based), 231 (computer based) or 80 (internet based), or one of the following alternatives:

- a minimum score of 6.5 on the International English Language Testing System (IELTS)
- a minimum score of 80 on the Michigan English Language Assessment Battery (MELAB)
- a minimum score of "C" on the Certificate of Proficiency in English (CPE)
- a minimum score of 60 on the Canadian Academic English Language Assessment (CAEL)
- a minimum score of 4.5 in Reading, 4.5 in Listening, 4.0 in Speaking and 4.0 in Writing on the Canadian Test of English for Scholars and Trainees (CanTest) EAP Tier 4

English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and Listening measures, and 4.5 on the Oral and Written measures.

Note: Music students are strongly advised to consult the School of Music for curriculum changes.

5.1.5 ADMISSION, MASTER OF PSYCHIATRIC NURSING

Applications are accepted from Canadian citizens and Permanent Residents of Canada. We do not accept applications from international students.

Applications for September entry must be received by March 1st of the year in which admission is sought.

The application will include:

1. A curriculum vitae/resume that includes the following:
 - past educational preparation;
 - employment experience, indicating level of responsibility;
 - community service, including involvement in professional associations;
 - awards and honours;
 - research projects and publications;
 - continuing education;
 - innovation in clinical practice; and
 - any other supporting information,
2. Proof of registration as a psychiatric nurse or nurse in Canada;
3. A brief essay (500 - 750 words) outlining rationale for choosing the MPN program and a particular stream, as well as areas of interest for thesis consideration; and
4. Two confidential letters of reference, one of which must be an academic reference.

5.1.6 ADMISSION, GRADUATE DIPLOMA IN RURAL DEVELOPMENT

Applications for September entry for Domestic and International students into the Master of Rural Development degree program must be received by January 31st. Applications for January entry for Domestic students must be received by August 31st.

1. Regular status is assigned to students who have satisfied all requirements for admission as a Graduate Diploma candidate. Students will normally have a four year Bachelor's degree (B.A., B.Sc., or equivalent) or a three year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
2. Students will normally have a minimum cumulative grade point average (c.g.p.a.) of 3.0 in the last 30 credit hours of study completed prior to application for entry. Students with less than a 3.0 c.g.p.a. may be required by the Rural Development Graduate Admissions Committee to undertake compensatory study.
3. International students must submit a minimum TOEFL score of 580 (written), or 92 (internet based), or one of the following alternatives:
 - a minimum score of 7.0 on the International English Language Testing System (IELTS)
 - minimum score of 85 on the Michigan English Language Assessment Battery (MELAB)
 - a minimum score of 4 on the Certificate of Proficiency in English (COPE)
4. English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and Listening measures, and 4.5 on the Oral and Written measures.

5.1.7 ADMISSION, MASTER OF RURAL DEVELOPMENT

Applications for September entry for Domestic and International students into the Master of Rural Development degree program must be received by January 31st. Applications for January entry for Domestic students must be received by August 31st.

1. Regular status is assigned to students who have satisfied all requirements for admission as a Masters' degree candidate. Students will normally have a four year Bachelor's degree (B.A., B.Sc., or equivalent) or a three year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
2. Students will normally have a four year Bachelor's degree (B.A., B.Sc., or equivalent) or a three year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
3. Students will normally have a minimum cumulative grade point average (c.g.p.a.) of 3.0 in the last 30 credit hours of study completed prior to application for entry. Student with less than a 3.0 c.g.p.a. may be required by the Rural Development Graduate Admissions Committee to undertake compensatory study.
4. International students must submit a minimum TOEFL score of 580 (written), or 92 (internet based), or one of the following alternatives:
 - a minimum score of 7.0 on the International English Language Testing System (IELTS)
 - a minimum score of 85 on the Michigan English Language Assessment Battery (MELAB)
 - a minimum score of 4 on the Certificate of Proficiency in English (COPE)
5. English for Academic Purposes (EAP) students must complete Tier 4 with 75% in each and every course, combined with CanTEST scores of 5.0 on the Reading and listening measures, and 4.5 on the Oral and Written measures.

5.1.8 GRADUATE ADMISSION, SPECIAL

Special status will be assigned to a student who meets graduate admission requirements but is not proceeding to a graduate degree or diploma at Brandon University. A Special Graduate Student may accumulate no more than 9 credit hours of Master's level courses. Students, subsequently admitted to a Graduate program, may apply to the School or Faculty Graduate Committee to have courses completed as a Special Graduate Student applied to a graduate program of studies.

5.1.9 GRADUATE ADMISSION, CONDITIONAL

Conditional status may be assigned to a student who has applied for Graduate - Regular status but does not meet graduate admission requirements. A Conditional Graduate Student must complete the missing requirement and/or extra courses and/or attain a predetermined level of performance in order to achieve Regular status.

A Conditional student must be formally reviewed by the School or Faculty within two terms of the first registration in the program and a recommendation either to remove the Conditional status or to withdraw from the program must be forwarded to the Dean of the Faculty or School for action.

Conditional student status shall not be extended beyond the first two terms and the maximum number of graduate level credits a Conditional student may complete is 12. Students who successfully satisfy the terms of their Conditional status shall not be required to re-apply for admission. The conditional year of studies will not be counted in the time allowed to complete the Master's degree.

5.2 REGISTRATION

5.2.1 REGISTRATION PROCEDURES

Registration is the process by which students select courses in the Day and/or Evening Session, on- or off-campus, for a particular academic session and record that selection on the official registration form or by online registration and submit to Financial & Registration Services. If eligible, students can register using the online registration system and submit their request electronically. Before students are permitted to register they must first be eligible to pursue studies at the University. Eligibility is determined either by previous academic performance for Returning students or acceptance through the admissions process to the University for New students.

Returning students who are not eligible to re-register at the University will have been so advised by letter from Financial & Registration Services.

New students are accepted according to the status under which they are eligible to apply (e.g. Regular, Mature, Transfer, etc.). These are indicated on the application form for admission. This form must be completed and submitted, along with all required documents. (e.g., High School marks, Birth Certificate, etc.), to the Admissions Office. Only when applicants have completed all the requirements for admission will they be accepted and subsequently permitted to register for courses. In brief, students must apply and be **accepted** through the Admissions Office before they are allowed to **register** for courses at Brandon University.

1. **Form Completion:** In completing the registration form, it is imperative that the department, course number and course title, section number and term be correctly stated. Failure to do so will automatically result in omission of the student's name from appropriate class and examination registers.
2. **Online Registration:** Is not complete until the student has answered the required questions and submitted their request and notification is received via the student's BU email.
3. **Waiting Lists:** Brandon University has an automated waiting list system for students who wish to register for a course that has reached its enrollment limit. When the student attempts to register in person or online for the course that has reached the enrollment limit, they are given the opportunity to be placed on the waiting list for that course. As spots in the course become available, the students from the waiting list are notified via their BU email. The students can register for the course or remove themselves from the list. If no reply is received from the student in a predetermined length of time, the spot is forfeited and the student's name is placed at the bottom of the waiting list. The students can remove themselves from the waiting list or view what lists their names are on at any time through the student information portal. If a student does not have internet access, they should contact Financial & Registration Services to obtain instructions for non-internet users.
4. **Course Withdrawal:** When students withdraw from a course, it is their responsibility to notify Financial & Registration Services in writing on the prescribed form or by using the online registration system and submitting their request electronically. Any refundable portion of fees will be calculated only from the date on which Financial & Registration Services has been notified. Deadline dates for withdrawal, without academic penalty, from full and half courses represent 80% of the total contact hours in the course. If a student should withdraw from a course up to and including the last date for registration in that course, the course will not be noted on the transcript. Students should note that refund dates differ from registration dates. Students should refer to the refund schedule available on-line, or contact Financial & Registration Services. All withdrawals subsequent to the last date of registration, and up to and including the last date of withdrawal without academic penalty will remain on the transcript with the notation of VW (voluntary withdrawal). The grade of F (failure) will be noted on the transcript against a course for which the student withdraws if the withdrawal is subsequent to the last date of withdrawal without academic penalty and not approved as an AW. Students will be permitted to withdraw from a course or courses after the last date for voluntary withdrawal only for reasons of illness, disability or domestic affliction, supported by a certificate from a qualified professional. Using this information, the Instructor and the Dean of the Faculty in which the course is located will make a discretionary decision. Students who are permitted to withdraw from a course will be assigned the notation AW (Authorized Withdrawal) for the course(s).
5. **Course Audit:** A Regular Student who is registered in courses for credit may wish to audit a course. This is different from Regular Status in that Auditor Status students are not taking any courses for credit. All students, however, who wish to audit a course, must have the written approval of the Instructor, and where necessary, the additional approval of the Department Chair and the Dean of the Faculty or School that teaches the course. Approval to register for a course as an Auditor is given on the understanding that the audited course is for personal interest only, is not assigned a grade, is not for degree credit, has no examination, test or coursework assignment privileges, does not count for prerequisite standing in other courses and is assessed

a fee equal to one-half of the course fee. With the permission of the Instructor, a student may change from Credit to Audit or Audit to Credit provided the change is made before the date for withdrawing from courses without academic penalty. The appropriate fee adjustment will be made against the student's account by Financial & Registration Services.

5.2.2 NON PAYMENT OF FEES

Students who do not pay their fees at the Financial & Registration Services by the required deadline will have their registrations cancelled. A fee will be assessed for reinstatement.

5.2.3 BRANDON UNIVERSITY IDENTIFICATION CARDS

Each student registering for an academic session will be issued a Brandon University Identification Card which must be presented when using Library facilities. A fee is assessed for each ID card. Cards are issued by the Housing Office in the McMaster Complex upon receipt of proof of registration.

5.2.4 STUDENT NUMBERS

A number is assigned to a student when an application for admission to Brandon University is submitted. This number is included in the student Identification Card, a file in Financial & Registration Services and on all statements of examination results issued by Brandon University. Each student will be issued only one student number.

5.2.5 FULL-TIME STUDENTS

Any Master's student registered in nine or more credit hours per academic year shall be considered a full-time student of Brandon University (*i.e.* September 1 - August 31).

5.2.6 COURSE PREREQUISITES

A course prerequisite, as noted in the General Calendar description, is a requirement for certain courses, which must be completed before registration will be permitted. Students who register for courses without having met the stipulated course prerequisite(s) by the first day of classes, must, in all cases, have a written waiver for the prerequisite(s) from the course Instructor, Department, or as otherwise stated. Students will not receive credit in a course if the stipulated course prerequisite(s) has not been met or waived, as appropriate. In the event that a student does not successfully complete the prerequisite for a course and is therefore unable to take the course for which the prerequisite was in place, it becomes the student's responsibility to withdraw from the course by submitting a registration change form to Financial & Registration Services to ensure that his/her registration is updated.

5.2.7 LETTER OF PERMISSION -- COURSES TAKEN ELSEWHERE

Brandon University students who wish to take a course or courses at another accredited post-secondary institution for transfer of credit to their program must obtain a Letter of Permission from Financial & Registration Services before they make application for the course. A fee is charged for a Letter of Permission.

Requests for Letters of Permission must be received by Financial & Registration Services at least one month prior to the deadline dates established by the university to be visited. Letters of Permission may be granted to students who have Regular Student Status. Students who do not have Regular Students Status (*i.e.* Probationary, Mature) will have their requests approved by the appropriate Academic Dean before a Letter of Permission will be issued. Students must establish residency at Brandon University before a Letter of Permission will be granted and no Letter of Permission will be issued for a student who has not registered for any Brandon University credit hours. Residency is established usually through the successful completion of a minimum of 15 credit hours. Students who do not meet this requirement may be granted written approval to obtain a Letter of Permission through their Academic Dean.

As approval for the issuance of a Letter of Permission for courses is the prerogative of the academic faculty, students are advised to have their selection of courses reviewed by the appropriate faculty advisor to ensure that requested courses will fulfill major/minor or other degree requirements. Issuance of a Letter of Permission does not imply that degree residency requirements or major/minor requirements have been waived.

It is the student's responsibility to see that upon completion of the course, an official transcript is sent as soon as possible to Financial & Registration Services. Grades transferred in are used in the calculation of the grade point average (g.p.a.) for the degree sought.

5.2.8 TRANSFER OF CREDIT

Students who have taken a course or courses at another academic institution prior to their admittance to Brandon University must, upon application for admission, request an assessment of their work at the other academic institutions for possible transfer of credit to Brandon University.

Courses from other academic institutions accepted by Departments for transfer of credit to a student's program, with the exception of those courses taken through a Letter of Permission, will not normally be subject to the stipulated course prerequisite(s).

The maximum Transfer of Credit allowed will be 6 credit hours for all faculties, with the exception of the 54 credit hour Master of Education degree program that may receive up to a maximum of 24 credit hours as a Block transfer.

Departments may reserve the right to refuse to grant transfer of credit for a number of reasons, which may include their assessment that the coursework being evaluated is outdated.

Note: Students who wish to request a review or reassessment of transfer credit must do so within six months of the initial transfer of credit to Brandon University.

5.2.9 CANADIAN ARMED FORCES --- RESIDENCE REQUIREMENTS

It is recognized that Canadian Armed Forces personnel and their dependents often have their program of studies interrupted because of special circumstances. Accordingly, the announced residency regulations will be waived for Canadian Armed Forces personnel or their dependents provided that the students meet the following requirements:

1. have been admitted to Brandon University; and/either
2. attended Brandon University classes either on-campus or an approved location in Canada or abroad; or,
3. have a Letter of Permission from Brandon University allowing them to pursue studies at an approved location in Canada or abroad; or,
4. all other requirements for the Brandon University degree sought have been met.

5.2.10 STUDENTS' TRANSCRIPTS

A student's transcript, or record, is based upon the information, personal and academic, supplied at admission and at registration, the successive changes to that information, if any, and grades obtained in the courses of the Program of Studies registered for from session to session. If students wish Official transcripts they must write, or report, to Financial & Registration Services with a required fee for each additional copy per request (fees subject to change). Transcripts will not be released if a student is in debt to the University.

Students' transcripts are considered confidential and will be issued only if the student completes the transcript request form, or writes a letter requesting the release of a transcript, asking for a copy to be sent either to himself/herself or to another university, an agency, or an official. The required fee must be submitted with the request.

5.3 COURSE WORK AND EXAMINATIONS

At the close of each term or session grades are assigned indicating the character of the student's work throughout the term. If term marks are given, they shall be based on reports, essays, etc., preferably of a critical or analytical nature, on aspects of the work covered in the course concerned. The instructor shall make clear to the class at the beginning of each course how the final grade in the class shall be assigned. The maximum term mark for work in all courses is to be set by the Department concerned, with the Deans to be kept informed.

The grades given for term work are added to the grades obtained at the final examination (if such is required) in the course and this total shall determine the standing of the student.

Academic papers, presented by students in partial or entire fulfillment of any course requirement, shall remain the property of the writer and may be retained by the course instructor after their marking only with the written permission of the student. Academic papers, excluding final examination papers, presented by students in partial or entire fulfillment of any course offered at Brandon University remain the property of the writer and should be returned to the students after marking. Within 21 days of the receipt of the final grade, students may, upon request, see their marked final examination in the presence of the instructor.

5.3.1 ATTENDANCE AT LECTURES AND PRACTICAL WORK

1. All students are expected to be regular in their attendance at lectures and labs. While attendance per se will not be considered assessing the final grade, it should be noted that in courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

5.3.2 ACADEMIC DISHONESTY AND MISCONDUCT

Academic integrity is an essential part of University life. Academic dishonesty and misconduct will not be tolerated. Brandon University supports students, instructors and administrators in their efforts to preserve this institution as a community of scholars.

Actions which constitute academic dishonesty and/or misconduct are considered an offence within Brandon University and include:

1. **Plagiarism:** which includes, but is not limited to:
 - Work which is submitted or presented in partial fulfillment of course/degree requirements as one's own work that was completed, in whole or in part, by another individual
 - Portions of the work extracted from another source without proper and full credits to the original author (e.g., concepts, sentences, graphics, data, ideas presented through para-phrase)
 - The entirety of the work copied from another source
 - The submission of work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all instructors involved (in such cases the entirety of the work may originate with the student; nevertheless, the academic offence of plagiarism has occurred)

2. **Cheating:** which includes, but is not limited to:
 - Using, giving, receiving, or the attempt to use, give or receive unauthorized information during an examination in oral, written or other form
 - Copying an essay, examination, report or like form of evaluation
 - Allowing another to copy an essay, examination, report or like form of evaluation
 - Impersonating another person in an examination or test and/or serving as a confederate in such activities
 - Buying or otherwise obtaining term papers or assignments for submission as one's own
 - Giving false reasons for absence (e.g., from an in-class test, final examination, required classroom activities)
3. **Falsifying Records:** which includes, but is not limited to:
 - Misrepresenting one's credentials
 - Submitting false documents or falsifying academic records, transcripts or other University documents
 - Falsifying documents from outside agencies required for the work of the University (e.g., medical notes, letters of reference)
4. **Research Misconduct:** which includes, but is not limited to:
 - Fabrication or falsification of research data (or materials)
 - Making a statement of fact or reference to a source which has been fabricated
 - Failure to comply with University policies as they apply to research ethics, human subjects, animal subjects, intellectual property, or computer usage
 - Failure to recognize through due acknowledgement the substantive contribution of others
 - The use or appropriation of the unpublished work or data of other researchers without permission
 - Use of archival material in violation of the rules of the archival source
 - Removal of books or other library materials without authorization
 - Destruction, mutilation or intentional misplacement of library material.

Penalties

Sanctions levied by the University and their severity are determined in relation to the degree of the offence committed or attempted, the intentionality of the participant(s), recidivism, and/or the degree to which an individual has been party to attempted or committed acts of academic dishonesty. A student who is determined to be responsible for academic dishonesty or misconduct (AD) may be subject to the imposition of one or more of the following:

- a) requirement to repeat the assignment or examination, with or without grade reduction
- b) assignment of a grade of zero in the assignment, test or exam
- c) assignment of "F-AD" in the course in which the offence is committed
- d) suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses
- e) suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years
- f) suspension from the faculty for a period of 1 to 5 years
- g) expulsion from the faculty
- h) suspension from the University for a period of 1 to 5 years
- i) expulsion from the University
- j) cancellation or revocation of degree

This list is exemplary and does not restrict the Dean, President or Senate (or a committee thereof) from imposing additional penalties as may be warranted by exceptional individual cases.

Transcript Notation

Where sanction c) or d) (above) is applied, a grade of "F-AD" (Academic Dishonesty) will be entered on the student's transcript. Upon successful completion of a degree program or five years after the sanction was applied, whichever occurs first, the grade of "F-AD" will be converted to "F".

Academic Withdrawal

Withdrawal from a course will not preclude proceedings related to alleged cases of academic dishonesty. The right to withdraw shall be withheld (or in exceptional circumstances revoked) when an academic offence is alleged. Where the allegation is not supported by a preponderance of the evidence, a student's right to withdraw will be re-instated and shall apply retroactively to the date the academic offence was alleged

Note: The complete Policy on Academic Dishonesty and Misconduct, including the procedures to be followed when a violation of the policy is alleged, is available on the Brandon University web-site and in the Offices of the Deans and Registrar.

5.3.3 STUDENT GRIEVANCE PROCEDURES

A student having a valid considered academic type of grievance against a faculty or staff member must exercise the following procedure:

- It is strongly recommended that the parties in question should work out the problem between themselves.
- If the student is not satisfied, the student may seek advice and support from the BUSU Investigative Committee of Grievances (ICG) or other sources. A second attempt should then be made to solve the problem directly with the faculty/staff member in question. The ICG member(s) should not at this point present the case or contribute in a large way to the discussion.
- If further action is needed, either party may approach the Chair (or designate) of the department to which the faculty/staff member belongs. The Chair shall hear the student(s) and the faculty/staff member separately or jointly, (if necessary) before reaching a decision. A BUSU ICG member or other counsel may advise the student(s).
- If the problem is to go farther, it is to the Dean of the Faculty/ School. The student(s) may be advised and/or represented by BUSU ICG members or other counsel. The faculty/staff members may also seek support from colleagues or other sources.
- The final step of appeal is the Senate Discipline Committee.
- Students should be represented by BUSU ICG or other counsel. Faculty/staff members should also seek counsel.

5.3.4 LETTER GRADE SYSTEM

The following Letter Grade System will be used commencing with Regular Session Fall registrations 2006.

Verbal Description	Letter Grade	* Weighted Grade		
		Grade Points	Full Course	Half Course
Distinction	A+	4.30	25.8	12.9
	A	4.00	24.0	12.0
	A-	3.70	22.2	11.1
Superior	B+	3.30	19.8	9.9
	B	3.00	18.0	9.0
	B-	2.70	16.2	8.1
Average	C+	2.30	13.8	6.9
	C	2.00	12.0	6.0
	C-	1.70	10.2	5.1
Marginal	D	1.00	6.0	3.0
Failure	F	0.00	0.0	0.0

* The weighted grade points for the full and half courses are based on the 6 and 3 credit hour weighted courses. Differently weighted courses will have an appropriate weighted grade point. Grades of "P", "S", and "U" may be awarded in a limited range of courses. Such grades carry no weighted grade points and are not calculated into the degree or cumulative grade point average.

Grade Point Averages:

Grade points determine the student's general average and are a measure of the quality of work done, as units or credits are a measure of the amount of work done. Where percentage grades are used by professors, the equivalent letter and numerical grades will be made explicit to students in the course at the beginning of each term. The instructor shall make clear to the class at the beginning of each course how the final grade in the class shall be assigned.

A student's weighted grade points for a course are the product of the credit hours multiplied by the grade points obtained by the student. The grade point average (g.p.a.) is the accumulated total (aggregate) of weighted grade points obtained by the student divided by the accumulated credit hours taken to date by the student. A student's performance on each session's work will be recorded in terms of the g.p.a.

Students transferring grades from other universities to Brandon University will receive the equivalent of the grade attained at the former universities. Students who have received numerical grades will have their grades converted to approximate letter grade values.

5.3.5 EXAMINATIONS

1. Students must write final examinations (if such are required) in every course in which they are registered. Those students who absent themselves will be given a grade of "**F-NP**" for the examination, except in the case of students who produce evidence of having been prevented from writing examinations owing to illness, disability, or domestic affliction.
2. The student may appeal any mark given in any achievement of coursework.
3. Students whose name appears on the class list but who are unknown to the instructor shall be awarded the grade "**RNP**" (Registered, Not Present). Courses to which the RNP designation is applied shall **not** count toward the student's sessional or

cumulative grade point average. **It is the student's responsibility to ensure that his/her registration is correct and that Financial & Registration Services is notified of all registration changes.**

4. If, in the opinion of the Senate, a student's academic performance is unsatisfactory, the student may be debarred from final examination or examinations, in which case these examinations will be counted as failures.
5. Except for applied juries, as required by the School of Music, no final examinations shall be scheduled between the last day of classes and the first day of the examination period.
6. No tests or examinations set in class shall be scheduled by an instructor so as to require students to miss other courses in which they are enrolled.
7. Final examinations will be written at the time and location fixed for individual examinations as published in the Final Examination schedule.

5.3.6 REPEATED COURSES

All course attempts, including the grade earned, will remain on the transcript. Where a student repeats a previously attempted course, however, only the most recent grade will form part of the student's cumulative and degree grade point averages. The previous attempts will have the designation RPT (repeat) placed beside them on the transcript.

5.3.7 INCOMPLETE TERM WORK

An incomplete is given at the discretion of the instructor only when term work has not been completed. A student shall be given a maximum fixed period of time up to 3 months in order to clear the Incomplete. The period shall be from the last date of examinations for the term concerned or, in the case of irregularly scheduled courses, up to 3 months after the cessation of classes.

An Incomplete may be requested by a student on the basis of incomplete term work to the course instructor who will decide if the reasons for the student's request are good and sufficient. If the instructor denies the student's request, the student may appeal to the Dean of the Faculty or School which teaches the course. If the student's request is again denied, the student has the right to appeal to the Graduate Studies Committee of Senate, whose decision shall be final.

When an Incomplete is granted, the Instructor will inform the student and Financial & Registration Services as to the method by which a final grade will be assessed if the Incomplete is not cleared within the agreed period of time. One month prior to the end of the agreed period, Financial & Registration Services, where possible, will remind both the instructor and the student concerned that the Incomplete must be cleared by the specified date. It is the responsibility of the Instructor to inform Financial & Registration Services as soon as possible after the completion of the term work as to the grade that should appear on the transcript. A new statements of marks will not be issued if and when the grade is received. If students wish a copy of their updated transcript, they must request it and pay the required fee.

If, for domestic affliction or medical reasons, a student feels that the date originally set for the clearing of an Incomplete should be altered, the Dean of the Faculty or School which teaches the course may, in consultation with the Instructor, grant a further extension of up to three months. Any further extension of the Incomplete must be considered by the Graduate Studies Committee of Senate upon application by the student and with the recommendation of the Instructor. The decision for, and length of, any further extension shall be made by the Committee and shall be final.

Graduate Music students registered for 65.613--619 courses, may be granted an incomplete in these courses for periods not exceeding twelve months. Extensions may be granted only in exceptional circumstances and require Graduate Studies Committee approval.

5.3.8 DEFERRED EXAMINATIONS

A Deferred Examination is given only when a student is unable to sit for a final examination because of illness, disability, or domestic affliction. A student shall be given a maximum fixed period of time of up to 3 months in order to clear the Deferred Examination. The period shall be from the last date of Examinations for the term concerned or, in the case of irregularly scheduled courses, up to 3 months after the cessation of classes. A request for a Deferred Examination must be made by a student to the Instructor within 7 days of the end of the examination period. The application must be accompanied or followed shortly by a medical certificate (or an otherwise appropriate document), stating the nature of the illness, disability, or affliction, and the period of its occurrence. If the Instructor denies the student's request, the student may appeal to the Dean of the Faculty or School, which teaches the course. If the student's request is again denied, the student has the right to appeal to the Graduate Studies Committee of Senate, whose decision shall be final.

When a Deferred Examination is granted, the Instructor will inform the student and Financial & Registration Services as to the method by which a final grade will be assessed if the deferral is not completed within the agreed period of time. Financial & Registration Services, where possible, will remind both the instructor and the student concerned that the Deferred Examination must be cleared by the specific date. It is the responsibility of the Instructor to inform Financial & Registration Services as soon as possible after the completion of the examination as to the grade that should appear on the transcript. A new statement of marks will not be issued if and when the grade is received. If students wish a copy of their updated transcript, they must request it and pay the required fee.

If, for domestic affliction or medical reasons, a student feels that the date originally set for the clearing of a Deferred Examination should be altered, the Dean of the Faculty/School which teaches the course may, in consultation with the instructor, grant a further extension of up to three months. Any further extension of the Deferred Examination must be considered by the Graduate Studies Committee of Senate upon application by the student and with the further recommendation of the instructor. The decision for, and length of, any further extension shall be made by the Committee and shall be final.

5.3.9 SPECIAL EXAMINATIONS

1. In cases where a student has failed to achieve a final examination mark considered to be representative of his/her ability as demonstrated throughout the duration of the course, on the approval of the Instructor, Department Chair, and Dean the student may be allowed to sit for a Special Examination.
2. A special examination application form available from Financial & Registration Services must be completed and returned to Financial & Registration Services within 21 days of the official publication of the final grades. All Special Examinations must be written within 14 days of approval being given, unless there are extenuating circumstances.
3. A non-refundable fee must accompany a Special Examination application form when it is submitted to Financial & Registration Services (see page 17).

5.3.10 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Brandon University respects all forms of learning; however it is attained, and recognizes also that individuals do achieve university level learning outside of the usual academic environment. In acknowledgement of these achievements, Brandon University aims to provide an accessible yet fair and rigorous process for assessing this prior learning by academic experts in the relevant subject area. Brandon University recognizes PLAR credit on a case-by-case basis if the individual's learning has reached the expected range and depth of knowledge and skills for the particular academic credential requested by the PLAR applicant. While providing this opportunity, Brandon University reserves its mandate of ensuring that appropriate academic standards are maintained.

Only individuals who have been admitted to Brandon University are eligible to seek PLAR credit. Applicants are to be aware that certain Brandon University Faculties or Schools may determine additional requirements for eligibility.

The maximum PLAR credit allowed will be 6 credit hours for all faculties. PLAR credit shall be subject to the normal Residence regulations. If PLAR credit is granted, it will be recognized as Brandon University course equivalents or as Unallocated credit. PLAR credit(s) will not normally be counted towards the applicant's degree program until he or she has successfully completed a minimum of 15 credit hours at Brandon University courses. The PLAR assessment fee is non-refundable and must be paid in full before an assessment will be conducted. Please contact the Office of the Registrar at (204) 727-9738 for further information.

Note: The Faculty of Education does not recognize PLAR credit.

5.3.11 CHALLENGE FOR CREDIT

Challenge for Credit is permitted for students who have fulfilled, beyond the normal admission level equivalent, study equivalent to requirements for a Brandon University credit course. A student who audits a course may, after the course is completed, subject to approval of the Instructor, be allowed to challenge the course for credit, provided the regular Challenge for Credit fee is paid.

Permission to challenge a course is the prerogative of the Instructor in the course, Department Chair and Dean. The Challenge Exam will be held at a date mutually agreed upon by the student and instructor, in accordance with procedures approved by the Department, Faculty or School concerned. The maximum Challenge for Credit allowed will be 6 credit hours for all faculties. The challenge cannot include a course previously taken (passed or failed).

Normally a course used for admission may not be used as the basis for applying for challenge for credit; however, with permission of the Department and Dean, a student with superior standing in a course used as the basis for admission, may challenge for credit.

A challenge for credit shall be:

1. considered the equivalent of a transferred course and therefore subject to the Residence Regulations *and*
2. counted as part of the number of the attempts for the degree sought and so recorded on the student's academic record.

Students may not challenge for credit:

1. while on Probation, Suspension, or Academic Withdrawal *or*
2. challenge a course on the basis of having obtained standing in a course at a lower, equal or higher level. Students who are granted permission to challenge for credit must complete or challenge the prerequisite courses listed for the course challenged for credit unless the prerequisite has been waived by the Department.

The Challenge for Credit application form is obtainable from Financial & Registration Services. Once the Instructor, Department Chair and Dean have given their written approval, the form must be returned to Financial & Registration Services which shall then assess the full tuition fee assessed for the course at the time of application. The fee is non-refundable.

Note: Challenge for Credit is not applicable for regular Faculty of Education courses, except for core courses (07:780, 07:751, and 07:752) with the approval of the Chair of the Department of Graduate Studies and Field Research.

5.3.12 GRADE APPEALS

1. Where a student exercises his/her right to appeal the final grade in a course (excluding Music or Fine Arts courses culminating in a jury or concert), he/she shall, within 21 days of the date the final grade was issued, make a reasonable attempt to meet with the instructor of the course with a view to presenting his or her reasons for requesting a change of grade.
2. If it is not possible to arrange a meeting between the instructor and the student or if a meeting is held and the student is dissatisfied with the outcome, the student may elect to submit a formal appeal in writing to Financial & Registration Services, accompanied by a non-refundable fee. Where possible, a Grade Appeal Form, available from Financial & Registration Services, should be included. This formal appeal must be submitted within 42 days of the date the final grade was issued.

Appeals submitted after this length of time will not be considered. In the written appeal, the student shall state his or her reasons for requesting a change of grade and provide all relevant information and documentation in support of the appeal.

3. Upon receipt of the appeal and the required fee, Financial & Registration Services shall forward the appeal to the Dean of the Faculty that offers the course. The Dean, in consultation with the Department Chair, shall investigate the matter. This investigation will normally include reassessment made by one or, if possible, two other instructors in the same discipline or a closely related discipline. The Dean is not restricted in his or her decision to finding either for or against the request of any appeal, but may award any letter grade or any available non-grade designation. This means the Dean can adjust grades up or down, or change a grade designation to a non-grade designation.
4. The Dean shall make a reasonable effort (e.g., via registered mail) to inform the student, Instructor and Departmental Chair of the outcome of his or her determination. In the event that he or she determines that a change in grade is warranted, a Change of Grade Form will be submitted to Financial & Registration Services and the student so informed.
5. If the student is dissatisfied with the Dean's decision, the student may, within 21 days of the Dean's decision, submit a written request to the Senate Office asking that the Graduate Studies Committee consider the appeal. (No member of the Graduate Studies Committee who reviewed the case or made a determination in the case shall participate in the grade appeal.) Where the appeal is accepted, the Chair of Graduate Studies shall request that the instructor(s), the student, and the Dean submit any and all relevant documentation pertaining to the appeal to the Grade Appeal Subcommittee. This committee shall be established by and from members of the Graduate Studies Committee consisting of one student member, one faculty member and one Dean. The Chair of the Graduate Studies Committee shall chair the Grade Appeal Subcommittee and shall vote only in the case of a tie. The subcommittee will review the appeal. In the context of this review the Subcommittee may meet with the student, meet with the Chair, and meet with witnesses. The student will be informed of and given the opportunity to answer all evidence that the Subcommittee has under consideration. The subcommittee is charged with making a determination drawing upon the facts of the case based upon a preponderance of the evidence. The Subcommittee's determination will be based upon a majority vote of the Subcommittee. The Chair of the Subcommittee will take reasonable steps to contact the student, Instructor and Department Chair (including correspondence by registered letter) in order to inform him or her of the outcome of the Subcommittee's decision. The Subcommittee's determination is final.

5.3.13 PERFORMANCE APPEALS

1. Situations relating to academic performance which may be appealed include: Academic Suspension; Academic Withdrawal; re-admission to the University after suspension under the Mature Student Admission category; and any particular items relating to registration and graduation requirements. Students considering a performance appeal are advised to meet with their Dean and/or an academic advisor and/or student representative prior to submitting an appeal. In the event that a student decides to submit a formal appeal, a non-refundable fee will be assessed. The relevant fee is payable at Financial & Registration Services, and a copy of the receipt should be attached to the appeal when it is submitted to the Senate Office as outlined below.
2. Performance appeals must be submitted in writing by the student to the Senate Office and must contain a background rationale and supporting documentation. Where possible, a Performance Appeal Form (available at either the Senate Office or Financial & Registration Services) shall be submitted. Each appeal shall be heard by the Graduate Studies Committee. Performance appeal decisions shall be referred to the Registrar for implementation and to Senate for information.
3. If the student is dissatisfied with the outcome of number 2 (above), he or she may submit a written request to the Senate Office asking that the appeal be heard by the full Graduate Studies Appeals Subcommittee. Normally, such a request will be accompanied by new information not available to the Subcommittee, or an amplification of information previously submitted. Upon receipt of such a request, the appeal shall be heard by the full Graduate Studies Committee. The full Graduate Studies Committee's decision is final.

5.4 ACADEMIC PERFORMANCE REQUIREMENT

5.4.1 GRADUATE DIPLOMA IN EDUCATION

Students registered in the Graduate Diploma in Education are required to maintain a minimum grade point average of 3.0. Students will be assessed at the end of each session in which they have completed 9 credit hours or more and each session thereafter.. Students who obtain a sessional g.p.a. of less than 3.0 will be placed on Academic Probation. Students placed on Academic Probation are required to have the approval of the Dean of Education for registration in the subsequent session.

If a student has been placed on Academic Probation and fails to achieve a 3.0 sessional g.p.a. in the subsequent session, that student will be placed on Academic Suspension for a period of one year (12 months). Students who have been suspended are required to have the permission of the Dean of Education to register following Academic Suspension. Students who, after Suspension, fail to achieve a sessional g.p.a. of 3.0 after returning from Suspension will be placed on Academic Withdrawal from the University for a period of 60 months.

A minimum grade of "B" must be attained in each course counted toward the Diploma. Any grade lower than a "B" will not be counted. Students who acquire in excess of 9 credit hours below this minimum in their Graduate Diploma program will be denied further registration.

These regulations came into effect for students commencing the Graduate Diploma in Education as of April 2011, and whose first registration is dated later than May 2011.

5.4.2 MASTER OF EDUCATION

Within the Master of Education program, a minimum cumulative g.p.a. of 3.0 for the first 30 credit hours must be maintained for continuation in the program.

Any student falling below the minimum required will be placed on Academic Probation for the following 9 credit hours of registration. During Academic Probation, registration must be approved by the Dean, who may impose restrictions on the courses approved (e.g., on the total number of credit hours chosen during a single term and on specific courses selected).

The g.p.a. achieved during the 9 credit hours spent under Probation must not fall below 3.0. Failure to achieve a sessional g.p.a. of at least 3.0 within those 9 credit hours will result in Academic Suspension for a period of 12 months. Students placed on Academic Suspension may be readmitted on appeal to the Faculty of Education Graduate Studies Committee and the Senate Graduate Studies Committee. Failure to meet the academic performance requirements set by the Committee will result in removal from the program.

With the permission of the Faculty of Education Graduate Studies Committee, the student may repeat, once, a course for which the grade was below "B".

A minimum grade of "B" must be attained in all courses counted toward the degree. Students who acquire in excess of 9 credit hours below this minimum in their Master's degree program will be denied further registration.

5.4.3 MASTER OF MUSIC

Within the Master of Music programs it is understood that strong work is represented by grades in the A range. Performance that is judged adequate, but not of sufficient quality to recommend study beyond the Master's level is marked in the "B" range. A minimum course grade of "B-" must be attained in all courses to be counted toward the degree. Courses in which a grade less than "B-" is earned may be repeated only with the permission of the School of Music Graduate Department. The minimum grade point average for graduation with the Master of Music Degree is 3.0 ("B").

A minimum cumulative g.p.a. (c.g.p.a.) of 3.0 must be maintained for continuation beyond 15 credit hours in the Master of Music program.

Any student falling below the minimum required will be placed on Academic Probation for the following 9 credit hours of registration. During Academic Probation, registration must be approved by the Dean, who may impose restrictions on the courses approved (e.g., on the total number of credit hours chosen during a single term and on specific courses selected).

The g.p.a. achieved during the 9 credit hours spent under Probation must not fall below 3.0. Failure to achieve a sessional g.p.a. of at least 3.0 within those 9 credit hours will result in Academic Suspension for a period of 12 months. Students placed on Academic Suspension may be readmitted on appeal to the School of Music Graduate Department and the Senate Graduate Studies Committee. Failure to meet the academic performance requirements set by the Committee will result in removal from the program.

With the permission of the School of Music Graduate Department, the student may repeat, once, a course for which the grade was below "B-".

Students who achieve in excess of 9 credit hours below the minimum of "B-" will be denied further registration.

5.4.4 MASTER OF PSYCHIATRIC NURSING

Students must achieve a minimum grade of "B" in all courses applied to the program. An overall grade point average of 3.0 (B) in the degree line is required to graduate. Students who obtain a grade of less than "B" in a course must obtain permission from the Coordinator, Master of Psychiatric Nursing program to repeat the course. A grade of less than "B" on the second attempt will result in compulsory withdrawal from the program. Students who acquire more than nine credit hours below a grade of "B" will be denied further registration.

Any student falling below the minimum required g.p.a. will be placed on **Academic Probation** for the following 9 credit hours of coursework. During **Academic Probation**, registration must be approved by the Dean, who may impose restrictions on the courses approved (e.g., on the total number of credit hours chosen during a single term and on specific courses selected).

The g.p.a. achieved during the 9 credit hours spent under Probation must not fall below 3.0. Failure to achieve a sessional g.p.a. of at least 3.0 within those 9 credit hours will result in **Academic Suspension** for a period of 12 months. Students placed on **Academic Suspension** may be readmitted on appeal to the Health Studies Graduate Steering Committee and the Senate Graduate Studies Committee. Failure to meet the academic performance requirements set by the Committee will result in removal from the program.

Students may not re-register for a course for which they received a passing grade ("B" or higher).

Submission of an annual progress report is mandatory. The progress report must be submitted to the MPN Program Coordinator by June 1. Registration in subsequent courses is contingent upon a satisfactory progress report.

5.4.5 GRADUATE DIPLOMA IN RURAL DEVELOPMENT

Students registered in the Graduate Diploma are required to achieve a minimum grade of "B-" in each course to be counted toward the Graduate Diploma. Students will be assessed after completion of 12 and 18 credit hours. Students who obtain a g.p.a. of less than 2.7 after 12 credit hours will be placed on Academic Probation, and must have the approval of the Chair of the Department of Rural Development to register in further courses. Students who obtain a g.p.a. of less than 2.7 after 18 credit hours will be placed on Academic Suspension for one year. Continuation of the Graduate Diploma program after Academic Suspension requires approval of the Department of Rural Development and the Senate Graduate Studies Committee.

5.4.6 MASTER OF RURAL DEVELOPMENT

Students registered in the Master's program are required to achieve a minimum grade of "B" in each course to be counted toward the degree. Students will be assessed after completion of 12 and 18 credit hours. Students who obtain a g.p.a. of less than 3.0 after 12 credit hours will be placed on Academic Probation, and must have the approval of the Chair of the Department of Rural Development to register in further courses. Students who obtain a g.p.a. of less than 3.0 after 18 credit hours will be placed on Academic Suspension for one year. Continuation of the Master's program after suspension requires approval of the Department of Rural Development and the Senate Graduate Studies Committee.

5.5 REQUEST FOR PROGRAM EXTENSION

First time requests for program extensions will be dealt with by the student's home Department. Second and subsequent request must be approved by the Faculty of Graduate Studies. More than one extension period may be considered, but the total time for all extensions will not normally exceed two years. Requests for extension must be accompanied by a realistic timeline that has been agreed upon by the student and Advisor and endorsed by the Department Chair/Program Coordinator. Students granted extensions may be asked to enroll full-time during the period of the extension and may also be required to carry out remedial work associated with the extension. The student must complete the required "Request for Program Extension" form and submit it to his/her Department for recommendation to the Faculty of Graduate Studies, normally two months prior to the expiration of the program time limit. If a request for program is denied by the Department and/or the Faculty of Graduate Studies, the student may appeal this decision to the Senate Graduate Studies Committee. The decision of the Senate Graduate Studies Committee is final.

5.6 GRADUATION

5.6.1 APPLICATION FOR GRADUATION

Every candidate for a degree shall make formal application for graduation on special forms available at the Senate Office. Candidates who expect to graduate in either the May/June, February or October Convocation (see below) must file applications no later than eight weeks before the scheduled date of Convocation.

Please see the date in the Academic Calendar regarding specific deadline dates for receipt of applications to graduate. Applications received after this date will be left to the next Convocation.

If it is deemed that you are ineligible to graduate after you have applied, you must re-apply to graduate when you have met the requirements.

The February and October graduands will be approved annually at the appropriate Meeting of Senate. Although there is no formal graduation ceremony at these times, invitations will be extended to attend the following Spring Convocation.

5.6.2 GRADUATION REQUIREMENTS

It is the responsibility of the student to ensure that all graduation requirements have been met. Students are advised to check their degree, major/minor and course prerequisite requirements as early as possible before applying to graduate to ensure graduation eligibility.

Please refer to pertinent sections of this calendar regarding your degree and program of studies. If you have any questions regarding graduation regulations please contact the Senate Office, your Dean or Department Chair.

5.6.3 ACADEMIC DRESS

Gowns: Worn closes, royal blue for Education, Music, Psychiatric Nursing and Rural Development.

Caps: Square mortarboards, of same material as gown with gold non-metallic tassel. Caps in every case are worn with the tassel over the left eye.

Hoods: Full with rectangular tippet, golden ochre in colour. Tippet edged 2 inches with white fur (substitute). Cowls are lined in Faculty colour, as follows:

Degree	Colour
Graduate Diploma (Educ)	purple, bound (2") in silver grey
M.Ed.	scarlet, bound (2") in light blue
M.P.N.	scarlet, bound (2") in navy
M.Mus.	scarlet, bound (2") in pink
Graduate Diploma (RD)	light blue, bound (2") in white
M.R.D.	scarlet, bound (2") in white

SECTION 6 EDUCATION GRADUATE STUDIES

6.1 PURPOSE OF GRADUATE DIPLOMA IN EDUCATION

The Graduate Diploma in Education replaces the Bachelor of Education (5th Year) degree program. This diploma program is intended for two purposes:

1. to provide a terminal route to those professionals who are seeking to acquire special certificates awarded by the Department of Education in areas such as Special Education and Guidance & Counselling,
2. the Diploma also serves as a means to continue in either the 36 credit hour or 54 credit hour Master in Education degree program.

6.1.1 OUTLINE OF THE GRADUATE DIPLOMA PROGRAM

The Graduate Diploma in Education is designed to provide an opportunity for students to further their studies in Education at the Graduate level. The program leading to the Diploma is intended to allow students to follow their academic and professional interests while at the same time providing the opportunity to continue towards a Master in Education degree.

Students admitted to the Graduate Diploma program will be required to complete a minimum of 30 credit hours of study beyond the Bachelor of Education degree (or equivalent degree). At least 15 to 18 of these credit hours must be in a specialization, 9 credit hours in core courses and 3 - 6 credit hours of elective course work. The Chair of the Department of Graduate Studies and Field Research will serve as program advisor. Areas of specialization include: Educational Administration, Guidance and Counselling, Special Education, and Curriculum & Instruction.

In addition, students may be permitted to develop a thematic specialization around an area of professional interest. These thematic areas might include, but are not limited to: Aboriginal Education, Early Childhood Education, Literacy Studies, English as an Alternative Language (EAL) and Information Communication Technology (ICT). All programs must be approved by the Chair of the Department of Graduate Studies & Field Research.

6.1.2 STRUCTURE OF THE GRADUATE DIPLOMA

Structure for Studies in *Education Administration, Education Counselling, Special Education and Curriculum & Instruction Specialization Routes.*

Required:	Core Courses	
Required:	Specializations Courses	15-18
Choose Electives:	Education Courses *	3-6
	Total:	30

*Course selections must be approved by and in consultation with the Chair of Graduate Studies & Field Research.

Structure for Studies in Thematic Route.

Required:	Core Courses	9
Choose Electives:	Education Courses *	21
	Total:	30

*Course selections must be approved by and in consultation with the Chair of Graduate Studies & Field Research.

6.1.3 PROGRAM REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATION

1. A minimum of thirty (30) credit hours in the Graduate Diploma program. A Graduate Diploma program must include at least 24 cr. hrs. of courses taken at the 700 level. All non-700 level courses require the approval of the Graduate Studies Chair.
2. Credit for approved courses taken more than seven (7) years before the date of graduation will be denied.
3. All regular programs must be approved by the Chair of Graduate Studies & Field Research before the student may begin the program.
4. All thematic majors must be submitted to the Chair of Graduate Studies & Field Research for approval before the student may begin the program.
5. Applications for tutorials must be made initially to the instructor concerned, approved by the Chair of Graduate Studies & Field Research, and then authorized by the Dean of Education.

6.1.4 ACADEMIC PERFORMANCE REQUIREMENT

Please see page [28](#) for full details.

6.1.5 GRADUATE DIPLOMA IN EDUCATION GRADUATION REQUIREMENTS

Successful completion of the Graduate Diploma requires a minimum grade of "B" in each course. Students who plan to go on to Master's degree work must attain at least a 3.0 g.p.a.

Note: Transfer credit to the Master of Education Program

- Students who successfully complete the Graduate Diploma in Education may transfer course credits to the Master of Education degree if these credits meet the requirements of the M. Ed. program.
- Students must attain a minimum grade of "B" in each course used for credit in the Master of Education program.

6.1.6 CONVERSION OF GRADUATE DIPLOMA TO MASTER OF EDUCATION (36 Credit Hours)

Students who have received a Graduate Diploma in Education prior to May 2003 may not now use the course work in the 36 credit hour Master of Education degree except as provided by the following regulations:

- Holders of the Graduate Diploma in Education (G.D.E.) are permitted to transfer to the 36 credit hour Master of Education (M.Ed.) provided all their course work is less than six years old. (These students must relinquish their G.D.E. to be awarded an M.Ed.);
- Holders of the G.D.E. containing only stale-dated course work have the option of completing the old 54 credit hour M.Ed. or completing all requirements of the new 36 credit hour M.Ed.; and
- Holders of the G.D.E. with a mixture of valid and stale-dated courses may be allowed to transfer course work into the 36 credit hour M.Ed. on the conditions that
 - a. they satisfy all the new degree requirements and that
 - b. they re-take stale-dated courses or, on recommendation of the course instructor, replace them with approved electives (These students relinquish their G.D.E. to be awarded the M.Ed.).

6.2 MASTER OF EDUCATION DEGREE PROGRAMS

6.2.1 ACADEMIC PERFORMANCE REQUIREMENT

Please see page [28](#) for full details.

6.2.2 PROGRAM REGULATIONS (36 Credit Hours)

The Master of Education is a 36 credit hour program. All students applying to the M.Ed. programs may be admitted via the course work route.

Students in the course work route may apply to transfer to the research route (project or thesis). Acceptance will be determined by the students' performance in the core courses required for their specialization and the availability of a qualified supervisor.

Time Limitation of Program

The course work of the program must be completed within a maximum period of six years from the date of admission. The project should be finished within a period of two years, following the completion of the course work. The thesis should be completed within a period of three years, after the completion of the course work. Those students who may require an extension for either the project or the thesis must seek approval from the Faculty of Education Graduate Studies Committee.

At such time as a student exhausts the extension option, the student may apply for re-admission. At that time, his/her entire program will be reviewed and a revised program developed.

6.2.3 PROGRAM REGULATIONS (54 CREDIT HOURS)

The 54 credit hour M.Ed. degree program remains in effect. For details, please consult the Chair of Graduate Studies & Field Research.

Students registered in the 54 credit hour Master of Education degree program may complete their requirements by substituting approved course work for the thesis (9 credit hours) or the project (6 credit hours). Normally, the final substituted course will be 07:750 Graduate Summative Seminar. All course substitutions must be approved by the student's program advisor or the Chair of Graduate Studies & Field Research.

6.2.4 ELIGIBILITY FOR ADMISSION

Please see page [18](#) for full details.

6.2.5 ADMISSION WITH ADVANCED STANDING

Applicants may be granted advanced standing on the basis of the course work completed (e.g. pre-Master's program at University of Manitoba, or Graduate Diploma in Education). Such credit will be granted at the discretion of the Chair of Graduate Studies & Field Research. In doing so, consideration may be given to a student's prior course work, the program of study desired and experience acquired.

6.2.6 TRANSFER CREDIT

Other than those arranged through inter-institutional agreement, a maximum of 6 credit hours of course work may be transferred into a student's program. Such courses must be approved by the Chair of Graduate Studies & Field Research. .

6.2.7 STUDENT PROGRAM ADVISOR

All program advising will normally be done by the Chair of the Department of Graduate Studies & Field Research to ensure that the student's programs meets the requirements of the Department and the University Calendar.

6.2.8 STUDENT ADVISOR: PROJECT OR THESIS

A student's project or thesis advisor will normally be selected by the student and approved by the Faculty of Education Graduate Studies Committee

6.2.9 RESIDENCE REQUIREMENT

Master of Education Program (54 credit hours)

Normally a minimum of 30 credit hours awarded by Brandon University is required to satisfy the program requirement, of which at least 6 credit hours must be completed on campus. Students may utilize a maximum of 24 credit hours from other institutions in this program.

Master of Education Program (36 credit hours)

Normally a minimum of 24 credit hours awarded by Brandon University is required to satisfy the program requirement, of which at least 6 credit hours must be completed on campus. Students may utilize a maximum of 12 credit hours from other institutions in this program.

6.2.10 PROJECT REQUIREMENTS AND PROCEDURES

Students should consult the GUIDELINES FOR PROJECTS documents prepared by the Department of Graduate Studies & Field Research before planning their projects.

6.2.11 THESIS REQUIREMENTS AND PROCEDURES

Before preparing their thesis proposals, students should consult the GUIDELINES FOR THESIS documents prepared by the Department of Graduate Studies & Field Research and the SGSC.

Master of Education students in the research track are required to submit an electronic version of their thesis or project for inclusion in the on-line Canada Thesis Portal research repository.

6.2.12 STUDENT APPEALS

When a student disagrees with the academic decision(s) of the Chair of Graduate Studies & Field Research, he/she may appeal to the SGSC whose decision is final.

6.3 PROGRAM REQUIREMENTS (36 Credit Hour)

Students admitted to the Master of Education degree program will be required to complete a minimum of 36 credit hours. The current areas of specialization for studies include: Curriculum & Instruction, Educational Administration, Educational Guidance & Counselling, and Special Education. In addition to these specialization areas, students may be permitted to complete a Master of Education degree program in a thematic specialization. This M.Ed. in a thematic specialization will follow an approved 30 credit hour thematic route in the Graduate Diploma in Education. All components of a student's program must be approved by the Chair of the Department of Graduate Studies and Field Research in accordance with the University Calendar, unless approved by the Faculty of Education Graduate Studies Committee. Students are not permitted to take more than six (6) credit hours of courses below the 700 level.

The general structures of the programs are specified as follows:

6.3.1 SPECIALIZATION IN CURRICULUM AND INSTRUCTION

Required:	Core Courses	9
Required:	Specialization Courses	18
Choose Electives:	Completion Courses	9
	Total:	36

Required Core Courses:

	<i>For all Specializations</i>	9
07:751	Interpreting Educational Research	3

07:752	Overview of Educational Issues	3
07:780	Graduate Scholarly Writing	3

Specialization Courses - Select one stream

1. Instructional Specialization 18

02:780	Introduction to Curriculum	3
02:781	Advanced Instructional Methodology	3
	Trends & Developments I/II courses (specific area)	6

Choose one: **3**

02:783	Implementation & Evaluation of Curricular Change	
02:752	Trends & Issues in Curriculum Research & Development	

Choose one: **3**

	Trends & Development in a second subject area	
02:799	Graduate Research Seminar in Education	
02:753	Reading in Curriculum & Instruction	
07:754	Practicum in Education	

2. Curriculum Specialization 18

02:780	Introduction to Curriculum	3
02:782	Curriculum Planning & Materials Design & Development	3
02:783	Implementation & Evaluation of curriculum Change	6

Choose one: **3**

02:774	Curriculum Adaptation for Multicultural Settings	
02:784	Curriculum Development in Rural, Aboriginal & Northern Schools	

Choose one: **3**

02:753	Readings in Curriculum & Instruction	
02:781	Advanced Instructional Methodology	
02:799	Graduate Research Seminar in Education	
07:753	Seminar in Education: Rural, Aboriginal & Northern Issues	

3. ELA Specialization 18

02:780	Introduction to Curriculum	3
02:781	Advanced Instructional Methodology	3
	Trends & Developments I in each of language arts or reading	6
	Trends & Developments II in either language arts or reading	3

Choose one: **3**

02:752	Trends & Issues in Curriculum Research & Development	
02:783	Implementation & Evaluation of CurricularChange	

Completion Routes - Select one

1. Course Work Route 9

07:750	Graduate Summative Seminar	3
<i>Choose two:</i>	Electives (from list below)	6
	Trends & Developments I/II courses (specific area)	6

2. Project Route 9

07:760	Project	6
<i>Choose One:</i>		3
04:714	Educational Research Methods	
04:715	Advanced Quantitative Educational Research Methods	

04:765 Qualitative Research Methods

3. Thesis Route 9

07:770 Thesis 9

Electives

Trends & Developments in a second subject area
02:752 Trends & Issues in Curriculum Research & Development
02:753 Reading in Curriculum & Instruction
02:799 Graduate Research Seminar in Education
07:753 Rural, Aboriginal & Northern Educational Issues
07:754 Practicum in Education (max 6 cr. hrs. in program)
07:780 Graduate Scholarly Writing
07:798 Selected Topics in Education
other graduate courses from Dept. 02 and/or 03
entry level graduate courses from Dept. 01, 04, 05

6.3.2 SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

Required: Core Courses 9

Required: Specialization Courses 15

Choose Electives: Completion Courses 12

Total: 36

Required Core Courses:

For all Specializations 15
07:751 Interpreting Educational Research 3
07:752 Overview of Educational Issues 3
07:780 Graduate Scholarly Writing 3

Required Specialization Courses 15

01:752 Introduction to Educational Administration 3
01:755 Administrative Leadership in Educational Institutions 3
01:757 Supervisory Policy and Practice 3
01:758 School Administration and the Law 3
02:780 Introduction to Curriculum 3

Completion Routes – Select One

1. Course Work Route 12

07:750 Graduate Summative Seminar 3
Choose three: Electives (from list below) 9

2. Project Route 12

07:760 Project 6
Choose two: Electives (from list below) 6

3. Thesis Route 12

07:770 Thesis 9
Choose one: 3

04:714	Educational Research Methods
04:715	Quantitative Research Methods
04:765	Qualitative Research Methods

Electives

01:754	History & Development of Organizational Theory
01:759	Introduction to Educational Planning
01:760	Organizational Development in Education
01:762	The Economic Context of Educational Administration
01:763	Technological Applications in Educational Administration
01:764	The Community, the School & the Classroom Teacher
01:765	Introduction to the Politics of Education
01:766	Introduction to the Context of Rural Education
01:767	Development & Administration of Aboriginal Education in Canada
01:768	Current Issues in Aboriginal Education
01:769	Practicum in Educational Administration
01:775	Introduction to Adult Education
01:776	Program Planning & Evaluation in Adult Education
01:777	Seminar in Adult Teaching & Learning
01:790	Graduate Research Seminar in Educational Administration
04:704	Guidance and Counselling Interventions
04:714	Educational Research Methods
04:765	Qualitative Research Methods
07:753	Seminar in Education: Rural, Aboriginal & Northern Issues
07:798	Selected Topics in Education
Note:	Students in the project or thesis route may also request an independent reading course

6.3.3 SPECIALIZATION IN SPECIAL EDUCATION

Required:	Core Courses	9
Required:	Specialization Courses	18
Choose Electives:	Completion Courses	9
	Total:	36

Required Core Courses:

	<i>For all Specializations</i>	9
07:751	Interpreting Educational Research	3
07:752	Overview of Educational Issues	3
07:780	Graduate Scholarly Writing	3

Required Specialization Courses 18

04:706	Theory & Practice in Standardized Assessment	3
04:750	Education of Exceptional Children I	3
04:751	Education of Exceptional Children II	3
04:756	Education of Children with Behavioural Disorders I	3
04:757	Education of Children with Behavioural Disorders II	3
04:761	Assessment in Special Education	3

Completion Routes – Select One

1. Course Work Route		9
07:750	Graduate Summative Seminar	3

Choose two: Electives (from list below) 6

2. Project Route 9

07:760 Project 6

Choose one: Electives (from list below) 3

3. Thesis Route 9

07:770 Thesis 9

Electives: *Approved for Special Education Certificate*

- 01:722 Early Childhood Curriculum & Instruction
- 01:723 Designing Curriculum For Early Childhood
- 01:724 Children's Play and Learning
- 02:740 Trends in Teaching Early/Middle Years Language Arts I
- 02:741 Trends in Teaching Early/Middle Years Language Arts II
- 02:742 Trends in Teaching Early/Middle Years Developmental Readings I
- 02:743 Trends in Teaching Early/Middle Years Developmental Readings II
- 02:744 Diagnostic & Remedial Reading I
- 02:745 Diagnostic & Remedial Reading II
- 02:755 Teaching, Thinking Strategies
- 02:774 Curriculum Adaptation for Multicultural Settings
- 02:780 Introduction to Curriculum
- 02:782 Curriculum Planning & Materials Design & Development
- 02:786 Trends & Issues in Literacy Difficulties
- 02:787 Trends & Issues in Literary Theories
- 02:788 Trends & Issues in Literary Development
- 03:760 Trends & Developments in the Teaching of Early/Middle Years Math I
- 03:761 Trends & Developments in the Teaching of Early/Middle Years Math II
- 03:762 Trends & Developments in the Teaching of Early/Senior Years Math I
- 03:763 Trends & Developments in the Teaching of Early/Senior Years Math II
- 04:700 Educational Process: Developmental Stages
- 04:701 Educational Process: Adolescent
- 04:702 Educational Psychology: Foundations of Education
- 04:703 Educational Psychology: Human Learning, Intelligence & Instruction
- 04:704 Guidance & Counselling Interventions
- 04:707 Theory & Practice of Assessment in the Classroom
- 04:708 Introduction to Counselling: Helping Relationships
- 04:709 Counselling Theory and Practice
- 04:710 Career Guidance
- 04:722 Sociology of Education I
- 04:723 Sociology of Education II
- 04:724 Cultures and Education I
- 04:725 Cultures and Education II
- 04:728 Comparative Education I
- 04:729 Comparative Education II
- 04:730 Current Issues in Counselling
- 04:732 Theory & Practice of Small Group Leadership in Education
- 04:733 Group Guidance & Counselling
- 04:735 Individualized Testing

04:752	Education of Children with Intellectual Disabilities I
04:753	Education of Children with Intellectual Disabilities II
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II
04:758	Curriculum for Children with Intellectual Disabilities
04:759	Readings & Research in Special Education
04:760	Education of Children who are Gifted, Talented and Creative
04:762	Including Children with Exceptionalities
04:763	Practicum in Special Education I
04:764	Practicum in Special Education II
04:766	Gender and Education
04:767	Assessment for Counsellors
04:773	Language Acquisition & Communication Disorders
04:774	Introduction to Expressive Therapies
04:775	Consultancy and Collaboration in Special Education
04:776	Resilience, Risk and Special Education
04:777	Spirituality in Counselling
04:778	Satir Methods in Counselling I
04:779	Classroom Assessment For/Of/As Student Learning
04:799	Graduate Research Seminar in Education
07:798	Selected Topics in Education

6.3.4 SPECIALIZATION IN GUIDANCE AND COUNSELLING

Prerequisite: convocation of 30 credit hours Graduate Diploma in Education (Guidance & Counselling).

Required:	Core Courses	9
Required:	Specialization Courses	15
Choose Electives:	Completion Courses	12
	Total:	36

Required Core Courses:

	<i>Core Courses</i>	9
07:751	Interpreting Educational Research	3
07:752	Overview of Educational Issues	3
07:780	Graduate Scholarly Writing	3

Required Specialization Courses **15**

04:708	Introduction to Counselling: Helping Relationships	3
04:709	Counselling Theory & Practice	3
04:733	Group Counselling	3
04:768	Ethical, Legal and Cultural Issues for Counsellors	3
04:772	Practicum in Counselling	3

Completion Routes – Select One

1. Course Work Route	12
07:750 Graduate Summative Seminar	3
<i>Choose three:</i> Electives (from list below)	9
2. Project Route	12
07:760 Project	6

Choose two: Electives (from list below) 6

3. Thesis Route 12

07:770 Thesis 9

Choose one: 3

04:714 Educational Research Methods

04:765 Qualitative Research Methods

04:765 Quantitative Research Methods

Electives:

02:780 Introduction to Curriculum

04:700* Educational Process: Developmental Stages

04:701* Educational Process: Adolescent

04:703* Educational Psychology: Human Learning, Intelligence & Instruction

04:704* Guidance & Counselling Interventions

04:705* Guidance & the Classroom Teacher

04:706* Theory & Practice of Standardized Assessment

04:710* Career Guidance

04:714* Educational Research Methods

04:715* Advanced Quantitative Research Methods

04:724 Cultures and Education I

04:725 Cultures and Education II

04:730* Current Issues in Counselling

04:750 Education of Exceptional Children I

04:751 Education of Exceptional Children II

04:754 Education of Children with Learning Disabilities I

04:755 Education of Children with Learning Disabilities II

04:756 Education of Children with Behavioural Disorders I

04:757 Education of Children with Behavioural Disorders II

04:758 Curriculum for Children with Intellectual Disabilities

04:760 Education of Children Who Are Gifted, Talented, Creative

04:761 Assessment in Special Education

04:765* Qualitative Research Methods

04:766 Gender and Education

04:767* Assessment for Counsellors

04:769* Aboriginal Counselling Theory and Practice

04:770* Intercultural Counselling

04:774* Introduction to Expressive Therapies

04:777* Spirituality in Counselling

04:778 Satir Methods in Counselling I

04:781 Satir Methods in Counselling II

04:799* Graduate Research Seminar in Education

07:798 Selected Topics in Education

Note: *approved for C.C.P.A. certification

6.3.5 SPECIALIZATION IN A THEMATIC PROGRAM

Required: Core Courses 9

Required: Completion Courses * 27

Total: 36

Required Core Courses:

<i>Core Courses</i>	9
07:751 Interpreting Educational Research	3
07:752 Overview of Educational Issues	3
07:780 Graduate Scholarly Writing	3

Completion Courses – Select One

1. Course Work Route	27
07:750 Graduate Summative Seminar	3
<i>Selected: Thematic Courses *</i>	24

2. Project Route	27
04:714 Educational Research Methods	3
07:760 Project	6
<i>Selected: Thematic Courses *</i>	18

3. Thesis Route	27
04:714 Educational Research Methods	3
07:770 Thesis	9
<i>Selected: Thematic Courses *</i>	15

Note: *Course selections must be approved by, and in consultation with, the Chair of the Department of Graduate Studies & Field Research

6.3.6 PROGRAM REQUIREMENTS FOR A SECOND MASTER OF EDUCATION DEGREE

Students who have obtained their first M.Ed. degree from Brandon University must complete, for a second M.Ed. degree, a minimum of 24 additional credit hours that include:

- 15 - 18 credit hours of course work in a new specialization; and
- in addition to the core courses, students with a 36 credit hour M.Ed. will include 6 - 9 credit hours of approved electives, and/or research;
- in addition to the core courses, students with a 54 credit hour M.Ed. will include Educational core courses in their second M.Ed., (e.g., Overview of Educational Issues, Interpreting Educational and Graduate Scholarly Writing), unless their first degree contained equivalent course work. In that case, approved electives may be substituted.

6.3.7 COURSE TIMETABLING

Students should note that not all courses listed in the calendar will be offered in any one year as many of the courses are cycled. Students wishing to enroll in courses not listed in the timetable registration guide, for example Physical Education or Adult Education courses, may do so as arranged on an individual basis, through the Chair of the Department of Graduate Studies & Field Research.

ADMINISTRATION AND EDUCATIONAL SERVICES (01)**COURSE DESCRIPTIONS****01:720 ADVANCED PRE-SCHOOL EDUCATION (3)**

Prerequisite: 01:221 or approval of Chair of the Graduate Studies Department, Faculty of Education.

Students will be part of observation-participation teams. Course work will examine the more recent pre-school programs. It will include intensive study in the specialized pre-school or kindergarten interest area, in case studies of individual children and in work with parents. Credit cannot be held for both this course and 01:520.

01:722 EARLY CHILDHOOD CURRICULUM AND INSTRUCTION (3)

Prerequisite: 01:332 or approval of Chair of the Graduate Studies Department, Faculty of Education.

An in-depth examination of recent programs, instructional approaches and techniques relevant to the education of young children, e.g., the Integrated Day Plan, Piagetian-derived programs, the rediscovered Montessori school. The course will focus on the relationship of theory and practice to teaching.

Credit cannot be held for both this course and 01:522.

01:723 DESIGNING CURRICULUM FOR EARLY CHILDHOOD (3)

Prerequisite: 01:722 or approval of Chair of the Graduate Studies Department, Faculty of Education.

A study of pre- and primary school programs and their relationship to the development and learning of the young child. Emphasis will be placed upon students' participation in developing an integrated curriculum for pre-school, kindergarten and primary grades. Credit cannot be held for both this course and 01:523.

01:724 CHILDREN'S PLAY AND LEARNING

(3)

Prerequisite: 01:322 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course examines the meaning and development of play during the pre-school and primary years. Manifestations of play will be discussed in the light of development and learning. The role of play in the social, emotional, and cognitive development of the child as well as the individual's capacity for creative activity will be closely analyzed.

Credit cannot be held for both this course and 01:524.

01:752 INTRODUCTION TO EDUCATIONAL ADMINISTRATION

(3)

Prerequisite: Nil.

This introductory overview course examines the purpose, structure, and function of educational organizations, with emphasis placed on formal structural arrangements and on informal groups and individuals addressing their interrelationships in the school settings. The course is intended to introduce students to areas that will be addressed in more depth in succeeding courses, and will include attention to decision-making; communication; authority, power, and influence; group leadership; conflict management; organizational culture; school planning and improvement; administrator-staff relationships; school-community relations; and law. The course will make use of in-basket activities as a process to address contextual issues.

Credit cannot be held for both this course and 01:541 or 01:552.

3 lecture hours per week, one term.

01:754 HISTORY AND DEVELOPMENT OF ORGANIZATION THEORY

(3)

Prerequisite: 01:752.

This class traces major theories in the evolution of organizational thought, and examines recent trends in the study of organizations. A variety of schools of thought are investigated and utilized as perspectives from which to view educational organizations, including scientific management (classical), human relations, and human resource movements. The course focuses, as well, on the study of modernism, postmodernism, and critical theory, and introduces students to analysis and critique of communitarian and liberal approaches to education. Students become acquainted with the impact of underlying theories-in-use on the structure and functions of the educational systems.

Credit cannot be held for both this course and 01:547 or 01:554.

3 lecture hours per week, one term.

01:755 ADMINISTRATIVE LEADERSHIP IN EDUCATIONAL INSTITUTIONS

(3)

Prerequisite: 01:752.

This course will introduce students to theories of leadership from over the ages, from early to contemporary times, and will include a study of leadership as it relates specifically to the school context. Students will analyze their own leadership theory and use it to articulate the leadership skills that they might use in, for example, instructional mentoring, problem-solving, decision-making, group discussion, and planning for change procedures.

Credit cannot be held for both this course and 01:542 or 01:555.

3 lecture hours per week, one term.

01:757 SUPERVISORY POLICY AND PRACTICE

(3)

Prerequisite: 01:752.

This course deals with current behavioral theory and research with application to issues of staffing, supervision and evaluation. Topics such as selection, assignment, and assessment of teaching and non-teaching personnel will be closely examined. Students will examine the nature of supervision and evaluation, both generally, with reference to theory and approach, and particularly, with reference to their own preference professional practice. Candidates will be afforded the opportunity to examine and compare a variety of supervisory models and to formulate a contextually relevant model that can be communicated to constituents in the field.

Credit cannot be held for both this course and 01:543 or 01:552.

3 lecture hours per week, one term.

01:758 SCHOOL ADMINISTRATION AND THE LAW

(3)

Prerequisite: 01:752.

This course examines the impact of common, statute, and case law, as well as regulations, on education and schools. An exploration of the legal context of school administration provides an understanding of the rights and responsibilities of students, parents, teachers, administrators, and employers. Students will also examine the responsibility of the educational system to meet the needs of children and youth so as to prevent their engagement in criminalized activities.

Credit cannot be held for both this course and 01:549. or 01:558.

3 lecture hours per week, one term.

01:759 INTRODUCTION TO EDUCATIONAL PLANNING

(3)

Prerequisite: Nil.

This course, designed for the K-12 Education system, consists of theoretical and practical components designed to assist practicing principals as they develop their school plan. The concentrated theoretical component will allow the administrator to read and to discuss relevant literature with their colleagues, with the purpose of devising not only the plan but also a working model for how they will bring the school plan to fruition. A significant portion of the course will be focused on developing and using a data set, including school vision, mission, and profile documents that will serve to inform the planning process and to enhance implementation and assessment strategies.

Credit cannot be held for both this course and 01:545 or 01:559.

3 lecture hours per week, one term.

01:760 ORGANIZATIONAL DEVELOPMENT IN EDUCATION**(3)**

Prerequisite: 01:752.

This course is designed to address three aspects - culture, change, and change agency - with reference to both theory and practice. Students will explore the manner in which organizations are structured, with particular emphasis on organizational culture and change at the school level. Throughout the course, in a progressive manner, students will be afforded the opportunity to examine their particular school culture, to analyze a change process that they have to/would like to introduce, and to assess how they might best serve as a change agent in the particular area of need.

Credit cannot be held for both this course and 01:546 or 01:560.

3 lecture hours per week, one term.

01:762 THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION**(3)**

Prerequisite: 01:752.

This course assesses relationships between economics and education, examines the present system of financing Canadian education, and explores some techniques of budgeting for school expenses. Funding formulae for public, private, and band-controlled contexts are examined. Education is critiqued as a productive and competitive activity in society, with its economic foundations reflecting the current societal areas of focus (e.g., education for employment). Students will also explore areas for possible supplementary funding of education projects and programs (e.g., special education), with attention to various funding agencies and to proposal-writing and grant-reporting processes.

Credit cannot be held for both this course and 01:544 or 01:562.

3 lecture hours per week, one term.

01:763 TECHNOLOGICAL APPLICATIONS IN EDUCATIONAL ADMINISTRATION**(3)**

Prerequisite: 03:361 or 03:362 or permission of Instructor.

This course explores the theory and practice of integrating technology in the area of educational administration. Students will become more adept in the use of current technology to strengthen classroom instruction and to assist school managerial and financial functions.

Credit cannot be held for both this course and 01:550 or 01:563.

3 lecture hours per week, one term.

01:764 THE COMMUNITY, THE SCHOOL AND THE CLASSROOM TEACHER**(3)**

Prerequisite: Nil.

This course explores the relationship amongst the classroom teacher, the school, and the community-at-large, in both the traditional setting of the public school system, as well as alternative school settings. The practical steps appropriate to the achievement of excellent community relationships will receive attention through the analysis of various resource materials, an exploration of models of communities and schools, and a discussion about key issues that impact school/community relationships.

Credit cannot be held for both this course and 01:534 or 01:564.

3 lecture hours per week, one term.

01:765 INTRODUCTION TO THE POLITICS OF EDUCATION**(3)**

Prerequisite: Nil.

This course will introduce students to the dynamics of education politics, including the examination of the negotiations that result in the definitional, institutional, and curricular direction of education. It will focus on key elements of political analysis, including central issues to education decision-makers, the decision-making process, and outcomes of those decisions, emphasizing the development of pertinent policy. Such a focus will allow students to analyze the structures a certain forum (e.g., school board meeting) or a particular group (e.g., Manitoba Teachers Society) for its political ambience, both generally, with reference to theory and approach, and particularly, with reference to specific practices.

Credit cannot be held for both this course and 01:540 or 01:565.

3 lecture hours per week, one term.

01:766 INTRODUCTION TO THE CONTEXT OF RURAL EDUCATION**(3)**

Prerequisite: Nil.

This course will provide an overview of the historical, social, political, and economic relationships of the school in rural communities. In particular, matters of relevance to the school in relation to rural depopulation and to the erosion of the farm economy will be addressed. A review of the issues involved in school division amalgamation will be included. This course will involve a substantial practical component - a case study of a rural context - with the purpose of exploring the role of education in the sustenance and vitality of rural communities.

Credit cannot be held for both this course and 01:526 or 01:566.

3 lecture hours per week, one term.

01:767 DEVELOPMENT & ADMINISTRATION OF ABORIGINAL EDUCATION IN CANADA**(3)**

Prerequisite: Nil.

This course provides a critical examination of the current developments in Aboriginal education. Particular emphasis will be placed on the development of a variety of models of school systems, their conceptual and philosophical bases; managerial, organizational, and decision-making structures; communication systems; and community relationships. The nature of education in band-controlled and of Aboriginal education rural and urban public settings, as well as the role and responsibilities of various levels of government with reference to Aboriginal education, will be examined. Credit cannot be held for both this course and 01:527 or 01:567.

3 lecture hours per week, one term.

01:768 CURRENT ISSUES IN ABORIGINAL EDUCATION**(3)**

Prerequisite: Nil.

This course will help the student understand current educational issues, both general and specific, related to Aboriginal people and school systems. Important issues concerning finance, equity, quality, equality, management and training, curriculum, language, literacy, and higher-level services will receive attention through a variety of instructional strategies. The range of topics addressed under these issues may include academic achievement, school completion, teacher education, language retention and revival, oral traditions, and social and health services.

Credit cannot be held for both this course and 01:561 or 01:568.

3 lecture hours per week, one term.

01:769 PRACTICUM IN EDUCATIONAL ADMINISTRATION**(3)**

Prerequisite: Approval of the Chair of the Graduate Studies Department, Faculty of Education and availability of supervisor. The practicum experience is an individually structured activity. The student will provide a formative critique of administrative skills and competencies related to the individual's formal preparation, experience, and professional practice. Several aspects of administrative competency may be identified as areas of concentration. On-going review and diagnostic assessment will be conducted by the participant, the practicing administrator, and the university practicum supervisor.

Credit cannot be held for both this course and 01:548 or 01:569.

3 lecture hours per week, one term.

01:775 INTRODUCTION TO ADULT EDUCATION**(3)**

Prerequisite: Nil.

This course outlines the historical development of adult education and includes an examination of the philosophical and conceptual bases of the field. Issues and trends in the practice of adult education are also examined. Reference is made to the provision of education for adults in the Canadian context.

Credit cannot be held for both this course and 01:530 or 01:575.

3 lecture hours per week, one term.

01:776 PROGRAM PLANNING AND EVALUATION IN ADULT EDUCATION**(3)**

Prerequisite: 01:775 or approval of the Chair of the Graduate Studies Department, Faculty of Education.

This course will provide an introduction to the basic principles and processes involved in the planning and evaluation of programs for adult learners. Issues, areas of concern, and relationships relevant to the context of program planning will be highlighted. Some field work is a necessary part of this course.

Credit cannot be held for both this course and 01:531 or 01:576.

3 lecture hours per week, one term.

01:777 SEMINAR IN ADULT TEACHING AND LEARNING**(3)**

Prerequisite: 01:575 or approval of the Chair of the Graduate Studies Department, Faculty of Education.

The course explores the changing needs and capabilities of adult learning and development in different stages of life. Psychological and situational conditions conducive to optimal learning and teaching will be examined in the light of theory and recent research findings.

Credit cannot be held for both this course and 01:533 or 05:577.

3 lecture hours per week, one term.

01:790 GRADUATE RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION**(3)**

Prerequisite: Approval of the Chair of Graduate Studies Department and Department Chair, Faculty of Education.

The seminar is designed to deal with the intra-organizational innovation and change in curriculum, professional practice, and technology in teaching and school administration, as well as forms shaping the school system. Through research, directed readings, and discussion, each student will consider a particular topic in depth. A major comprehensive paper or applications project demonstrating the student's knowledge and depth of understanding will be completed and presented.

Credit cannot be held for both this course and 01:599 or 01:590.

3 lecture hours per week, one term.

CURRICULUM AND INSTRUCTION: HUMANITIES (02)**COURSE DESCRIPTIONS****02:730 DEVELOPMENTS IN THE TEACHING OF SECOND LANGUAGES I****(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The philosophy, content and teaching procedures of recent programs for teaching second languages.

Credit cannot be held for both this course and 02:530.

02:731 DEVELOPMENTS IN THE TEACHING OF SECOND LANGUAGES II**(3)**

Prerequisite: 02:730.

This course is a continuation of 02:730 and will address recent advances in the teaching of second languages.

Credit cannot be held for both this course and 02:531.

02:740 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS LANGUAGE ARTS I**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

These courses are designed to help qualified teachers keep abreast of the changing content and shifting trends in the teaching of language arts in the Early and Middle Years.
Credit cannot be held for both this course and 02:540.
3 lecture hours per week, one term.

02:741 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS LANGUAGE ARTS II (3)

Prerequisite: 02:740.

An extension of the topics covered in 02:740 including an analysis of current research in the field and its implications for the classroom teacher.

Credit cannot be held for both this course and 02:541.

3 lecture hours per week, one term.

02:742 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS DEVELOPMENTAL READING I (3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The developmental aspects of reading with regard to both the learner and the reading-learning process are examined. Beginning with the role of language in reading and a study of the psychology of the reading process the course proceeds to outline the role of the teacher in planning to make meaning, language and learning work together in the instructional process. Some attention is given to evaluative, diagnostic and remedial techniques and students are given the opportunity to study at least one area of interest in depth. Materials illustrating current methods of teaching reading are provided and probable future directions are discussed.

Credit cannot be held for both this course and 02:542.

3 lecture hours per week, one term.

02:743 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS DEVELOPMENTAL READING II (3)

Prerequisite: 02:742 or permission of the Instructor.

The role of the teacher in planning the instructional process is explored through evaluative, diagnostic, and remedial techniques used, with at least one area of interest pursued in depth.

Credit cannot be held for both this course and 02:743.

3 lecture hours per week, one term.

02:744 DIAGNOSTIC AND REMEDIAL READING I (3)

Prerequisite: 02:742, 02:743 or permission of Instructor.

Diagnostic materials and techniques which have proved helpful in indicating specific plans of remediation. Remediation programs and procedures will also be examined. The essential tie between diagnosis and remediation will serve as the focal point.

Credit cannot be held for both this course and 02:544.

02:745 DIAGNOSTIC AND REMEDIAL READING II (3)

Prerequisite: 02:744 or permission of Instructor.

An extension of course 02:744.

Credit cannot be held for both this course and 02:545.

02:750 DEVELOPMENTS AND ISSUES IN THE TEACHING OF LANGUAGE AND COMPOSITION IN THE MIDDLE/SENIOR YEARS (3)

Prerequisite: 02:453/454, or equivalent.

This course is designed to provide (prospective) teachers with an opportunity to study recent developments and current issues in the teaching of linguistics, rhetoric, stylistics, and composing which have a direct relationship with classroom practice. Students will also be given an opportunity to develop their skills in writing artful and effective compositions.

Credit cannot be held for both this course and 02:550.

3 lecture hours per week, one term.

02:751 DEVELOPMENTS AND ISSUES IN THE TEACHING OF LITERATURE IN THE MIDDLE/SENIOR YEARS (3)

Prerequisite: 02:453/454, or equivalent.

This course is designed to provide (prospective) teachers with an opportunity to study recent developments and current issues in the teaching of literature: the role of literary criticism, structure in literature, literature-based curriculum development, the literature teacher as reading teacher, response to literature, intensive versus extensive literature approaches, censorship, and other appropriate topics. The emphasis will be on the classroom implications for the secondary English teacher.

Credit cannot be held for both this course and 02:551.

3 lecture hours per week, one term.

02:752 TRENDS AND ISSUES IN CURRICULUM RESEARCH AND DEVELOPMENT (3)

Prerequisite: 6 cr. hrs. of methods at the 700 level.

Contemporary school curriculum issues will be examined in the context of catalysts of change and strategies of change in the schools.

Credit cannot be held for both this course and 02:652.

3 lecture hours per week, one term.

02:753 READINGS IN CURRICULUM AND INSTRUCTION (3)

Prerequisite: 6 cr. hrs. of Methods at the 700 level and 02:780.

This course is designed to provide individuals with an opportunity to study in an area of the student's own interest. Completion of the course requires intensive reading under the guidance of a faculty advisor. A major paper or curriculum project will be required.

Credit cannot be held for both this course and 02:653.

3 lecture hours per week, one term.

02:755 TEACHING THINKING STRATEGIES**(3)**

Prerequisite: 02:455 or permission of Instructor.

This course is designed to provide prospective teachers with a comprehensive overview of programs that are available for teaching students to think effectively. A review of recent research in the area will be followed by a discussion of program rationale and an in-depth look at strategies for teaching students to process information and ideas more effectively. Classroom application will be emphasized.

Credit cannot be held for both this course and 02:555.

02:760 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS MUSIC I**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

A study of the philosophy, content and teaching procedures of Early/Middle Years music programs, with special emphasis on contemporary trends and the influence of two world-renowned music educators, Orff and Kodaly.

Credit cannot be held for both this course and 02:560.

3 lecture hours per week, one term.

02:761 TRENDS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC II**(3)**

Prerequisite: 02:760.

A continuation of studies begun in 02:760, with emphasis on curriculum design and development.

Credit cannot be held for both this course and 02:561.

3 lecture hours per week, one term.

02:762 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC I**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The philosophy, content and teaching procedures of newer programs in music teaching.

Credit cannot be held for both this course and 02:562.

3 lecture hours per week, one term.

02:763 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC II**(3)**

Prerequisite: 02:762.

A continuation of studies begun in 02:762, with emphasis on curriculum design and development.

Credit cannot be held for both this course and 02:563.

3 lecture hours per week, one term.

02:770 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS SOCIAL STUDIES I**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will examine trends in the teaching of Early/Middle Years classroom and will focus on the recent developments in teaching social studies in Canadian schools, with particular emphasis on techniques relating to integration. An effort will be made to accommodate the research interests of the students.

Credit cannot be held for both this course and 02:570.

3 lecture hours per week, one term.

02:771 TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS SOCIAL STUDIES II**(3)**

Prerequisite: 02:770.

This course will continue to examine developments in the teaching of Early/Middle Years social studies and will focus upon recent developments in the teaching of social studies in Canadian schools, with particular emphasis on techniques relating to integration. An effort will be made to accommodate the research interests of the students.

Credit cannot be held for both this course and 02:571.

3 lecture hours per week, one term.

02:774 CURRICULUM ADAPTATION FOR MULTICULTURAL SETTINGS**(3)**

Prerequisite: 02:780.

This course is designed to provide students with the knowledge and skills required in adapting curricula to meet the needs of diverse segments of our society. The impact of differences in language, ethnicity, gender, religion, special needs, socio-economic status, and culture will form the basis for study.

Credit cannot be held for both this course and 02:574.

3 lecture hours per week, one term.

02:776 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SOCIAL STUDIES I**(3)**

Prerequisite: Admission to a Graduate program and permission of Instructor.

This course will examine developments in the teaching of Middle/ Senior Years social studies and will focus upon recent developments in secondary social studies methodologies. An effort will be made to allow students to complete assignments that reflect their specific research interests in social studies education.

Credit cannot be held for both this course and 02:576.

3 lecture hours per week, one term.

02:777 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SOCIAL STUDIES II (3)

Prerequisite: 02:776

This course continues the examination of developments of the teaching of Middle/Senior Years social studies. The course focuses upon implementation of strategies that take into account the theories studied in 02:776. An effort will be made to accommodate the research interests of the students.

Credit cannot be held for both this course and 02:577.

3 lecture hours per week, one term.

02:779 APPLYING TECHNOLOGY IN DISTANCE EDUCATION (3)

Prerequisite: Permission of Instructor.

An examination of current trends in distance education delivery and the implications for instructional design and teaching methodology. Participants will apply the concepts presented in the course in the development and delivery of instructional modules. Computer use and application will be a significant part of this course. Some experience with distance delivery will be an asset.

Credit cannot be held for both this course and 03:564

3 lecture hours per week, one term.

02:780 INTRODUCTION TO CURRICULUM (3)

Prerequisite: 2 years teaching experience.

This course studies the sociological, psychological, and philosophical basis for the development of school curricula. It investigates procedures, plans, personnel, processes, and problems in curriculum development via a critical examination of general curriculum models used in structuring the curriculum for schools.

Credit cannot be held for both this course and 02:580.

3 lecture hours per week, one term.

02:781 ADVANCED INSTRUCTIONAL METHODOLOGIES (3)

Prerequisite: 02:780.

This course is designed to provide students with the opportunity to explore advanced methodologies for teaching in the various curriculum areas. Classic studies, historical development, current research and evaluation procedures in the curriculum areas will be emphasized. The development of proposals for practical applications of the methodologies studied is the primary purpose of this course.

Credit cannot be held for both this course and 02:651.

3 lecture hours per week, one term.

02:782 CURRICULUM PLANNING AND MATERIALS DESIGN AND DEVELOPMENT 3)

Prerequisite: 02:780.

This course is designed for the graduate student who wants to pursue further studies in the planning and design of curricula for schools. Emphasis will be placed on the assessment of needs and the selection and organization of experiences, followed by the design, development, and evaluation of curriculum materials.

Credit cannot be held for both this course and 02:582 or 03:582.

3 lecture hours per week, one term.

02:783 IMPLEMENTATION AND EVALUATION OF CURRICULAR CHANGE (3)

Prerequisite: 02:780.

This course is a study of the theory and practice of implementing and evaluating curricula in schools. It will include a more in-depth study of goals, personnel, processes, problems, and possibilities, with an emphasis on providing the student with a thorough understanding of the issues relating to the implementation and evaluation facets of program development. Practical approaches in establishing goals, developing strategies and tactics of producing educational change will be studied.

Credit cannot be held for both this course and 02:650.

3 lecture hours per week, one term.

02:784 CURRICULUM DEVELOPMENT IN RURAL, ABORIGINAL, AND NORTHERN SCHOOLS (3)

Prerequisite: 02:780.

This course is designed to provide an opportunity for students to study the principles and techniques of curriculum development in relation to rural, native, and northern resources and needs. Critical analysis of current commercially produced resources for or about native and northern peoples in North America will be undertaken to provide insights for designers of curriculum materials. Testing and production of new curricula will be a significant component of the course.

Credit cannot be held for both this course and 02:584.

3 lecture hours per week, one term.

02:785 ABORIGINAL LANGUAGE AND CULTURE (3)

Prerequisite: Nil. Some working knowledge of an Aboriginal Language is required.

As part of the native education stream in graduate studies, variety in course content will be required to address the aspects of native education. A course with a language and cultural component will investigate, in depth, some of the unique features of how native language speakers think, interpret and process information which is often written and spoken in the English language. Students will explore the role of language and culture in aboriginal education. Credit cannot be held for both this course and 02:585.

3 lecture hours per week, one term.

02:786 TRENDS AND ISSUES IN LITERACY DIFFICULTIES (3)

Prerequisite: Permission of Instructor.

This course includes an examination of a range of topics in relation to the conceptualization of, and research into contemporary perspectives of literacy difficulties. In this course teachers will critically evaluate current theoretical and pedagogical debates about literacy

difficulties and the implications for education responses. Topics are aimed to build understandings in response to the needs of children with language and literacy learning difficulties.

Credit cannot be held for both this course and 02:586.

3 lecture hours per week, one term.

02:787 TRENDS AND ISSUES IN LITERACY THEORIES

(3)

Prerequisite: 02:786 or permission of Instructor.

The aim of this course is to develop an understanding and appreciation of the interrelationships of language, literacy, and learning in a range of contexts. This understanding is developed through an analysis of historical, conceptual, theoretical, and practical perspectives of literacy development within the various social and learning contexts. It includes a detailed study of educational and literacy research context within which the theory of literacy acquisition was initially developed and refined by Dr. Marie Clay.

Credit cannot be held for both this course and 02:587.

3 lecture hours per week, one term.

02:788 TRENDS AND ISSUES IN LITERACY DEVELOPMENT

(3)

Prerequisite: 02:786, 02:787 or permission of Instructor.

This course examines the theoretical perspectives, fundamental concepts, and teaching and learning contexts for literacy learning during infancy, preschool, and the early years. It is designed around critical readings and joint discussions of research and theory in children's literacy development and the development of expertise within family and community settings. Areas of study include development in language, literacy, cognition and problem solving. The usual formats of lectures will involve an introduction to a section of text relating to a particular topic, followed by a discussion of these readings. In addition to developing skills in critical reading and discussions of studies in child development, the course also aims to provide some experience in literacy development research.

Credit cannot be held for both this course and 02:588.

3 lecture hours per week, one term.

02:789 TEACHNG IN THE MULTIAGE/MULTILEVEL CLASSROOM

(3)

Prerequisite: Nil.

This course will examine the theoretical underpinnings and pedagogy of multiage/multilevel classrooms which are grounded in social constructivist learning through Manitoba's outcome-based curricula and current brain-based research. Based on best practices, curricula are integrated to facilitate multidisciplinary learning through the inquiry of big ideas. Participants will learn how to plan for a range of learners using a flexible planning model based on the four column format used in Manitoba's Foundation for Implementation documents and the inquiry process; how to target learning outcomes from multiple curricula for formative and summative assessment; how to differentiate instructions for a range of learners; how to develop a learning community which includes students, teachers, administrators, and parents; and how the multilevel classroom provided a context for quality teaching and learning.

02:799 GRADUATE RESEARCH SEMINAR IN EDUCATION

(3)

Prerequisite: Permission of Instructor, approval of Department Chair and Dean.

This course is designed to guide the advanced student through a program of reading and discussion; to explore in depth a topic of special interest to her/him, leading to a major paper. An advanced student is limited to a maximum of 6 cr. hrs. in Graduate Research Seminar courses.

Credit cannot be held for both this course and 02:599.

CURRICULUM AND INSTRUCTION: MATH/SCIENCE (03)

COURSE DESCRIPTIONS

03:750 TRENDS & DEVELOPMENT IN THE TEACHING OF EARLY/MIDDLE YEARS SCIENCE I

(3)

Prerequisite: A methods course in teaching science, or science teaching experience, or permission of Instructor.

This course focuses upon recent curriculum developments in early and middle year's science. A study will be made of learning and teaching in terms of philosophical, methodological, and practical issues. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:550.

3 lecture hours per week, one term.

03:751 TRENDS & DEVELOPMENTS IN THE TEACHING OF EARLY/MIDDLE YEARS SCIENCE II

(3)

Prerequisite: 03:750 or permission of the Instructor.

A continuation of the course 03:750, focusing upon developmental issues, individualized and remedial instruction, the use of technology, and a variety of other alternative strategies. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:551.

3 lecture hours per week, one term.

03:752 TRENDS & DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SCIENCE I

(3)

Prerequisite: A methods course in teaching science, or science teaching experience, or permission of the Instructor.

This course focuses upon recent developments in middle and senior years science. A study will be made of learning and teaching in terms of philosophical, methodological and practical issues. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:552.

3 lecture hours per week, one term.

03:753 TRENDS & DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SCIENCE II (3)

Prerequisite: 03:752 or permission of the Instructor.

This course is a continuation of 03:752, focusing upon developmental issues, individualized and remedial instruction, the use of technology and a variety of other alternative strategies. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:553.

3 lecture hours per week, one term.

03:760 TRENDS & DEVELOPMENTS IN THE TEACHING OF EARLY/MIDDLE YEARS MATHEMATICS I (3)

Prerequisite: A methods course in teaching mathematics, or mathematics teaching experience, or permission of the Instructor.

This course focuses upon recent curriculum developments in early and middle year's mathematics. A study will be made of learning and teaching in terms of philosophical perspective, methodological and practical issues. Practical experience will be emphasized. Credit cannot be held for both this course and 03:560.

3 lecture hours per week, one term.

03:761 TRENDS & DEVELOPMENTS IN THE TEACHING OF EARLY/MIDDLE YEARS MATHEMATICS II (3)

Prerequisite: 03:760 or permission of the Instructor.

This course is a continuation of 03:560, focusing upon developmental issues and remedial instruction, the use of technology, and a variety of other alternative strategies. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:561.

3 lecture hours per week, one term.

03:762 TRENDS & DEVELOPMENTS IN TEACHING MIDDLE/SENIOR YEARS MATHEMATICS I (3)

Prerequisite: A methods course in teaching mathematics, or mathematics teaching experience, or permission of Instructor.

This course focuses upon recent curriculum developments in middle and senior year mathematics. A study will be made of learning and teaching in terms of philosophical, methodological, and practical issues. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:562.

3 lecture hours per week, one term.

03:763 TRENDS & DEVELOPMENTS IN TEACHING MIDDLE/SENIOR YEARS MATHEMATICS II (3)

Prerequisite: 03:762 or permission of the Instructor.

This course is a continuation of 03:762, focusing upon developmental issues, individualized and remedial instruction, the use of technology, and a variety of other alternative strategies. Practical experience will be emphasized.

Credit cannot be held for both this course and 03:563.

3 lecture hours per week, one term.

EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS (04)

COURSE DESCRIPTIONS

04:700 THE EDUCATIONAL PROCESS: DEVELOPMENTAL STAGES (3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course is designed to present the relative influences of biological, psychological, social, environmental and cultural factors on human development at different stages in the life cycle as they affect education.

Credit cannot be held for both this course and 04:500.

3 lecture hours per week, one term.

04:701 THE EDUCATIONAL PROCESS: THE ADOLESCENT (3)

Prerequisite: 04:700 and approval of Chair of the Graduate Studies Department, Faculty of Education.

This course involves a study of the transition from childhood to adulthood with emphasis on the physiological, mental, emotional, and social changes in development as they affect education.

Credit cannot be held for both this course and 04:501.

3 lecture hours per week, one term.

04:702 EDUCATIONAL PSYCHOLOGY: FOUNDATIONS OF EDUCATION (3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

Designed to provide psychological background about human abilities and behavior, individual differences, learning and evaluation, with implications for teaching. Open to experienced elementary and secondary school teachers.

Credit cannot be held for both this course and 04:502.

3 lecture hours per week, one term.

04:703 EDUCATIONAL PSYCHOLOGY: HUMAN LEARNING, INTELLIGENCE AND INSTRUCTION (3)

Prerequisite: 04:702 and approval of Chair of the Graduate Studies Department, Faculty of Education.

The contributions of the behavioral sciences to education will be studied. Topics will include cognitive and behavioral learning theories, theories of intelligence and cognition, and the study of retention and transfer.

Credit cannot be held for both this course and 04:503.

3 lecture hours per week, one term.

04:704 GUIDANCE AND COUNSELLING INTERVENTIONS

(3)

Prerequisite: Permission of instructor.

The purpose of this course is to apply the principles and practices of counselling interventions to the current issues facing school counsellors. Topics covered may include: eating disorders, substance abuse, trauma, depression, self-harm, suicidality, critical incident response, children of divorce, grief and loss, and related topics.

Credit cannot be held for both this course and 04:504.

04:705 GUIDANCE AND THE CLASSROOM TEACHER

(3)

Prerequisite: 04:704 or approval of Chair of the Graduate Studies Department, Faculty of Education or permission of Instructor.

This course is an advanced study of the school guidance program with special emphasis on the role of the classroom teacher.

Credit cannot be held for both this course and 04:505.

3 lecture hours per week, one term.

04:706 THEORY AND PRACTICE OF STANDARDIZED ASSESSMENT

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will emphasize the development, selection and use of standardized assessment in education programs.

Credit cannot be held for both this course and 04:506.

3 lecture hours per week, one term.

04:707 THEORY AND PRACTICE OF ASSESSMENT IN THE CLASSROOM

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will emphasize the construction and use of assessment in the classroom. A secondary emphasis will be placed on use and misuse of standardized assessment in the classroom.

Credit cannot be held for both this course and 04:507.

3 lecture hours per week, one term.

04:708 INTRODUCTION TO COUNSELLING: HELPING RELATIONSHIPS

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The purpose of this course is to develop effective communication skills and understanding of self as a communicator. Theoretical frameworks will be the foundation for personal practice. This course will have a strong experiential component. Practice outside of class time is expected, therefore, 15 additional hours of lab sessions will be included during the term.

Credit cannot be held for both this course and 04:508.

3 lecture hours per week, 1 laboratory hour per week, one term.

04:709 COUNSELLING THEORY AND PRACTICE

(3)

Prerequisite: 04:708 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will cover three areas of counselling theory and practice; the exploration of a number of theoretical positions concerned with effective human functioning; ethics, confidentiality and practical matters pertaining to the counselling role; and a practical application of theories through an on-going counselling partnership.

Credit cannot be held for both this course and 04:509.

3 lecture hours per week, one term.

04:710 CAREER GUIDANCE

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education or permission of the Instructor.

A study of occupational and educational information services and the study of several occupational theories and their application in the school guidance and counseling program.

Credit cannot be held for both this course and 04:510.

04:712 EDUCATIONAL STATISTICS I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

A study of the presentation, analysis, and interpretation of quantitative data in the field of education.

Credit cannot be held for both this course and 04:512.

04:713 EDUCATIONAL STATISTICS II

(3)

Prerequisite: 04:712.

A study of the presentation, analysis, and interpretation of quantitative data in the field of education.

Credit cannot be held for both this course and 04:513.

04:714 EDUCATIONAL RESEARCH METHODS

(3)

Prerequisite: Nil.

This course provides a survey of the qualitative and quantitative research methods used in education. Topics will include observation and measurement, ethical principles, reliability and validity, research design strategies, and communication of research ideas.

Credit cannot be held for both this course and 04:514.

3 lecture hours per week, one term.

04:715 ADVANCED QUANTITATIVE EDUCATIONAL RESEARCH METHODS

(3)

Prerequisite: 04:714.

This course focuses on the use of research design and numerical analysis in quantitative research. Topics will include principles of scientific inference and experimental design, basic data analysis, and applications of research design theory to current issues in education.
Credit cannot be held for both this course and 04:515.
3 lecture hours per week, one term.

04:716 PHILOSOPHY OF EDUCATION

[(3)]

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This study of major educational theorists emphasizes past and current educational thought. A cross-cultural perspective may be included.

Credit cannot be held for both this course and 04:516.

3 lecture hours per week, one term.

04:717 CONTEMPORARY STATEMENTS ON PHILOSOPHY OF EDUCATION

(3)

Prerequisite: 04:716.

In this course, the method of philosophical analysis is applied to educational concepts and theories in an attempt to clarify the meaning of various statements about education.

Credit cannot be held for both this course and 04:517.

3 lecture hours per week, one term.

04:718 HISTORY OF EDUCATION IN THE WESTERN WORLD

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This is a survey course which considers the historical development of educational theory and practice in the Western World.

Credit cannot be held for both this course and 04:518.

3 lecture hours per week, one term.

04:720 HISTORY OF CANADIAN EDUCATION I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

A study of the origins and development of education within the Canadian socio-historical context.

Credit cannot be held for both this course and 04:520.

3 lecture hours per week, one term.

04:721 HISTORY OF CANADIAN EDUCATION II

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

Recent developments in the origins and development of education within the Canadian socio-historical context.

Credit cannot be held for both this course and 04:521.

3 lecture hours per week, one term.

04:722 SOCIOLOGY OF EDUCATION I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

A study of the school as a social institution in Canada. The influence of forces outside and within the school which affect its role will be considered.

Credit cannot be held for both this course and 04:522.

3 lecture hours per week, one term.

04:723 SOCIOLOGY OF EDUCATION II

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

Education and the social structure will be studied. The growth and development of children within various social contexts will be highlighted. Various cultural groups and various social problems will be considered.

Credit cannot be held for both this course and 04:523.

3 lecture hours per week, one term.

04:724 CULTURES AND EDUCATION I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

Theories of cultural transmission, learning and emotional development will be examined. Emphasis will be placed upon flexibility and sensitivity in teaching materials and practices in developing the academic and non-academic potential of each child in relation to his or her culture.

Credit cannot be held for both this course and 04:524.

3 lecture hours per week, one term.

04:725 CULTURES AND EDUCATION II

(3)

Prerequisite: 04:724 or approval of Chair of the Graduate Studies Department, Faculty of Education.

A continuation of and practicum in 04:724.

Credit cannot be held for both this course and 04:525.

3 lecture hours per week, one term.

04:726 CONTEMPORARY PHILOSOPHIES OF EDUCATION

(3)

Prerequisite: Undergraduate or 700 level course or permission of Instructor.

This course is a seminar in the philosophical foundations of education. The course content will include contemporary philosophies of education and their relationships to the political, social and cultural principles and practices of education.

Credit cannot be held for both this course and 04:650.

3 lecture hours per week, one term.

04:728 COMPARATIVE EDUCATION

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

A comparative study of the education and the school systems of Canada, Great Britain, Australia, Ireland and the United States.

Credit cannot be held for both this course and 04:528.

04:729 COMPARATIVE EDUCATION II

(3)

Prerequisite: 04:728 or permission of the Instructor.

A comparative study of education and the school systems of the USSR, Mainland Europe, Africa, South America, Asia and Mexico.

Credit cannot be held for both this course and 04:529.

04:730 CURRENT ISSUES IN COUNSELLING

(3)

Prerequisite: Nil

This course is designed to deal with current issues and topics in counselling. In particular, the course will focus on the specialized skills needed for dealing with certain specific populations and familiarity with the forces at work in society that are contributing to the pathology of some individuals.

Credit cannot be held for both this course and 04:651.

3 lecture hours per week, one term.

04:733 GROUP GUIDANCE AND COUNSELLING

(3)

Prerequisite: 04:708 or permission of Instructor.

This course will explore issues in group guidance and counselling. Students will study group dynamics and group guidance instruction as well as develop counselling skills to facilitate group development.

Credit cannot be held for both this course and 04:533.

04:735 INDIVIDUALIZED TESTING

(3)

Prerequisite: one of either 04:706 or 04:707; or both 04:302 and permission of the Instructor.

This course is aimed at providing the knowledge and understanding required to evaluate and use individualized tests and to carry out the assessment task. The administration of specific individualized tests under supervision is required. A background in statistics, group tests and developmental psychology is desirable.

Credit cannot be held for both this course and 04:535.

04:750 EDUCATION OF EXCEPTIONAL CHILDREN I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This is a survey course which introduces the student to exceptionalities in children. Emphasis will be on an examination of the etiology, characteristics and needs of a wide range of children with exceptionalities. Issues of race, class and gender and how they affect children with exceptionalities will be examined.

Credit cannot be held for both this course and 01:550 or 04:550.

3 lecture hours per week, one term.

04:751 EDUCATION OF EXCEPTIONAL CHILDREN II

(3)

Prerequisite: 04:750 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will examine special education issues related to prevention, early intervention and ongoing support to children with exceptionalities. Special education systems will be examined, and the experience of children with exceptionalities within various educational alternatives will be discussed. Topics will include consultation and collaboration among regular and special educators, inclusion, and segregated programs. The requirement for individual plans for children with exceptionalities will also be explored.

Credit cannot be held for both this course and 01:551 or 04:551.

3 lecture hours per week, one term.

04:752 EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on teaching children who experience substantial limitations in their personal functioning due to significantly sub-average intellectual potential and adaptive skills. The focus of the course will be on the identification and teaching of children with intellectual disabilities. The developmental patterns of children with intellectual disabilities will also be examined.

Credit cannot be held for both this course and 01:552 or 04:552.

3 lecture hours per week, one term.

04:753 EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES II

(3)

Prerequisite: 04:752 or approval of Chair of the Graduate Studies Department, Faculty of Graduate Studies.

This course will focus on the development of advanced skills in teaching children with intellectual disabilities. The appropriateness of various educational approaches to providing for these children will be examined. The transition of children with intellectual disabilities from home to school and community will be discussed. Programs for adults with intellectual disabilities will also be discussed.

Credit cannot be held for both this course and 04:553.

3 lecture hours per week, one term.

04:754 EDUCATION OF CHILDREN WITH LEARNING DISABILITIES I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on teaching children who have significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical skills; these difficulties not being primarily due to other disabling conditions nor to extrinsic influences. The

focus of this course will be on the identification and teaching of children with learning disabilities. The development of children with learning disabilities will also be discussed.

Credit cannot be held for both this course and 01:554 or 04:554.

3 lecture hours per week, one term.

04:755 EDUCATION OF CHILDREN WITH LEARNING DISABILITIES II

(3)

Prerequisite: 04:754 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on the development of advanced skills in teaching children with learning disabilities. The appropriateness of various educational approaches to providing for these children will be examined. The preparation and transition of adolescents with learning disabilities from Senior Years study to post-secondary programs or the workplace will also be discussed.

Credit cannot be held for both this course and 01:555 or 04:555.

3 lecture hours per week, one term.

04:756 EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS I

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on teaching children who chronically and markedly respond to their environments in socially unacceptable or personally unsatisfying ways. The focus of this course will be on the identification and teaching of children with behavioural disorders. Specific means by which teachers may assist children with behavioural disorders will be examined and discussed.

Credit cannot be held for both this course and 01:556 or 04:501.

3 lecture hours per week, one term.

04:757 EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS II

(3)

Prerequisite: 04:756 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on the development of advanced skills in teaching children with behavioural disorders. The appropriateness of various educational approaches to providing for these children will be examined. Collaboration with other professionals in order to effectively support these children in the home, school, and community will also be discussed.

Credit cannot be held for both this course and 01:557 or 04:557.

3 lecture hours per week, one term.

04:758 CURRICULUM FOR CHILDREN WITH INTELLECTUAL DISABILITIES

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course is designed to allow close examination and evaluation of existing materials and established curricula for children with intellectual disabilities. Curriculum issues of concern to teachers working in inclusive settings and in segregated settings will be discussed.

Credit cannot be held for both this course and 01:558 or 04:558.

3 lecture hours per week, one term.

04:759 READINGS AND RESEARCH IN SPECIAL EDUCATION

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The study of recent research and educational innovations relevant to children with exceptionalities. Skill in reviewing and critically examining research will be developed.

Credit cannot be held for both this course and 01:559 or 04:559.

3 lecture hours per week, one term.

04:760 EDUCATION OF CHILDREN WHO ARE GIFTED, TALENTED AND CREATIVE

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on children who have the potential to be or who are significantly advanced in intellectual, creative, artistic, academic or leadership abilities. The focus of the course will be on the identification and teaching of students who are gifted, talented and creative. The advanced development of these children will be examined. Educational alternatives such as acceleration and enrichment will be considered.

Credit cannot be held for both this course and 01:560 or 04:560.

3 lecture hours per week, one term.

04:761 ASSESSMENT IN SPECIAL EDUCATION

(3)

Prerequisite: 04:706 or approval of Chair of the Graduate Studies Department, Faculty of Education.

This course is designed to familiarize the students with the assessment practice and procedures utilized with children with exceptionalities. It will deal with individualized assessment, multidisciplinary approaches to between assessment and programming.

Credit cannot be held for both this course and 04:561.

3 lecture hours per week, one term.

04:762 INCLUDING CHILDREN WITH EXCEPTIONALITIES

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The course will focus on the theoretical and practical aspects of inclusive education for classroom teachers and administrators. Detailed attention will be given to planning, developing, implementing, and evaluating inclusive education programs.

Credit cannot be held for both this course and 04:572.

3 lecture hours per week, one term.

04:763 PRACTICUM IN SPECIAL EDUCATION I

(3)

Prerequisite: 6 cr. hrs. of Special Education courses at the 700 level, or approval of Chair of Graduate Studies, Faculty of Education.

This practicum will give students the opportunity to apply special education theory methods that they have studied. The practicum is recommended for students majoring in Special Education in the graduate program. The practicum is strongly recommended for students who have limited teaching experience.

Credit cannot be held for both this course and 04:563.

3 lecture hours per week, one term.

04:764 PRACTICUM IN SPECIAL EDUCATION II

(3)

Prerequisite: 6 cr. hrs. of Special Education courses at the 700 level, or 04:763 (may be co-requisite) and approval of Chair of Graduate Studies, Faculty of Education.

This advanced practicum will give students the opportunity to apply special education theory and methods that they have studied. The practicum is recommended for students who are majoring in Special Education in the graduate program. The practicum is strongly recommended for students who have limited teaching experience.

Credit cannot be held for both this course and 04:564.

3 lecture hours per week, one term.

04:765 QUALITATIVE RESEARCH METHODS

(3)

Prerequisite: 04:714.

This course is designed for students who wish to develop more skills in qualitative research methods. A variety of qualitative methodologies will be studied, including action research, narrative, ethno-methodological, and phenomenological inquiry. Students will learn how to analyze data collected in qualitative research studies. Ethical guidelines for qualitative research will also be discussed.

Credit cannot be held for both this course and 04:565.

3 lecture hours per week, one term.

04:766 GENDER AND EDUCATION

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

Gender and Education is a course designed to explore the ways in which the gender of students changes the ways in which they both deliver and receive education. The course will lead students to observe research and begin to understand the impact of gender, in turn, upon their own students. Further, it is expected that they will find practical and theoretically sound notions of how to make a difference in their own educational situations.

Credit cannot be held for both this course and 04:566.

3 lecture hours per week, one term.

04:767 ASSESSMENT FOR COUNSELLORS

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course is designed to prepare counsellors to assess children and adolescents in schools. A focus of the course will be on the process of conducting behavioural observations of children and on the use of behavioural rating scales. Prospective counsellors will also explore in depth the use of intelligence tests, other formal cognitive tests, achievement tests, and alternate assessment methods. The assessment of minority group children will be discussed in detail.

Credit cannot be held for both this course and 04:567.

3 lecture hours per week, one term.

04:768 ETHICAL & LEGAL ISSUES FOR COUNSELLORS

(3)

Prerequisite: 04:708 or permission of Instructor.

The course will provide the participant with background knowledge on ethical decision making models and the ethical and legal codes that guide counselling practice. There will also be opportunities to practice skills working with cases involving ethical and legal issues.

Credit cannot be held for both this course and 04:568.

3 lecture hours per week, one term.

04:769 ABORIGINAL COUNSELLING THEORY AND PRACTICE

(3)

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

The work of Western counselling theorists will be compared and contrasted with Aboriginal processes of traditional healing. The counsellor's role in Aboriginal communities will be studied with a view to using a blend of skills that best suit each situation.

Credit cannot be held for both this course and 04:569.

3 lecture hours per week, one term.

04:770 INTERCULTURAL COUNSELLING

(3)

Prerequisite: 6 credit hours in Guidance and Counselling.

The course will introduce the students to the theory and process of counselling as it interfaces with multicultural clients. The course will explore counselor beliefs and attitudes, provide knowledge of methods used to counsel in cross-cultural context and will train students to use skills which are culturally sensitive.

Credit cannot be held for both this course and 04:570.

04:771 ABORIGINAL WORLD VIEWS AND ORAL TRADITIONS

(3)

Prerequisite: Nil.

In this course students will study world views and oral traditions shared in Aboriginal thought that honours diversity of identities. Recent literature which highlights, culturally appropriate and culturally based Aboriginal world views will be explored as these perspectives influence the development, organization and administration of Aboriginal education.

Credit cannot be held for both this course and 04:571.

3 lecture hours per week, one term.

04:772 PRACTICUM IN COUNSELLING**(3)**

Prerequisite: 12 credit hours counselling coursework.

This practicum requires 120 contact hours in field placement to be agreed upon by your supervisor. Those wishing to receive Canadian Counselling Certification will need proof of 120 hours of direct contact with clients. Otherwise some time may be given to gaining knowledge of the practical and administrative aspect of counselling. Video and/or audio taping may be requested by the faculty supervisor. Students will be required to make clear connections between theory and practice. Criminal records check may be required.

Credit cannot be held for both this course and 04:572.

04:773 LANGUAGE ACQUISITION AND COMMUNICATION DISORDERS**(3)**

Prerequisite: Nil.

First language acquisition, including an overview of language development universals, processes and theories, will be studied. Factors that influence the acquisition of phonology, morphology, syntax, semantics, and pragmatics will be reviewed. Language and communicative disorders and their impact on students' social, cognitive, academic, and emotional development will be discussed. The teacher's role in identifying students with communicative disorders and methods for assisting students having language and communicative disabilities will be outlined. Classroom and instruction adaptations/modifications will be emphasized.

Credit cannot be held for both this course and 04:573.

3 lecture hours per week, one term.

04:774 INTRODUCTION TO EXPRESSIVE THERAPIES**(3)**

Prerequisite: 04:708.

This course is designed for counsellors and classroom teachers. It will introduce participants to the use of expressive therapies (e.g., art, drama, storytelling, phototherapy, music and play) when working with both children and adults. The course is offered in a highly experiential format.

Credit cannot be held for both this course and 04:574.

3 lecture hours per week, one term.

04:775 CONSULTANCY AND COLLABORATION IN SPECIAL EDUCATION**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course will focus on consultation and collaboration among persons concerned with children with exceptionalities. The course will focus on the role of resource teachers and special education coordinators in fostering communication and teamwork among persons involved in assessment, and on the development, implementation and evaluation of individual educational plans (IEP's). The course will also explore the empowerment of individuals with exceptionalities and their families through participation in the consultation and collaboration process.

Credit cannot be held for both this course and 04:575.

3 lecture hours per week, one term.

04:776 RESILIENCE, RISK AND SPECIAL EDUCATION**(3)**

Prerequisite: 6 credit hours of 700 level or higher Special Education coursework or permission of Instructor.

This course will examine the new morbidity, which is changing the profile of students requiring educational services. Interagency co-operation and the specific role of special educators in serving students with complex needs will be discussed. Child development and the specific effects of such risk factors as pediatric acquired immunodeficiency syndrome (AIDS), fetal substance exposure, traumatic brain injury, drug and alcohol abuse in adolescents, and premature and complicated births will be considered. The development and implementation of intervention programs at school and in the community will be discussed. The course will be suitable for persons considering a career in special education or related areas.

Credit cannot be held for both this course and 04:652.

3 lecture hours per week, one term.

04:777 SPIRITUALITY IN COUNSELLING**(3)**

Prerequisite: Permission of Instructor.

In this highly experiential course, students will be expected to engage in a self-reflexive process in order to better understand the personal qualities that they bring into the counselling relationship. Class time will include mini-lectures, discussion, interactive-activities, contemplative and counselling practices. Students, who are not comfortable sharing their personal experiences, or discussing their spiritual beliefs, should consider taking a different elective.

3 lecture hours per week, one term.

04:778 SATIR METHODS IN COUNSELLING I**(3)**

Prerequisite: Permission of Instructor.

The goals for the Satir Methods Transformational Therapy course is to bring about transformational change. The Satir Model Therapy is not about pathology, it is about human dignity and strength, and people's ability to change and grow. This therapy is known for its special warmth and remarkable insight into human communication and self-esteem. The Satir Methods course is unique in encompassing both the intrapsychic and interactive components of therapy.

3 lecture hours per week, one term.

04:779 CLASSROOM ASSESSMENT FOR/OF/AS STUDENT LEARNING**(3)**

Prerequisite: Nil.

This course is designed to guide the advanced student through an examination of policy and practice related to assessing and grading student learning at the provincial and school division levels. Topics will include: 1) the relationship between assessment practices and positive student engagement and motivation; 2) examining best assessment practices; 3) the process of developing assessment plans for a particular domain or grade level; 4) approaches communicating assessment results.

3 lecture hours per week, one term.

04:780 THEORY & PRACTICE OF SMALL GROUP LEADERSHIP IN EDUCATION**(3)**

Prerequisite: Permission of Instructor.

The intent of this course is to provide training for group leadership in an education (learning) setting rather than a therapeutic mode. The course is to speak to the practical functioning of classrooms, faculty meetings, educational decision-making, community involvement, interagency cooperation and service delivery.

Credit cannot be held for both this course and 04:732.

3 lecture hours per week, one term.

04:781 SATIR METHODS IN COUNSELLING II**(3)**

Prerequisite: 04:778 or permission of Instructor.

Satir Methods in Counselling II will involve a review and deepening of Transformational Change process and its essential elements: 1) The Treatment Plan: assessment, goal setting, interventions and evaluation; 2) Skill Development; 3) The Use of Self in therapy; 4) Changing the intrapsychic impact not the event; 5) Making counselling/therapy positively and change focused. The focus of the course is to improve participant's competence, congruence and confidence about transformational, experimental, system counselling in change therapy. The emphasis will be on bringing about transformation change in counselling/therapy.

3 lecture hours per week, one term.

04:799 GRADUATE RESEARCH SEMINAR IN EDUCATION**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education, Departmental Chair and Dean.

This course is designed to guide the advanced student through a program of reading and discussion for the purpose of exploring in depth a topic of special interest leading to a major paper. An advanced student is limited to a maximum of 6 cr. hrs. of Graduate Research Seminar courses.

Credit cannot be held for both this course and 04:599

3 lecture hours per week, one term.

PHYSICAL EDUCATION (05)**COURSE DESCRIPTIONS****05:762 TRENDS IN TEACHING EARLY/MIDDLE YEARS PHYSICAL EDUCATION I****(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education; 12 credit hours in Physical Education (non-methods) courses or open to senior students with the Consent of the Department.

This course is designed to help keep the student abreast of recent curriculum developments in the teaching of Early/Middle Years physical education. The course will also examine the social and psychological components of movement, the role of these components in the development of elementary school children and the perceptual motor development of children.

Credit cannot be held for both this course and 05:562.

05:763 TRENDS IN TEACHING EARLY/MIDDLE YEARS PHYSICAL EDUCATION II**(3)**

Prerequisite: 05:762.

This is a continuation of 05:762. The course will extend topics covered in the previous course and analyze current research and its implications in the teaching of Early/Middle Years school physical education.

Credit cannot be held for both this course and 05:562.

05:768 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS PHYSICAL EDUCATION I**(3)**

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education.

This course is designed to help keep the student abreast of recent curriculum developments in the teaching of Middle/Senior Years physical education. The course will also examine social and psychological components of movement, the perceptual motor development and the role of these components in the development of Middle/Senior Years children.

Credit cannot be held for both this course and 05:568.

05:769 DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS PHYSICAL EDUCATION II**(3)**

Prerequisite: 05:768.

This is a continuation of 05:768. This course will extend topics covered in the previous course and analyze current research and its implications in the teaching of Senior Years physical education.

05:799 GRADUATE RESEARCH SEMINAR IN PHYSICAL EDUCATION**(3)**

Prerequisite: Permission of Instructor, approval of Department Chair and Dean.

This course is designed to guide the advanced student through a program of reading and discussion to explore in depth a topic of special interest to her/him leading to a major paper. An advanced student is limited to a maximum of 6 cr. hrs. of Graduate Research Seminar courses.

Credit cannot be held for both this course and 05:599.

GRADUATE STUDIES AND FIELD RESEARCH (07)**COURSE DESCRIPTIONS****07:750 GRADUATE SUMMATIVE SEMINAR****(3)**

Prerequisite: Approval by the Chair of the Graduate Studies Department, Faculty of Education. Students are required to complete Graduate Scholarly Writing in the first 9 credit hours of their program.

This is an exit requirement for all Master of Education students in the course-based routes. This course is designed to engage graduate students in a scholarly analysis and synthesis of knowledge in their field of study and, therefore, should be completed at the end of the program.

3 lecture hours per week, one term.

07:751 INTERPRETING EDUCATIONAL RESEARCH

(3)

Prerequisite: Approval by the Chair of the Graduate Studies Department, Faculty of Education.

Students will be critically analyzing research in education. The course will approach the topic of research design and data analysis from a "consumer perspective" and students will be guided to develop their critical thinking and reflection abilities to recognize the qualities of well-designed research. Topics in the course will include observation and measurement, ethical considerations, research design strategies, and the development and communication of research ideas.

Credit cannot be held for both this course and 07:551.

3 lecture hours per week, one term.

07:752 OVERVIEW OF EDUCATIONAL ISSUES

(3)

Prerequisite: Approval by the Chair of the Graduate Studies Department, Faculty of Education. The main purpose of this course is to engage students in discussion of the important issues facing the educational system; public, private and band-operated schools. The course is designed to facilitate the study of educational issues, and to think and to make inferences from a combination of premises and perspectives regardless of political correctness, personal perspective or personal advantage. General topics for study will include: educational perspectives (historical, philosophical, sociological), federal and provincial government policies and practices, curriculum as a field study, teacher professionalism, globalization, and educational reform.

Credit cannot be held for both this course and 07:560.

3 lecture hours per week, one term.

07:753 SEMINAR IN EDUCATION: RURAL, ABORIGINAL AND NORTHERN ISSUES

(3)

Prerequisite: Nil.

This course will focus on current issues that affect the delivery of education in unique situations. Students will examine selected educational problems and discuss possible education solutions during the seminar. Students will be encouraged to select a specific group for emphasis and conduct detailed studies of that group. The aim of this course is to allow the students to develop a better understanding of the educational problems of rural, Aboriginal, and northern people.

Credit cannot be held for both this course and 07:650.

3 lecture hours per week, one term.

07:754 PRACTICUM IN EDUCATION

(3)

Prerequisite: 50% completion of the Master of Education program.

The practicum component of the Master's program is designed to permit the student to use the practical skills, theory and research obtained in classroom learning in an applied setting related to the individual's specialty. The student is encouraged to adapt educational theory, research and practice to rural, native and northern issues as they arise during the practicum. The experience is intended to allow the person to test the "goodness of fit" between the requirements of the applied setting and career expectations.

The practicum provides a unique opportunity to develop insight for an applied research project or thesis.

Credit cannot be held for both this course and 07:651.

07:755 INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FOR TEACHERS

(3)

Prerequisite: Nil.

This course will examine the emerging impact of information and Communication Technology (ICT) on current teaching and learning practices and the curriculum implementation process. The course is intended to be a practical, hands-on exploration of web-based software applications in teaching and learning to help educators who want to effectively infuse ICT into their practice. A critical approach to analyzing ICT applications will be adopted in order to explore its impact and possibilities.

Credit cannot be held for both this course and 07:561.

3 lecture hours per week, one term.

07:760 PROJECT

(6)

Prerequisite: 60% completion of the Master of Education program.

Projects are special studies less formal than theses. They will generally be more concerned with specific educational problems. Students should demonstrate ability and initiative to select a problem, to design a study and to collect, analyze, interpret and present original or secondary data. Completion of the project should follow strictly the guideline document formulated by the Faculty of Education Graduate Studies Committee.

Credit cannot be held for both this course and 07:600.

07:770 THESIS

(9)

Prerequisite: 60% completion of the Master of Education program.

A thesis is a formal study that reflects original thinking and significant theoretical development concerning a topic of importance to current practice in the field.

Credit cannot be held for both this course and 07:603.

07:780 GRADUATE SCHOLARLY WRITING

(3)

Prerequisite: Approval by the Chair of the Graduate Studies Department, Faculty of Education. Students are required to complete 07:780 Graduate Scholarly Writing in the first 9 credit hours of their program.

Students will analyze and practice a variety of forms of written communication, including recovery of meaning (through analysis, synthesis and evaluation), conceptualization, categorical frameworks, exposition, autobiography, editing and bibliographic notation, modelled on current practices in research and scholarly publication in education. Dependable access to a microcomputer with a printer and a word processing program is strongly recommended.

Credit cannot be held for both this course and 07:550.

3 lecture hours per week, one term.

07:798 SELECTED TOPICS IN EDUCATION

(3)

Prerequisite: Permission of Instructor.

The course topic and content may vary frequently, based on the needs and interests of professionals in the field. The course is meant to accommodate content for all or most strands in the graduate studies program.

Credit cannot be held for both this course and 07:550.

3 lecture hours per week, one term.

SECTION 7

MUSIC GRADUATE STUDIES

7.1 GENERAL INFORMATION

The School of Music offers studies leading to the Master of Music degree in two areas:

1. Master of Music (Major in Performance and Literature): The Performance and Literature Master's is offered in piano, collaborative piano, strings, clarinet, trumpet, composition, jazz, choral conducting and instrumental conducting. It is intended to develop a professional expertise in performance or composition, with additional emphasis on general literature and pedagogical practices. The Program requires 30 hours of coursework.
2. Master of Music (Music Education): The Music Education Master's offers teachers the opportunity for advanced study with practical emphasis in elementary music, choral music, or instrumental music. The program requires 24 credit hours of coursework followed by a Master's Thesis or 24 credit hours of coursework followed by a Comprehensive Examination or 30 credit hours of coursework followed by a Research Project.

7.1.1 ELIGIBILITY FOR ADMISSION

Please see page 19 for full details.

7.1.2 APPLICATIONS

Application forms to Brandon University, to Master of Music programs, and for Graduate Teaching Assistantships, may be obtained by writing the Chair, Graduate Music Department. Telephone inquiries may be made to (204) 727-9631. FAX: (204) 728-6839.

7.1.3 ADVISORY EXAMINATIONS

Applicants accepted into a masters of music or music education program at Brandon University who have completed undergraduate degrees in music or music education from an accredited Canadian university within the past 5 years and who have grades of "B" or above in music theory or music history courses will not be required to refresh or upgrade competency in those areas. Applicants who do not meet the previous criteria will be required to complete relevant undergraduate course or courses. These will be assigned by the graduate department and will be relevant to the specific student's background and program.

7.1.4 COMPLETION OF DEGREE

The time required for completion of the Master of Music degrees is an individual matter.

The Master of Music Education (Comprehensive Examination) is designed as a one year program. The required coursework for the Master of Music Education (Thesis/Research Project) and for the Master of Music (Performance and Literature) usually requires two years of study.

All required courses for the Master of Music degree must be completed within six years of initial acceptance into the program.

Music Education students are allowed two years from completion of required coursework to meet one of three exit requirements: the Thesis, the Research Project, or the Comprehensive Examinations. After this two-year period, one of three decisions is taken regarding students who have yet to complete all program requirements:

1. Continuation of Regular status, assuming that it has been maintained through continuing registration.
2. Conferral of Inactive status (of indeterminate length). Inactive students must petition the Senate Graduate Studies Committee for return to Regular Status, which, if granted, may carry requirements for additional or repeated coursework. As well, students who have been listed as Inactive will be assessed a reinstatement fee.
3. Academic withdrawal.

7.1.5 PART-TIME STUDY

The School of Music is committed to making Master's study feasible for individuals actively engaged in professional careers, where possible. A limited number of grants are available to students requiring travel assistance to pursue their studies in Brandon.

7.1.6 ACADEMIC PERFORMANCE REQUIREMENT

Please see page 29 for full details.

7.1.7 TRANSFER OF CREDIT AND RESIDENCE REQUIREMENTS

Normally all required courses will be taken at Brandon University. A maximum of 12 credit hours for Graduate courses completed at other Universities may be applied toward the Master of Music degree, subject to the approval of the School of Music Graduate Department. Applied Study and Recital courses are normally not eligible for transfer of credit.

All Master of Music students must complete a minimum of 18 credit hours at Brandon University.

Students in the M.Mus.Ed. program may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, in-service sessions). One credit hour is earned for attendance at 24 hours of relevant non-credit sessions. Prior approval should be sought from the Graduate Music Department to determine the acceptability for credit. Without prior approval, no guarantee can be given for acceptance of this type of credit. In order to have 3 credit hours recorded students will have to register for appropriate course equivalents, or for 63:666 Special Studies in Music Education. In order to have less than 3 credit hours recorded, students will have to register for 63:667 Special Studies in Education (2 credit hours) or 63:668 Special Studies in Music Education (1 credit hour). Fees will be assessed at the rate for each credit hour.

7.1.8 REGULATIONS FOR RECITALS, THESIS, RESEARCH PROJECTS, AND COMPREHENSIVE EXAMINATIONS

Detailed regulations are from the Graduate Music Department.

7.2 CURRICULUM OUTLINES

After admission to the Graduate Program, all students are required to maintain annual registration (equivalent to 3 credit hours) or the Graduate Continuing Registration Fee until all degree requirements have been satisfactorily completed.

7.2.1 M. MUS. IN PERFORMANCE AND LITERATURE (Piano, Collaborative Piano, Strings and Clarinet)

Required:		27
65:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Piano, Collaborative Piano, Strings or Clarinet)	3
63:626	Applied Instruction I	3
63:627	Applied Instruction II	3
63:628	Applied Instruction III	3
63:629	Applied Instruction IV	3
63:682	Analytical Techniques	3
63:690	Music Bibliography and Research Methods	3
<i>Choose three credit hours:</i>		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Piano, Collaborative Piano, Strings or Clarinet)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:699	Topics	3
Total (minimum):		30
Note:	Pianists enrolled in the Collaborative Piano program will be required to perform in public a solo work or group works approved by the department.	

7.2.2 M. MUS. IN PERFORMANCE AND LITERATURE (Composition and Jazz)

Required:		27
63:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Piano, Collaborative Piano, Strings or Clarinet)	3
63:626	Applied Instruction I	3
63:627	Applied Instruction II	3
63:628	Applied Instruction III	3

63:629	Applied Instruction IV	3
63:682	Analytical Techniques	3
63:690	Music Bibliography and Research Methods	3
<i>Choose three credit hours:</i>		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Piano, Strings or Clarinet)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5
63:655	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:399	Topics	3
Total (minimum):		30

7.2.3 M. MUS. IN PERFORMANCE AND LITERATURE (Instrumental Conducting)

Required:		24
63:600/601	Applied Music I/II	1.5/1.5
63:613	Public Recital I	3
63:634	Wind Ensemble Literature	3
63:652	Advanced Choral Conducting and Score Study	3
63:653	Advanced Instrumental Conducting and Score Study	3
63:674	Advanced Methods and Techniques in instrumental Music	3
	Analytical Techniques	3
63:690:	Music Bibliography and Research Methods	3
<i>Choose six credit hours:</i>		6
63:610	Performance Practice	3
63:640	Philosophical Foundations of Music Education	3
63:641	Social & Social Psychological Foundations of Music *	3
63:654	Research Paper	3
63:658	Advanced Psychology (Music Education) *	3
63:664/665	Ensemble I/II	.5/.5
63:672	Advanced Methods and Techniques in Choral Music	3
Total (minimum):		30
or	Additional courses selected from 600 level Music or Music Education approved by the Graduate Department.	
Notes:	* International Students must meet Graduate Music Education language requirements. Participation in two terms of ensemble is recommended for all master's degree students in choral and instrumental conducting.	

7.2.4 M. MUS. IN PERFORMANCE AND LITERATURE (Choral Conducting)

Required:		24
63:600/601	Applied Music I/II (Voice)	1.5/.15
63:613	Public Recital I	3
63:636	History of Choral Style and Performance	3
63:652	Advanced Choral Conducting and Score Study	3
63:653	Advanced Instrumental Conducting and Score Study	3
63:672	Advanced Rehearsal Techniques in Choral Music	3
63:682	Analytical Techniques	3
63:690:	Music Bibliography and Research Methods	3
<i>Choose six credit hours:</i>		6
63:610	Performance Practice	3
63:640	Philosophical Foundations of Music Education	3
63:641	Social & Social Psychological Foundations of Music *	3
63:654	Research Paper	3
63:658	Advanced Psychology (Music Education) *	3
63:664/665	Ensemble I/II	.5/.5
63:674	Advanced Methods and Techniques in Instrumental Music	3
Total (minimum):		30
or	Additional courses selected from 600 level Music or Music Education approved by the Graduate Department.	
Notes:	* International Students must meet Graduate Music Education language requirements. Participation in two terms of ensemble is recommended for all master's degree students in choral and instrumental conducting.	

7.3 M.MUS. IN MUSIC EDUCATION

There are two distinct routes for completion of the Master of Music in Music Education The Course Work Comprehensive Examination Option, a one-year program, consists of 30 credit hours including 63:619 Comprehensive Examinations (6 credit hours). The Thesis/Research option is a 36 credit hour program which includes either Research Project (6 credit hours) or 63:695 Master's Thesis (12 credit hours). Each student's program of studies must be approved by the Chair of the Graduate Music Department.

7.3.1 COURSE WORK COMPREHENSIVE EXAMINATION OPTION

This program of studies is intended to meet the needs of music educators seeking professional development through advanced studies. Designed to meet the needs of practitioners who are able to negotiate a single year's leave from their positions, the program consists of 24 credit hours of course work followed by a comprehensive examination (6 credit hours) which addresses all aspects of their course of studies as well as issues of significance to the music education profession. A maximum of 6 credit hours of coursework may be transferred from another institution upon approval of the Department.

Required:		12
63:640	Philosophical Foundations of Music Education	3
63:647	Research in Music Education	3
63:648	Graduate Seminar in Music Education	3
63:658	Advanced Psychology (Music Education)	3
63:690:	Music Bibliography and Research Methods	3
Plus one of the following:		3
63:670	Advanced Methods and Techniques in Elementary Music	3
63:672	Advanced Methods and Techniques in Choral Music	3
63:674	Advanced Methods and Techniques in Instrumental Music	3
Electives:		
	* Selected from 600 level Music or Music Education or 500 level Education courses, approved by the Graduate Department.	9
After Coursework Completion:		
63:619	Comprehensive Examination	6
	Total:	30
Note:	* May include a maximum of 3 cr. hrs. of applied studies.	

7.3.2 THESIS/RESEARCH OPTION

This option is designed to provide students with substantial skills as music education scholars and researchers. The program is well suited for students interested in professional leadership roles and/ or the eventual pursuit of doctoral studies. Students in the Thesis/ Research program should anticipate two-year's residency. Normally all required courses will be taken at Brandon University.

Required:		12
63:640	Philosophical Foundations of Music Education	3
63:647	Research in Music Education	3
63:648	Graduate Seminar in Music Education	3
63:658	Advanced Psychology (Music Education)	3
Choose one:		3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:682	Analytical Techniques	3
Choose two:		6
63:634	Wind Ensemble Literature	3
63:636	History of Choral Style and Performance	3
63:670	Advanced Methods and Techniques in Elementary Music	3
63:672	Advanced Methods and Techniques in Choral Music	3
63:674	Advanced Methods and Techniques in Instrumental Music	3
63:678	Advanced Conducting and Score Study	3
Choose 3 or 9 credit hours:		3 or 9
63:600/601	Applied Music I/II *	1.5/1.5
63:664/665	Ensemble I/II	.5/.5
63:660	Special Studies in Music Education	3 or 6
63:662	Practicum in Music Education	3
63:690	Music Bibliography & Research	3
	Approved Graduate Course in Education	3 or 6
Choose one:		6 or 12
63:618	Research Project	6
63:695	Master's Thesis	12
	Total:	36
Note:	* Or equivalent credits from Applied Music 606 - 609.	

COURSE DESCRIPTIONS

63:600 APPLIED MUSIC I

(1.5)

Prerequisite: A successful level of performance as determined by a 15-20 minute audition.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

Credit cannot be held for both this course and 65:600.

.5 individual instruction hours per week, one term.

63:601 APPLIED MUSIC II

(1.5)

Prerequisite: 63:600.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

Credit cannot be held for both this course and 65:601.

.5 individual instruction hours per week, one term.

63:606 APPLIED MUSIC III

(1.5)

Prerequisite: A successful level of performance as determined by a 15 - 20 minute audition.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

Credit cannot be held for both this course and 65:606.

1 individual instruction hour per week, one term.

63:610 PERFORMANCE PRACTICES

(3)

Elements of style and ornamentation of instrumental music beginning with the Elizabethan period and including reference to the standard sources such as Couperin, Quantz, Leopold Mozart, and C.P.E. Bach. Nineteenth and Twentieth centuries will also be covered with directed reading and study in the area of the student's concentration.

Credit cannot be held for both this course and 65:610..

3 lecture hours per week, one term.

63:613 PUBLIC RECITAL I

(6)

The repertoire must be approved by the Graduate Music Department. Performance time will normally be 20-30 minutes. (Registration deferred until term of anticipated completion.)

Note: Proposed repertoire must be submitted to the Chair of the Graduate Music Department for approval no less than eight weeks prior to the performance date.

Credit cannot be held for both this course and 65:613.

63:614 PUBLIC RECITAL II

(3)

The repertoire must be approved by the Graduate Music Department. Performance time will normally be 20-30 minutes. (Registration deferred until term of anticipated completion.)

Note: Proposed repertoire must be submitted to the Chair of the Graduate Music Department for approval no less than eight weeks prior to the performance date.

Credit cannot be held for both this course and 65:614 or 65:616.

63:615 PUBLIC RECITAL III

(3)

A joint public recital which shall include representative works from different style periods. The recital program must be approved by the Graduate Music Department. Performance time will normally be one hour. (Registration deferred until term of anticipated completion.) The student will be expected to prepare program notes (approximately 1,000 words) to be distributed with the printed program.

Note: Proposed repertoire must be submitted to the Chair of the Graduate Music Department for approval no less than eight weeks prior to the performance date.

Credit cannot be held for both this course and 65:615.

63:618 RESEARCH PROJECT

(6)

Prerequisite: Completion of 30 cr. hrs. coursework required for the M. Mus. in M.Ed. degree program.

A project on an approved topic, involving consideration and treatment of a problem in music education. The student will be encouraged to devise an imaginative project with practical bearing upon an area of personal concern and relevance. The project will culminate in the preparation and presentation of an extended paper (approximately 50 pages in length); both the project and paper will be supervised by a faculty advisor. A committee of three consisting of the student's advisor, a member at large chosen by the Graduate Music Department after considering suggestions from the student, and a member of Graduate Music Department will determine satisfactory completion of the project.

Credit cannot be held for both this course and 65:618.

63:619 COMPREHENSIVE EXAMINATION

(6)

Prerequisite: Completion of 24 cr. hrs. course work required for the M.Mus. Course Work/Comprehensive Examination Option.

The written component of the Comprehensive Examination will consist of four questions selected by the Graduate Music Department from a complement of ten questions submitted by the student and approved by the Department. Upon satisfactory completion of this requirement, the student must sit an Oral Examination of approximately one hour. Responses to all four questions, both Written and Oral portions, must be accepted by the Examination Jury in order for the Examination to be successful. Full details are available from the Department Chair.

Credit cannot be held for both this course and 65:619.

63:620 SEMINAR IN LITERATURE (A) PIANO (B) COLLABORATIVE PIANO (C) STRINGS (D) COMPOSITION (E) CLARINET (F) JAZZ (3)

- a) Piano: Papers will be presented by students in subjects covering solo keyboard literature from Baroque period to the present day.
- b) Collaborative Piano: Papers will be presented by students on subjects covering collaborative keyboard literature from the Baroque period to the present.
- c) Strings: Papers will be presented by students on subjects covering string literature from the Baroque period to the present.
- d) Composition: Papers will be presented by students on subjects covering contemporary composition literature from 1945 to the present day.
- e) Clarinet: Papers will be presented by students on subjects covering vocal literature from the Baroque period to present day.
- f) Jazz: Papers will be presented by students in subjects covering Jazz literature from 1925 to the present day.
- g) Trumpet: Papers will be presented by students in subjects covering trumpet literature from the Classical period to the present day.

Credit cannot be held for both this course and 65:620.

3 lecture hours per week, one term.

63:622 SEMINAR IN PEDAGOGY: (A) PIANO (B) COLLABORATIVE PIANO (C) STRINGS D) COMPOSITION (E) CLARINET (F) JAZZ)G) TRUMPET (3)

The class will be conducted in seminar fashion and will include a review of pedagogical philosophies, treatises and principles of the past and present. In addition, students will be supervised in their teaching of one or more pupils.

Credit cannot be held for both this course and 65:622.

3 lecture hours per week, one term.

63:626 APPLIED INSTRUCTION I (3)

Private instruction in the student's major applied area.

Credit cannot be held for both this course and 65:626.

1 individual instruction hour per week, one term.

63:627 APPLIED INSTRUCTION II (3)

Prerequisite: 65:602.

Private instruction in the student's major applied area.

Credit cannot be held for both this course and 65:627.

1 individual instruction hour per week, one term.

63:628 APPLIED INSTRUCTION III (3)

Prerequisite: 65:603.

Private instruction in the student's major applied area.

Credit cannot be held for both this course and 65:628.

1 individual instruction hour per week, one term.

3:629 APPLIED INSTRUCTION IV (3)

Prerequisite: 65:604.

Private instruction in the student's major applied area.

Credit cannot be held for both this course and 65:629.

1 individual instruction hour per week, one term.

63:631 SYMPHONIC LITERATURE (3)

An historical study of the development of the Symphonic form from the Mannheim School up to the symphonic works of the late Romantic composers.

Credit cannot be held for both this course and 65:631.

3 lecture hours per week, one term.

63:632 CHAMBER MUSIC LITERATURE (3)

Conducted in seminar fashion, this course is a survey of chamber music literature from the decline of the figured base in the first half of the 18th century to the present day. Emphasis will be placed on chamber music for strings and for piano in combination with other instruments.

Credit cannot be held for both this course and 65:632.

3 lecture hours per week, one term.

63:634 WIND ENSEMBLE LITERATURE (3)

A comprehensive study and analysis of wind ensemble literature from the 15th century to the present day, including an analytical and comparative survey of literature for the concert band.

Credit cannot be held for both this course and 65:634.

3 lecture hours per week, one term.

63:636 HISTORY OF CHORAL STYLE AND PERFORMANCE (3)

An historical and analytic survey of selected sacred and secular choral literature from the Renaissance to the 20th century. Subjects for discussion will include: the character and structure of individual works; the uses of voices and instruments; vocal quality and the nature of

choral singing; written ornamentation, unwritten ornamentation and improvisation; problems of notation; interpretation of rhythmic notation; interpretation of tempo; visual aspects.

Credit cannot be held for both this course and 65:636.

3 lecture hours per week, one term.

63:640 PHILOSOPHICAL FOUNDATIONS OF MUSIC EDUCATION

(3)

Investigation of the philosophical bases of music education, emphasizing the practical implications of one's understanding of the nature and value of music and of education for curricular content, instructional method, and professional practice.

Credit cannot be held for both this course and 65:640.

3 lecture hours per week, one term.

63:641 SOCIAL AND SOCIAL PSYCHOLOGICAL FOUNDATIONS OF MUSIC

(3)

Study of the relationships among social and cultural context, and musical behaviours, cognition, and values.

Credit cannot be held for both this course and 65:641.

3 lecture hours per week, one term.

63:647 RESEARCH IN MUSIC EDUCATION

(3)

An introduction to the process of research in music education, designed to create a basis for critical evaluation of research in the field and thoughtful application of its results to practice. Experience intended to facilitate attainment of course objectives including writing of thesis statements and research plans, critically reviewing a broad range of music educational research, and examining measurement tools pertinent to various areas of research.

Credit cannot be held for both this course and 65:647.

3 lecture hours per week, one term.

63:648 GRADUATE SEMINAR IN MUSIC EDUCATION

(3)

Pre-requisite: Admission to M.Mus. Education.

The Graduate Seminar provides a forum in which students enrolled in the Music Education Master's program collectively and critically address issues, developments and trends in music education. It is intended that this experience contribute substantially to the development of both a more "global" perspective on the music educational endeavor and considerable individual expertise in areas of particular concern to participants in the seminar and their advisors. The seminar involves the regular participation of the music education faculty, and critical discussions with other authorities in the field.

Credit cannot be held for both this course and 65:648.

1.5 lecture hours per week, both terms.

63:652 ADVANCED CHORAL CONDUCTING AND SCORE STUDY

(3)

In-depth score study to develop clear, meaningful communication of musical parameters and stylistic concepts through technical and expressive conducting skills as choral conductor.

Credit cannot be held for both this course and 65:652.

3 lecture hours per week, one term.

63:653 ADVANCED INSTRUMENTAL CONDUCTING AND SCORE STUDY

(3)

Study of movement and gesture related to the communication of composer's intent of instrument repertoire in a variety of styles and historical periods.

Credit cannot be held for both this course and 65:653.

3 lecture hours per week, one term.

63:654 RESEARCH PAPER

(3)

The research paper will be directly related to literature presented in Public Recital. The document will include research into areas which will include the history, analysis, performance practice, and teaching strategies of literature from the Public Recital. Research will culminate in the preparation of an extended paper (approximately 50 pages in length); the paper will be supervised by a faculty advisor. A committee of three consisting of the student's advisor, a member at large chosen by the Graduate Music Department after considering suggestions from the student, and a member of the Graduate Music Department will determine satisfactory completion of the project.

Credit cannot be held for both this course and 65:654.

3 lecture hours per week, one term.

63:658 ADVANCED PSYCHOLOGY (MUSIC EDUCATION)

(3)

This course will cover behaviouristic and developmental theories and applications to skill and concept learning. Particular attention will be given to teaching music. Research procedures and findings will be studied.

Credit cannot be held for both this course and 65:658.

3 lecture hours per week, one term.

63:662 PRACTICUM IN MUSIC EDUCATION

(3)

The practicum is intended to provide opportunity for application and refinement of skills and concepts pertinent to music education. Proposals regarding specific field experiences (in schools, day care centres, etc.) must meet specified criteria and receive the approval of the Graduate Music Department.

Credit cannot be held for both this course and 65:662.

63:664 ENSEMBLE I (1.5)

Prerequisite: Permission of Instructor.

Participation in an ensemble appropriate to the student's ability and performance area.

Credit cannot be held for both this course and 65:664.

2.5 rehearsal hours per week, one term.

63:665 ENSEMBLE II (1.5)

Prerequisite: Permission of Instructor

Participation in an ensemble appropriate to the student's ability and performance area.

Credit cannot be held for both this course and 65:665.

2.5 rehearsal hours per week, one term.

63:666 SPECIAL STUDIES IN MUSIC EDUCATION (3)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

Credit cannot be held for both this course and 65:666.

63:667 SPECIAL STUDIES IN MUSIC EDUCATION (2)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

Credit cannot be held for both this course and 65:667.

63:668 SPECIAL STUDIES IN MUSIC EDUCATION (1)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

Credit cannot be held for both this course and 65:668.

63:670 ADVANCED METHODS AND TECHNIQUES IN ELEMENTARY MUSIC (3)

A study of curricula, materials and procedures for teaching general music in the elementary school. Attention will be given to the history and development of current methodologies and to the designing of sequential music programs appropriate to them.

Credit cannot be held for both this course and 65:670.

3 lecture hours per week, one term.

63:672 ADVANCED METHODS AND TECHNIQUES IN CHORAL MUSIC (3)

A comprehensive analysis of the place of choral performance in the secondary school music program, emphasizing the pedagogical function of the conductor as music educator and the role of performance as a means toward musical understanding. The course will provide opportunity for the examination of a range of rehearsal techniques to determine whether they are congruent with the more comprehensive objectives of music education, including the development of musical awareness, musical independence, and aesthetic sensibility.

Credit cannot be held for both this course and 65:672.

63:674 ADVANCED METHODS AND TECHNIQUES IN INSTRUMENTAL MUSIC (3)

A highly personalized course designed to enhance and sharpen instructional skills in instrumental music, with particular emphasis upon the extension and refinement of practical knowledge in individually prescribed areas.

Topics for the collective scrutiny include:

- Development of musically sensitive approaches to teaching beginners.
- In-depth examination of principles of tone production, articulation and technique on common instruments.
- Development of a thorough understanding of intonational deficiencies of wind instruments, and means of compensation.
- Pedagogical means of enhancing the musicality of the public school instrumental program to achieve an educational experience congruent with the expressive nature of music.
- Assessment of personal strengths and weakness as a teacher of instrumental music and development of a systematic program to address the latter.

Credit cannot be held for both this course and 65:674.

3 lecture hours per week, one term.

63:678 ADVANCED CONDUCTING AND SCORE STUDY (3)

(a) Choral or (b) Instrumental

Refinement of technical, interpretive and expressive skills as a conductor, with particular emphasis upon developing the capacity for clear, meaningful communication of musical concepts.

Credit cannot be held for both this course and 65:678.

3 lecture hours per week, one term.

63:678 ANALYTICAL TECHNIQUES (3)

A survey of contemporary analytical appropriate to the study of tonal and post-tonal music.

Credit cannot be held for both this course and 65:678.

3 lecture hours per week, one term.

63:690 MUSIC BIBLIOGRAPHY AND RESEARCH METHODS**(3)**

The course is designed to acquaint students with the performance/literature program with the bibliographic resources for musical research. It deals with both general reference and music reference sources.

Credit cannot be held for both this course and 65:690.

3 lecture hours per week, one term.

63:695 MASTER'S THESIS**(12)**

Prerequisite: Completion of 24 cr. hrs. coursework required for the M.Mus. in Mus. Ed. degree program.

The Master's thesis involves the identification, articulation and critical analysis of a significant problem in music education. The preparation of the document will be supervised by a faculty advisor and will meet guidelines specified by the Graduate Music Department. A committee of three consisting of the student's advisor, a member at large chosen by the Graduate Music Department after considering suggestions from the student, and a member of the Graduate Music Department will determine satisfactory completion of thesis. (Registration deferred until term of anticipated completion.)

Credit cannot be held for both this course and 65:695.

63:699 TOPICS**(3)**

A personal research project with the approval of the Instructor, the Graduate Department and the Dean of the School of Music.

Credit cannot be held for both this course and 65:699.

SECTION 8**GRADUATE HEALTH STUDIES****8.1 MASTER OF PSYCHIATRIC NURSING (MPN)**

The Master of Psychiatric Nursing program at Brandon University is designed for students who are seeking advanced practice roles in psychiatric nursing. The program prepares graduates to be leaders in psychiatric nursing and health care. Graduates will have foundational academic preparation to facilitate advanced knowledge and skills in clinical practice, administration of education, with in-depth focus in one of these streams.

Graduates will combine this knowledge with research methodology to critically analyze current practices and contribute to innovation in service delivery and policy development. Graduates will serve as teachers, mentors and role models to promote excellence among students and practitioners. Graduates will demonstrate ability to engage in reflective practice; anticipate and respond to emerging health and mental health needs; engage in independent practice; and undertake doctoral study.

8.1.1 ELIGIBILITY FOR ADMISSIONS

Please see page [19](#) for full details.

8.1.2 PROGRAM REGULATIONS

The Master of Psychiatric Nursing program consists of 33 credit hours and includes completion of a thesis. Foundational courses in advanced practice are complemented by a focus on a selected stream. Streams are offered in advanced clinical practice, administration, and education. Each of the required courses in each stream includes a practicum experience to provide opportunities for application of course content to practice. The streams are also supported by research courses which, when combined with content from the selected stream, will enable graduates to evaluate current practice and contribute to innovation in service delivery and policy development.

8.1.3 PROGRAM ACCESS

Students may select full-time or part-time study. Courses are delivered largely online with annual 2 - 3 day on-campus sessions.

8.1.4 STUDENT ADVISING

Individuals considering application to the Master of Psychiatric Nursing (MPN) should contact the Program Coordinator before applying for entry to the MPN program to develop a preliminary plan for their course of studies and to identify potential thesis advisors.

Initial advising is provided by the Program Coordinator. The thesis advisor will assume responsibility for advisement once a thesis advisor has been confirmed by the Health Studies Graduate Steering Committee.

8.1.5 DEGREE COMPLETION

Active practicing registration as a psychiatric nurse or nurse in Canada is required for admission to the Master of Psychiatric Nursing program, and registration must be maintained for the duration of the program.

While full-time study may be selected, students must enroll in at least one course per year (May 1 to April 30) in order to maintain student status. Students who will not be taking at least one course in a given year must apply for a Leave of Absence or withdraw from the MPN program.

Submission of an annual report is mandatory. The progress report must be submitted to the MPN Program Coordinator by June 1. Registration in subsequent courses is contingent upon a satisfactory progress report.

Students must complete program requirements within six years of admission. Coursework must be completed within four years of admission to the program.

8.1.6 TRANSFER CREDIT AND PRIOR LEARNING ASSESSMENT AND RECOGNITION

Graduate-level courses taken at other institutions prior to program entry will be evaluated for transfer credit. Prior learning assessment credit may also be available on a case-by-case basis for students whose expertise in a particular area is of sufficient range and depth to demonstrate achievement of course outcomes. A maximum of six credit hours may be obtained through Prior Learning Assessment and Recognition (PLAR).

Brandon University is a signatory to the Western Dean's Agreement and the Canadian Graduate Student Research Mobility Agreement. These agreements provide an opportunity for students with approval from the Health Studies Graduate Steering Committee, to study and conduct research at other Western Canada institutions as part of their program of studies at Brandon University.

8.1.7 RESIDENCY REQUIREMENTS

A minimum of 21 credit hours must be awarded by Brandon University in order to satisfy the MPN program requirements. Course credit obtained through other universities and/or through Prior Learning Assessment may not exceed 12 credit hours. All students are required to attend a 2 – 3 day on-campus session each year.

8.1.8 ACADEMIC PERFORMANCE REQUIREMENT

Please see page 29 full details.

8.1.9 PRACTICUM REQUIREMENTS

A practicum experience is incorporated into each of the required courses in each stream in order to provide an opportunity for application of course content to practice. The selection of the practicum experience sites will be negotiated between the student and the course instructor. Criminal Records Check, Child Abuse Registry, CPR and current immunization may be required for specific clinical placements in the program.

8.1.10 PROFESSIONAL CONDUCT

Students in the Faculty of Health Studies are required to conduct themselves in a safe and ethical manner in all program-related situations. Failure to adhere to expected standards of safe and ethical conduct will result in disciplinary consequences that may include expulsion from the Master of Psychiatric Nursing program. As licensed health professionals, all students are responsible to adhere to the standards of practice and code of ethics for their profession. Students are also responsible to adhere to standards and codes existent in the program of study at Brandon University. The Faculty of Health Studies reserves the right to require any student to be removed from a practicum or the program, based on consideration of competence, professional conduct or health. Under any of these circumstances the student's right to withdraw from the course may be withheld (or in exceptional circumstances revoked).

8.1.11 THESIS REGULATIONS

Thesis guidelines are available online through the MPN website:

<http://www.brandonu.ca/health-studies/programs/master-of-psychiatric-nursing/student-resources/thesis-guidelines-mpn-program/>

8.1.12 CURRICULUM OUTLINE

Students in the Master of Psychiatric Nursing program will complete 33 credit hours including:

Required Core Courses		18
75:651	Foundations for Advanced Psychiatric Nursing Practice	3
75:652	Philosophical Basis for Advanced Practice	3
75:653	Qualitative Health Research Methods	3
75:654	Quantitative Health Research Methods	3
75:655	Seminar Topics in Psychiatric Nursing	3
75:656	Advanced Readings in Psychiatric Nursing or graduate level elective	3
Required Courses in Stream		6
1. Psychiatric Nursing Practice Stream		6
75:657	Advanced Clinical Practice I	3
75:658	Advanced Clinical Practice II	3
OR		
2. Administration Stream		6

75:659	Health Services Leadership and Administration I	3
75:660	Health Services Leadership and Administration II	3
OR		
3. Education Stream		6
75:661	Advanced Nursing Education I	3
75:662	Advanced Nursing Education II	3
Coursework Total		24
75:700	Thesis	9
Total:		33

COURSE DESCRIPTIONS

75:651 FOUNDATIONS FOR ADVANCED PSYCHIATRIC NURSING PRACTICE

(3)

Prerequisite: Admission to the Master of Psychiatric Nursing Program.

In this course, students will explore the roles, competencies and responsibilities inherent in advanced psychiatric nursing practice related to: leadership; management; clinical practice; nursing education; and research. Ethical issues related to advanced practice will be explored. Theory and principles of transformative change will be discussed within the context of nursing, psychiatric nursing and health care. The dynamics of: roles, responsibilities and practice policy development; and the health care delivery system will be explored. Strategies for transition to advanced practice will be investigated.

Online course, one term.

75:652 PHILOSOPHICAL BASIS FOR ADVANCED PRACTICE

(3)

Prerequisite: Admission to the Master of Psychiatric Nursing Program.

The focus of this course is critical inquiry into the nature, scope and purpose of nursing and psychiatric nursing knowledge and the distinct contributions of nursing art, philosophy, and science. Major philosophical positions and their contributions to the development, evolution, and evaluation of nursing and psychiatric nursing knowledge theory will be explored. Critical analysis of various paradigms conceptual frameworks, and nursing theories, will lead students to conceptualize and articulate the philosophical perspectives guide theory practice. Critical links between knowledge creation and practice including administration, teaching, research, and clinical relevance will be examined. The contribution of self, within philosophy and theory development, to inform practice will be explored.

Online course, one term.

75:653 QUALITATIVE HEALTH RESEARCH METHODS

(3)

Prerequisite: Admission to the Master of Psychiatric Nursing Program.

The focus of this course is to provide students with the theoretical background, methodological, and practical skills to engage in quantitative research. In this course, students will develop knowledge and skills in the processes of quantitative research from question development to analysis of findings. Ethical guidelines for quantitative research will be discussed. Students will explore quantitative research methods to understand and apply approaches to specific research questions. Students will be introduced to methods for analyzing and presenting qualitative findings, including the use of software programs.

Online course, one term.

75:654 QUANTITATIVE HEALTH RESEARCH METHODS

(3)

Prerequisite: Admission to the Master of Psychiatric Nursing Program.

The focus of this course is to provide students with the theoretical background, methodological, and practical skills to engage in quantitative research. In this course, students will develop knowledge and skills in the processes of quantitative research from question development to analysis of findings. Ethical guidelines for quantitative research will be discussed. Students will explore quantitative research methods to understand and apply approaches to specific research questions. Students will demonstrate capacity to use analysis software to conduct data analysis and interpret results. Methods for presentations of quantitative findings will also be discussed.

Online course, one term.

75:655 SEMINAR TOPICS IN PSYCHIATRIC NURSING

(3)

Prerequisite: Completion of at least 3 credit hours of core courses in the MPN program.

The focus of this course is on emerging issues and circumstances that influence health, mental health, and psychiatric nursing practice. Social, political, and economic trends will be examined. Program development, implementation and evaluation will be discussed. Resources and supports for assuming a leadership role in relation to health issues will be explored. Students will develop strategies for shaping health policy and practice, as well as strategies for responding to trends in education, leadership, and practice.

Online course, one term.

75:656 ADVANCED READINGS IN PSYCHIATRIC NURSING

(3)

Prerequisite: Completion of 75:651, 75:653 and 75:654

In this course students will be provided with a structure to facilitate individualized learning and thesis development. Students will work with their thesis advisors to prepare a course outline that describes the overall purpose of the course, desired learning objectives, a tentative reading list, learning activities, contact schedule, and course requirements. The course will involve directed readings and will normally be evaluated through such requirements as major papers, or extensive annotated bibliographies. Public presentation may also be required. Online course, one term.

75:657 ADVANCED CLINICAL PRACTICE IN PSYCHIATRIC NURSING I

(3)

Prerequisite: Completion of 6 credit hours of core courses including 75:651.

In this course students will draw upon the fields of neuroscience, human development, attachment theory and trauma to equip the student in the development of a conceptual framework to guide his/her advanced practice. The student will develop enhanced case conceptualization, goal setting and intervention strategies in relation to complex clinical phenomena. Necessary elements of treatment planning, including a broad range of therapeutic interventions and DSM diagnoses, will be covered.

Online course, 6-8 clinical practice hours per week, one term.

75:658 ADVANCED CLINICAL PRACTICE IN PSYCHIATRIC NURSING II

(3)

Prerequisite: 75:657.

Students enrolled in this course will experience both an academic and clinical focus with the opportunity to explore theory and application of it in practice. The role of addictions and trauma will be examined in relation to the student's chosen area of specialization. The role of the advanced psychiatric nurse clinician as consultant and/pr service provider in regard to psychopharmacological and psychotherapeutic strategies in varied settings will be explored.

Online course, 8 clinical hours, 3 hours theory, per week, one term.

75:659 HEALTH SERVICES LEADERSHIP AND ADMINISTRATION I

(3)

Prerequisite: Completion of 6 credit hours of core courses, including 75:651.

The focus of this course is on the administrative aspect of health services delivery and psychiatric nursing practice. The emphasis will be on administrative theory, organizational structure and processes, interdisciplinary collaboration, and the administration of health care at the unit and organizational levels. Theoretical concepts and evidence relevant to administrative roles in the health care system will be explored as a basis for leadership roles in advanced psychiatric nursing practice. Students will apply theory in selected practice settings.

Online course, 6-8 clinical practice hours per week, one term.

75:660 HEALTH SERVICES LEADERSHIP AND ADMINISTRATION II

(3)

Prerequisite: Completion of 6 credit hours of core courses including 75:651.

This course involves the synthesis, application, and further acquisition of knowledge, skills, and attitudes related to health services leadership and administration. Theoretical concepts and evidence relevant to leadership in the health care system will be explored as a basis for senior leadership roles in advanced psychiatric nursing practice. Students will apply and integrate theory in selected practice settings.

Online course, 6-8 clinical hours per week, one term.

75:661 ADVANCED NURSING EDUCATION I

(3)

Prerequisite: Completion of 6 credit hours of MPN courses, including 75:651.

In this course, students will explore and critically examine teaching and learning modalities for nursing education and the evaluation of educational programs and strategies. Advanced preparation for future or current nurse educators and administrators will be provided. Students will apply and integrate pedagogical theories and strategies in selected practice.

Online course, 8 clinical hours, 3 hours theory, per week, one term.

75:661 ADVANCED NURSING EDUCATION II

(3)

Prerequisite: Completion of 6 credit hours of MPN courses, including 75:651.

In this course, students will explore and critically examine philosophical, theoretical, and legal-ethical perspectives in forming curriculum and curriculum development in nursing education. Advanced preparation for future or current nurse educators and administrators will be provided. Students will apply and integrate theory in selected practice settings.

Online course, 8 clinical hours, 3 hours theory, per week, one term.

75:700 GRADUATE THESIS

(9)

Prerequisite: Completion of all required and elective coursework.

A thesis involves identification, articulation, and critical analysis of a significant issue in psychiatric nursing. The thesis will involve application of advanced practice knowledge to a research question. The research question will reflect original thinking on a topic of importance to current practice. Evaluation of the thesis component will include a public thesis defense.

SECTION 9

RURAL DEVELOPMENT

9.1 GRADUATE DIPLOMA IN RURAL DEVELOPMENT

The Graduate Diploma in Rural Development is designed to provide graduate level study to those who want to extend their knowledge of theory and practice through coursework but are not interested in the research training component of graduate study.

The Chair of the Department of Rural Development will assign each student registering in the Graduate Diploma in Rural Development program an advisor who will help the student design a program of study. Any course sequence is allowable, but the thesis option is not available.

9.1.1 PROGRAM REGULATIONS

1. Twenty-four (24) credit hours are required to receive a Graduate Diploma. At least 18 credit hours must be at the 500 level. All non-500 level courses require the approval of the student's advisor, appropriate undergraduate Department Chair, and the Chair of the Department of Rural Development.
2. 100 level courses may not be taken for credit toward the Graduate Diploma.
3. A student is expected to complete the program requirements within six (6) years after first registration.
4. Each student's program of study must be submitted for approval to the student's academic advisor.
5. Students may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, and in-service sessions). Normally, one credit hour is earned for attendance for every 24 hours or relevant non-credit sessions. Prior approval must be sought in the following manner to determine eligibility for credit: The student must submit a written request with the supporting materials/documentation to his/her program advisor. It is expected that workshops, conferences, and professional in-services for which credit is sought will be completed during the student's program and before graduation. Content material should reflect an identifiable theme in rural development and be appropriate for graduate level study. These 3 credit hours will be graded "Pass" or "Fail". Normal per credit hour fees will apply. If a program of 3 credit hours is planned and approved, students will receive credit for 88:580 Guided Individual Study.
6. Prospective students with little direct background in the areas/disciplines/methodologies relevant to rural development may be required to satisfy the Rural Development Graduate Admissions Committee that they will be able to complete the required courses. This may occur, for example, by receiving successful standing in a maximum of two 3 credit hour courses taken at the undergraduate level. The nature of these courses is to be established by the Rural Development Graduate Admissions Committee. All prospective students must have an advanced undergraduate research methods course or the equivalent.
7. A Prior Learning Assessment and Recognition (PLAR) process may be used to evaluate prospective students who have some formal training and detailed relevant experience. This PLAR process will be utilized for both admission and awarding of credit. A maximum of 6 credit hours through PLAR may be used toward the degree. Application for PLAR credit must be made in writing to the Chair of the Department of Rural Development. The submission will include a portfolio providing evidence of participation and accomplishments relevant to rural development. Guidance on the format and details of the submission can be obtained from the Chair, or from the web page at www.brandonu.ca/rural-development.

9.1.3 ACADEMIC PERFORMANCE REQUIREMENT

Please see page 29 for full details.

9.1.4 GRADUATION REQUIREMENTS

1. The Department of Rural Development requires a minimum g.p.a. of 2.7 for awarding of the Graduate Diploma in Rural Development. Students who wish to go on to Master's degree work are normally required to attain a g.p.a. of 3.0.
2. Students who successfully complete the Graduate Diploma in Rural Development may transfer course credits to the Master of Rural Development degree if these credits meet the requirements of the Master's degree program. Only courses in which a minimum grade of "B" was attained may be used for transfer of credit. The same credit hours cannot be applied to both the Diploma program and the Master's program.

9.2 MASTER OF RURAL DEVELOPMENT (MRD)

Prior to applying to the Master of Rural Development Degree program, students are strongly advised to approach the Chair of the Department of Rural Development or one of its core faculty for program information and guidance in working through graduate studies. The student will be assigned an academic advisor upon entry to the program. The Department of Rural Development is committed to high levels

of scholarly achievement and to preparing students for leadership roles. Students should expect a program that is academically challenging as well as practical in orientation.

The course work of the Master's program must be completed within a maximum period of four (4) years from the date of admission. Students who require an extension for successful completion of their program must obtain approval from the Chair of the Department of Rural Development and the Senate Graduate Studies Committee. Students have two years in which to complete their thesis requirement once it has been initiated. Students who require an extension for the thesis must obtain approval from the Chair of the Department of Rural Development. A fee must be paid to maintain the student's status in the program in any year in which he/she is not registered in course work.

If a student exceeds the extension option, he or she may apply for re-admission. At that time, his/her entire program will be reviewed. If the student is re-admitted, a revised program will be developed.

9.2.1 ELIGIBILITY FOR ADMISSION

Please see page 20 for full details.

9.2.2 PROGRAM REGULATIONS

1. The MRD program consists of 30 credit hours including the thesis.
2. Students have the option to exit from the Master's program at this point and pursue a Graduate Diploma in Rural Development (24 credit hours). Approval must be obtained from the Chair of Rural Development.
3. The thesis carries 9 credit hour weight. The topic for the thesis must be approved by an advisor and a small academic/professional committee, normally consisting of two other members.
4. 100 level courses may not be taken for credit toward the Master of Rural Development.
5. Each student's program of study must be submitted by the student's advisor to the Department for approval.
6. Students may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, and in-service sessions). Normally, one credit hour is earned for attendance at 24 hours of relevant non-credit sessions. Prior approval must be sought in the following manner to determine eligibility for credit: The student must submit a written request with the supporting materials/documentation to his/her program advisor. It is expected that workshops, conferences, and professional in-services for which credit is sought will be completed during the student's program and before graduation. Content material should reflect an identifiable theme in rural development and be appropriate for graduate level study. These 3 credit hours will be graded "Pass" or "Fail". Normal per credit hour fees will apply. If a program of 3 credit hours is planned and approved, students will receive credit for 88:580 Guided Individual Study.
7. Prospective students with little direct background in the areas/ disciplines/methodologies relevant to rural development may be required to satisfy the Rural Development Graduate Admissions Committee that they will be able to complete the required courses. This may occur, for example, by receiving successful standing in a maximum of two 3 credit hour courses taken at the undergraduate level. The nature of these courses is to be established by the Rural Development Graduate Admissions Committee. All prospective students must have an advanced undergraduate research methods course or the equivalent.
8. Transfer credits will be accepted, consistent with University policy. Students may transfer a maximum of 12 credit hours (including any credit via Prior Learning Assessment and Recognition) taken at the post-degree level into the Master's program.
9. A Prior Learning Assessment and Recognition (PLAR) process may be used to evaluate prospective students who have some training and detailed relevant experience. This PLAR process will be utilized for both admission and awarding of credit. A maximum of 6 credit hours through PLAR may be used toward the degree. Application for PLAR credit must be made in writing to the Chair of the Department of Rural Development. The submission will include a portfolio providing evidence of participation and accomplishments relevant to rural development. Guidance on the format and details of the submission can be obtained from the Chair, or from the departmental web page at www.brandonu.ca/rural-development.
10. Any student enrolled in 86:600 Thesis and actively engaged in thesis completion as determined on an annual basis by the supervisor and the Chair of Rural Development, shall be considered a full-time student of Brandon University.

9.2.3 ACADEMIC PERFORMANCE REQUIREMENTS

Please see page 29 for full details.

9.2.4 MASTER OF RURAL DEVELOPMENT GRADUATION REQUIREMENTS

The Department of Rural Development requires a minimum degree g.p.a. of 3.0 for awarding of the Master of Rural Development.

9.2.5 MASTER OF RURAL DEVELOPMENT: OUTLINE OF REQUIRED COURSES

Required		18
88:562	Rural Community Development	3
88:591	Research Methods I	3
88:592	Research Methods II	3
88:600	Thesis	9
<i>Choose one:</i>		3
88:560	Economic Development	3

88:561	Business Development	3
Choose: three electives from any of the 500 level Rural Development courses		9
Total:		30

DEPARTMENTAL ADVANCED SEMINAR SERIES

In addition to regularly scheduled courses, students are strongly encouraged to participate in and contribute to **the Departmental Advanced Seminar Series**. The series is **not for credit but is designed to enhance a student's** practical experience in rural development activities and initiatives. Activities could include attendance at thesis presentations, research seminars, workshops and lectures by visiting faculty.

COURSE DESCRIPTIONS

88:551 RURAL RESTRUCTURING

(3)

Prerequisite: Nil.

This course details current conditions and trends in the rural economic, social and political arenas. It concentrates on evolving economic structures, trade patterns and globalization. It describes and details the impact of recent changes in populations, demographics, and inter- and intra-community structures.

3 lecture hours per week, one term.

88:552 SUSTAINABILITY IN RURAL DEVELOPMENT

(3)

Prerequisite: Nil.

The concept of sustainability has gained prominence in the last two decades, and is now deeply embedded in the discourse and practice of rural development. This comprehensive concept has local and global dimensions and implications. It is a dynamic concept that is hotly contested and at the same time brings stakeholders together. This course examines the origins, streams and prospects for sustainable development in the rural context, utilizing both local/regional and international case studies of its conceptualization and practice.

3 lecture hours per week, one term.

88:553 RURAL DEVELOPMENT IN GLOBAL PERSPECTIVES

(3)

Prerequisite: Nil.

This course explores the relationship between rural communities and the global pattern of development. It emphasizes economic institutions, trade and investment patterns and how these are supportive of, or damaging to, rural development. The opportunities and vulnerabilities of Canadian communities and organizations to international action and competition are examined. Impact, reaction and strategies in rural communities in other developed and developing countries are also studied. Political, social, and cultural influences that come from interdependence and reduced obstacles to communication are examined to the extent that they impinge on rural development.

3 lecture hours per week, one term.

88:554 MUNICIPAL GOVERNMENT AND RURAL DEVELOPMENT

(3)

Prerequisite: Nil.

An examination of the role of municipal governments in undertaking the fundamental facets of rural development. A discussion of these governments' relations with relevant provincial departments and with other municipalities and local organizations, as well as their strengths and weaknesses as junior levels of government in promoting economic and social advancement are discussed. Suggestions are offered for enhancing the current limited role of local government and their political and administrative structures and leadership in the achievement of the goal of rural development.

3 lecture hours per week, one term.

88:559 HEALTH OF RURAL POPULATIONS AND COMMUNITIES

(3)

Prerequisite: Nil.

This course will provide the student with an overview of theory, issues, and strategies related to the health of rural residents and the communities in which they live. Determinants of health as they relate to rural populations and communities, the health status of various rural populations, and factors which contribute to the health of rural residents will be discussed. Issues related to rural health care delivery and planning, healthy public policy

and rural health research will be addressed. This course is designed for Master's students interested in the health and sustainability of rural populations and communities.

Credit cannot be held for both this course and 69:459.

Cross-registered with (Health Studies) 69:459

3 lecture hours per week, one term.

88:560 ECONOMIC DEVELOPMENT

(3)

Prerequisite: Nil.

This course investigates the essential role of economic development in overall rural development. It is designed to acquaint students with the principles and concepts of economic development in a modern society. Included are strategies planning, infrastructure development, marketing of the community, investment support, entrepreneurship, enhancement of trade and long-term economic planning.

3 lecture hours per week, one term.

88:561 BUSINESS DEVELOPMENT

(3)

Prerequisite: Nil.

This course discusses the theory, components and process of business development. It is designed to acquaint the student with the intricacies and opportunities of business, the steps in business development and planning, and common issues encountered. Emphasis will be placed on opportunities in the new economy, tourism, investment and development, marketing, team building and partnerships, home and small business, and retention and expansion of existing businesses.

3 lecture hours per week, one term.

88:562 RURAL COMMUNITY DEVELOPMENT

(3)

Prerequisite: Nil.

This foundation course in the Department of Rural Development examines the process, strategies, techniques and other essential factors associated with community organization and development, local/regional planning and social action. Theory and practice are examined, with a focus on the local and regional levels, although an international perspective will also be injected as appropriate. To make the course grounded, field visits to local rural organization may be used as well as participation in, to bring together local stakeholders. The instructor will facilitate the participation of our faculty members in the Department to expose the students to a range of views, competencies and experiences in community development.

3 lecture hours per week, one term.

88:563 RURAL TOURISM

(3)

Prerequisite: Permission of Instructor.

This course examines rural tourism by focusing on three aspects of rural tourism (ecotourism, agritourism, and cultural tourism). In doing so, the course incorporates examples of tourism strategies and activities from across Canada. Adopting a seminar format, students have the opportunity to contribute to improving our understanding of how rural tourism is being practiced in Canada and developing a "Made in Manitoba" rural tourism plan.

Credit cannot be held for both this course and 38:463 and 88:463

Cross-registered with (Geography/Rural Development) 38/88:463

3 lecture hours per week, one term.

88:564 RURAL RESOURCE DEVELOPMENT

(3)

Prerequisite: Nil.

Rural communities in Canada have traditionally been reliant on biophysical resources as economic bases. As resource supply and demand changes, the future of resource-based communities comes into question. This course begins by reviewing economic theories relevant to resource communities (e.g., staples and export-based theories). Using regional inventories, the current states of resource-dependent regions in Canada are explored (e.g., cod fishery, mine closures, changing farm structure). The course then examines the public policy implications of these issues (e.g., local economic development programs), as well as the regulatory framework for resource development in Canada (e.g., Environment Impact Assessment processes). A seminar format is adopted.

Credit cannot be held for both this course and 38:464 or 88:464.

Cross-registered with (Geography/Rural Development) 38/88:464

3 seminar hours per week, one term.

88:565 RURAL ISSUES

(3)

Prerequisite: Nil.

Rural Issues explores a variety of current problems in rural areas focusing mainly on Canada and the developed world. Issues will normally include, but not be limited to, concerns such as urban growth in the countryside, agricultural land preservation, rural and agricultural restructuring, sustainable forest management, the impact of climate change in rural/agricultural areas, provision of rural health care, poverty (especially among certain social groups), rural crime and safety, rural industrial development, strategies for development, and disadvantage as a multidimensional concept.

Credit cannot be held for both this course and 88:350.

3 lecture hours per week, one term.

88:566 RURAL DEVELOPMENT AND SOCIAL INDICATORS

(3)

Prerequisite: Permission of Instructor.

This course examines quantitative issues related to “measuring” rural development, particularly through the use of social indicators. The course begins with an introduction to social indicators research and rural development, including philosophical perspectives and theoretical and conceptual frameworks. This is followed by examples and case study analyses using a) quantitative/objective social indicators and b) qualitative/subjective social indicators. A significant part of the course each year will be a rural community study involving the collection and analyses of subjective social indicators and linking these to rural development patterns. The course will conclude with evaluations and assessments focused on developing critical perspectives on rural development and social indicators.

Credit cannot be held for both this course and 88:351.

3 lecture hours per week, one term.

88:569 SEMINAR IN AGRICULTURAL HISTORY

(3)

Prerequisite: Nil.

This is an elective seminar course for graduate students in the Master of Rural Development program (meets concurrently with 54/88:459 but with graduate level expectations) that will explore a variety of themes in agricultural history. Course will have world, North American, and regional/local focuses.

3 lecture hours per week, one term.

88:571 THE RURAL-URBAN FRINGE

(3)

Prerequisite: Nil.

The rural-urban fringe is a region surrounding the city where there is a comingling of urban and rural land uses, lifestyles, and economic activities, and where conflict and controversy are often present. Examples of rural-urban interactions where problems emerge include: land use conflicts between urban and rural land use (.e.g., between rural non-farm residents) and farmers, and economic concerns, such as development versus the preservation of rural space.

Credit cannot be held for both this course and 38:471 or 88:471

3 lecture hours per week, one term.

88:580 GUIDED INDIVIDUAL STUDY

(3)

Prerequisite: Nil.

This course is tailor-made for the student's needs, interests and areas of specialization. After determining these, the Department of Rural Development will assign a course advisor who will develop the course requirements and assessment methods. Guided Individual Study is developed on an individual student basis with a Department of Rural Development faculty member.

88:590 CO-OPERATIVE EXPERIENCE

(3)

Prerequisite: Nil.

On the basis of interest, knowledge and availability, the student will be assigned a place of work, a program of research/field work that will enhance the student's knowledge and understanding of rural-based work, as well as the institution to which the student has been assigned. Co-operative Experience is developed on an individual student basis with a Department of Rural Development faculty member.

88:591 RESEARCH METHODOLOGY

(3)

Prerequisite: Nil.

Credit cannot be held for both this course and 88:491.

This course orients students to proposal preparation and thesis completion through discussion, literature reviews, examination sampling and survey design, analytical methods and forms of written expression. All students in the Master of Rural Development program must complete this course.

3 lecture hours per week, one term.

88:592 RESEARCH METHODS II

(3)

Prerequisite: 88:591.

This course is designed to prepare students to complete their graduate thesis. The course consists of units on the technical aspects of thesis proposals, defining audience and organization, and preparing literature reviews and working outlines. The course involves a review of the statistical methods most commonly used for analysis of data relating to rural development.

3 lecture hours per week, one term.

88:599 SPECIAL TOPICS IN RURAL DEVELOPMENT

(3)

Prerequisite: Enrolment in Graduate or Master of Rural Development program.

A course of study on a special topic in rural development to be selected in consultation with the department. May be a series of lectures or seminars by visiting professors or regular members of faculty. May be a research project on a special topic in rural development normally culminating in a major paper.

3 lecture hours per week, one term.

88:600 THESIS

(9)

Prerequisite: Permission of the Department.

Students must complete and successfully defend a thesis to receive the MRD degree. A thesis involves the identification, articulation and critical analysis of a significant issue in rural development. Definition of the topic and preparation of the thesis will be supervised by a faculty

advisor or advisors, and normally will involve an advisory committee. Final approval of the thesis (defense) must involve a three person adjudication, including the Faculty advisor and two others.

88:602 ADVANCED SKILLS FOR RURAL DEVELOPMENT

(3)

Prerequisite: Nil.

Practical skills for rural development are essential tools for effective engagement in community development. The "Skills" course is designed to develop essential skills not already built into other courses in the Master's program. These skills may relate to communication (*e.g.*, language acquisition, information technology, multi-media presentations), organization and planning (*e.g.*, grant proposal preparation, visioning, strategic planning) or group facilitation (*e.g.*, conflict management, effective meeting management, gaining participation). The mix of skills may vary from time to time as demands made on the profession are recognized.