
Brandon University

Graduate Calendar

2006 - 2007



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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
On examinations, registrations, records, transcripts, withdrawal from University, change of Faculty	D. Berkan , C.G.A. Director, Financial & Registration Services
On graduation, awards and scholarships, and appeals of Academic Regulations	J. Wright , B.A. (Hons.), M.A , Ph.D.; (Acting) Executive Dean of Student and International Affairs/University Registrar
On admissions	M. Kerr , B.G.S., Director of Admissions
On personal problems, vocational planning, financial assistance	J. Wright , B.A.(Hons.), M.A , Ph.D ; (Acting) Executive Dean of Student and International Affairs/University Registrar
On University residences	P. O'Driscoll , B.Sc., Director of Residence Hall Programs
On Dining Room facilities	K. Hamilton , Manager of 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 **sessional timetable or current course offerings**.
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."

HOW TO USE THIS CALENDAR

1. Look in the **Table of Contents** at the beginning of the Calendar for the page numbers of the main sections referenced below. Look in the **Index** at the back of the Calendar for specific topics.
2. If you are applying to come to Brandon University for the first time, see the **Admission Requirements** section (section 5.1).
3. You **must** become familiar with all the regulations for the degree that you plan to take. The University makes it your **responsibility** to ensure that you take the right courses to graduate. In most cases, no one will check your program for you unless you ask them to. You should read **all** of the regulation sections of the Calendar, ideally right away, but definitely before you begin your second year.
4. The Calendar contains a description of all of the graduate level courses that are ever offered by each department. Not all of these courses are offered every year. A separate document, the **Registration Guide**, lists the courses that are offered during the current year's Regular Session, along with the times that they are offered. Instructions as to how to register for courses can be found at the beginning of the Registration Guide. Regulations concerning Registration and related topics can be found in the **Registration** section (section 5.2) of the Calendar.
5. You can get help with course selection, interpretation of regulations, and any other aspect of your program by contacting **Student Services** at 727-9769.
6. Use the **Calendar** to review the course offerings in areas that are of interest to you. Then use the **Registration Guide** to see if the courses are offered and whether they will work into your schedule.



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SECTION 1 ACADEMIC CALENDAR

MARCH 2006

Friday 31

- **Graduation Application Deadline** for application for May 27, 2006, Spring Convocation.

APRIL 2006

Tuesday 4

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

Friday 7 -- Tuesday 25

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

Friday 14

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

MAY 2006

Friday 5 -- Sunday 7

- **Competition:** Twenty-Ninth Annual S.C. Eckhardt-Gramatté National Competition for the Performance of Canadian Music.

Monday 8

- **Spring Registration** for those who have been accepted for Spring Session First and Both term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** in First and Both term courses.

Wednesday 10

- **Spring Registration and Course Changes:** Last date for registration and course changes (additions) in First and Both term courses.

Friday 19

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from First term Spring courses.

Monday 22

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

Saturday 27

- **Spring Convocation** for Arts, Science, Health Studies, Education, Music, General Studies and First Nations and Aboriginal Counselling.

Monday 29

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

Wednesday 31

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

JUNE 2006

Monday 5

- **Spring Registration** for those who have been accepted for Spring Session Second term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** for Second term and resume in Both term Spring courses.

Wednesday 7

- **Spring Registration and Course Changes:** Last date for registration and course changes (additions) in Second term courses.

Thursday 15

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from Second term Spring courses.

Thursday 22

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

Tuesday 27 -- Wednesday 28

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

JULY 2006

Monday 3

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

Tuesday 4

- **Summer Registration** for those who have been accepted for First and Both term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** for First and Both term Summer courses.

Thursday 6

- **Summer Registration and Course Changes:** Last date for registration and course changes (additions) in First and Both term courses.

Monday 17

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from First term Summer courses.

Monday 24

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

Wednesday 26

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

Monday 31

- **Summer Registration** for those who have been accepted for Second term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** in Second term and resume in Both term Summer courses.

AUGUST 2006

Wednesday 2

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

Monday 7

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

Monday 14

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from Second term Summer courses.

Monday 21

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

**Friday 25**

- **Graduation Application Deadline** for application for October 2006 Convocation (no ceremony).

Wednesday 23 --Thursday 24

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

SEPTEMBER 2006**Monday 4**

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

Tuesday 5

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

Wednesday 6

- **First Day of Classes** for First and Both term Fall courses (except Education).

Monday 11

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

Tuesday 19

- **Registration and Course Change Deadline:** Last date for registration and course changes (additions) in First and Both term Fall courses.

OCTOBER 2006**Monday 2**

- **Grad. Dip. and M.Ed. Application Deadline:** Last date for receipt of applications to these programs.

Monday 9

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

Tuesday 17

- **Graduation** (no ceremony).

Friday 27

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from First term Fall courses.

NOVEMBER 2006**Thursday 2 -- Friday 3**

- **Open House:** School of Music.

Thursday 9

- **Fall Study Break:** no classes scheduled in Arts, Science, Health Studies, Music, Education (Dept. 05 non-methods and Dept. 06), General Studies, and First Nations and Aboriginal Counselling.

Friday 10

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

Friday 24

- **Graduation Application Deadline** for application for February 2007, Convocation (no ceremony).

DECEMBER 2006**Friday 8**

- **Last Day of Classes** for First and Both term Fall courses (except Education 01-04 and 05 methods).

Monday 11 -- Wednesday 20

- **Final Examinations** for First term courses and mid-term exams for Both term courses (except Education).

Friday 22 -- Wednesday, January 3, 2007

- **University Closed** for the holidays -- no classes scheduled.

JANUARY 2007**Wednesday 3**

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

Thursday 4

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

Wednesday 17

- **Winter Registration and Course Change Deadline:** Last date for registration and course changes (additions) in Second term courses.
- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from both term courses.

FEBRUARY 2007**Tuesday 6**

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

Monday 12 -- Friday 16

- **Mid-term Break:** no classes scheduled in Day and Evening courses (except Education).

Monday 19

- **Classes Resume** following the mid-term break.

MARCH 2007**Thursday 1**

- **Winter Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from Second term courses.

Friday 30

- **Graduation Application Deadline** for application for May 26, 2007, Spring Convocation.

APRIL 2007**Monday 2**

- **Grad. Dip. and M.Ed. Application Deadline:** Last date for receipt of applications to these programs.

Thursday 5

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

Friday 6

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

Wednesday 11 --Wednesday 25

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

MAY 2007**Friday 4 -- Sunday 6**

- **Competition:** Thirtieth Annual S.C. Eckhardt-Gramatté National Competition for the Performance of Canadian Music.

Monday 7

- **Spring Registration** for those who have been accepted for Spring Session First and Both term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** in First and Both term courses.

**Wednesday 9**

- **Spring Registration and Course Changes:** Last date for registration and course changes (additions) in First and Both term courses.

Friday 18

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from First term Spring courses.

Monday 21

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

Saturday 26

- **Spring Convocation** for Arts, Science, Health Studies, Education, Music, General Studies and First Nations and Aboriginal Counselling.

Monday 28

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

Wednesday 30

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

JUNE 2007**Monday 4**

- **Spring Registration** for those who have been accepted for Spring Session Second term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** for Second term and resume in Both term Spring courses.

Wednesday 6

- **Spring Registration and Course Changes:** Last date for registration and course changes (additions) in Second term courses.

Thursday 14

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from Second term Spring courses.

Thursday 21

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

Tuesday 26 -- Wednesday 27

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

JULY 2007**Monday 2**

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

Tuesday 3

- **Summer Registration** for those who have been accepted for First and Both term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** for First and Both term Summer courses.

Thursday 5

- **Summer Registration and Course Changes:** Last date for registration and course changes (additions) in First and Both term courses.

Monday 16

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from First term Summer courses.

Monday 23

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

Wednesday 25

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

Monday 30

- **Summer Registration** for those who have been accepted for Second term courses but who have not registered in advance.
- **Fees** are due and payable at time of registration.
- **First Day of Classes** in Second term and resume in Both term Summer courses.

AUGUST 2007**Wednesday 1**

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

Monday 6

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

Monday 13

- **Voluntary Withdrawal Deadline:** Last date for voluntary withdrawal, without academic penalty, from Second term Summer courses.

Monday 20

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

Wednesday 22 --Thursday 23

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

Friday 24

- **Graduation Application Deadline** for application for October 2007 Convocation (no ceremony).

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.

In 1922 the Science Building was opened, but an economic slump kept the building from being completed according to original specifications. The Bachelor of Science degree was added in 1939.

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. The Arts and Library Building, later named the A. E. McKenzie Building, in honour of a chief benefactor of the college, and the J. R. C. Evans Lecture Theatre, named in honour of former Brandon College president Dr. J. R. C. Evans, were officially opened in 1961.

In 1962 the steam plant, Darrach Hall (Men's Residence), and the dining hall were completed. Added in 1963 were the Music Building and Flora Cowan Hall (Women's Residence). The Brandon University Gymnasium was opened in 1965.

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.

The Education Building was constructed in 1967, and the Western Manitoba Centennial Auditorium in 1969. A 10-storey, high-rise residence, McMaster Hall, for men and women, was opened in the fall of 1971. The Jeff Umphrey Memorial Centre for Mental Retardation opened in the fall of 1971 and housed a bookstore, bank and a day care centre, as well as the research centre on mental retardation.

The J. R. Brodie Science Centre was opened officially in May 1972, although classes were held there during the 1971-72 school year. It has modern facilities for the departments of chemistry, physics, botany, zoology, geology, geography, mathematics and computer science, and psychology.

In early 1980 the Master of Music Degree Program was approved, and in September 1980 the Applied Program commenced. The Master of Music (Education) commenced in September 1981.

In November 1983 a sod-turning ceremony was held initiating the beginning of the new Music Building erected to the south of the Western Manitoba Centennial Auditorium and west of the Arts and Library Building. In October 1984 Her Majesty Queen Elizabeth II officially named the structure the Queen Elizabeth II Music Building. Members of the Music Faculty moved into the new building during the summer of 1985 and classes were held there in Fall, 1985.

In September 1986 classes commenced in the Department of Nursing and Health Studies program with 2-Year Post-Diploma Baccalaureate Degrees in Nursing and Mental Health. In 1990 the University introduced a major in Business Administration in the Faculty of Arts. Brandon University received its second master's program when the Master of Education was approved in 1990. In 1991 a minor in Women's Studies was approved in the Faculty of Arts. In 1993, a minor in Aboriginal Art was approved. In September 1996, the 4-Year Bachelor of Science in Psychiatric Nursing was offered for the first time.

Beginning in the early fall of 1996, the renovation and reconstruction of Clark Hall and the Original Building with the retention of the original facade was initiated. This historic project was completed in the Spring of 1997. Faculty and administration occupy the new structure, and classes are being held in the new large classrooms in the renovated Clark Hall and Original Building.

In 1997, Brandon University established the School of Health Studies, the home of the post-diploma nursing and mental health programs and the B.Sc. in Psychiatric Nursing, and first offered the 4-Year Bachelor of Business Administration degree. The Bachelor of First Nations and Aboriginal Counselling and the Master of Rural Development degree programs were instituted in 1998, fol-



lowed by the Bachelor of Arts/Bachelor of Science in Applied Disaster and Emergency Studies in 2001. Also in 2001, a new Distributed Major in Science, designed for students who plan to teach in the secondary schools, was introduced.

In 1998, the Manitoba Legislature passed the Brandon University Act. Brandon University currently has an enrollment of 3,000 and 250 faculty members.

In September 2003, the School of Health Studies and the First Nations and Aboriginal Counselling program first held classes in their new Health Studies complex, an expansive and creative addition to their original building on the northeast corner of the campus.

New programs in 2003 included the innovative four-year Bachelor of Arts (Major in Creative Arts), the first integrated Western and Aboriginal Bachelor of Fine Arts in Canada, and the interdisciplinary Bachelor of Science in Environmental Science.

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://www.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 provides on-site reference, information services, and advisory service for access to other archival repositories.

The archives website may be viewed at: <http://www.brandonu.ca/Library/archives/archives.htm>.

2.3 ATHLETIC AND CAMPUS RECREATION PROGRAMS

2.3.1 ATHLETICS

The University intercollegiate teams are known as the Bobcats. The Bobcats compete intercollegiately in men's and women's basketball and will add men's and women's volleyball May, 2005.

These teams compete in the **Canada West Conference** against the *Pacific Division* consisting of British Columbia, Victoria, Trinity Western, Simon Fraser, and Thompson Rivers University, the *Central Division* consisting of Calgary, Lethbridge, and Saskatchewan, and the *Great Plains Athletic Division* consisting of Manitoba, Winnipeg and Regina.

Brandon University can qualify for national championships in Canada through its membership in the Canadian Inter-University Sport. The Bobcats also participate in inter-conference competition and international competition in the United States. For more information, contact the Athletic Office at (204) 727-7375, or e-mail bobcat@brandonu.ca or check out the website <http://www.brandonu.ca/athletics/>.

2.3.2 CAMPUS RECREATION/INTRAMURAL

Brandon University Campus Recreation endeavors to provide equal opportunity for all students, faculty, staff, BUFIT members

and alumni to participate in a variety of physical activities, whether it be competitive, recreational, instructional or sport club oriented.

Campus Recreation stresses *something for everyone* - a reflection of their commitment to a quality program that everyone can participate in and enjoy. Participation is the key - it's fun and rewarding!

Participants wishing to take part on an informal basis can do so in activities such as swimming, aqua fitness, skating, racquetball, aerobics, working out in the hydra gym, in an activity of your choice during open gym, and participating in special events, such as Bowlerama and Ultimate Disc. Club sports that are available include Badminton, Curling, Kickboxing, Fencing, Volleyball, Soccer, Rowing, Jiu Jitsu, and Self-Defense. Intramural sports that are offered include Touch Football, Soccer, Handball, Slow-Pitch, Volleyball, Floor Hockey, Ice Hockey, Basketball, Badminton, 3 on 3 Basketball, Golf Scramble, Road/Walk Race, and Curling Bonspiels. Most of the Intramural sports are co-ed. The ultimate aim is to create, among all participants, a positive attitude towards the necessity of active participation in physical activity.

Brandon University Campus Recreation invites you to participate in an activity of your choice. The activities are designed to enrich the university experience of every participant, and to allow for maximum enjoyment.

For more information on programs and fees, contact the Campus Recreation Office at 727-9642 or 727-9636 from 8:30 to 4:30 pm, Monday to Friday, or email stanley@brandonu.ca or check out the website <http://www.brandonu.ca/academic/education/recl/>.

Gymnasium facilities and equipment are normally available from 8:30 am to 10:30 p.m. daily.

2.4 THE B. J. HALES MUSEUM

Assembled in part by the actions of the late B. J. Hales, prominent local educator, author and naturalist, the B.J. Hales museum of Natural History collection documents the natural history of Manitoba and other prairie provinces. In addition to the extensive collection of local mammals and birds, the B.J. Hales museum also endeavors to produce exhibits documenting the geological, botanical, and archaeological heritage of Manitoba.

At the present, the museum is open from Monday-Friday, from 1:00 to 4:00 p.m., or by special appointment. Reservations can be made for individuals or groups by contacting the museum at (204) 727-7307, or by email at bjhales@brandonu.ca. Admission is free.

The museum is located in the Heritage Floor, on the lower level of the George T. Richardson Centre.

2.5 STUDENT GOVERNMENT ACTIVITIES

Brandon University Students' Union Incorporated

The Brandon University Students' Union (BUSU) is the official body of the students at Brandon University. The Students' Union makes a number of services readily available to you.

BUSU provides student representation on the Board of Governors, Senate, each Faculty Council and the University Sexual Harassment Committee. BUSU is member Local 37 of the Canadian Federation of Students, and through its affiliation with that organization enjoys such benefits as: lobbying at the provincial and federal level, free International Student Identity Cards (ISIC); access to the Student Work Abroad Program (SWAP); and access to the Studentsaver discount card program. BUSU council provides assistance for alleged sexual harassment, or other student grievances brought to its attention.

BUSU also provides a number of tangible services. Many of these are located in the Knowles Douglas Centre (KDC). They include the BUSU offices, Peer Support Centre, SUDS lounge, Canadian Labor Congress Board Room, Data Centre (free use of typewriters and computers), Campus Bookstore, The Quill (student newspaper) Brandon University Student Radio, On-campus retail businesses, BUSU games room. The BUSU Office provides fax, photocopier and computer workstations for students, as well as the ability to purchase bus passes. BUSU services located in the building include the Peer Support Centre, Food Bank, Equality resource Centre and Mature Students' lounge. Also located in the KDC are the Campus Bookstore, The Quill Student Newspaper, and the Student Union Drinking Spot (SUDS).

In addition to the above mentioned services BUSU also provides funding for the Student Media Group (which oversees the radio station and campus newspaper); oversees the operation of the student-owned building through the Knowles-Douglas Commission;



provides funding for the Student Travel Fund, scholarships and bursaries, the BUSU Tutorial Service, and the student handbook; provides club space and funding support for campus clubs and constituency organizations such as the International Students' Organization, the education Students' Society, and the Aboriginal Student Council; and sponsors cultural and entertainment activities throughout the academic year, such as frosh week, Shin-rama, and other events.

All members of the Union are entitled to vote and hold office, and are encouraged to do so. Annual general meetings, the highest decision-making body of the union, are held on a semi-annual basis. The BUSU office holds regular office hours through most of the year, between 8:30 a.m. and 4:30 p.m. Monday through Friday. Please call 727-9660, or e-mail busu@brandonu.ca for more information.

2.6 STUDENT SERVICES

Student Services provides an array of services and programs that enhance the academic process and contribute to the overall development of students. In order to address the unique needs of students, Student Services assists them in intellectual, vocational, personal and social development. Various services are made available, free of charge, to Brandon University students. For information or appointment, call (204) 727-9769.

2.6.1 COUNSELLING SERVICES

Our counsellors help students find healthy, practical and safe ways to adjust to the demands of university life, to handle personal problems and to achieve their dreams and aspirations. They provide confidential counselling, workshops and support groups to help students resolve relationship and family problems, anxiety and stress, anger and interpersonal conflicts, depression, loneliness, problems of self-esteem, sadness and loss. For an appointment, visit us in Room 115 A. E. McKenzie Bldg. (main floor) or call 727-9769. You may also e-mail us: sarbit@brandonu.ca or mcmasters@brandonu.ca. See our website for lots of helpful information: <http://www.brandonu.ca/studentsvc/counselling/counseling%20home%20page.htm>.

2.6.2 SERVICES FOR STUDENTS WITH DISABILITIES

In October 1990, the Brandon University Senate approved the following policy: *Brandon University recognizes the right, guaranteed under the Manitoba Human Rights Code, of all individuals to be treated in all matters solely on the basis of their personal merits, and to be accorded equality of opportunity with all other individuals. The University acknowledges that, as stated in the Human Rights Code, to protect this right, it is necessary to ensure that reasonable accommodation is made for individuals with disabilities. The University notes that failure to provide reasonable accommodation to disabled persons is a form of discrimination prohibited by the Human Rights Code*

The Services for Students with Disabilities program ensures that students with learning, emotional, and physical disabilities have equal access to university programs. Students with disabilities must contact the Disabilities Coordinator in Student Services and provide documentation in order to receive services. Once it has been established that university accommodation is required for special needs, individualized plans are developed to assist students with special registration, equipment needs, in-class support (e.g., note-takers), individually administered exams, or other accommodations to remove barriers to academic success. For further information, call the Special Needs Coordinator at (204) 727-9635 or e-mail springers@brandonu.ca.

2.6.3 SERVICES FOR FIRST NATIONS AND METIS STUDENTS

Brandon University has been a recognized pioneer in providing quality education for First Nations and Metis students. The staff at Student Services takes particular pride in planning and offering culturally sensitive academic supports and personal counselling. Student Services programs also include special orientation to the University and community, learning skills, and workshops specific to student needs. In addition, our liaison with the community resources relevant to First Nations and Metis students and their families helps students to make Brandon University a comfortable place to be and a home for their successful educational experience. The Indigenous Peoples' Centre, an on-campus resource centre, is available for First Nations and Metis students, their tribal

council counsellors and the Elders Program. For more information, call (204) 727-7353 or e-mail mckay@brandonu.ca.

2.6.4 ELDERS PROGRAM

The Elders Program aims to ensure that the educational experience will be a successful and pleasant one for Brandon University First Nations and Metis students and their families. It also aims to build a climate at the university which recognizes and respects the culture and heritage of First Nations and Metis students so that they may experience increased self-esteem and a strong, healthy identity. Canada's first comprehensive program of this sort, the Elders Program provides, to the whole educational community, numerous services, including spiritual and traditional counselling, performance of relevant ceremonies, mediation, and assistance with student orientation. For more information, call (204) 727-7353 or e-mail mckay@brandonu.ca.

2.6.5 SERVICES FOR INTERNATIONAL STUDENTS

The International Students' Advisor, working in Student Services, and staff located in the Office of International Activities, located in McMaster Hall, assist with course selection and registration, immigration concerns, cultural adjustment, housing, employment, health insurance, transportation and other matters which concern international students. Both offices advise the International Students' Association and serve as liaison to Citizenship and Immigration and other agencies involved with international educational exchange. For further information, call (204) 727-7390 or e-mail: shewchuk@brandonu.ca or contact the Office of International Activities at (204) 727-7479 or e-mail: allan@brandonu.ca..

2.7 THE RESIDENCES

Brandon University provides residence for approximately 445 undergraduate students. Residence living on campus provides not only convenient living accommodation, it provides an environment from which residents may secure additional educational, social and cultural advantages. The following accommodation is available:

	Men	Women	Total
McMaster Hall	112	112	224
Darrach Hall	96	---	96
Flora Cowan Hall	---	125	125
	208	237	445

University residences are located on the Brandon University campus and are open to students registered in courses of study at the University or Assiniboine Community College. Residences are under the supervision of Residence Councils and Residence Assistants in association with the Director of Residence Hall Programs.

For further information on residence accommodation, please contact the Residence Hall Programs Office.

2.8 BRANDON UNIVERSITY ALUMNI ASSOCIATION

The Alumni Association is the official organization of all Alumni of Brandon College and University. It functions as a link between alumni and their *alma mater*. It is aimed at fellowship and co-operative support of the University in all phases of its activities. At the same time, it provides its members with opportunities to make the university experience a continuing one.

Activities of the association include publication of the news magazine Alumni News, and the sponsorship of various reunions, programs and events. The association has hosted events on and off campus, and is active nationally and internationally.

The Alumni Association also administers the J.R.C. Evans Memorial Student Loan Fund, providing emergency financial assistance to students who would otherwise be unable to remain in university. The Association also administers the Excellence in Teaching Award, the Distinguished Services Award, the Alumni Award (see Awards section 14) and the Wall of Fame Award.

The Alumni Association is governed by a Board of Directors and is represented on the Board of Governors, the Brandon University Foundation and the BUSU Board, which oversees the activities of the SUDS Lounge.

The Alumni Officer can be reached at 727-9697.



2.9 BRAN-U-DAY CARE CENTRE, INC.

The Bran-U-Day Care Centre, (a provincially subsidized day care) located adjacent to campus at 303 21st Street, welcomes children between the ages of 2 and 6, of students and staff of Brandon University and the community. Open weekdays from 7:45 a.m. to 5:30 p.m., the Centre provides a secure physical, emotional, and intellectual environment for children. A board of parents and University staff sets policies for the Centre. Information about registration, fees and program can be obtained by visiting the Centre or by calling 725-0968.

2.10 BRANDON UNIVERSITY FACULTY OF EDUCATION JUNIOR KINDERGARTEN

Currently located in Room 114 of the Education Building (location under review), Junior Kindergarten provides a fully subsidized educational and social experience for children 3 years to 5 years of age. Parents may choose from one, two or three sessions a week programs. Classes are 9:00 - 11:30 a.m. or 1:00 - 3:30 p.m. Monday to Friday. For further information regarding programming, registration, or fees, please contact Jennifer Cullen at 727-7420.

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.
3. Any exceptions to these general principles shall be made only with the consent of the Senate Scholarship Committee and the Senate.

3.1.2 GENERAL INFORMATION

All awards listed in the Scholarship Section of the Calendar are subject to change without notice. The value of awards may also 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).

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 designated for entering students from accredited high schools are awarded to students entering university for the first time who have achieved a minimum high school average of "C+" (65%).

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. These scholarships and bursaries are marked below as follows.

Manitoba



3.1.3 CONDITIONS FOR RECEIVING AWARDS

- 1. All graduate awards are tenable only for the Regular Session (September - April).
2. 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.).
3. The University does not guarantee any awards other than those created from University funds.
4. An award is not granted if there is no eligible candidate.
5. The University retains the right not to administer awards which in its opinion are not in the University's best interests.
6. No student may receive an award for achievement in a particular course if the earned letter grade is less than "B" (3.0).
7. An award may be deferred for one year if approved by the Scholarship Committee.
8. February and October graduates are eligible for awards conferred during the following Spring Convocation if they have met the normal requirement of registration in a minimum of 24 credit hours in their final year.
9. In the case of a tie for highest standing in a subject, priority is given to the student majoring in the field.
10. The Senate Scholarship Committee may use an Award Point System to break a tie for an award if necessary.
11. 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.


Agrium Inc. Bursary in Rural Development --- To be awarded to a graduate student enrolled in full-time studies in the Master of Rural Development program. \$1750

Manitoba




BUAA & Mrs. Kay Gardner Graduate Scholarship at Brandon University --- To be awarded to an outstanding student in a graduate program at Brandon University who shows a high degree of commitment and dedication to the area of study as



recommended by the relevant Dean/Director. Students may receive this scholarship only once. \$1000
Manitoba 

Canadian Imperial Bank of Commerce Bursaries in Rural Development --- To be awarded on the basis of financial need, to students who are enrolled full-time in either the Masters or the Graduate Diploma program in Rural Development at Brandon University. Number varies \$2450

J. Irving Bateman and B. Scott Bateman Memorial Scholarship --- Awarded to a student entering the Graduate Diploma in Education or the Master of Education program. The student will have already demonstrated a commitment to and leadership in delivering excellent and innovative programming in the public schools of northern or remote areas of Manitoba. A letter of reference from a supervisor, attesting to such performance, will accompany the student's application. In the event that no suitable student applies at the entrance level, it may be granted to a student who is already in one of those qualifying programs, providing the student meets the other criteria. \$412
Manitoba 


Brandon University Students' Union Endowed Bursaries --- This award will be granted to full-time or part-time students in financial need. The number of awards will vary as the endowment grows. The awards will be proportionally allocated based on the most recent available student enrolment figures for each area of the university. \$500

Helen Hill Memorial Prize --- Open to any student (includes teachers in school having an aptitude for and an interest in Special Education) entering the Faculty of Education at B.U. in the Graduate Diploma in Education with a major in Special Education. (It is expected that the successful candidate will, after graduation, teach in a school in the Province of Manitoba.) \$675

President's Graduate Scholarship in Rural Development --- to be awarded to an entering student within the Master's of Rural Development degree program with first-class academic standing (normally defined as a minimum "A-" graduation average) at the time of application. Students will be considered for this award upon application on the basis of academic excellence and contributions to the diversification of the Master of Rural Development program. \$Tuition

Provincial Exhibition of Manitoba Scholarship at Brandon University --- To be awarded to an outstanding student who is a Manitoba resident enrolled full-time at Brandon University, with preference given to students enrolled in the Business Administration, or Rural Development program at either the undergraduate or graduate level. The recipient may be invited to the Provincial Exhibition Annual meeting, President's Dinner and Grand Prix at the Royal Manitoba Winter Fair. The recipient may receive this award only once. \$1300

Harold Vidal Scholarship in Master of Education --- To be awarded to a student who is a full-time student (minimum of 9 credit hours per calendar year) in the Master of Education program and who is a B.U. graduate. Preference may be given to rural, aboriginal and northern students. Awarded upon the Faculty of Education recommendation. \$1500

Henry F. Wiebe Graduate Award in Rural Community --- will be awarded preferentially to a full-time student enrolled in any year of the Graduate Diploma in Rural Development at Brandon University. The recipient will be recommended by the Dean of the Faculty of Arts. The recipient must show community involvement and a desire to pursue a career in rural community development. The Senate Scholarship Committee will only grant an award so recommended. Recipients will have the opportunity to participate in rural development initiatives. Students may be granted this award more than once. Award number and value may range at the discretion of the Dean. This award will not necessarily be granted every year. \$900
Manitoba 

3.1.6 RECOMMENDED BY FACULTY


Brandon Teachers' Association Graduate Scholarship --- To be awarded annually to a student who: a) is currently a member in good standing with the Brandon Teachers' Association; b) is entering the final year of the Master of Education program

or the Master of Music (Major in Music Education) at Brandon University in the coming academic year; c) has the highest grade point average of those applying. \$300

J.R.C. and Adelene Evans Graduate Music Scholarship in Piano --- To be awarded to a student entering the Master of Music program in piano who demonstrates outstanding ability at the on-campus entrance audition. \$350

Graham Hurlburt Scholarship --- Established in memory of Dr. Graham Hurlburt, to be awarded, upon the recommendation of the Department, to the student who achieved the highest academic standing graduating with a Master of Education in Counselling. If there is no suitable M.Ed. Student in counselling who meets the above requirements, the M.Ed. Student graduating with the highest g.p.a. in at least 6 credit hours of Counselling courses may receive the award. \$1150

Dorothy Kitchen Scholarships --- Awarded on the basis of outstanding accomplishment or promise to a student(s) in any year of the Master of Music program. If there should be no suitable graduate student(s), this scholarship may be awarded to an undergraduate student. \$5150

Shur-Gro Scholarship in Rural Development --- Will be awarded to a rural Manitoba student enrolled in the Rural Development program at Brandon University. \$800
Manitoba 

3.2 MANITOBA STUDENT FINANCIAL ASSISTANCE PROGRAM

The Manitoba Student Aid Branch is a your contact when applying for federal and provincial loans, grants and bursaries. Assistance is based on an assessment of financial need and is provided primarily in the form of repayable Canada and Manitoba Student Loans. Non-repayable grants and bursaries are also available.

Students should apply well in advance of your program start date. You can obtain information about student financial assistance and apply on-line at: www.studentaid.gov.mb.ca. With the interactive on-line application, you will receive an estimate of Canada Student Loan and Manitoba Student Loan assistance within minutes of submitting your application. You will receive a letter notifying you of the actual assistance within two weeks. You can also obtain a paper application at the Financial and Registration Services office on campus. Applications for the 2006-2007 academic year are available in early June 2006.

Manitoba Student Loans and Canada Student Loans are interest-free and payment-free while you are in full-time studies. For Canada Student Loans, interest begins to accumulate once you cease to be a full-time student and the first payment is due six months after your end of study date.

Effective August 1, 2003, the interest-free and payment-free period for Manitoba Student Loans is extended from six months to twelve months from your end of study date. To be eligible, you must be a resident of Manitoba on the eligibility date and provide confirmation of residency to your lender. The eligibility date is "the first day of the seventh month after your end of study date".

Manitoba Student Aid has two offices to serve you:

- In Winnipeg at 409-1181 Portage Ave. (R3G 0T3), call (204) 945-6321
- In Brandon on the 3rd floor, 340-9th Street, (R7A 6C2) call (204) 726-6592

If you are not a Manitoba resident, your application for financial assistance must be made through your home province.

**SECTION 4
FEE REGULATIONS**

4.1 GENERAL INFORMATION

Fees can be mailed to Financial & Registration Services, Brandon University, Brandon, Manitoba R7A 6A9. Cheques or money orders issued for the payment of fees should be made payable to Brandon University. Visa, MasterCard, American Express or Direct Payment may also be used to pay fees. Fees paid in person are payable at Financial & Registration Services, located on the 2nd Floor of the Clark Hall Building. Student are assessed fees accord-



ing to the schedule listed below. Fees can also be paid on-line at the Brandon University web site (brandonu.ca).

The schedule of fees is subject to change without notice.

Registration is not complete until the student has complied with all the requirements of the enrolment and paid the appropriate fee 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.

International Students - Medical Coverage

International students studying at Brandon University on a Student Visa are required, as part of their registration, to have valid and appropriate medical insurance coverage. Failure to have insurance coverage will result in withdrawal of registration. This coverage is offered under the auspices of Brandon University. The student will be charged the annual single student premium when the initial registration is processed each year. Payment is to be made to Brandon University prior to September 1. The student is required to complete the medical application form, available at Financial & Registration Services, which will be forwarded to the insurer. Please note that this insurance purchase will not be complete until the premium is paid and the application form completed.

If family coverage is required, Financial & Registration Services should be notified.

4.1.1 APPLICATION FEE

A non-refundable application fee of \$60.00 is to accompany the application for admission. The application fee must be paid before an application for admission will be processed.

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. The B.U.S.U. membership fee is \$9.00 per 3 credit hours of registration to a maximum of 30 credit hours. 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 as outlined in section 4.2.3 Other Course Fees.

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 Payment
Spring/Summer	Time of registration	Total Fees
Fall	September 6, 2006	Term 1 Total Fees
Winter	January 4, 2007	All remaining fees
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 approved in the academic calendar for Voluntary Withdrawals without academic penalty.

There will be a \$20.00 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 (see Section 4.3), senior citizen registration, application fee, Student

Union fee, WUSC fee, CFS fee, and Building fund. Fees subject to change.

4.2.2 FEE INFORMATION REGULAR COURSES

Graduate Fees - (2005-06 rates)
(Subject to change) **Government Rebate Included**

Credit Hours	Tuition				Other Fees
	Rural Development	Education	Music		
3	409.44	416.97	434.97		47.12
6	818.88	833.94	869.94		78.92
9	1,228.32	1,250.91	1,304.91		110.72
12	1,637.76	1,667.88	1,739.88		142.52
15	2,047.20	2,084.85	2,174.85		174.32

4.2.3 OTHER COURSE FEES

- Audit (50% of regular tuition)
 - Correspondence course corresponding graduate fee
 - Graduate Continuing Registration Fee* \$150.00/yr
 - Graduate Reinstatement Fee \$300.00 plus \$150.00/yr since last registration.
 - Senior Citizens (Age 60 and over) per session, credit courses only \$25.00
- * Charged only for years in which the student does not register.

4.3 MISCELLANEOUS FEES (2005-2006 RATES)

(net of government rebate)

(Subject to Change)

- Late Registration \$45.00
- Change of Registration Fee (2 free form/session) \$18.00
- Special Examination Fee \$31.50
- Grade Appeal Fee (each) \$31.50
- Performance appeal Fee (each) \$31.50
- Material/Services Fee varies
- Technology Fee(per credit hour) \$5.00
- Transcript of record (payable in advance)
 - First copy \$10.00
 - Additional copies (per request) \$4.00
- Application fee (includes calendar) \$60.00
- Application for Residence \$40.00
- International Application Fee \$125.00
- Letter of permission \$45.00
- Document evaluation fee \$45.00
- Prior Learning Assessment Recognition (P.L.A.R.) \$300.00
- Concert Fee (Music students only) \$67.50
- Reinstatement of a Cancelled Registration
 - To the last date of voluntary withdrawal without academic penalty \$36.00
 - After the above date and with successful appeal to the C & AS Committee \$108.00
- I.D. Card \$31.00
- Replacement of Lost ID card (incl. GST) \$12.00
- Room Keys \$30.00
- Replacement of Lost Room Key \$15.00
- Calendar Fee - first copy no charge
- Additional Copies (Calendars)
 - Undergraduate \$7.50
 - Graduate \$5.00
- Challenge Exam corresponding tuition fee
- Returned Cheque \$20.00
- Special Service Fee \$6.00*
- Duplicate income tax receipts and Education Deduction Certificates \$6.00

***GST may be applicable**

Interest may be charged at the rate of 1.5% per month on overdue accounts.

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. The fee for registration changes in excess of the 2 free change forms which are simultaneously reported on the same registration change form is \$18.00. 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 academic calendar.

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 EXEMPTION

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 of \$6.00.

4.3.4 LOCKERS

Lockers, other than in the gymnasium, may be rented at Financial & Registration Services for a fee of \$40.00 in the Fall/Winter Session and \$20.00 in the Spring/Summer Session. A refund of \$10.00 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 60% 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

The following fees (including GST) apply to a 8-month period from September through April; Serviced \$214.00; Unserviced \$112.35. These fees are based on the 2005-06 academic year and are subject to change. The rate quoted for serviced parking is an average and will vary depending on the specific options selected.

All resident students with automobiles should make application for assigned parking well in advance, as space is limited. 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 Parking Office.

4.3.7 RESIDENCE FEES

Each application for accommodation in the University Residence Complex must be accompanied by a \$40.00 application fee. This fee covers the cost of processing the application and is not applied to room and board costs. **The application fee is not refundable.**

When an application has been accepted, the student is notified. Room assignment takes place from June to late August and the student is sent written notice of the assignment. It is then the responsibility of the applicant to accept or reject the assigned accommodation by contacting the Residence Hall Programs Office as soon as possible. It is essential, upon receipt of a room assignment, that students respond immediately to confirm acceptance.

1. **Payment:** A room deposit of \$200.00 MUST accompany the acceptance of a room assignment. **Only proof of non-admittance by the Admissions Officer will be grounds for claiming a refund of the Room Deposit.** The room deposit reduces the annual charges. The first term residence fees must be paid

at the time the student checks into residence. The second term fees must be paid on or prior to first day of classes in January.

2. **Cancellation:** Students who cancel a room assignment previously accepted are advised that Room Deposits will be forfeited. Students who are obliged to cancel their room assignment because their admission to Brandon University or Assiniboine Community College has been denied, will be refunded their Room Deposit in full. Refunds will be provided upon receipt of a written request that must be received by the Programs Office within five days of the commencement of the fall or winter term.
3. **Waiting List:** Students who have not been assigned to the residence by August 31 but still desire a place in residence, are advised to put their name on the waiting list. In such cases, the Programs Office requires an up-to-date contact address or telephone number to notify the student when space is available. Please advise the office if you do not wish to remain on the waiting list.
4. **Withdrawal From Residence:** It is not expected that students, having initially chosen to live in residence and signed a Residence Agreement, will withdraw from residence before the end of the contract period. Prospective residents should carefully read their Residence Agreement prior to paying the required Room Deposit.
5. **Miscellaneous Information:** Accommodation in the residence is available only to students desiring **room and board**. Residence Hall programs offer a meal program based on a declining balance debit card system. Room and meal program rates and schedule of payment dates will be available after March 31. This schedule can be obtained by writing to the Residence Hall Programs Office.

The Dining Room will be closed on or around December 15 for the Christmas holidays. Students must vacate their accommodation within twenty-four hours after writing their Christmas examinations.

Students must vacate their accommodation within twenty-four hours after writing their final winter examinations and in any event not later than April 30.

The University reserves the right to change any fees if, in its opinion, such change is necessary.

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. Visitor

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, *
4. Two letters of reference, attesting to character, teaching ability, and scholarly aptitude,
5. A minimum grade point average of 2.5,
6. Competence in spoken and written English, and
7. International students must submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score is 580 (written), 92 (internet based), or 237 (computerized).

* 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 the Faculty of Education



Graduate Studies Committee (FEGSC) 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 FEGSC 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, *
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, and
7. 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)
- 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)

* 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. Students completing the Graduate Diploma in Education or other approved graduate program/courses will be granted advanced standing/credit as determined by the FEGSC.

Only in exceptional circumstances will students with less than a 3.0 c.g.p.a. be considered for admission to the M.Ed. program on application to the Faculty of Education Graduate Studies Committee. Once admitted, such students may be required to take up to 12 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 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.

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 lan-

guage 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)
- 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)

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

5.1.5 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 judgement 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), 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)
- 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)

5.1.6 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 judgement 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. 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.
3. 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)
- 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 (CPE)

5.1.7 GRADUATE ADMISSION, SPECIAL

Graduate Special Status may be assigned, upon the recommendation of a Faculty graduate department, to students who may not



satisfy all requirements for Regular status admission. Graduate Special status may be assigned when:

1. students wish to enroll in Master's-level courses without seeking admission to a graduate program;
2. a Faculty Graduate Committee/Department has stipulated that certain review courses must be completed before Regular status may be granted; in the case of Music students, special students and students admitted conditionally who are required to complete any specified undergraduate course(s) must earn a grade of no lower than "B-" in that course(s) before being considered for regular graduate status.
3. an applicant's credentials are from institutions whose curricula cannot be immediately assessed;
4. not all supporting documents required for Regular status admission (e.g. official documentation of an acceptable TOEFL score) are provided.

Normally students may accumulate no more than 12 credit hours of Master's-level courses under Graduate Special status. Credits accumulated under Graduate Special status are designated for NON-DEGREE CREDIT only, with a NIL degree program. Students subsequently granted Regular status may petition to have courses completed under Graduate Special status applied to their Graduate program of studies.

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

5.1.8 GRADUATE ADMISSION, VISITOR

Visitor Status enables students to enroll in courses at Brandon University for credit at other institutions. Applicants for Visitor status must present a Letter of Permission from their home institution guaranteeing transfer of credit. The Letter of Permission must accompany the admission application. Visitor admission cannot be granted until receipt of this letter.

Department decisions regarding student status may be appealed to the Senate Graduate Studies Committee.

5.2 REGISTRATION

5.2.1 REGISTRATION PROCEDURES

Registration includes selection of courses for a particular academic session and submission of registration forms to Financial & Registration Services. Eligibility for registration is determined either by previous academic performance for Returning students or acceptance through the admissions process to the University for New students.

Registration is not complete until fees have been paid at Financial & Registration Services.

1. **Form Completion:** In completing the registration/fee statement form, it is imperative that the department, course number, 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. **Approval of Course Program:** Each student's registration must be approved by the Chair of the appropriate Faculty, School, Graduate Studies Committee/Department or their designates. No changes in course programs may be made without the consent of the Chair concerned.
3. **Enrolment Limits:** Graduate courses are limited to a maximum enrolment of 20. Exceptions to this rule may be made according to the discretion of the course Instructor.
4. **Course Registration:** Graduate students are advised to register at least one month prior to the beginning of classes.
5. **Registration Limit:** Students will be permitted to register to maximum of 3 credit hours per term in Spring/Summer session. Exceptions require approval of the Chair of Graduate Studies and the Dean of the appropriate faculty.
6. **Course Withdrawal:** When students withdraw from a course, it is their responsibility to notify Financial & Registration Services in writing on the prescribed form. Any refundable portion of fees will be calculated only from the date on which Financial & Registration Services has been notified (see section 4.3.2). Deadline dates for withdrawal, without academic penalty, from full and half courses represent 60% 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. 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 a WP or WF. Students who are permitted to withdraw from a course or courses after the last date for voluntary withdrawal will, at the discretion of Instructor and the Dean of the course concerned, be assigned the notation WP (Withdrew Passing) or WF (Withdrew Failing) for the course(s).

7. **Course Audit:** Students 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 which 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 course work 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 in the 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 (see section 4.2) 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 (see section 4.2).

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 COURSE LOAD LIMIT

Students are limited in the regular session (September to April) to a maximum of 5 full courses (or equivalent), or 30 credit hours, with a maximum of 15 credit hours in each term. Additions to this course load must be approved in writing by Dean. This written authorization must be given to Financial & Registration Services before the course add can be counted as part of a student's registration. Students are advised that taking course overloads could imperil their academic performance.

Usually, a 3 credit hour course meets three hours per week in 1, 2, or 3 hour block periods for one term only for a minimum of 36 class contact hours, while a 6 credit hour course meets, in generally the same patterns, over two terms for a minimum total of 72 class contact hours.

5.2.6 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).

5.2.7 COURSE NUMBER

Each course number is prefixed by the number of the program Department, School or Faculty under whose jurisdiction the course is offered.

Department/Faculty/Program	Dept. No.
Grad Diploma/Master of Education and Grad Diploma/Master of Rural Development courses are assigned	500-699
Master of Music course numbers are assigned	600-699



5.2.8 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.

5.2.9 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.

5.2.10 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 (see section 5.2.9), will not normally be subject to the stipulated course prerequisite(s).

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 one year of the initial transfer of credit to Brandon University.

5.2.11 RESIDENCE REQUIREMENTS

See Residence requirements for each degree listed in individual degree regulations.

5.2.12 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 at 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.

5.2.13 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 the required fee of \$10.00 and \$4.00 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

1. 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.
2. 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.
3. 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 in assessing the final grade, it should be noted that in some 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. Smoking is prohibited in all classrooms and laboratories and is not permitted in any exception.
6. Extra curricular events such as varsity athletic trips and practices or School of Music Tours must be scheduled such that students in these events shall be able to meet a minimum of their class commitments.



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 paraphrase)
 - 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 website and in the Offices of the Deans and Registrar.

5.3.3 STUDENT GRIEVANCE PROCEDURES

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

1. It is strongly recommended that the parties in question should work out the problem between themselves.
2. 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.
3. 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).
4. 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.
5. 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 until August 31, 2006.

Verbal Description	Letter Grade	Grade Points	† Weighted Grade	
			Full Course	Half Course
Distinction	A+	4.0	24.0	12.0
	A	4.0	24.0	12.0
	A-	4.0	24.0	12.0
Superior	B+	3.5	21.0	10.5
	B	3.0	18.0	9.0
	B-	3.0	18.0	9.0
Average	C+	2.5	15.0	7.5
	C	2.0	12.0	6.0
Marginal	D	1.0	6.0	3.0
Failure	F	0.0	0.0	0.0

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

Verbal Description	Letter Grade	Grade Points	† Weighted Grade	
			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 (see section 5.3.7).
2. The student may appeal any mark given in any achievement of coursework.
3. All F's (failures) or equivalent of failures ("DNW": Did not Write; or NP: No Paper), and repeated attempts, noted on the student's transcript will remain thereon. If a passed course is attempted a second time (repeated) in order to raise the grade, the grade and number of credit hours completed remain on the student's record and the lower grade will be designated as RPT beside the credit hours. Failures are not indicated by RPT.
4. For 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.
5. 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.
6. 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.
7. 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.
8. Final examinations will be written at the time and location fixed for individual examinations as published in the Final Examination schedule.

5.3.6 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.

5.3.7 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 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 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.



5.3.8 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 of \$30.00 must accompany a Special Examination application form when it is submitted to Financial & Registration Services (see section 4.2.1).

5.3.9 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 PLA 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 PLA credit. Applicants are to be aware that certain Brandon University Faculties or Schools may determine additional requirements for eligibility. Application for PLA credit shall normally be initiated within the first 30 credit hours of registration in a new degree program at Brandon University.

PLA credit shall be subject to the normal Residence regulations. If PLA credit is granted, it will be recognized as Brandon University course equivalents or as Unallocated credit. PLA 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 Student Services at (204) 727-9769 for further information.

5.3.10 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. Students who have been admitted to Brandon University as Regular, Mature or Transfer students may be allowed a maximum of 15 credit hours of challenge for credit, and one challenge for credit per course. 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.

5.3.11 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 as outlined in section 4.3 Miscellaneous Fees. 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 a 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.

5.3.12 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.

- 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.
- 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 Sub-Committee. Normally, such a request will be accompanied by new information not available to the Sub-committee, 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 sessional grade point average of 2.7. Students will be assessed at the end of each session in which they have completed 9 credit hours. Students who obtain a sessional g.p.a. of less than 2.7 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 2.7 sessional g.p.a. in the subsequent session, that student will be placed on **Academic Suspension** for a period of one calendar 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 2.7 after returning from Suspension will be placed on **Academic Withdrawal** from the University for a period of 60 months.

A minimum grade of "C+" must be attained in each course counted toward the Diploma. Any grade lower than a "C+" 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 whose first registration is dated September 1, 2006 or later.

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 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.

5.4.5 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 GRADUATION

5.5.1 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, 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.

5.5.2 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.

5.5.3 ACADEMIC DRESS

Gowns	Worn closed, royal blue Education, Music 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 color. Tippet edged 2 inches with white fur (substitute). Cowl are lined in faculty colour, as follows:

Degree	Colour
Graduate Diploma (Ed)	purple, bound (2") in silver grey
M.Ed.	scarlet, bound (3") in light blue
M.Mus.	scarlet, bound (3") in pink
Graduate Diploma (RD)	light blue, bound (2") in white
M.R.D.	scarlet, bound (3") in white

SECTION 6 GRADUATE STUDIES IN EDUCATION

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 to provide a terminal route to those who are seeking only to upgrade their qualifications. It also serves as a means to acquire special certificates awarded by the Department of Education.

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 interests while at the same time ensuring a degree of focus coupled with academic rigor. This diploma is intended, normally, for those who do not wish to pursue a Master of Education program.

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 12 of these credit hours must be in a specialization, with courses to be determined in consultation with a program advisor from the appropriate Department. Students must select nine credit hours of course work outside their specialization, and nine credit hours of elective course work. Areas of specialization include:

- Educational Administration
- Guidance and Counselling
- Special Education
- Curriculum Studies

In addition, students may be permitted to develop a thematic specialization around an area of professional interest. These thematic

areas might include: Aboriginal Education, Educational Psychology/Foundations, Early Childhood Education and Physical Education. All programs must be approved by the Chair of FEGSC.

Each student registering in the Graduate Diploma in Education Program will be assigned a program advisor by the appropriate Department chair who will help the student design a program.

6.1.2 PROGRAM REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATION

1. 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 500 level. **All non-500 level courses require the approval of the student's advisor and appropriate Department Chair; 100 level courses may not be taken for Graduate Diploma credit.**
2. Credit for approved courses taken more than seven (7) years **before** the date of graduation will be denied.
3. Those who have obtained a first degree from Brandon University may transfer a maximum of 12 credit hours of approved course work for credit toward the Graduate Diploma in Education. Approved course work must be at the post-degree level. If the first degree is not from Brandon University, the transfer of 6 credit hours is permissible.
4. All regular programs must be submitted to the student's program advisor and the appropriate Department Chairs for approval before the student may begin the program.
5. All thematic majors must be submitted to the student's program advisor and the Chair of the Faculty of Education Graduate Studies Committee for approval before the student may begin the program.
6. Students may earn 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, in-service sessions). Students must accumulate 72 contact hours within a two year period. There must be a clearly identifiable theme common to all sessions. Without prior approval, no guarantee can be given for acceptance of this type of credit.
7. Approval should be sought in the following manner:
 - The student submits a written request to the relevant department, with the supporting documentation. The department reviews the documentation, verifying that the conditions for awarding credit have been satisfied.
 - In order to have 3 credit hours recorded on their transcript, students will have to register for an appropriate Topics in Education course (*i.e.* at the 599 level) currently listed in the Graduate Calendar. Fees as assessed for 3 credit hours will be charged for such registrations.
8. Tutorials
 - Applications for tutorials must be made initially to the Instructor concerned, then approved by the Department Chair, and the Chair of the Faculty of Education Graduate Studies Committee, and then authorized by the Dean of Education.
 - Tutorials may be provided only in exceptional circumstances. For example, a tutorial may be offered to students only in their graduating year and if the course has not recently been offered, or is not being currently offered, and provided that a faculty member is available to provide the tutorial service.

6.1.3 ACADEMIC PERFORMANCE REQUIREMENT

Please see section 5.4.1 for full details.

6.1.4 GRADUATE DIPLOMA IN EDUCATION GRADUATION REQUIREMENTS

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

NOTE: Transfer credit to the Master of Education Program

- a) 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.
- b) Students must attain a minimum grade of B- in each course used for credit in the Master of Education program.

**6.1.5 CONVERSION OF GRADUATE DIPLOMA TO MASTER OF EDUCATION (36 CREDIT HOUR PROGRAM)**

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. (These students do not relinquish their G.D.E.); 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 1) they satisfy all the new degree requirements and that 2) 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 section 5.4.2 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. programmes 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), with the students' performance in the core courses required for their specialization and the availability of a qualified supervisor determining acceptance.

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 (FEGSC) and the Senate Graduate Studies Committee (SGSC).

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 M.Ed. degree program remains in effect. For details, please consult the 2001-2003 Graduate Calendar or the Chair of Graduate Studies in Education.

Students registered in the 54 credit hour Master of Education degree program may complete their requirements by substituting approved course work for the thesis (12 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 Faculty of Education Graduate Studies Chair.

6.2.4 ELIGIBILITY FOR ADMISSION

Please see section 5.1.2. 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 B.Ed. (5th Year)]. Such credit will be granted at the discretion of the FEGSC. In so doing, 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 FEGSC.

6.2.7 STUDENT PROGRAM ADVISOR

Every graduate student will have a program advisor. The program advisor will be a member of the Faculty of Education, selected by the student and approved by the FEGSC. While the advisor will help the student plan a program, it is the student's responsibility to ensure that his/her program meets the requirements in the University Calendar and that it is acceptable to the FEGSC.

6.2.8 STUDENT PROJECT ADVISOR

A student's project advisor will be selected by the student and approved by the FEGSC in consultation with the project advisor's Department.

6.2.9 RESIDENCY REQUIREMENT**Master of Education (54 credit hour) Program**

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 (36 credit hour) Program

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 FEGSC before planning their projects.

6.2.11 THESIS REQUIREMENTS AND PROCEDURES

Before preparing their thesis proposals, students should consult the GUIDELINES FOR THESES documents prepared by the FEGSC 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 MERN research repository.

6.2.12 STUDENT APPEALS

When a student disagrees with the academic decision(s) of the FEGSC, he/she may appeal to the SGSC whose decision is final.

6.3 PROGRAM REQUIREMENTS (36 CREDIT HOURS)

The Master's Degree is a 36 credit hour program with areas of concentration in: Curriculum and Instruction; Educational Administration; Educational Guidance and Counselling; and Special Education. All components of a student's program must be approved by the student's advisor in accordance with the University Calendar. Unless approved by the Department and the Faculty of Education Graduate Studies Committee, students are not permitted to take more than 6 credit hours of courses below the 500 level.

The general structures of the programs are specified as follows:

6.3.1 SPECIALIZATION IN CURRICULUM AND INSTRUCTION

Required:	(for all specializations)	6
Choose:	Specialization Core	15
Choose:	Specialization Route	15
		Total: 36

Required:

	(for all specializations)	6
07:551	Intro. to Interpreting Educational Research	3
07:560	Overview of Educational Issues	3

Streams - Select one

1. Instructional Specialization		18
02/03:580	Intro. to Curriculum	3
02/03:651	Advanced Instructional Methodology	3
	Trends & Developments I/II courses in a specific area	6
Choose One:		3
02/03:650	Implementation & Evaluation of Curriculum Change	



02/03:652	Trends & Issues in Curriculum & Development	
Choose One:		3
	Trends & Developments in a second subject area	
02/03:581	Curriculum Planning & Design	
02/03:599	Graduate Research Seminar in Education	
02/03:653	Readings in Curriculum	
07:651	Practicum in Education	

2. Curriculum Specialization		18
02/03:580	Intro. to Curriculum	3
02/03:581	Curriculum Planning & Design	3
02/03:650	Implementation & Evaluation of Curriculum Change	3
	Trends & Developments I in a subject area	3
Choose One:		3
02/03:574	Curriculum Adaptation for Multicultural Settings	
02/03:584	Curriculum Development in Rural, Aboriginal, & Northern Schools	
Choose One:		3
02:599	Graduate Research Seminar in Education	
02/03:651	Advanced Instructional Methodology	
02/03:653	Readings in Curriculum & Instruction	
07:650	Graduate Research Seminar in Education	

3. ELA Specialization		18
02/03:580	Intro. to Curriculum	3
02/03:651	Advanced Instructional Methodology	3
	Trends & Developments I in each of language arts & reading	6
	Trends & Developments II in either language arts or reading	3
Choose One:		3
02/03:650	Implementation & Evaluation of Curriculum Change	
02/03:652	Trends & Issues in Curriculum Research & Development	

Routes - Select one

1. Course Work		12
07:750	Summative Seminar	3
Choose three: Electives (from list below)		9

2. Project		12
07:600	Project	6
One of:		3
04:515	Quantitative Research Methods	
04:565	Qualitative Research Methods	
Choose one: Elective (from list below)		3

3. Thesis		15
07:603	Thesis	9
One of:		3
04:515	Quantitative Research Methods	
04:565	Qualitative Research Methods	
Plus: Course Selection under consideration		3

Electives:		
	Trends & Developments in a second subject area	
02/03:599	Graduate Research Seminar in Education	
02/03:652	Trends & Issues in Curriculum Research & Development	
02/03:653	Reading in Curriculum & Instruction	
07:550	Graduate Scholarly Writing	
07:651	Practicum in Education (max 6 cr. hrs. in program)	
07:650	Seminar in Educ: Rural, Native & Northern Issues	
	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:	(for all specializations)	6
Choose:	Specialization Core	15
Choose:	Completion Route	15
		Total: 36

Required:

	(for all specializations)	6
07:551	Intro. to Interpreting Educational Research	3
07:560	Overview of Educational Issues	3

Administration Specialization Core		15
01:552	Intro. to Educational Administration	3
01:555	Admin Leadership in Educational Institutions	3
01:557	Supervisory Policy and Practice	3
01:558	School Administration and the Law	3
03:580	Introduction to Curriculum	3

Routes - Select one

1. Course Work		15
07:750	Graduate Summative Seminar	3
Choose four: Electives (from list below)		12

2. Project		15
07:600	Project	6
Choose three: Electives (from list below)		9

3. Thesis		18
07:603	Thesis	9
One of:		3
04:515	Quantitative Research Methods	
04:565	Qualitative Research Methods	
Choose one: Electives (from list below)		3
Plus: Course Selection under consideration		3

Electives:		
01:554	History & Development of Organizational Theory	
01:559	Introduction to Educational Planning	
01:560	Organizational Development in Education	
01:562	The Economic Context of Educational Administration	
01:563	Technological Applications in Educational Admin.	
01:564	The Community, the School & the Classroom Teacher	
01:565	Introduction to the Politics of Education	
01:566	Introduction to the Context of Rural Education	
01:567	Dev. & Admin. of Aboriginal Education in Canada	
01:568	Current Issues in Aboriginal Education	
01:569	Practicum in Educational Administration	
01:575	Introduction to Adult Education	
01:576	Program Planning & Evaluation in Adult Education	
01:577	Seminar in Adult Teaching & Learning	
04:504	Guidance and Counselling	
04:515	Quantitative Research Methods	
04:565	Qualitative Research Methods	
07:550	Scholarly Writing	
07:650	Seminar in Education	
Note: students in the project or thesis route may also request an independent reading course		

6.3.3 SPECIALIZATION IN EDUCATIONAL GUIDANCE AND COUNSELLING

Required:	(for all specializations)	6
Choose:	Specialization Core	15
Choose:	Completion Route	15
		Total: 36

Required:

	(for all specializations)	6
07:551	Intro. to Interpreting Educational Research	3
07:560	Overview of Educational Issues	3



Guidance and Counselling Specialization Core			15
04:508	Introduction to Counselling: Helping Relationships		3
04:509	Counselling Theory and Practice		3
04:533	Group Counselling		3
04:568	Ethical, Legal and Cultural Issues for Counsellors		3
04:572	Practicum in Counselling		3

Routes - Select one

1. Course Work			15
07:750	Graduate Summative Seminar		3
Choose four: Electives (from list below)			12

2. Project			15
07:600	Project		6
Choose three: Electives (from list below)			9

3. Thesis			18
07:603	Thesis		9
One of:			3
04:515	Quantitative Research Methods		
04:565	Qualitative Research Methods		
Choose one: Electives (from list below)			3
Plus: Course Selection under consideration			3

Electives:			
03:580	Introduction to Curriculum		
04:500 *	Educational Process: Developmental Stages		
04:501 *	Educational Process: Adolescent		
04:503 *	Educational Psychology - Human Learning, Intelligence & Instruction		
04:504 *	Guidance & Counselling		
04:505 *	Guidance and the Classroom Teacher		
04:506 *	Theory and Practice of Standardized Assessment		
04:510 *	Career Guidance		
04:511 *	Practicum in Counselling		
04:514 *	Educational Research Methods		
04:515 *	Quantitative Research Methods		
04:524	Cultures and Education I		
04:525	Cultures and Education II		
04:550	Education of Exceptional Children I		
04:551	Education of Exceptional Children II		
04:554	Education of Children with Learning Disabilities I		
04:555	Education of Children with Learning Disabilities II		
04:556	Education of Children with Behavioural Disorders I		
04:557	Education of Children with Behavioural Disorders II		
04:558	Curriculum for Children with Intellectual Disabilities		
04:560	Education of Children: Gifted, Talented Creative		
04:561	Assessment in Special Education		
04:565 *	Qualitative Research Methods		
04:566	Gender and Education		
04:567 *	Assessment for Counsellors		
04:569 *	Aboriginal Counselling Theory and Practice		
04:570 *	Intercultural Counselling		
04:599 *	Special Seminars		
04:651 *	Current Issues in Counselling		
07:550	Graduate Scholarly Writing		
07:651 *	Practicum (75 hours)		
* Courses applicable for Canadian Counselling Association Certificate			

6.3.4 SPECIALIZATION IN SPECIAL EDUCATION

Required:	(for all specializations)	6
Choose:	Specialization Core	18
Choose:	Completion Route	12
Total:		36

Required:

(for all specializations)			6
07:551	Intro. to Interpreting Educational Research		3
07:560	Overview of Educational Issues		3

Special Education Specialization Core			18
04:506	Theory & Practice in Standardized Assessment		3
04:550	Education of Exceptional Children I		3
04:551	Education of Exceptional Children II		3
04:556	Ed of Children with Behavioural Disorders I		3
04:557	Ed of Children with Behavioural Disorders II		3
04:561	Assesment in Special Education		3

Routes - Select one

1. Course Work			12
07:750	Graduate Summative Seminar		3
Choose three: Electives (from list below)			9

2. Project			12
07:600	Project		6
Choose two: Electives (from list below)			6

3. Thesis			15
07:603	Thesis		9
One of:			3
04:515	Quantitative Research Methods		
04:565	Qualitative Research Methods		
Plus: Course Selection under consideration			3

Electives:			
01:522	Early Childhood Curriculum & Instruction		
01:523	Designing Curriculum for Early Childhood		
01:524	Children's Play & Learning		
02:540	Trends in Tchg Early/Middle Yrs Language Arts I		
02:542	Trends in Tchg Early/Middle Yrs Developmental Reading I		
02:543	Trends in Tchg Early/Middle Yrs Developmental Reading II		
02:544	Diagnostic & Remedial Reading I		
02:545	Diagnostic & Remedial Reading II		
02:555	Teaching Thinking Strategies		
02:582	Curriculum Planning & Materials Design & Development		
03:560	Trends & Developments in the Tchg of Early & Middle Yrs Mathematics I		
03:561	Trends & Developments in the Tchg of Early & Middle Yrs Mathematics II		
03:562	Trends & Developments in the Tchg of Middle & Senior Yrs Mathematics I		
03:563	Trends & Developments in the Tchg of Middle & Senior Yrs Mathematics II		
04:500	Educational Process: Developmental Stages		
04:501	Educational Process: Adolescent		
04:502	Educational Psychology: Foundations of Ed		
04:503	Educational Psychology: Human Learning, Intelligence, & Instruction		
04:507	Theory & Practice of Assessment in the Classroom		
04:508	Introduction to Counselling: Helping Relationships		
04:509	Counselling Theory and Practice		
04:510	Career Guidance		
04:515	Quantitative Research Methods *		
04:522	Sociology of Education I		
04:523	Sociology of Education II		
04:524	Cultures and Education I		
04:528	Comparative Education I		
04:529	Comparative Education II		
04:532	Theory & Practice of Small Group Leadership in Education		
04:535	Individualized Testing		
04:552	Education of Children with Intellectual Disabilities I		
04:553	Education of Children with Intellectual Disabilities II		
04:554	Education of Children with Learning Disabilities I		
04:555	Education of Children with Learning Disabilities II		
04:558	Curriculum for Children with Intellectual Disabilities		
04:559	Readings and Research in Special Education		



04:562	Including Children with Exceptionalities
04:563	Practicum in Special Education I
04:564	Practicum in Special Education II
04:565	Qualitative Research Methods *
04:575	Consultancy and Collaboration in Special Educ.
04:652	Resilience, Risk and Special Education
*	Not acceptable for Special Education certificate.

6.3.5 PROGRAM REQUIREMENTS FOR A SECOND MASTER OF EDUCATION DEGREE

The requirements for a second Master of Education degree from Brandon University are as follows:

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:

- a) 15 - 18 credit hours of course work in a new specialization; and
- b) 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;
- c) 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 Research and Graduate Summative seminar), unless their first degree contained equivalent course work. In that case, approved electives may be substituted.

6.3.6 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 FEGSC.

ADMINISTRATION & EDUCATIONAL SERVICES (01)

COURSE DESCRIPTIONS

01:520 ADVANCED PRE-SCHOOL EDUCATION (3)

Prerequisite: 01:221 or permission of Instructor.

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.

01:522 EARLY CHILDHOOD CURRICULUM AND INSTRUCTION (3)

Prerequisite: 01:332 or permission of Instructor.

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.

01:523 DESIGNING CURRICULUM FOR EARLY CHILDHOOD (3)

Prerequisite: 01:332 or 01:522 or permission of Instructor.

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.

01:524 CHILDREN'S PLAY AND LEARNING (3)

Prerequisite: 01:322 or permission of Instructor.

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.

01:552 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.

3 lecture hours per week, one term.

01:554 HISTORY AND DEVELOPMENT OF ORGANIZATION THEORY (3)

Prerequisite: 01:552.

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 system.

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

3 lecture hours per week, one term.

01:555 ADMINISTRATIVE LEADERSHIP IN EDUCATIONAL INSTITUTIONS (3)

Prerequisite: 01:552.

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.

3 lecture hours per week, one term.

01:557 SUPERVISORY POLICY AND PRACTICE (3)

Prerequisite: 01:552.

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 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.

3 lecture hours per week, one term.

01:558 SCHOOL ADMINISTRATION AND THE LAW (3)

Prerequisite: 01:552.

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.

3 lecture hours per week, one term.

**01:559 (3)**
INTRODUCTION TO EDUCATIONAL PLANNING

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.

3 lecture hours per week, one term.

01:560 (3)
ORGANIZATIONAL DEVELOPMENT IN EDUCATION

Prerequisite: 01:552.

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.

3 lecture hours per week, one term.

01:562 (3)
THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

Prerequisite: 01:552.

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.

3 lecture hours per week, one term.

01:563 (3)
TECHNOLOGICAL APPLICATIONS IN EDUCATIONAL ADMINISTRATION

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.

3 lecture hours per week, one term.

01:564 (3)
THE COMMUNITY, THE SCHOOL AND THE CLASSROOM TEACHER

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.

3 lecture hours per week, one term.

01:565 (3)
INTRODUCTION TO THE POLITICS OF EDUCATION

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 structure of 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.

3 lecture hours per week, one term.

01:566 (3)
INTRODUCTION TO THE CONTEXT OF RURAL EDUCATION

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.

3 lecture hours per week, one term.

01:567 (3)
DEVELOPMENT AND ADMINISTRATION OF ABORIGINAL EDUCATION IN CANADA

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.

3 lecture hours per week, one term.

01:568 (3)
CURRENT ISSUES IN ABORIGINAL EDUCATION

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.

3 lecture hours per week, one term.

01:569 (3)
PRACTICUM IN EDUCATIONAL ADMINISTRATION

Prerequisite: Permission of graduate program advisor 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.

3 lecture hours per week, one term.



01:575 (3)
INTRODUCTION TO ADULT EDUCATION

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.

3 lecture hours per week, one term.

01:576 (3)
PROGRAM PLANNING AND EVALUATION IN ADULT EDUCATION

Prerequisite: 01:575 or permission of the graduate program advisor.

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.

3 lecture hours per week, one term.

01:577 (3)
SEMINAR IN ADULT TEACHING AND LEARNING

Prerequisite: 01:575 or permission of the graduate program advisor.

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.

3 lecture hours per week, one term.

01:590 (3)
GRADUATE RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

Prerequisite: Permission of Graduate Studies Chair and Department Chair.

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 external 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.

3 lecture hours per week, one term.

CURRICULUM & INSTRUCTION: HUMANITIES (02)

COURSE DESCRIPTIONS

02:530 (3)
DEVELOPMENTS IN THE TEACHING OF SECOND LANGUAGES I

Prerequisite: Approval of Graduate Program Advisor.

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

02:531 (3)
DEVELOPMENTS IN THE TEACHING OF SECOND LANGUAGES II

Prerequisite: 02:530.

This course is a continuation of 02:530 and will address recent advances in the teaching of second languages.

02:540 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS LANGUAGE ARTS I

Prerequisite: Approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

02:541 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS LANGUAGE ARTS II

Prerequisite: 02:540.

An extension of the topics covered in 02:540 including an analysis of current research in the field and its implications for the classroom teacher.

3 lecture hours per week, one term.

02:542 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS DEVELOPMENTAL READING I

Prerequisite: Approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

02:543 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS DEVELOPMENTAL READING II

Prerequisite: 02:542 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.

3 lecture hours per week, one term.

02:544 (3)
DIAGNOSTIC AND REMEDIAL READING I

Prerequisite: 02:542, 02:543 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.

02:545 (3)
DIAGNOSTIC AND REMEDIAL READING II

Prerequisite: 02:544 or permission of Instructor.

An extension of course 02:544.

02:550 (3)
DEVELOPMENTS AND ISSUES IN THE TEACHING OF LANGUAGE AND COMPOSITION IN THE MIDDLE/SENIOR YEARS

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.

3 lecture hours per week, one term.

02:551 (3)
DEVELOPMENTS AND ISSUES IN THE TEACHING OF LITERATURE IN THE MIDDLE/SENIOR YEARS

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.

3 lecture hours per week, one term.

02:555 (3)
TEACHING THINKING STRATEGIES

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 infor-



mation and ideas more effectively. Classroom application will be emphasized.

02:560 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS MUSIC I

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

02:561 (3)
TRENDS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC II

Prerequisite: 02:560.
A continuation of studies begun in 02:560, with emphasis on curriculum design and development.
3 lecture hours per week, one term.

02:562 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC I

Prerequisite: Approval of Graduate Program Advisor.
The philosophy, content and teaching procedures of newer programs in music teaching.
3 lecture hours per week, one term.

02:563 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS MUSIC II

Prerequisite: 02:562.
A continuation of studies begun in 02:562, with emphasis on curriculum design and development.
3 lecture hours per week, one term.

02:564 (6)
MUSIC EDUCATION: KODALY CONCEPT I

Prerequisite: Major or minor in music, or permission of the Instructor.
This course is designed for the student with a strong background in music and will include a study of the basic pedagogical procedures unique to the Kodaly system of music education. Co-sponsored with Music 65:564.
3 lecture hours per week, one term.

02:565 (6)
MUSIC EDUCATION: KODALY CONCEPT II

Prerequisite: An introductory course in Kodaly from an accredited university.
This course is designed to assist teachers and musicians in the development of expertise beyond the first level of Kodaly study. Its purpose is to provide advanced training in the Kodaly concept and to create well-rounded, firmly grounded musicians who are able to understand and use the pedagogical procedures unique to the Kodaly system of music education. Classes will include: solfege and harmony, curriculum development, history and philosophy, conducting, improvisation and chorus. Co-sponsored with Music 65:564.
3 lecture hours per week, one term.

02:566 (6)
MUSIC EDUCATION: KODALY CONCEPT III

Prerequisite: Levels I and II.
This course is designed to provide the music educator with advanced and specialized training in the Kodaly system of music education, with emphasis on the following areas: solfege and harmonic analysis, curriculum development (methodology, videotape critique and materials), conducting, improvisation, choral arranging and chorus. Co-sponsored with Music (65:566).

02:570 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS SOCIAL STUDIES I

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

02:571 (3)
TRENDS IN THE TEACHING OF EARLY/MIDDLE YEARS SOCIAL STUDIES II

Prerequisite: 02:570.
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.
3 lecture hours per week, one term.

02:574 (3)
CURRICULUM ADAPTATION FOR MULTICULTURAL SETTINGS

Prerequisite: 02/03:580.
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.
Cross-registered with (Curriculum & Instruction: Math/Science) 03:574
3 lecture hours per week, one term.

02:576 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SOCIAL STUDIES I

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.
3 lecture hours per week, one term.

02:577 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SOCIAL STUDIES II

Prerequisite: 02:576
This course continues the examination of developments in the teaching of Middle/Senior Years social studies. The course focuses upon implementation of strategies that take into account the theories studied in 02:576. An effort will be made to accommodate the research interests of the students.
3 lecture hours per week, one term.

02:580 (3)
INTRODUCTION TO CURRICULUM

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.
3 lecture hours per week, one term.

02:582 (3)
CURRICULUM PLANNING AND MATERIALS DESIGN AND DEVELOPMENT

Prerequisite: 02/03:580.
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.
3 lecture hours per week, one term.

02:584 (3)
CURRICULUM DEVELOPMENT IN RURAL, ABORIGINAL, AND NORTHERN SCHOOLS

Prerequisite: 02/03:580.
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.
3 lecture hours per week, one term.



02:585 (3)
ABORIGINAL LANGUAGE AND CULTURE

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.

3 lecture hours per week, one term.

02:586 (3)
TRENDS AND ISSUES IN LITERACY DIFFICULTIES

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.

3 lecture hours per week, one term.

02:587 (3)
TRENDS AND ISSUES IN LITERACY THEORIES

Prerequisite: 02:586 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 the educational and literacy research context within which the theory of literacy acquisition was initially developed and refined by Dr. Marie Clay.

3 lecture hours per week, one term.

02:588 (3)
TRENDS AND ISSUES IN LITERACY DEVELOPMENT

Prerequisite: 02:586, 02:587 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.

3 lecture hours per week, one term.

02:599 (3)
GRADUATE RESEARCH SEMINAR IN EDUCATION

Prerequisite: Permission of Instructor, approval of Departmental 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 Research Seminar courses at the 500 level.

02:650 (3)
IMPLEMENTATION AND EVALUATION OF CURRICULAR CHANGE

Prerequisite: 02/03:580.

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.

3 lecture hours per week, one term.

02:651 (3)
ADVANCED INSTRUCTIONAL METHODOLOGIES

Prerequisite: 02/03:580.

This course is designed to provide students with the opportunity to explore advanced methodologies for teaching in the various curriculum area. 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.

3 lecture hours per week, one term.

02:652 (3)
TRENDS AND ISSUES IN CURRICULUM RESEARCH AND DEVELOPMENT

Prerequisite: 6 cr. hrs. of methods at the 500 level.

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

3 lecture hours per week, one term.

02:653 (3)
READINGS IN CURRICULUM AND INSTRUCTION

Prerequisite: 6 cr. hrs. of Methods at the 500 level and 02/03:580.

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.

3 lecture hours per week, one term.

**CURRICULUM & INSTRUCTION: MATH/
 SCIENCE (03)**

COURSE DESCRIPTIONS

03:550 (3)
TRENDS AND DEVELOPMENT IN THE TEACHING OF EARLY & MIDDLE YEARS SCIENCE I

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 years science. A study will be made of learning and teaching in terms of philosophical, methodological, and practical issues. Practical experience will be emphasized.

3 lecture hours per week, one term.

03:551 (3)
TRENDS AND DEVELOPMENTS IN THE TEACHING OF EARLY & MIDDLE YEARS SCIENCE II

Prerequisite: 03:550 or permission of the Instructor.

A continuation of the course 03:550, focusing upon developmental issues, individualized and remedial instruction, the use of technology, and a variety of other alternative strategies. Practical experience will be emphasized.

3 lecture hours per week, one term.

03:552 (3)
TRENDS AND DEVELOPMENTS IN THE TEACHING OF MIDDLE & SENIOR YEARS SCIENCE I

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.

3 lecture hours per week, one term.

03:553 (3)
TRENDS AND DEVELOPMENTS IN THE TEACHING OF MIDDLE & SENIOR YEARS SCIENCE II

Prerequisite: 03:552 or permission of the Instructor.

This course is a continuation of 03:552, focusing upon developmental issues, individualized and remedial instruction, the use of technology and a variety of other alternative strategies. Practical experience will be emphasized.

3 lecture hours per week, one term.

**03:560 (3)**
TRENDS AND DEVELOPMENTS IN THE TEACHING OF EARLY & MIDDLE YEARS MATHEMATICS I

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 years mathematics. A study will be made of learning and teaching in terms of philosophical perspective, methodological and practical issues. Practical experience will be emphasized.
3 lecture hours per week, one term.

03:561 (3)
TRENDS AND DEVELOPMENTS IN THE TEACHING OF EARLY & MIDDLE YEARS MATHEMATICS II

Prerequisite: 03:560 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.
3 lecture hours per week, one term.

03:562 (3)
TRENDS AND DEVELOPMENTS IN TEACHING MIDDLE & SENIOR YEARS MATHEMATICS I

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 years mathematics. A study will be made of learning and teaching in terms of philosophical, methodological, and practical issues. Practical experience will be emphasized.
3 lecture hours per week, one term.

03:563 (3)
TRENDS AND DEVELOPMENTS IN TEACHING MIDDLE & SENIOR YEARS MATHEMATICS II

Prerequisite: 03:562 or permission of the Instructor.
This course is a continuation of 03:562, focusing upon developmental issues, individualized and remedial instruction, the use of technology, and a variety of other alternative strategies. Practical experience will be emphasized.
3 lecture hours per week, one term.

03:564 (3)
APPLYING TECHNOLOGY IN DISTANCE EDUCATION

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.
3 lecture hours per week, one term.

03:574 (3)
CURRICULUM ADAPTATION FOR MULTICULTURAL SETTINGS

Prerequisite: 02/03:580.
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.
Cross-registered with (Curriculum & Instruction: Humanities) 02:574
3 lecture hours per week, one term.

03:580 (3)
INTRODUCTION TO CURRICULUM

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.
3 lecture hours per week, one term.

03:581 (3)
CURRICULUM PLANNING AND DESIGN

Prerequisite: Nil.
A study of the process of curriculum design --- the assessment of needs, the specification of objectives, the selection and organization of experiences, and evaluating curricular outcomes.

03:582 (3)
CURRICULUM PLANNING AND MATERIALS DESIGN AND DEVELOPMENT

Prerequisite: 02/03:580.
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.
3 lecture hours per week, one term.

03:584 (3)
CURRICULUM DEVELOPMENT IN RURAL, ABORIGINAL, AND NORTHERN SCHOOLS

Prerequisite: 02/03:580.
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 commercial resources produced by, 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.
3 lecture hours per week, one term.

03:599 (3)
GRADUATE RESEARCH SEMINAR IN EDUCATION

Prerequisite: Permission of Instructor, approval of Departmental 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, leading to a major paper. An advanced student is limited to a maximum of 6 cr. hrs. in Research Seminar courses.

03:650 (3)
IMPLEMENTATION AND EVALUATION OF CURRICULAR CHANGE

Prerequisite: 02/03:580.
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.
3 lecture hours per week, one term.

03:651 (3)
ADVANCED INSTRUCTIONAL METHODOLOGIES

Prerequisite: 02/03:652.
This course is designed to provide students with the opportunity to explore advanced methodologies for teaching in the various curriculum areas within the elementary and secondary school systems. 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.
3 lecture hours per week, one term.

03:652 (3)
TRENDS AND ISSUES IN CURRICULUM RESEARCH AND DEVELOPMENT

Prerequisite: 6 cr. hrs. of methods at the 500 level and Research I.
Contemporary school curriculum issues will be examined in the context of catalysts of change and strategies of change in the schools. Attention will be focused on the problems of the design and implementation of a thesis proposal.
3 lecture hours per week, one term.

03:653 (3)
READINGS IN CURRICULUM AND INSTRUCTION

Prerequisite: 6 cr. hrs. of Methods at the 500 level and 02/03:580.
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.
3 lecture hours per week, one term.



EDUCATIONAL PSYCHOLOGY & FOUNDATIONS (04)

COURSE DESCRIPTIONS

04:500 (3) THE EDUCATIONAL PROCESS: DEVELOPMENTAL STAGES

Prerequisite: Approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

04:501 (3) THE EDUCATIONAL PROCESS: THE ADOLESCENT

Prerequisite: 04:500 and approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

04:502 (3) EDUCATIONAL PSYCHOLOGY: FOUNDATIONS OF EDUCATION

Prerequisite: Approval of Graduate Program Advisor.

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.

04:503 (3) EDUCATIONAL PSYCHOLOGY: HUMAN LEARNING, INTELLIGENCE AND INSTRUCTION

Prerequisite: 04:502 and approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

04:504 (3) GUIDANCE AND COUNSELLING

Prerequisite: Approval of Graduate Program Advisor.

The application of the principles and practices of guidance and counselling in the secondary school. Characteristic needs and problems of students will be outlined, and the role of the teacher, counselor, principal and parent suggested in the light of professional theory and experience.

04:505 (3) GUIDANCE AND THE CLASSROOM TEACHER

Prerequisite: 04:504 and approval of Graduate Program Advisor 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.

3 lecture hours per week, one term.

04:506 (3) THEORY AND PRACTICE OF STANDARDIZED ASSESSMENT

Prerequisite: Approval of Graduate Program Advisor.

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

3 lecture hours per week, one term.

04:507 (3) THEORY AND PRACTICE OF ASSESSMENT IN THE CLASSROOM

Prerequisite: Approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

04:508 (3) INTRODUCTION TO COUNSELLING: HELPING RELATIONSHIPS

Prerequisite: Approval of Graduate Program Advisor.

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.

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

04:509 (3) COUNSELLING THEORY AND PRACTICE

Prerequisite: 04:508 and approval of Graduate Program Advisor.

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.

3 lecture hours per week, one term.

04:510 (3) CAREER GUIDANCE

Prerequisite: Approval of Graduate Program Advisor 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.

04:512 (3) EDUCATIONAL STATISTICS I

Prerequisite: Approval of Graduate Program Advisor.

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

04:513 (3) EDUCATIONAL STATISTICS II

Prerequisite: 04:512.

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

04:514 (3) EDUCATIONAL RESEARCH METHODS

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.

3 lecture hours per week, one term.

04:515 (3) ADVANCED QUANTITATIVE EDUCATIONAL RESEARCH METHODS

Prerequisite: 04:514.

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.

3 lecture hours per week, one term.

04:516 (3) PHILOSOPHY OF EDUCATION

Prerequisite: Approval of Graduate Program Advisor.

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

3 lecture hours per week, one term.

04:517 (3) CONTEMPORARY STATEMENTS ON PHILOSOPHY OF EDUCATION

Prerequisite: 04:516.

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.

3 lecture hours per week, one term.

04:518 (3) HISTORY OF EDUCATION IN THE WESTERN WORLD

Prerequisite: Approval of Graduate Program Advisor.

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

3 lecture hours per week, one term.



- 04:520 (3)**
HISTORY OF CANADIAN EDUCATION I
Prerequisite: Approval of Graduate Program Advisor.
A study of the origins and development of education within the Canadian socio-historical context.
3 lecture hours per week, one term.
- 04:521 (3)**
HISTORY OF CANADIAN EDUCATION II
Prerequisite: Approval of Graduate Program Advisor.
Recent developments in the origins and development of education within the Canadian socio-historical context.
3 lecture hours per week, one term.
- 04:522 (3)**
SOCIOLOGY OF EDUCATION I
Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.
- 04:523 (3)**
SOCIOLOGY OF EDUCATION II
Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.
- 04:524 (3)**
CULTURES AND EDUCATION I
Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.
- 04:525 (3)**
CULTURES AND EDUCATION II
Prerequisite: 04:524 and approval of Graduate Program Advisor.
A continuation of and practicum in 04:524.
3 lecture hours per week, one term.
- 04:528 (3)**
COMPARATIVE EDUCATION I
Prerequisite: Approval of Graduate Program Advisor.
A comparative study of the education and the school systems of Canada, Great Britain, Australia, Ireland and the United States.
- 04:529 (3)**
COMPARATIVE EDUCATION II
Prerequisite: 04:528 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.
- 04:532 (6)**
THEORY AND PRACTICE OF SMALL GROUP LEADERSHIP IN EDUCATION
Prerequisite: Approval of Graduate Program Advisor.
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.
Cross-registered with (Educational & Administration Services) 01:532.
- 04:533 (3)**
GROUP GUIDANCE AND COUNSELLING
Prerequisite: 04:504 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.
- 04:535 (3)**
INDIVIDUALIZED TESTING
Prerequisite: a) one of either 04:506 or 04:507; or b) 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.
- 04:550 (3)**
EDUCATION OF EXCEPTIONAL CHILDREN I
Prerequisite: Approval of Graduate Program Advisor.
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. (formerly 01:550).
3 lecture hours per week, one term.
- 04:551 (3)**
EDUCATION OF EXCEPTIONAL CHILDREN II
Prerequisite: 04:550 and approval of Graduate Program Advisor.
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. (formerly 01:551).
3 lecture hours per week, one term.
- 04:552 (3)**
EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES I
Prerequisite: Approval of Graduate Program Advisor.
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. (formerly 01:552).
3 lecture hours per week, one term.
- 04:553 (3)**
EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES II
Prerequisite: 04:552 and approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.
- 04:554 (3)**
EDUCATION OF CHILDREN WITH LEARNING DISABILITIES I
Prerequisite: Approval of Graduate Program Advisor.
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. (formerly 01:554).
3 lecture hours per week, one term.
- 04:555 (3)**
EDUCATION OF CHILDREN WITH LEARNING DISABILITIES II
Prerequisite: 04:554 and approval of Graduate Program Advisor.
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. (formerly 01:555).
3 lecture hours per week, one term.

04:556 (3)
EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS I

Prerequisite: Approval of Graduate Program Advisor.
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. (formerly 01:556).
3 lecture hours per week, one term.

04:557 (3)
EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS II

Prerequisite: 04:556 and approval of Graduate Program Advisor.
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. (formerly 01:557).
3 lecture hours per week, one term.

04:558 (3)
CURRICULUM FOR CHILDREN WITH INTELLECTUAL DISABILITIES

Prerequisite: Approval of Graduate Program Advisor.
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 (formerly 01:558).
3 lecture hours per week, one term.

04:559 (3)
READINGS AND RESEARCH IN SPECIAL EDUCATION

Prerequisite: Approval of Graduate Program Advisor.
The study of recent research and educational innovations relevant to children with exceptionalities. Skill in reviewing and critically examining research will be developed. (formerly 01:559).
3 lecture hours per week, one term.

04:560 (3)
EDUCATION OF CHILDREN WHO ARE GIFTED, TALENTED AND CREATIVE

Prerequisite: Approval of Graduate Program Advisor.
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. (formerly 01:560).
3 lecture hours per week, one term.

04:561 (3)
ASSESSMENT IN SPECIAL EDUCATION

Prerequisite: 04:506 and approval of Graduate Program Advisor.
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, multi-disciplinary approaches to assessment and the connection between assessment and programming.
3 lecture hours per week, one term.

04:562 (3)
INCLUDING CHILDREN WITH EXCEPTIONALITIES

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

04:563 (3)
PRACTICUM IN SPECIAL EDUCATION I

Prerequisite: 6 cr. hrs. of Special Education courses at the 500 level or higher, or approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

04:564 (3)
PRACTICUM IN SPECIAL EDUCATION II

Prerequisite: 6 cr. hrs. of Special Education courses at the 500 level or higher, or 04:562 (may be co-requisite) and approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

04:565 (3)
QUALITATIVE RESEARCH METHODS

Prerequisite: 04:514.
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, ethnomethodological, and phenomenological inquiry. Students will learn how to analyze data collected in qualitative research studies. Ethical guidelines for qualitative research will also be discussed.
3 lecture hours per week, one term.

04:566 (3)
GENDER AND EDUCATION

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

04:567 (3)
ASSESSMENT FOR COUNSELLORS

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

04:568 (3)
ETHICAL & LEGAL ISSUES FOR COUNSELLORS

Prerequisite: 04:508 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.
3 lecture hours per week, one term.

04:569 (3)
ABORIGINAL COUNSELLING THEORY AND PRACTICE

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

**04:570 (3)
INTERCULTURAL COUNSELLING**

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.

**04:571 (3)
ABORIGINAL WORLD VIEWS AND ORAL TRADITIONS**

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.
3 lecture hours per week, one term.

**04:572 (3)
PRACTICUM IN COUNSELLING**

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.

**04:573 (3)
LANGUAGE ACQUISITION AND COMMUNICATION DISORDERS**

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 instructional adaptations/modifications will be emphasized.
3 lecture hours per week, one term.

**04:575 (3)
CONSULTANCY AND COLLABORATION IN SPECIAL EDUCATION**

Prerequisite: Approval of Graduate Program Advisor.
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.
3 lecture hours per week, one term.

**04:599 (3)
GRADUATE RESEARCH SEMINAR IN EDUCATION**

Prerequisite: Approval of Graduate Program Advisor, 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. in Seminar at the 500 level.
3 lecture hours per week, one term.

**04:650 (3)
CONTEMPORARY PHILOSOPHIES OF EDUCATION**

Prerequisite: Undergraduate or 500 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.
3 lecture hours per week, one term.

**04:651 (3)
CURRENT ISSUES IN COUNSELLING**

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.
3 lecture hours per week, one term.

**04:652 (3)
RESILIENCE, RISK AND SPECIAL EDUCATION**

Prerequisite: 6 credit hours of 500 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 cooperation 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.
3 lecture hours per week, one term.

PHYSICAL EDUCATION (05)**COURSE DESCRIPTIONS****05:562 (3)
TRENDS IN TEACHING EARLY/MIDDLE YEARS PHYSICAL EDUCATION I**

Prerequisite: Approval of Graduate Program Advisor; 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 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.

**05:563 (3)
TRENDS IN TEACHING EARLY/MIDDLE YEARS PHYSICAL EDUCATION II**

Prerequisite: 05:562.
This is a continuation of 05:562. 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.

**05:568 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS PHYSICAL EDUCATION I**

Prerequisite: Approval of Graduate Program Advisor.
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.

**05:569 (3)
DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS PHYSICAL EDUCATION II**

Prerequisite: 05:568.
This is a continuation of 05:568. 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.

**05:599 (3)
GRADUATE RESEARCH SEMINAR IN PHYSICAL EDUCATION**

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 500 level Seminar courses.

GRADUATE STUDIES (07)

COURSE DESCRIPTIONS

07:550 (3)
GRADUATE SCHOLARLY WRITING

Prerequisite: 9 cr. hrs. in Graduate Education coursework or permission of Instructor.

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.

3 lecture hours per week, one term.

07:551 (3)
INTERPRETING EDUCATIONAL RESEARCH

Prerequisite: Nil

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.

3 lecture hours per week, one term.

07:560 (3)
OVERVIEW OF EDUCATIONAL ISSUES

Prerequisite: Admission to the Education graduate program.

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 governmental policies and practices, curriculum as a field study, teacher professionalism, globalization, and educational reform.

3 lecture hours per week, one term.

07:600 (6)
PROJECT

Prerequisite: 60% completion of the 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.

07:603 (9)
THESIS

Prerequisite: 60% completion of the 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.

07:650 (3)
SEMINAR IN EDUCATION: RURAL, NATIVE AND NORTHERN EDUCATIONAL ISSUES

Prerequisite: Completion of Year 1 of the M.Ed. program (30 credit hours of approved course work).

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 the educational problems of rural native, and northern people.

3 lecture hours per week, one term.

07:651 (3)
PRACTICUM IN EDUCATION

Prerequisite: 50% completion of the 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.

07:750 (3)
GRADUATE SUMMATIVE SEMINAR

Prerequisite:

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.

SECTION 7 MASTER OF MUSIC

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 and composition. 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 section 5.1.4 for full details.

7.1.2 APPLICATIONS

Forms for application 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

All Master of Music students must write advisory examinations in music history and music theory before the commencement of their first term of classes. Study guidelines and specific information regarding the nature of each advisory examination is available from the School of Music.

7.1.4 COMPLETION OF DEGREE

The time required for completion of the Master of Music degrees is an individual matter. The required coursework for either the Performance and Literature or the Music Education Master's may be completed within one calendar year, given full-time study. Students with assistantship or work responsibilities should anticipate a more extended time frame, typically (although not necessarily) two years.

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 section 5.4.3 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. Courses 65:613 through 65:619 are 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 65:666 Special Studies in Music Education. In order to have less than 3 credit hours recorded, students will have to register for 65:667 Special Studies in Music Education (2 credit hours) or 65:668 Special Studies in Music Education (1 credit hour). Fees will be assessed at the rate for each credit hour. Follow the procedures listed under section 6.1.2. item 7 to obtain approval.

7.1.8 REGULATIONS FOR RECITALS, THESIS, RESEARCH PROJECTS, AND COMPREHENSIVE EXAMINATIONS

Detailed regulations are available from the Chair of 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

The Performance and Literature Major is available in both Piano and Strings.

Required Courses:	24
65:602/603 Applied Instruction (Piano or Strings)	3/3
65:613 Public Recital I	6
65:616 Concerto or Major Chamber Work	3
65:620 Seminar in Literature (Piano or Strings)	3
65:632 Chamber Music Literature (Piano or Strings)	3
65:690 Music Bibliography and Research Meth.	3
6 Credit Hours Selected From	6
65:610 Performance Practices (3)	
65:622 Seminar in Pedagogy (Piano or Strings) (3)	
65:631 Symphonic Literature (3)	

65:678 Advanced Conducting and Score Study (3)	
65:680 Analytical Techniques I (3)	
65:681 Analytical Techniques II (3)	
Total (minimum):	30

7.2.2 M. MUS. IN PERFORMANCE AND LITERATURE (COLLABORATIVE PIANO)

Required Courses:	24
65:602/603 Applied Instruction (Piano)	3/3
65:614 Public Recital II †	3
65:615 Public Recital III †	3
65:616 Major Chamber Work	3
65:620 Seminar in Piano Literature	3
65:632 Chamber Music Literature	3
65:690 Music Bibliography and Research Meth.	3
6 Credit Hours Selected From	6
65:610 Performance Practices (3)	
65:622 Seminar in Pedagogy (3)	
65:631 Symphonic Literature (3)	
65:680 Analytical Techniques I (3)	
65:681 Analytical Techniques II (3)	
Total (minimum):	30

† Pianists enrolled in the Collaborative Piano program will be required to perform in public a solo work or group of works approved by the department. This may be included in Recital II, Recital III, or at another approved public occasion.

7.2.3 M. MUS. IN PERFORMANCE AND LITERATURE (COMPOSITION)

Required Courses:	21
65:602/603 Applied Instruction (Composition)	3/3
65:613 Public Recital I	6
65:678 Advanced Conducting & Score Study	3
65:681 Analytical Techniques II	3
65:689 Music Bibliography & Research Methods	3
9 Credit Hours Selected From	9
65:530 Canadian Music in the Twentieth Century (3)	
65:618 Research Project (6)	
65:622 Seminar in Pedagogy (Composition) (3)	
65:631 Symphonic Literature (3)	
65:633 Chamber Music Literature (3)	
65:634 Wind Ensemble Literature (3)	
65:636 History of Choral Style and Performance (3)	
65:680 Analytical Techniques I (3)	
65:699 Topics (3)	
Total (minimum):	30

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 65:619 Comprehensive Examinations (6 credit hours). The Thesis/Research option is a 36 credit hour program which includes either 65:618 Research Project (6 credit hours) or 65:695 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 course work may be transferred from another institution upon approval of the Department.

Required Courses:	12
65:640 Philosophical Foundations of Music Educ.	3



65:647 Research in Music Education	3
65:648 Graduate Seminar in Music Educ.	3
65:658 Advanced Psychology (Music Education)	3
Select One	3
65:670 Adv. Meth./Tech. in Elem. Music (3)	
65:672 Adv. Meth./Tech. in Choral Music (3)	
65:674 Adv. Meth./Tech. in Instrumental Music (3)	
Electives	9
Selected from 600 level Music or Music Education courses or 500 level Education courses, approved by the Graduate Music Department. †	
After Coursework Completion	
65:619 Comprehensive Examination	6
Total:	30

† 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 Courses:	
65:640 Philosophical Foundations of Music Educ.	3
65:647 Research in Music Education	3
65:648 Graduate Seminar in Music Educ.	3
65:658 Advanced Psychology (Music Education)	3
Select One	3
65:631 Symphonic Literature (3)	
65:632 Chamber Music Literature (3)	
65:680 Analytical Techniques I (3)	
65:681 Analytical Techniques II (3)	
Select 6 Credit Hours	6
65:634 Wind Ensemble Literature (3)	
65:636 History of Choral Style & Performance (3)	
65:670 Adv. Meth./Tech. in Elem. Music (3)	
65:672 Adv. Meth./Tech. in Choral Music (3)	
65:674 Adv. Meth./Tech. in Instrumental Music (3)	
65:678 Adv. Conducting & Score Study (3)	
Select 3 or 9 credit hours	3 or 9
65:600/601 Applied Music I/II † (1/5/1.5)	
65:664/665 Ensemble (.5/.5)	
65:660 Special Studies in Music Education (3or 6)	
65:662 Practicum in Music Education (3)	
65:690 Music Bibliography & Research Meth. (3)	
Approved Graduate Course in Education (3 or 6)	
Select one	6 or 12
65:618 Research Project (6)	
65:695 Master's Thesis (12)	
Total:	36

† Or equivalent credits from Applied Music 606 - 609.

COURSE DESCRIPTIONS

65:600 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.
1 individual instruction hour per week, one term.

65:601 APPLIED MUSIC II (1.5)

Prerequisite: 65:600.
Applied instruction within the Music Education program.
1 individual instruction hour per week, one term.

65:602 APPLIED INSTRUCTION I (3)

Private instruction in the student's major applied area. In the case of piano accompaniment majors, study and performance of solo repertoire will be encouraged.
2 individual instruction hours per week, one term.

65:603 APPLIED INSTRUCTION II (3)

Private instruction in the student's major applied area. In the case of piano accompaniment majors, study and performance of solo repertoire will be encouraged.
2 individual instruction hours per week, one term.

65:604 APPLIED INSTRUCTION III (1.5)

Prerequisite: 65:603.
Private instruction for students in the Performance/Literature program whose study extends beyond one year. Not counted for degree credit.
1 individual instruction hour per week, one term.

65:605 APPLIED INSTRUCTION IV (1.5)

Prerequisite: 65:604.
Private instruction for students in the Performance/Literature program whose study extends beyond one year. Not counted for degree credit.
1 individual instruction hour per week, one term.

65:606 APPLIED MUSIC IA (.75)

Prerequisite: A successful level of performance as determined by a 15-20 minute audition.
Applied instruction within the Music Education program.
1 individual instruction hour per week, one term.

65:607 APPLIED MUSIC IB (.75)

Prerequisite: 65:606
Applied instruction within the Music Education program.
1 individual instruction hour per week, one term.

65:608 APPLIED INSTRUCTION IIA (.75)

Prerequisite: 65:600 or 65:607.
Applied instruction within the Music Education program.
1 individual instruction hour per week, one term.

65:609 APPLIED INSTRUCTION IIB (.75)

Prerequisite: 65:608.
Applied instruction within the Music Education program.
1 individual instruction hour per week, one term.

65:610 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.
3 lecture hours per week, one term.

65:613 PUBLIC RECITAL I (6)

The recital program must be approved by the Graduate Music Department and shall include representative works from different style periods. The duration of the recital should be no more than 70 minutes and no less than 50 minutes performance time with one hour being the preferred norm. Before registering for the Public Recital, the student is expected to have completed 3 credit hours of Applied Instruction. (Registration deferred until term of anticipated completion.) The student must prepare program notes (approximately 1,000 words) to be distributed with the printed program. (Detailed requirements are available from the Department Chair.)

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.



65:614 (3)

PUBLIC RECITAL II

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.)

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.

65:615 (3)

PUBLIC RECITAL III

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.

65:616 (3)

CONCERTO OR MAJOR CHAMBER WORK

The repertoire must be approved by the Graduate Music Department which will also decide, in the case of concertos, whether the performance may be with orchestra. "Concerto" is understood to include any major work scored for solo instrument and orchestra. (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.

65:618 (6)

RESEARCH PROJECT

Prerequisite: Completion of 30 cr. hrs. course work required for the M. Mus. in M.Ed. (project) 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.

65:619 (6)

COMPREHENSIVE EXAMINATION

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.

65:620 (3)

SEMINAR IN LITERATURE (A) PIANO (B) STRINGS

(a) Piano: The class will be conducted in seminar fashion. Papers (with keyboard illustration) will be presented by students on subjects covering keyboard literature from the early 17th to the 20th centuries. Accompaniment majors will present papers relative to their specialty.

(b) Strings: The class will be conducted in seminar fashion. Papers will be presented by students on subjects covering string literature from the Baroque period to the present day.
3 lecture hours per week, one term.

65:622 (3)

SEMINAR IN PEDAGOGY: (A) PIANO (B) STRINGS (C) COMPOSITION

(a) Piano: The class will be conducted in seminar fashion on topics covering such areas as piano "methods," historical treatises on

piano playing, the teaching of beginners, principles of piano playing, etc. In addition, students will be supervised in their teaching of one or more pupils.

(b) Strings: The class will be conducted in seminar fashion and will include a review of pedagogical philosophies and principles of the past, an evaluation of the technical exercise material, an evaluation of contemporary kinesiologists and scientists that can be applied advantageously to string playing. In addition students will be required to teach under supervision one or more pupils.

(c) Composition: The class will be conducted in seminar fashion on topics covering such areas as composition methods, historical treatises on composition and cognitive theories of music perception. In addition, students will be supervised in their teaching of one or more pupils.
3 lecture hours per week, one term.

65:631 (3)

SYMPHONIC LITERATURE

An historical study of the development of the Symphonic form from the Mannheim School up to the symphonic works of the late Romantic composers.

3 lecture hours per week, one term.

65:632 (3)

CHAMBER MUSIC LITERATURE

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.

3 lecture hours per week, one term.

65:634 (3)

WIND ENSEMBLE LITERATURE

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.

3 lecture hours per week, one term.

65:636 (3)

HISTORY OF CHORAL STYLE AND PERFORMANCE

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.

3 lecture hours per week, one term.

65:640 (3)

PHILOSOPHICAL FOUNDATIONS OF MUSIC EDUCATION

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.

3 lecture hours per week, one term.

65:641 (3)

SOCIAL AND SOCIAL PSYCHOLOGICAL FOUNDATIONS OF MUSIC

Study of the relationships among social and cultural context, and musical behaviours, cognition, and values.

3 lecture hours per week, one term.

65:647 (3)

RESEARCH IN MUSIC EDUCATION

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. Experiences intended to facilitate attainment of course objectives include: 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.

3 lecture hours per week, one term.

65:648 (3)

GRADUATE SEMINAR IN MUSIC EDUCATION

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.

1.5 lecture hours per week, both terms.

65:658 (3)
ADVANCED PSYCHOLOGY (MUSIC EDUCATION)

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.

3 lecture hours per week, one term.

65:662 (3)
PRACTICUM IN MUSIC EDUCATION

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.

65:664 (.5)
ENSEMBLE

Participation for one term in one of the following ensembles of the School of Music: Chorus, Orchestra, Concert Band, Collegium Musicum, Jazz Ensemble.

65:665 (.5)
ENSEMBLE

Participation for one term in one of the following ensembles of the School of Music: Chorus, Orchestra, Concert Band, Collegium Musicum, Jazz Ensemble.

65:666 (3)
SPECIAL STUDIES IN MUSIC EDUCATION

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. (Formerly 65:660). See section 7.1.7.

65:667 (2)
SPECIAL STUDIES IN MUSIC EDUCATION

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. See section 7.1.7.

65:668 (1)
SPECIAL STUDIES IN MUSIC EDUCATION

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. See section 7.1.7.

65:670 (3)
ADVANCED METHODS AND TECHNIQUES IN ELEMENTARY MUSIC

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.

3 lecture hours per week, one term.

65:672 (3)
ADVANCED METHODS AND TECHNIQUES IN CHORAL MUSIC

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.

65:674 (3)
ADVANCED METHODS AND TECHNIQUES IN INSTRUMENTAL MUSIC

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.

3 lecture hours per week, one term.

65:678 (3)
ADVANCED CONDUCTING AND SCORE STUDY

(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.

3 lecture hours per week, one term.

65:680 (3)
ANALYTICAL TECHNIQUES I

Modern analytical techniques appropriate to the tonal repertoire will be examined. Compositional techniques and premises current at the time the works were written will also be examined by means of articles, books, and treatises in translation. Works to be analyzed will be drawn from High Renaissance sacred music, the Italian and English Madrigal School, as well as from the Baroque, Classical and Romantic periods.

3 lecture hours per week, one term.

65:681 (3)
ANALYTICAL TECHNIQUES II

Examination of selected writings on parametric analysis and set-theory as it applies to music. Works drawn from the 20th century will be selected for analysis using the above analytical techniques.

3 lecture hours per week, one term.

65:690 (3)
MUSIC BIBLIOGRAPHY AND RESEARCH METHODS

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.

3 lecture hours per week, one term.

65:695 (12)
MASTER'S THESIS

Prerequisite: Completion of 24 cr. hrs. course work required for the M.Mus. in Mus. Ed. (Thesis) 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.)

65:699 (3)
TOPICS

A personal research project with the approval of the Instructor, the Graduate Department and the Dean of the School of Music.



SECTION 8 RURAL DEVELOPMENT

8.1 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.

8.1.1 ELIGIBILITY FOR ADMISSION

Please see section 5.1.5 for full details.

8.1.2 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, in-service sessions). Normally, one credit hour is earned for attendance for every 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.

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 departmental web page at www.brandonu.ca/Academic/RuralDevelopment.

8.1.3 ACADEMIC PERFORMANCE REQUIREMENT

Please see section 5.4.4 for full details.

8.1.4 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.

8.2 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.

8.2.1 ELIGIBILITY FOR ADMISSION

Please see section 5.1.6 for full details.

8.2.2 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, 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 Rec-



ognition) 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/Academic/Rural Development](http://www.brandonu.ca/Academic/Rural%20Development).
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.

8.2.3 ACADEMIC PERFORMANCE REQUIREMENTS

Please see section 5.4.5 for full details.

8.2.4 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.

8.2.5 MASTER OF RURAL DEVELOPMENT: OUTLINE OF REQUIRED COURSES

Required:	
88:562 Rural Community Development	3
Plus one of:	3
88:560 Economic Development	
88:561 Business Development	
Plus:	
88:591 Research Methods I	3
88:592 Research Methods II	3
88:600 Thesis	9
Plus:	9
3 electives from the approved list	
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.
 May not be taken by students with credit in 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 organizations



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 (3)

RURAL TOURISM

Prerequisite: Permission of Instructor.

This course examines rural tourism by focussing 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 practised in Canada and developing a "Made in Manitoba" rural tourism plan.

May not be taken by students with credit in 38/88:463.

Cross-registered with (Geography/Rural Development) 38/88:463

3 lecture hours per week, one term.

88:564 (3)

RURAL RESOURCE DEVELOPMENT

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.

May not be taken by students with credit in 38/88:464.

Cross-registered with (Geography/Rural Development) 38/88:464

3 seminar hours per week, one term.

88:565 (3)

RURAL ISSUES

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.

May not be taken by students with credit in 88:350.

3 lecture hours per week, one term.

88:566 (3)

RURAL DEVELOPMENT AND SOCIAL INDICATORS

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.

May not be taken by students with credit in 88:351.

3 lecture hours per week, one term.

88:569 (3)

SEMINAR IN AGRICULTURAL HISTORY

Prerequisite: Nil.

This is an elective seminar course for graduate students in the Master of Rural Development programme (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.

88:580 (3)

GUIDED INDIVIDUAL STUDY

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 (3)

CO-OPERATIVE EXPERIENCE

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 (3)

RESEARCH METHODS I

Prerequisite: Nil.

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 (3)

RESEARCH METHODS II

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 (3)

SPECIAL TOPICS IN RURAL DEVELOPMENT

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 (9)

THESIS

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 (defence) must involve a three person adjudication, including the Faculty advisor and two others.

88:602 (3)

ADVANCED SKILLS FOR RURAL DEVELOPMENT

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 Masters 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.



SECTION 9 UNIVERSITY GOVERNANCE

9.1 BOARD OF GOVERNORS

Chancellor **The Right Honourable E. R. Schreyer**
P.C., C.C., C.M.M., O.M., C.D., B.A., B.Ed., M.A., D.S.S., L.L.D.
President and Vice-Chancellor **L. P. Visentin**, B.Sc., M.Sc., Ph.D.
Chair (ending 2008) **J. Janzen**, Brandon
Vice-Chair (ending 2006) **R. Lonstrup**, Brandon
Secretary (ending 2007) **K. Janz**, Baldur
Treasurer (ending 2006) **S. Stewart**, Brandon
Student (2005/06) **M. Obach**

Appointed by the Order-In-Council

(ending 2006) **B. Brauer**, Brandon
(ending 2006) **Y. Hajian**, Brandon
(ending 2008) **B. Gamblin**, Brandon
(ending 2006) **P. Gardner**, Brandon
(ending 2007) **K. Janz**, Baldur
(ending 2008) **J. Janzen**, Brandon
(ending 2008) **B. Mayes**, Brandon
(ending 2006) **S. Stewart**, Brandon

Elected by Brandon University Alumni Association

(ending 2006) **R. Lonstrup**, Brandon

Elected by the Senate of Brandon University

(ending 2007) **B. A. Nicholson**, B.A., M.A., Ph. D.
(ending 2006) **S. Robinson**, B.A., M.A., Ph.D.

Elected by the Brandon University Students Union Inc.

(2005/06) **M. Obach**
(2005/06) **N. Peto**

Executive Officer (President, B.O.G.) **K. Gross**, B.A., B.Ed., M.Ed.

9.2 SENATE

Chancellor **The Right Honourable E. R. Schreyer**
P.C., C.C., C.M.M., O.M., C.D., B.A., B.Ed., M.A., D.S.S., L.L.D.
President (Chair) **L. P. Visentin**, B.Sc., M.Sc., Ph.D.
Vice-President (Academic and Research) **J. G. Williams**, B.Sc. (Hons.), Ph.D.
Vice-President (Administration and Finance) **S. Lamont**, C.G.A., M.B.A.

Deputy Minister of Education and Training (Designate) **TBA**

Deans, Coordinators and Directors

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Dean of Science **A. F. Gulliver**, B.Sc., M.Sc., Ph.D.
Dean of Education (Acting) **J. Storie**, B.A., M.A., Cert. Ed.
Dean of Music **G. Carruthers**, B.Mus., M.A., Ph.D., A.R.C.T.
Dean of Health Studies **L. L. Ross**, B.A., M.A., Ph.D.
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Coordinator, Bachelor of General Studies

G. Coates, B.A., M.Sc.

Director of Educational Technology **TBA**

University Librarian **L. Burrige**, B.A., M.L.S.

Appointed by the Board of Governors **B. Brauer**, Brandon

One representative from each Faculty or School

Faculty of Arts (ending 2006) **S. Robinson**, B.A., M.A., Ph.D.
Faculty of Science (ending 2007)

W. Untereiner, B.Sc., M.Sc., Ph.D.

Faculty of Education (ending 2006) **R. J. Enns**, B.A., M.A., B.Ed., Ph.D.

School of Music (ending 2007) **A. Ehnes**, B.M.E., M.M.

School of Health Studies (ending 2007) **J. R. Robinson**, R.P.N., B.Sc.M.H., M.Sc., Ph.D.

Six Professors or Associate Professor

(ending 2006) **K. B. Beesley**, B.E.S., Ph.D.
(ending 2006) **H. Armstrong**, B.Ed., M.A., Ph.D.
(ending 2007) **D. Greenwood**, B.Sc., B.Sc. (Hons.), Ph.D.

(ending 2006) **B. A. Nicholson**, B.A., M.A., Ph. D.

(ending 2006) **N. M. Stanley**, B.A., B.Ed., M.Ed., Ed.D.

(ending 2007) **L. Whidden**, B.A., B.Mus., M.A., Ph.D.

Two Assistant Professors or Lecturers

(ending 2007) **G. E. Cockerline**, B.A., B.Ed., M.S.Ed.

(ending 2007) **T. B. MacNeill**, B.A., B.Ed., M.Ed., Ph.D.

One Professional Associate

(ending 2007) **M. Terry**, B.Ed., B.A., M.Ed., Ph.D.

Students (2005-2006)

B.U.S.U. (V.P. External)

Arts Senator

Science Senator

Health Studies

Education Senator

Music Senator

Senator at Large

Senator at Large

Secretary of Senate (Acting)

J. S. Wright, B.A. (Hons.), M.A., Ph.D.

Associate Registrar (Acting) **W. P. Gordon**, A.R.C.M. (Hons.)

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L. McWilliams

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A. Schneider

B. Wood

9.3 ADMINISTRATIVE STAFF

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Vice-President (Academic and Research)

J. G. Williams, B.Sc. (Hons.), Ph.D.

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Associate, Arts (Acting) **S. Robinson**, B.A., M.A., Ph.D.

Science **A. F. Gulliver**, B.Sc., M.Sc., Ph.D.

Music **G. Carruthers**, B.Mus., M.A., Ph.D., A.R.C.T.

Education (Acting) **J. Storie**, B.A., M.A., Cert. Ed.

Health Studies **L. L. Ross**, B.A., M.A., Ph.D.

Student/International Affairs (Acting)

J. S. Wright, B.A. (Hons.), M.A., Ph.D.

Coordinator, General Studies **G. Coates**, B.A., M.Sc.

Directors

Admissions

M. Kerr, B.G.S.

Athletics **R. Nickelchok**, B.Sc., M.P.E.

Ancillary Enterprises **M. Koschinsky**, B.A., B.Comm. (Hons.)

Bran-U-Day Care Inc **M. Thiessen**

BUHEP **R. Hoepfner**, B.A., B.Sc., B.Ed., M.Ed.

BUNTEP (Acting) **M. Lall**, B.A. (Hons.), B.Ed., M.A.

Conservatory **M. Carrabr **, B.Mus., M.Mus.

Field Experience **L. Ross**, B.A., B.Ed. M.Ed.

Financial & Registration Services **D. Berkan**, C.G.A.

Food Services **K. Hamilton**

Human Resources **B. M. Smith**, B.G.S., C.H.R.P

Information Technology Services **A. Dunthorne**, B.Sc.

Institutional Advancement **M. Desrosiers**, B.A., M.B.A.

International Activities **J. D. McLeod**, B.A. (Hons.), M.A., Ph.D.

PENT (Acting) **D. E. Paul**, B.A., M.Ed.

Physical Plant (Acting) **B. Myers**

Recreation **N. M. Stanley**, B.A., B.Ed., M.Ed., Cert. of Rec. Ed.D.

Residence Hall Programs **P. O'Driscoll**, B.Sc.

Rural Development **R. C. Annis**, B.A. (Hons.), M.A., Ph.D.

Other Administrative and Support Staff

Bookstore

Manager **A. Clark**, B.A., Dip. Ed.

BUNTEP

Centre Coordinator (Cranberry Portage) **D. Samatte**, B.Ed.

Centre Coordinator (Cross Lake) **D. Carriere**

Centre Coordinator (Dauphin) **P. McKay**, B.Ed., M.Ed.

Centre Coordinator (Long Plains) **B. Ranville**, B.Paed.

Centre Coordinator (Norway House)

R. Kozak, B.Sc., B.Ed., M.Ed.

Centre Coordinator (Thompson)

G. Ansine, B.Sc., Dip. Ed., B.Ed., M.Ed.

Centre Coordinator (Wasagamack) **S. Harper**

Campus Manitoba

Director **E. J. Warkentin**, B.A. (Hons.), M.A., Ph.D.

Coordinator (Altona) **L. Forrester**

Coordinator (Boissevain) **H. Jansen**

Coordinator (Carman) **K. Grenier Mintenko**, M.A.

Coordinator (Cross Lake) **D. Carriere**

Coordinator (Dauphin) **D. Rehaluk**, B.A.

Coordinator (Deloraine) **C. Mills**, B.Ed.

Coordinator (Eriksdale) **A. Sweetland**, B.Ped.

Coordinator (Flin Flon) **V. Munro**, B.A.

Coordinator (Killarney) **D. Jansen**

Coordinator (Southport) **D. Nichol**, B.A., B.Ed.

Coordinator (Steinbach) **T. Burgess**

Coordinator (The Pas) **D. Marlow**, B.Ed.

Coordinator (Swan River) **D. McCrear**, B.A.

Coordinator (Thompson) **D. Hopkins**, B.Ed.

Coordinator (White Bear) **D. Kinistino**, B.A.

**Enrolment Management Unit**Recruitment **A. Tegg, B.Sc.****Financial and Registration Services**Accountant **S. Spiss, C.G.A.**
Manager **D. Berkan, C.G.A.**
Purchasing Officer **J. Chaboyer**
Records and Examinations **C. Hearn****Health & Safety**Officer **D. Hamilton****Human Resources**Human Resource Officer **B. Bull**
Payroll Officer **K. Liddle****Information Technology Services**Help Desk **J. Baumgartner**
User Services **P. Giesbrecht**
Web Coordinator **P. Johanneson, B.Sc.****Institutional Advancement**Alumni Relations Officer **C. Eisler**
Campaign Officer **M. Hardy**
Development Officer **S. English**
Financial & Administrative Officer **K. Bowie**
Senior Development Officer **C. Yacyshen, B.A.****President's Office**Communications Officer **K. Stifora, B.A.**
Executive Officer **K. Gross, B.A., B.Ed., M.Ed.****Library**Archives **T. Mitchell, B.A., M.A., Ed. Cert.**
Automated Systems **C. Hurst, B.Sc., M.L.I.S.**
Off-Campus Services **C. Kazakoff-Lane, B.A., M.L.S.**
Public Services **L. Burrige, B.A., M.L.S.**
Reference Services **R. Schira, B.A., M.A., M.L.I.S.****Senate Secretariat**Associate Registrar (Acting) **W. P. Gordon, A.R.C.M. (Hons.)**

Senate and Convocation **P. Alvestad**
Senate and Awards **J. Olmstead Wood, B.A.**
Calendar **B. Harpe****Sexual Harassment**Advisor **R. J. Graham, B.H.E., M.M.F.T.**
Advisor **P. Morrissette, B.P.E., M.Ed., Ph.D.****Student Services**Career Planning & Placement **D. Pople, B.A.**
Coordinator, First Nations **L. McKay, B.A.**
Counsellor **S. McMaster, B.Ed., M.Ed.**
Counsellor **B. Sarbit, B.A., M.A.**
Learning Skills **S. Grills, B.Sc., M.A.**
Math Centre **P. Di Muro, Laur. Mat., B.Ed.**
PLAR Advisor **E. Tyler, B.A., M.Ed.**
Student Advisor (International) **L. Shewchuk, B.Ed., M.Ed.**
Student Advisor **D. Macintyre, B.Sc., M.Sc.**
Tutorial Services **J. Bessant, B.Mus., B.A.**
Writing Centre **A. Braun, B.A.**
M. Terry, B.Ed., B.A., M.Ed., Ph.D.**University College of the North**Coordinator **E. Tyler, B.A., M.Ed.****Vice-President Academic and Research**Coordinator, Research Services **R. Saliba, B.A., M.A.****9.4 FACULTY****Teaching Staff 2005-2006**

* On Leave

Annis, Robert C., B.A. (Hons.), M.A. (Queen's), Ph.D. (Strathclyde); Associate Professor of Rural Development
Armstrong, Helen, B.Ed., M.C.Ed., Ph.D. (Saskatchewan); Associate Professor of Administration and Educational Services
Bailey, Beverley, B.Ed., M.A. (Victoria), Ph.D. (Toronto); Associate Professor of Educational Psychology and Foundations
Beesley, Kenneth B., B.E.S., Ph.D. (Waterloo); Professor of Rural Development
Bessant, Kenneth C., B.A. (Brandon), M.A., Ph.D. (Manitoba); Associate Professor of Rural Development
Binda, Kissonpersad P., B.A. (Hons.) (Laurentian), B.Ed., M.Ed. (Toronto), C.E.T. (Western), Ph.D. (Manitoba); Professor of Curriculum and Instruction: Humanities
Bower, Arthur, B.Mus. (Illinois), S.M.M. (Union, New York), D. Mus. (Indiana); Associate Professor of Music, (Graduate-Chair)
Bowman, Wayne, B.S., M.S., Ed.D. (Illinois); Professor of MusicCarrabr , T. Patrick, B.Mus. (Manitoba), M.Mus. (Western), M.Ph., Ph.D. (C.U.N.Y.); Professor of Music
Carruthers, Glen, B.Mus. (Brandon), M.A. (Carleton), Ph.D. (Victoria), A.R.C.T.; Professor of Music
Dagenais, Andr e, B.Mus. (McGill), M.Mus. (Eastman), D.M.A. (Iowa); Assistant Professor of Music
Ehnes, Alan, B.M.E., M.M. (Northwestern); Associate Professor of Music
Enns, Robin J., B.A., M.A. (N. Bruns.), B.Ed., Ph.D. (Toronto); Professor of Curriculum & Instruction: Maths/Science
Ford, Robert, A., Mus. Dip., B.Mus. (Western), M.Mus. (Indiana); Associate Professor of Music
Gatien, Gregory, B.A. (Saint Frances Xavier), M.Mus. (Eastman); Lecturer of Music
Ginader, Gerhard, B.A. (U.C. Berkeley), M.A. (UCLA), M.A. (San Fran.), Ph.D. (U.C. Berkeley); Associate Professor of Music
Gordon, William P., A.R.C.M. (Hons.); Associate Professor of Music
Henley, Richard, B.A. (Mt. Allison), B.Ed. (U.N.B.), M.Ed. (Manitoba), Ph.D. (OISE); Associate Professor of Educational Psychology and Foundations (Travelling Professor)
Kniskern, Julie-Ann, B.A. (Hons.), M.A., M.A. (Spec. Ed.) (Northern Michigan); Assistant Professor of Curriculum and Instruction: Humanities
Lall, Melville, B.A. (Hons.) (Laurentian), B.Ed. (Queen's), M.Ed., M.A. (Toronto); Professional Associate III, BUNTEP
Leseho, Johanna, B.A., M.A., Ph.D. (Victoria); Associate Professor of Educational Psychology and Foundations
MacNeill, Thomas B., B.A., B.Ed., M.Ed., Ph.D. (Alberta); Assistant Professor of Curriculum and Instruction: Humanities (Education)
Mendenhall, James, B.M., M.A. (Missouri); Associate Professor of Music
Miller, Joan, B.Mus. (Sask.), M.Mus. (Indiana), D. Mus. (Ind.), A.R.C.T., L.R.A.M., F.T.C.L. (Trinity); Associate Professor of Music
Neil, Roger, B.F.A. (Concordia), B.Ed. (Simon Fraser), M.Ed. (Victoria), Ph.D. (Alberta); Professor of Educational Psychology and Foundations
Nicol, D. Garry, B.G.S. (Brandon), B.E., M.Ed. (Colorado State); Associate Professor of Administration and Educational Services
Novak, Arnold, B.A., B.Ed. (Brandon), M.Sc. Ed. Tech. (Wisconsin), Ph.D. (Indiana); Associate Professor of Administration and Educational Services (Chair, Graduate Studies)
Okrainec, J. Alexa, B.Sc. (Manitoba), M.C.L.S. (Western), Ph.D. (Manitoba); Assistant Professor of Educational Psychology and Foundations
Ramsey, R. Douglas, B.A. (Guelph), M.A. (Memorial), Ph.D. (Guelph); Associate Professor of Rural Development
Richards, Gerald R., B.Ed., M.Ed. (Sask.), Ph.D. (Toronto); Assistant Professor of Curriculum and Instruction: Humanities
Richardson, Robert, M.M. (Georgia), M.M. (Eastman), Artist and Lic. Dip. (Toronto); Associate Professor of Music
Richardson, Sylvia, Artist Dip. (Toronto), A.R.C.T.; Associate Professor of Music
Rudoff, Mark, B.Mus. (Julliard), LL.B. (Saskatchewan), M.Mus. (Julliard); Assistant Professor of Music
Scott, Sheila J., B.Mus., B.Mus.Ed. (Saskatchewan), M.Mus. (Calgary), Ph.D. (Alberta); Associate Professor of Music, (JDME Chair)
Skinner, Tom, B.Ed., M.Ed. (Manitoba), Ph.D. (Toronto); Assistant Professor of Administration and Educational Services
Stanley, Nancy Mae, B.A., B.Ed., M.Ed. (Manitoba), Cert. of Rec, Ed.D. (Nova Southeastern, Florida); Professor of Physical Education
Symons, Cameron, B.A. (Hons.) (Manitoba), B.Ed. (Lakehead), M.Ed., Ph.D. (Manitoba); Assistant Professor of Educational Psychology and Foundations
Tselyakov, Alexander, Grad. Dip. (Tchaikovsky Cons., Moscow); Associate Professor of Music**Chancellor Emeritus**Bell, Hon. Judge Ronald D., B.A. (Brandon), LL.B. (Manitoba); Chancellor Emeritus (Chancellor from May 1991 to October 1996)
Kavanagh, K. B.Comm., LL.D.; Chancellor Emeritus (Chancellor from November 1996 to October 2002)**President Emeritus**



Mallea, John R., D.A.S.E. (Manchester), M.S. (Oregon), Ph.D. (Columbia); President Emeritus (President from 1985 to 1990)

Professors Emeriti

Halamandaris, Pandelis, G. B.A. (American U, Cairo), M.S., Ph.D. (Indiana); Professor Emeritus of Education

Jones, Lawrence, B.A. (Manitoba), Mus. M. (Yale), D.M.A. (Iowa), A.R.C.T., L.M.M.; Professor Emeritus of Music

Macpherson, Gordon C., M.Mus. (Indiana), Artist Dip, L.R.C.T. (Toronto); Professor Emeritus of Music

Nichols, Kenneth, A. Mus. (Alberta), L.R.C.T., M.Mus. (Indiana), Ph.D. (Minnesota); Professor Emeritus of Music

Watson, Lorne, B.A. (Toronto), M.A. (New York), D.Mus. (Indiana), D.Mus. (Brandon), L.T.C.M. (Gold Medal); Professor Emeritus of Music

Librarian Emeritus

Mitchell, Terence A., B.A. (Manitoba), B.Ed. (Manitoba), M.L.S. (W. Michigan); Librarian Emeritus